

The Metropolitan Life Survey Of

THE
CALIFORNIA
TEACHER
1985

The Metropolitan Life Survey Of

**THE
CALIFORNIA
TEACHER**

Conducted for

**METROPOLITAN LIFE
INSURANCE COMPANY**

by

**LOUIS HARRIS
AND ASSOCIATES, INC.**

Data Analysis—Facts About Education
by

Policy Analysis for California Education (PACE)

1985

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NOTE: All tables are based on the Metropolitan Life 1985 Survey of the California Teacher, conducted by Louis Harris and Associates, analyzed by PACE, Policy Analysis for California Education.

INTRODUCTION

Metropolitan Life completed its first Survey of the California Teacher in 1984. That study answered the question of whether teachers resisted or embraced education reform efforts. The 1984 survey concluded that teachers, nationally as well as in California, are:

...a group of serious professionals. They are not wedded to the status quo. Teachers seek serious and responsible change and are willing to make personal sacrifices and take on more work themselves to make these changes successful.

The next step was to determine teachers' agenda for reform. That was the work of the 1985 Metropolitan Life Survey of the American Teacher and its companion report on the California Teacher.

This report presents the 1985 views of California teachers. California is the largest state in the union. It is also a state known for innovation and change. Reform in California often presages change throughout the country. The views of California teachers are, therefore, of special significance to policymakers.

The findings of the Metropolitan Life Survey of the California Teacher dovetail with those of the California Commission on the Teaching Profession. That Commission, after two years of rigorous study, recommended ways to restructure the teaching profession. The Metropolitan Life California survey examines teachers' own agenda for strengthening their profession.

Drawing from some of the valuable research conducted for the Commission by PACE (Policy Analysis for California Education) and from its own survey, conducted by Louis Harris and Associates, Inc., Metropolitan Life continues its commitment to research which will bring teachers' opinions to the forefront of the education debate.

Data obtained from both the Metropolitan Life and PACE surveys provide policy-relevant answers to four questions:

1. What factors cause some teachers to remain in the profession and what factors force others to leave?
2. What aspects of the teaching environment do teachers say impinge on their ability to give students the best education?
3. How do teachers perceive reform efforts to date?
4. What reforms do teachers believe must be undertaken if teaching is to attract and retain the academically able?

This survey is based on interviews with 502 current teachers. All interviewing was conducted by telephone between April 25 and June 8, 1985. Every public school teacher from kindergarten through grade 12 had an equal chance of being drawn into the sample. The detailed survey methodology, including information on the statistical reliability of the sample, is provided in Appendix A.

**Notes on Reading
the Tables**

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). A dash (—) represents a value of zero. Percentages may not always add to 100% because of computer rounding, multiple answers from respondents, or the elimination of "no answers."

**Public Release
of the
Survey Findings**

All Louis Harris and Associates surveys are designed to adhere to the code of standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from this survey will be released to the public, any release must stipulate that the complete report is also available, rather than simply an excerpt from the survey findings.

Project Responsibility

The director of this project at Louis Harris and Associates was Michael R. Kagay, Ph.D., Vice President. He worked under the overall supervision of Louis Harris, Chairman. Stuart Leichenko, Research Associate, assisted in all aspects of the project.

Louis Harris and Associates gratefully acknowledges the contributions of many individuals to this project. Our colleagues at Metropolitan Life and Program Planners, Inc., in particular, did a great deal to set and to keep our sights in the right direction.

Acknowledgements

We also gratefully acknowledge the work of the Policy Analysis for California Education, PACE, for their thoughtful analysis and interpretation of the California data. Most especially, we wish to thank Michael Kirst, Julia Koppich and William Gerritz of PACE for their contributions to this report.

HIGHLIGHTS OF SURVEY FINDINGS

These highlights summarize the survey findings. Interested readers are encouraged to read the full report for a more complete understanding and explanation of the results.

1. According to the California Commission on Teaching, California will need to recruit to its classrooms a minimum of 80,000 new teachers within the next five years. This figure assumes that California maintains its current second-highest-in-the-nation class sizes and the teacher attrition rate does not increase.

2. More than half of all current California teachers have seriously considered leaving the profession. More than one-fourth of California teachers say they are likely to leave teaching within the next five years. Teachers cite poor salaries, inadequate working conditions, lack of respect, lack of student motivation and poor student discipline as factors which may drive them from the profession.

3. Teachers in California experience more serious problems than do their colleagues around the country with respect to students who lack basic skills, students who use drugs, dropout rates, overcrowded classes, and inadequate programs for remedial students.

4. Teachers believe specific steps can be taken to keep good teachers in the profession. Ninety-four percent of teachers said improved salaries would help a lot, ninety percent believe it would help a lot to give teachers more respect, and eighty-five percent believe reduced class sizes would help a lot.

5. More than one million California school children are taught by teachers who report inadequate instructional materials, insufficient professional support, lack of preparation time and lack of professional decision making authority. Teachers' ratings of the adequacy of their teaching environment affect their decisions about remaining in the profession. Teachers who rate their professional



environment least adequate are more likely by a twelve percentage point margin to consider leaving teaching. Teachers with the least adequate professional environments report experiencing the greatest stress on the job, and teachers who report the greatest stress also are the most likely to say they will leave the profession.

-
6. California teachers report they are frustrated by their lack of professional decision making authority and their limited opportunities for collegiality. Teachers say it would help a lot or a little to have independence to organize their classes (95%) and want to participate in determining what is taught at their school, developing in-service courses and establishing student routines (more than 90%). Nearly all teachers also report a desire for increased opportunities to observe and be observed by their teaching colleagues. Yet, nearly all teachers also report schools are not currently structured to foster this collegiality.
-
7. For those who stay in the profession, the most compelling reasons cited by teachers are their own sheer love of teaching and their satisfaction in working with students. Yet, even those who enjoy the profession cite problems when comparing teaching to other occupations. Seventy-one percent cite low salaries, seventy-one percent cite lack of professional prestige, fifty-seven percent cite limited control over one's work and sixty-three percent cite poor equipment.
-
8. To attract good people into teaching, a majority of teachers believes it would help a lot to: increase certification requirements, make beginning teachers' salaries competitive with other professions, and establish differentiated pay according to qualifications and experience. Teachers do not favor merit pay or allowing school districts to hire non-certificated people.
-
9. Teachers believe that it would help a lot to modify the training of those entering the profession. Changes teachers favor include upgrading accreditation standards for colleges and universities, increasing admission standards for teachers entering credential programs, placing added emphasis

on teaching skills rather than subject skills during teacher training and requiring an internship prior to final certification.

10. **More than 90% of teachers support improved relationships with universities and the business community.** Teachers favor advanced college courses for themselves in their teaching specialties, college courses for particularly bright high school students and the development of internship programs between colleges and public schools. More than 90% of teachers believe the business community can and should organize public support for the schools, provide curriculum materials and teacher training and offer internship for teachers in business and industry.

11. **The majority of California teachers are aware that education reforms have been enacted and implemented.** However, more than half of teachers report reforms have had little impact on students and 42% say reforms have not affected teachers. Moreover, 70% of teachers say their views were not sought and 69% say the reforms reflect the views of school administrators.

12. **Teachers' opinions are remarkably similar across the state.** Whether they work in small rural districts, medium sized suburban districts or large inner city districts, teachers have nearly identical views about the challenges facing their profession and the steps that must be taken to attract and retain qualified teachers.



THE STATE OF THE STATE

California is the largest and one of the most diverse states in the union. Its adult and school age population are growing and becoming increasingly more heterogeneous. At this time, the pool of available teacher talent threatens to be insufficient to meet the needs of the schools as California moves into the 21st century.

California currently employs 175,000 K-12 public school teachers. The "average" California teacher is 42 years old and has fifteen years of teaching experience. Most California teachers are women (65%) and most are white (83%). Nearly 40% of the state's teachers have earned master's degrees. The average teacher salary in California ranks among the highest in the country. The State Department of Education reported an annual teacher salary of \$24,843 in 1983-84. Salaries vary, by as much as \$8,000 a year, according to location. Teachers in urban areas, where the cost of living is higher, tend to earn more than those in rural and suburban school districts.

According to current estimates, even if California maintains its present pupil-teacher ratio — which is the second highest in the country — the state will need an additional 80,000 teachers in the next five years. Particular teacher shortages are already evident in the areas of mathematics, science, bilingual education and special education.*

California's teachers will be challenged by an increasingly diverse and changing student population. The state's K-12 enrollment is increasing now and is projected to continue to increase well into the next century. Nearly 25% of the immigrants coming to the United States are settling in California, primarily in the urban areas of Los Angeles and San Francisco. The immigrant influx is dramatically reflected in a school-age population that is significantly non-English speaking. Nearly one-quarter (23%) of California's public school students speak a language other than English at home. The kinds of households from which children come is changing, too. No longer is the two parent family the norm.

*California Commission on the Teaching Profession, *Who Will Teach Our Children? A Strategy For Improving California Schools*. November, 1985.

In the last three years, the state of California has put much energy and money into education reform. California's most ambitious education reform effort was the Hughes-Hart Educational Reform Act of 1983, commonly known as SB 813. The declared purpose of SB 813 was, "...to encourage continued reform and improvement of California's elementary and secondary schools" by accomplishing a series of goals, including, "...maintain[ing] ... school campuses which encourage ... high morale and high quality of teaching from teachers."

SB 813 was dual purpose legislation. It pumped 800 million badly needed dollars into California's sagging school finance system. Currently, the state spends \$17.36 billion on K-12 education. The law also prescribed eighty-four separate reforms.

The SB 813 reforms which most directly affect the teaching profession are the following:

- Salaries for beginning teachers increased from an average of \$14,000 per year in 1982-83 to \$21,000 per year in 1986-87;
- Probationary period shortened from three years to two and teacher dismissal procedure streamlined;
- California Mentor Teacher Program established to allow up to 5% of a district's top teachers to earn additional money in exchange for assuming extra responsibility. \$30.8 million was spent on this program in 1984-85;
- California Teacher Instructional Improvement Program (CTIIP) initiated to provide grants to individual teachers for special projects;
- Lifetime teaching credential eliminated;
- Teacher Trainee Program established to enable people who want to teach in grades 9-12 but have no teacher training to earn a credential by teaching for two years;
- School day and school year lengthened;
- New programs for training school administrators begun.

Laying the SB 813 reforms alongside the Metropolitan Life and PACE surveys indicates clearly that SB 813 made some significant contributions to the early stages of education reform. However, new issues also emerge.

Survey responses show that teachers are clear about the changes they want:

- Greater professional decision-making authority;

- Increased opportunities for collegial interaction;
- Higher salaries;
- Smaller class sizes;
- Stricter standards for those entering the teaching profession.

SB 813 represents a noble effort on the part of the state policy-makers to bring needed changes to California's public schools. SB 813, however, was constructed with vital information missing — the professional opinions of California teachers. The results of the Metropolitan Life California survey paint a picture of teachers as dedicated professionals, concerned about reform, anxious to be involved in it and willing to support risky, even radical changes in school and in the teaching profession.

THE CALIFORNIA COMMISSION ON THE TEACHING PROFESSION

The California Commission on the Teaching Profession was created by State Superintendent of Public Instruction Bill Honig, Assembly Education Chair Theresa Hughes and Senate Education Chair Gary Hart. Composed largely of business representatives and others outside the education, the Commission was charged with the task of examining all aspects of the teaching profession and making recommendations for change.

The Commission issued its report in November 1985 after an exhaustive fifteen month study. In its report the Commission declared that:

... California's educational system faces unprecedented challenges, demanding new approaches in school organization and classroom instruction. Teachers are instrumental to educational improvement, but systemic compromises with professionalism have eroded the attractiveness and contribution of the teaching teachers.

The report continued:

Any program for reform of education must address (the) defects in the teaching profession. Without the dedication of teachers... the schools cannot produce an education of value for all students. Californians must ask: What will it take to attract, train, and retain enough good people in teaching?

The recommendations of the California Commission on the Teaching Profession go to the heart of the hopes and concerns teachers expressed in their survey responses.

Among the reforms proposed by the Commission are:

- Upgrading standards for entry and advancement in teaching;
- Creating a professional career ladder for teachers;
- Reducing class sizes;
- Increasing the availability and supply of instructional materials;
- Increasing salaries of beginning teachers;
- Restructuring school management to encourage collaboration between teachers and principals;
- Increasing teachers' professional decision-making authority.

The California legislature is currently grappling with several proposals designed to implement the recommendations of the Commission.

Results of the Metropolitan Life survey leave little doubt that teachers want to be part of the reform process. California's teachers represent a rich, and as yet largely untapped, resource for ideas, support, direction and implementation of significant school change. Indeed, involving teachers, valuing their professional opinions and expertise, may well be a necessary prerequisite to maintaining the momentum, preserving the gains and increasing the benefits of the current education reform movement.

RETAINING GOOD TEACHERS

California is facing a critical teacher shortage. This is a situation that promises to worsen before it improves. To be sure, part of the problem can be traced to the difficulty in attracting new people into teaching. A parallel concern of equal seriousness is the number of practicing teachers who leave the profession in mid-career. This is happening at a time when California schools, after a decade of decline, will grow by nearly 450,000 students by 1990. To stem the erosion of the teaching force, the California Commission recommends redesigning the school as a more productive workplace.

Teachers also believe steps can be taken to keep good teachers in the classroom. When presented with a list of a dozen possible reforms designed to keep people in the classroom, California teachers gave nearly unanimous support for all the reforms, including increasing respect for teachers, lowering class sizes, improving salaries, freeing teachers from non-teaching duties, and increasing parent involvement in the schools (see Table 1).

- By a 94-6% margin, teachers said it would help a lot to improve salaries.
- Nine in ten teachers (90%) believe it would help a lot to give teachers more respect by society.
- Nearly nine in ten teachers (87%) report it would help a lot for schools to be more adequately financed.
- By an 85-15% margin, teachers believe lower class sizes would help a lot to retain teachers in teaching.

California has the highest pupil-teacher ratio in the country. The national average is 18 students to 1 teacher. In California's elementary schools, the pupil-teacher ratio is 24 to 1; in secondary schools, the ratio is 28 to 1. It is therefore not surprising that 85% of California teachers versus 79% of teachers nationwide believe that reducing class size will be of great help in retaining teachers.

A PACE survey conducted for the California Commission found that:

- Nearly three-quarters of elementary teachers (74%) report they teach between 26 and 50 students per day in a self-contained classroom.

- Among secondary teachers, 40% report they teach 100 to 150 students each day; 26% teach 151-200 students a day.
- One-quarter of all teachers (25%) report that 10% or more of their students are limited or non-English speaking.
- More than one third of teachers (34%) report that at least 10% of their students receive equal special education services.*

*The results of this survey can be obtained from: PACE, School of Education, Tolman Hall, University of California, Berkeley, CA 94720.

Table 1

TEACHERS RATE POSSIBLE STEPS TO RETAIN GOOD TEACHERS

QUESTION: 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.

| | P E R C E N T A G E | | | | | | | |
|---|---------------------|------|---------------|------|-----------------------|------|----------|------|
| | HELP A LOT | | HELP A LITTLE | | WOULD NOT HELP AT ALL | | NOT SURE | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Base: CA 502 US 1846 | | | | | | | | |
| Providing a decent salary | 94 | 94 | 5 | 6 | * | * | — | — |
| Providing more respect for teachers in today's society | 90 | 90 | 9 | 9 | 1 | 1 | — | — |
| Having students who are more strongly motivated to learn | 86 | 85 | 12 | 13 | 2 | 1 | — | 1 |
| Providing increased financial support for the school system | 87 | 84 | 11 | 15 | 1 | 1 | * | * |
| Providing smaller class size | 85 | 79 | 14 | 20 | 1 | 1 | * | * |
| Reducing any unnecessary rules and requirements that waste teachers' time | 73 | 72 | 25 | 25 | 1 | 2 | 1 | * |
| Providing better tools and supplies teachers need to do their jobs | 65 | 69 | 33 | 29 | 2 | 2 | * | * |
| Reducing the time teachers need to spend on discipline | 71 | 69 | 27 | 27 | 2 | 3 | * | * |
| Reducing the time teachers need to spend on administrative tasks | 67 | 68 | 31 | 30 | 2 | 2 | * | * |
| Providing more independence to organize classes the way teachers think they should be | 57 | 59 | 38 | 38 | 5 | 2 | * | * |
| Having more parent involvement with the schools | 49 | 56 | 43 | 39 | 8 | 5 | * | * |
| Providing a closer match between student needs and teacher capabilities | 52 | 55 | 39 | 39 | 6 | 5 | 2 | 1 |
| *less than 0.5% | | | | | | | | |

TEACHERS RATE ASPECTS OF THEIR TEACHING ENVIRONMENT

A good teaching environment is essential for teachers to do their job successfully. Teachers have no trouble distinguishing those aspects of their teaching environment which they consider better than adequate from those which they consider less than adequate. Teachers' feelings about the adequacy of that environment have a clear impact on considerations of staying in teaching or leaving the profession. Teachers believe their working conditions, which are their students' learning conditions, must be improved.

Aspects judged most adequate tend to be traditional and basic in any school: textbooks, library materials, and administrative support. Aspects judged least adequate tend to be somewhat specialized or less traditional: language labs, science labs, and teachers' aides and assistants.

When Louis Harris queried California teachers about their working conditions, results differed based on grade level and location. Most often, the working conditions are reported to be worse in inner cities and their surrounding urbanized school systems. Moreover, California teachers experience more serious problems relative to teachers nationwide particularly with respect to: students lacking basic skills, students using drugs, dropout rates, overcrowding, and inadequate programs for remedial students (see Tables 2 and 3). That 58% of California teachers, as opposed to 37% of teachers nationwide, find the remedial programs inadequate is particularly foreboding. Moreover, the California Commission on the Teaching Profession found that California expects the largest increase in the proportion of students with multiple educational disadvantages — poverty, single parents, very young parents, uneducated parents and insufficient English skills.

The Harris/Metropolitan Life survey found that California teachers' ratings of the adequacy of their teaching environment affect their decision about remaining in the profession.

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- Those California teachers who rate their environment least adequate are more likely by a 12 percentage point margin to say they have seriously considered leaving the



profession. These same teachers are also more likely by a 12 percentage point margin to think they will leave in the next five years (see Table 5).

- One way the teaching environment impacts on the likelihood of leaving is via increasing stress. Teachers with the least adequate environment report great stress somewhat more frequently.
- Teachers' feelings about the adequacy of their teaching environment do not vary a great deal across areas of the state (see Tables 4B and 4C).

TEACHERS' RESPONSIBILITIES VERSUS OTHER RESPONSIBILITIES

In dealing with other professionals within the educational system, teachers reserve no educational function entirely for themselves, nor do they delegate any educational function entirely to other professionals. Rather, teachers see almost every educational function as a joint responsibility of teachers and others within the school system.

The tasks that teachers most strongly reserve to themselves are pedagogical ones: instructing students and selecting textbooks. But even in these critical areas, large numbers of teachers believe there should be joint sharing of responsibility with others within the system.

Tasks on which teachers most strongly want to involve others include counseling students on health, and counseling students on careers. But here, too, teachers value a joint sharing of responsibility, not a delegation of responsibility (see Table 6).

Table 2

TEACHERS EVALUATE PROBLEMS IN THE SCHOOLS

QUESTION: Now I am going to read some things that some people have said are *problems* with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which you teach.

| | P E R C E N T A G E | | | | | | | |
|--|---------------------|------|------------------|------|------------------|------|--------------------|------|
| | VERY SERIOUS | | SOMEWHAT SERIOUS | | NOT VERY SERIOUS | | NOT AT ALL SERIOUS | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Teachers of Grades 7-12 Base: CA 211 US 820 | | | | | | | | |
| The number of students who lack basic skills | 42 | 30 | 43 | 50 | 11 | 16 | 4 | 4 |
| The amount of drinking by students | 28 | 27 | 42 | 39 | 18 | 20 | 10 | 13 |
| The number of students using drugs | 20 | 14 | 50 | 44 | 21 | 29 | 6 | 11 |
| The number of teenage pregnancies | 13 | 19 | 28 | 30 | 35 | 29 | 20 | 20 |
| The number of dropouts | 20 | 13 | 27 | 27 | 36 | 34 | 15 | 22 |
| The number of teenage suicides | 5 | 4 | 15 | 13 | 34 | 33 | 41 | 45 |
| Teachers of Grades K-6 Base: CA 313 US 1124 | | | | | | | | |
| Overcrowded classes | 32 | 18 | 34 | 31 | 20 | 29 | 14 | 21 |
| Inadequate programs for the gifted and talented | 18 | 17 | 19 | 28 | 31 | 27 | 27 | 25 |
| Inadequate programs for remedial students | 19 | 8 | 39 | 29 | 25 | 35 | 16 | 27 |
| Inadequate programs for bilingual education | 14 | 13 | 22 | 16 | 26 | 23 | 34 | 26 |
| Inadequate programs for the handicapped | 7 | 8 | 17 | 19 | 32 | 30 | 29 | 33 |
| Absenteeism | 7 | 6 | 30 | 22 | 35 | 41 | 28 | 30 |

Table 3

TEACHERS EVALUATE PROBLEMS IN THE SCHOOLS, BY SIZE OF PLACE

QUESTION: Now I am going to read some things that some people have said are *problems* with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which you teach.

| "Very Serious" or "Somewhat Serious" | | | | | | |
|---|---------------------|---------------|----------------|------------|---------------|-----------|
| | P E R C E N T A G E | | | | | |
| | TOTAL TEACHERS | SIZE OF PLACE | | | | |
| | | INNER CITY | OTHER URBAN | SUBURB | SMALL TOWN | RURAL |
| Teachers of Grades 7-12 Base: | 211 | 26 | 35 | 73 | 52 | 25 |
| The number of students who lack basic skills | 85 | 89 | 97 | 73 | 89 | 88 |
| The amount of drinking by students | 70 | 66 | 70 | 74 | 67 | 61 |
| The number of students using drugs | 70 | 80 | 74 | 72 | 66 | 58 |
| The number of teenage pregnancies | 41 | 75 | 34 | 29 | 42 | 45 |
| The number of dropouts | 47 | 77 | 49 | 35 | 49 | 43 |
| The number of teenage suicides | 20 | 13 | 14 | 25 | 19 | 20 |
| Teachers of Grades K-6 Base: | 313 | 58 | 48 | 104 | 72 | 31 |
| Overcrowded classes | 66 | 66 | 62 | 67 | 71 | 54 |
| Inadequate programs for the gifted and talented | 37 | 38 | 31 | 32 | 44 | 49 |
| Inadequate programs for remedial students | 58 | 60 | 55 | 62 | 53 | 54 |
| Inadequate programs for bilingual education | 36 | 41 | 34 | 35 | 30 | 42 |
| Inadequate programs for the handicapped | 24 | 34 | 22 | 21 | 22 | 23 |
| Absenteeism | 37 | 51 | 36 | 27 | 36 | 50 |

Table 4A

TEACHERS RATE ASPECTS OF THEIR TEACHING ENVIRONMENT

QUESTION: First, I would like you to evaluate some of the support facilities that exist in many schools. As I read each one, please tell me whether you would rate the support facilities in *your* school as better than adequate, adequate, or less than adequate.

| | P E R C E N T A G E | | | | | | | | | |
|--------------------------------------|----------------------|------|----------|------|--------------------|------|------------------------------|------|----------|------|
| | BETTER THAN ADEQUATE | | ADEQUATE | | LESS THAN ADEQUATE | | NOT APPLICABLE (VOLUNTEERED) | | NOT SURE | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Base: CA. 502 U.S. 1846 | | | | | | | | | | |
| Textbooks and instructional material | 24 | 35 | 59 | 55 | 16 | 10 | * | * | * | * |
| Administrative support | 34 | 36 | 45 | 45 | 21 | 18 | — | — | * | * |
| Library materials | 25 | 32 | 49 | 49 | 26 | 19 | — | * | — | * |
| Computer hardware and software | 23 | 29 | 34 | 38 | 41 | 29 | 2 | 2 | 1 | 2 |
| People responsible for discipline | 23 | 22 | 53 | 53 | 23 | 25 | * | 1 | * | * |
| People responsible for truancy | 18 | 14 | 46 | 48 | 32 | 33 | 4 | 4 | 1 | 1 |
| Guidance counselors | 10 | 15 | 26 | 38 | 55 | 38 | 10 | 9 | — | 1 |
| Teacher's aides and assistants | 25 | 18 | 35 | 34 | 36 | 43 | 3 | 5 | * | * |
| Laboratories for language | 6 | 7 | 31 | 35 | 49 | 40 | 13 | 15 | 1 | 2 |
| Laboratories for science | 5 | 7 | 24 | 30 | 56 | 48 | 13 | 13 | 1 | 2 |

*Less than 0.5%

Table 4B

TEACHERS RATE ASPECTS OF THEIR TEACHING ENVIRONMENT

QUESTION: First, I would like you to evaluate some of the support facilities that exist in many schools. As I read each one, please tell me whether you would rate the support facilities in *your* school as better than adequate, adequate, or less than adequate.

| | P E R C E N T A G E | | | | | | | | | |
|--------------------------------------|----------------------|------|----------|------|--------------------|------|------------------------------|------|----------|------|
| | BETTER THAN ADEQUATE | | ADEQUATE | | LESS THAN ADEQUATE | | NOT APPLICABLE (VOLUNTEERED) | | NOT SURE | |
| | L.A. | S.F. | L.A. | S.F. | L.A. | S.F. | L.A. | S.F. | L.A. | S.F. |
| Base: L. A. 90 S.F. 76 | | | | | | | | | | |
| Textbooks and instructional material | 19 | 24 | 66 | 53 | 16 | 22 | — | — | — | 1 |
| Administrative support | 34 | 37 | 47 | 47 | 19 | 16 | — | — | — | — |
| Library materials | 27 | 30 | 47 | 50 | 27 | 20 | — | — | — | — |
| Computer hardware and software | 16 | 22 | 32 | 32 | 47 | 45 | 4 | — | 1 | 1 |
| People responsible for discipline | 22 | 21 | 49 | 51 | 29 | 26 | — | 1 | — | — |
| People responsible for truancy | 20 | 13 | 40 | 47 | 37 | 29 | 2 | 11 | 1 | — |
| Guidance counselors | 12 | 9 | 21 | 30 | 54 | 51 | 12 | 9 | — | — |
| Teacher's aides and assistants | 30 | 16 | 38 | 38 | 28 | 43 | 3 | 1 | 1 | 1 |
| Laboratories for language | 6 | 5 | 37 | 30 | 43 | 45 | 12 | 20 | 2 | — |
| Laboratories for science | 4 | 4 | 23 | 37 | 52 | 45 | 19 | 13 | 1 | 1 |

*Less than 0.5%

Table 4 C

TEACHERS RATE ASPECTS OF THEIR TEACHING ENVIRONMENT

QUESTION: First, I would like you to evaluate some of the support facilities that exist in many schools. As I read each one, please tell me whether you would rate the support facilities in *your* school as better than adequate, adequate, or less than adequate.

| | Base: Inner city (I) 81 | | | | City (C) 81 | | | | Suburban (S) 172 | | | | Rural (R) 48 | | | | | | | |
|--------------------------------------|-------------------------|----|----|----|-------------|----|----|----|--------------------|----|----|----|------------------------------|----|----|----|----------|---|---|---|
| | P E R C E N T A G E | | | | | | | | | | | | | | | | | | | |
| | BETTER THAN ADEQUATE | | | | ADEQUATE | | | | LESS THAN ADEQUATE | | | | NOT APPLICABLE (VOLUNTEERED) | | | | NOT SURE | | | |
| | I | C | S | R | I | C | S | R | I | C | S | R | I | C | S | R | I | C | S | R |
| Textbooks and instructional material | 20 | 25 | 25 | 26 | 58 | 61 | 56 | 62 | 21 | 14 | 18 | 12 | — | — | — | — | 1 | — | — | — |
| Administrative support | 25 | 35 | 37 | 37 | 44 | 50 | 44 | 34 | 31 | 14 | 19 | 29 | — | — | — | — | — | — | — | — |
| Library materials | 17 | 31 | 31 | 21 | 58 | 39 | 49 | 39 | 25 | 30 | 20 | 41 | — | — | — | — | — | — | — | — |
| Computer hardware and software | 21 | 26 | 18 | 33 | 35 | 32 | 36 | 32 | 42 | 42 | 44 | 34 | 2 | — | 1 | — | — | — | * | — |
| People responsible for discipline | 21 | 25 | 27 | 16 | 50 | 49 | 51 | 57 | 29 | 25 | 22 | 22 | — | 1 | — | 2 | — | — | — | 2 |
| People responsible for truancy | 11 | 19 | 24 | 13 | 47 | 44 | 40 | 55 | 38 | 32 | 32 | 28 | 1 | 4 | 4 | 4 | 3 | 1 | * | — |
| Guidance counselors | 8 | 8 | 13 | 6 | 26 | 29 | 23 | 21 | 56 | 53 | 53 | 58 | 11 | 10 | 10 | 14 | — | — | — | — |
| Teacher's aides and assistants | 26 | 28 | 24 | 32 | 51 | 29 | 31 | 35 | 19 | 42 | 40 | 33 | 3 | 1 | 4 | — | 2 | — | * | — |
| Laboratories for language | 5 | 7 | 8 | 6 | 36 | 34 | 28 | 25 | 44 | 52 | 48 | 59 | 13 | 7 | 15 | 10 | 3 | — | 2 | — |
| Laboratories for science | 7 | 2 | 8 | 2 | 22 | 28 | 27 | 31 | 56 | 55 | 51 | 65 | 14 | 14 | 14 | 2 | 1 | — | 1 | — |

*less than 0.5%

Note: The category of "small town" has been omitted from this table.

Table 5

TEACHERS THINK ABOUT LEAVING TEACHING, BY ADEQUACY OF THE TEACHING ENVIRONMENT

QUESTION: Have you ever seriously considered *leaving* teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation – very likely, fairly likely, not too likely, or not at all likely?

| Adequacy of the Teaching Environment | | | | | | | | |
|--------------------------------------|---------------------|-------------|---------------|------------|-------------|------------|----------------|------------|
| | P E R C E N T A G E | | | | | | | |
| | TOTAL TEACHERS | | MOST ADEQUATE | | MIXED LEVEL | | LEAST ADEQUATE | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Base: | 502 | 1846 | 70 | 368 | 206 | 731 | 226 | 747 |
| Ever Seriously Considered Leaving | | | | | | | | |
| Yes, considered | 54 | 51 | 45 | 39 | 55 | 48 | 57 | 62 |
| No, not considered | 45 | 49 | 55 | 61 | 45 | 52 | 42 | 38 |
| Not sure | * | * | — | * | — | * | * | * |
| Likely to Leave Within Next 5 Years | | | | | | | | |
| Very likely | 15 | 12 | 12 | 10 | 14 | 11 | 18 | 15 |
| Fairly likely | 14 | 14 | 10 | 9 | 13 | 13 | 16 | 18 |
| Not too likely | 25 | 26 | 19 | 25 | 25 | 27 | 27 | 26 |
| Not at all likely | 46 | 47 | 58 | 55 | 49 | 48 | 39 | 40 |
| Not sure | 1 | * | 1 | 1 | * | * | * | * |

*less than 0.5%

Note: Reported adequacy is based on the combined responses to the 10 items in Q.1.

Table 6
**TEACHERS FIX FOCUS OF
 RESPONSIBILITY IN THE SCHOOLS**

QUESTION: I would like you to evaluate various tasks that are performed in most schools, and to tell us which you think should be solely the responsibility of *teachers*, which should be solely the responsibility of *other people*, and which should be the *joint* responsibility of both teachers and other people.

| | P E R C E N T A G E | | | | | | | |
|--|---------------------------------------|------|--|------|---|------|----------|------|
| | SOLELY THE RESPONSIBILITY OF TEACHERS | | THE JOINT RESPONSIBILITY OF BOTH TEACHERS AND OTHER PEOPLE | | SOLELY THE RESPONSIBILITY OF OTHER PEOPLE | | NOT SURE | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Base: CA. 502 U.S. 1846 | | | | | | | | |
| Instructing students | 62 | 59 | 38 | 41 | — | * | * | * |
| Selecting textbooks | 47 | 46 | 53 | 54 | — | * | — | * |
| Training new and less experienced teachers | 31 | 27 | 65 | 67 | 4 | 5 | — | * |
| Developing the curriculum | 21 | 21 | 79 | 78 | 1 | 1 | — | * |
| Disciplining students | 5 | 9 | 92 | 89 | 3 | 2 | * | * |
| Counseling students on health | 6 | 7 | 82 | 84 | 12 | 9 | * | * |
| Counseling students on careers | 3 | 3 | 77 | 82 | 18 | 14 | 2 | 1 |
| *Less than 0.5% | | | | | | | | |

VI.



WHY TEACHERS THINK ABOUT LEAVING

According to the California Commission on the Teaching Profession, California will not have enough teachers to meet the educational needs of its school-aged population. The Commission estimates that the schools must recruit nearly 80,000 additional teachers by the end of this decade.

Recruiting new teachers may be made more difficult by the high rate of attrition both nationally and in California. The Metropolitan Life Survey of California teachers discovered that more than half of all teachers currently teaching in California schools (54%) have at some time seriously considered leaving the profession to go into some other occupation. More than one-quarter (29%) of California teachers say that within the next five years, they are likely to leave teaching for some different occupation (see Table 7). Teachers who think about leaving are widely spread throughout the profession and across the state. They are to be found in all areas of the state, in all types of schools and at all levels of teaching experience. California teachers resemble their peers nationwide in terms of the numbers desirous of leaving the profession. What compounds the projected teacher shortage in California is the anticipated increase in school enrollment and the special educational needs these students are likely to have.

CHIEF REASONS WHY TEACHERS CONSIDER LEAVING

Inadequate salary and poor working conditions dominate the list of reasons that cause teachers to consider leaving the profession. Reasons cited by California teachers are the same as those cited by teachers throughout the United States.

- Sixty-five percent of California teachers cite inadequate salaries as the main reason causing them to consider leaving teaching.
- Working conditions rank as the second most important motivating factor, with 44% of California teachers citing as their main reason for thinking about leaving the profession such conditions as too much paperwork, too many non-teaching duties, overcrowding, and long hours.

Factors related to administration, lack of respect, and students are next in importance.

- Thirty percent of teachers cite lack of administrative support and dissatisfaction with administrators as their main motivation for leaving.

 - Lack of respect is mentioned by another twenty-nine percent of teachers as their chief reason for considering another occupation.

 - Twenty-nine percent of teachers who consider leaving point to such factors as lack of student discipline and lack of student motivation. Twenty percent alone cite discipline.
-

Table 8 presents in detail the reasons offered by current teachers for thinking about leaving. Men and women cite slightly different reasons. Men who consider leaving are more likely to mention salary, whereas women who consider leaving are relatively more likely to mention working conditions.

TEACHING AND JOB STRESS

Teaching is a stressful occupation. Realizing this, the California Commission calls for a restructuring of the teaching profession because, warns the Commission: "...without compensating experiences of growth and renewal, [teaching] can eventually lead to emotional exhaustion and alienation..."

Forty percent of California teachers report that they experience great stress several days a week or more as part of their teaching job (see Table 10). By comparison, the recent Harris survey for *Prevention* magazine shows that among American adults as a whole, twenty-seven percent experience stress that often.

The degree to which teachers experience stress has an impact on considerations of staying in teaching or leaving the profession (see Table 11).

- Teachers who report great stress several times a week or more as part of their job are more likely by a 12 percentage point margin to have seriously considered leaving

than those teachers who experience great stress less than once a week. These same teachers are more likely by an 8 point margin to think they might leave the profession in the next five years.

The experience of stress is very widely shared by all categories of teachers examined in this study. No category of teacher stands out as much more highly stressed than others. Rather, there are highly stressed individuals in all categories of teachers (see Table 11).

TEACHING COMPARED TO OTHER OCCUPATIONS

When asked to compare their profession to other occupations, California teachers agree on the advantages of teaching. *In fact, California teachers are more positive about the attributes of the teaching profession than are teachers nationwide* (see Table 12).

- Teachers rate job security (80%), vacation benefits (77%), personal satisfaction (60%), and the caliber of the colleagues one works with (46%) as the major dimensions on which teaching is better than other occupations. Interestingly California teachers believe they are more secure in their jobs but feel they have less job satisfaction than do teachers nationally. Nevertheless, these factors represent enduring advantages that the teaching profession enjoys as people calculate the pluses and minuses of being a teacher.
 - A majority of California teachers is also in agreement about the aspects of teaching which compare most unfavorably to other professions. However when compared to teachers nationally, California teachers differ in their views. Eighty-one percent of teachers nationally believe salaries are better in other professions compared with seventy-one percent in California.
 - Other unfavorable characteristics include: lack of professional prestige (71%), limited control over one's own work (57%), and the poor equipment with which one has to work (63%). These factors represent powerful liabilities as people contemplate career decisions involving teaching.
-

WHY TEACHERS STAY

Despite what teachers report as inadequate compensation and poor working conditions, many teachers say that they find satisfaction in teaching as a career.

- Nearly four-fifths of teachers (79%) who have considered leaving the profession report they have stayed simply because they derive satisfaction from teaching, which is slightly higher than teachers nationally (74%). This includes teachers' relationships with their students (47%), love of teaching (36%) and satisfaction in seeing students grow or progress (28%).
- Nearly half of teachers (48%) who have chosen to remain in the profession cite such tangible job benefits as job security, having summers off and the work hours.
- Among all California teachers, 42% say they are very satisfied with teaching as a career; 36% say they are somewhat satisfied.
- Over one-fifth of teachers (23%) report they are dissatisfied with teaching as a career.

Teachers' feelings of satisfaction or dissatisfaction with their careers have an overwhelming impact on consideration of staying in teaching or leaving the profession (see Table 15).

- Those who are dissatisfied are more likely by a 50 percentage point margin to have considered leaving than those who are very satisfied.
- Teachers who are dissatisfied are 37 percentage points more likely to think that they might leave within the next five years. Some categories of teachers tend to be more satisfied or dissatisfied than others.
- Satisfaction with teaching as a career tends to run higher in elementary schools and lower in secondary schools.
- Satisfaction is higher among women teachers and lower among men teachers.

Proportions of satisfied and dissatisfied teachers do not vary across state regions nor in a comparison of urban versus suburban schools.

WHERE TEACHERS THINK ABOUT GOING

OCCUPATIONS THAT ATTRACT CURRENT TEACHERS

Regardless of where they teach, when teachers seriously consider leaving the profession, they are attracted to a broad range of occupations. These include:

- executive managerial and administrative posts (15%);
- various kinds of specialties in the arts, the sciences, and the helping professions (31%);
- technical occupations such as in the field of science and computers (8%); and various sales occupations from real estate to store ownership (18%).

Men and women favor somewhat different categories of occupations.

- Female teachers who have considered leaving are slightly more likely than men to have been attracted to professional specialties.
- Male teachers who have considered leaving are more likely than women to have been attracted to sales occupations.
- Nearly all occupations that attract teachers are of the white-collar variety. Only six percent of teachers mention service, agricultural, craft, or laboring occupations as other job choices.

TEACHERS VIEWS ON THEMSELVES AS PROFESSIONALS

California is on the verge of a critical teacher shortage. The pool of talent from which prospective teachers were traditionally drawn — women and minorities — has all but disappeared as other job opportunities have opened up for these groups. Moreover, teaching has become an increasingly less attractive occupation for those entering the job market.

Survey responses indicate that low salaries, inadequate working conditions and low status are three factors which affect the supply of teachers. Another important factor is what teachers express as a lack of respect for their professional expertise.

Teachers report they have little professional decision-making authority. Both the Metropolitan Life and PACE surveys show a vast disjuncture between what teachers' professional judgment tells them and what happens in schools. Yet almost all teachers report a strong desire for increased participation in decision-making.

-
- Nearly all teachers (95%) report that providing more independence to organize classes the way teachers think they should be organized would encourage good teachers to remain in teaching rather than leaving the profession (see Table 1).
-
- More than half of all teachers (57%) believe teachers have less control over their work than do members of other professions (see Table 12).
-

SOME FINDINGS FROM THE PACE SURVEY

The PACE study examined the issue of teachers and decision-making authority in greater detail. That survey found that the strongest correlation between what teachers believe should happen and what actually does happen is in the area of classroom furniture arrangement. On issues of greater professional substance — deciding what is taught, establishing school routines or directing on-the-job training — teachers report little involvement.

- More than nine out of ten teachers (96%) believe they should participate in determining what is taught at their schools.

Fewer than half of teachers (41%) report an opportunity for such participation.

- Nearly all teachers (98%) believe the administration should consider teachers' preferences in making teaching assignments. Fewer than half of teachers (42%) report their preferences are considered.
- By a 96-4% margin, teachers agree that they should participate in determining professional development, or in-service courses. Only one-fifth of teachers (22%) report that they have an opportunity to help determine which in-service courses are offered.
- When asked if the faculty should be involved in setting school routines, like bell schedules, 85% of California teachers said they should. Just slightly over one-quarter of teachers (26%) said they actually do have a voice in setting their schools' student routines.
- Nearly all teachers (98%) believe that teachers and administrators should work together to establish student discipline policies. Fewer than half of teachers (42%) report that they are involved in setting schools' discipline policies.
- More than eight out of ten teachers (84%) believe they should participate in determining assignment of students to teachers' classes. Fewer than one-third of teachers (28%) report that level of involvement.
- More than three-quarters of California teachers (78%) agree that they should "participate in selecting new teachers to come to my school." Only (15%) of teachers report they are consulted in this matter.

One of the hallmarks of professionalism is developing collaborative relationships with one's colleagues. The PACE survey found that teachers desire greater collegiality, but have limited opportunities for interaction with their teaching peers.

-
- Nearly nine out of ten teachers (87%) report they could improve their teaching by observing other teachers. Only 6% of teachers say they have an opportunity to observe their colleagues on a regular basis.
-
- More than three-quarters of teachers (77%) believe they can enhance their skills by having other teachers observe them and provide feedback. Just 3% of teachers report that their colleagues have an opportunity to spend time watching them teach.
-
- Nearly all teachers (93%) want the administration to schedule time during the workday when teachers can talk to their colleagues about professional matters. Less than one-seventh of teachers (14%) report that they have such time.
-

Table 7

WHO THINKS ABOUT LEAVING TEACHING

QUESTION: Have you ever seriously considered *leaving* teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation – very likely, fairly likely, not too likely, or not at all likely?

| | P E R C E N T A G E | | | | | |
|-------------------------------------|---------------------------|---------------------------------|-----------|-----------|------------------------------|------------------------------|
| | U.S. TOTAL TEACHERS | CALIFORNIA TOTAL TEACHERS | L.A. | S.F. | OTHER NORTHERN REGIONS | OTHER SOUTHERN REGIONS |
| Base | 1846 | 502 | 90 | 76 | 188 | 148 |
| Ever seriously considered leaving | | | | | | |
| Yes, considered | 51 | 54 | 50 | 55 | 57 | 56 |
| No, not considered | 49 | 45 | 52 | 45 | 43 | 44 |
| Not sure | * | * | — | — | 1 | — |
| Likely to leave within next 5 years | | | | | | |
| Very likely | 12 | 15 | 14 | 20 | 15 | 14 |
| Fairly likely | 14 | 14 | 17 | 16 | 11 | 13 |
| Not too likely | 26 | 25 | 20 | 25 | 26 | 28 |
| Not at all likely | 47 | 46 | 49 | 38 | 47 | 43 |
| Not sure | * | 1 | — | 1 | — | 1 |

LA = Los Angeles County
SF = San Francisco Bay Area

Table 8

WHAT MAKES TEACHERS THINK ABOUT LEAVING

Base: 985 Current teachers who seriously considered leaving

QUESTION: What were the main things that made you consider *leaving* teaching?
Anything else?

| | P E R C E N T A G E | | | | | |
|---|---------------------|------------|------------|------------|------------|------------|
| | TOTAL | | MEN | | WOMEN | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Base: | 277 | 985 | 105 | 387 | 172 | 598 |
| Inadequate, Low Salary | 65 | 62 | 73 | 77 | 61 | 53 |
| Working Conditions (net total) | 44 | 41 | 37 | 31 | 48 | 48 |
| Paperwork | 13 | 12 | 10 | 5 | 14 | 17 |
| Non-teaching duties | 14 | 12 | 10 | 10 | 16 | 14 |
| School environment, physical aspects | 9 | 8 | 9 | 7 | 9 | 9 |
| Overcrowding, class size | 12 | 8 | 9 | 5 | 14 | 10 |
| Long hours | 2 | 5 | 3 | 4 | 2 | 6 |
| Lack of input, independence, freedom | 5 | 5 | 4 | 5 | 5 | 5 |
| Workload | 4 | 4 | 1 | 3 | 6 | 4 |
| Lack of supplies, materials | 4 | 3 | 4 | 3 | 4 | 3 |
| Inadequate time for planning | 1 | 1 | 1 | 1 | 1 | 2 |
| All other working conditions | 20 | 21 | 20 | 19 | 19 | 23 |
| Student-Related (net total) | 29 | 31 | 31 | 32 | 27 | 31 |
| Lack of discipline by students | 20 | 21 | 20 | 19 | 19 | 10 |
| Lack of motivation by students | 9 | 11 | 13 | 13 | 6 | 10 |
| General attitudes of students | 2 | 3 | 4 | 2 | 1 | 4 |

Table 8 (continued)

WHAT MAKES TEACHERS THINK ABOUT LEAVING

| | P E R C E N T A G E | | | | | |
|---|---------------------|-----------|-----------|-----------|-----------|-----------|
| | TOTAL | | MEN | | WOMEN | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Changes in lifestyles | — | — | — | — | — | — |
| All other student-related | 4 | 2 | 4 | 2 | 3 | 2 |
| Administration-Related (net total) | 30 | 25 | 22 | 24 | 35 | 25 |
| Lack of Administrative Support | 16 | 14 | 11 | 11 | 19 | 15 |
| Dissatisfaction with Administration | 11 | 8 | 8 | 10 | 12 | 7 |
| Incompetent Administration | 3 | 3 | 4 | 3 | 3 | 3 |
| All other Administration-related | 3 | 1 | 2 | 1 | 3 | 2 |
| Lack of Respect (net total) | 29 | 25 | 23 | 22 | 32 | 27 |
| Society's attitude toward teaching | 8 | 7 | 6 | 5 | 9 | 8 |
| Lack of respect from students | 5 | 6 | 2 | 5 | 7 | 7 |
| Lack of respect in community | 4 | 5 | 5 | 4 | 4 | 6 |
| Low status, prestige | 6 | 4 | 7 | 6 | 5 | 3 |
| Lack of respect in general | 6 | 4 | 3 | 4 | 9 | 4 |
| Lack of respect from parents | 2 | 3 | 1 | 3 | 3 | 2 |
| Not considered a professional | 5 | 3 | 3 | 3 | 6 | 2 |
| All other lack of respect-related | — | — | — | — | — | — |
| Emotional Aspects (net total) | 25 | 22 | 25 | 20 | 26 | 23 |
| Routine, boredom | 17 | 13 | 14 | 10 | 19 | 14 |
| Stress | 9 | 8 | 9 | 7 | 9 | 9 |

Table 8 (continued)

WHAT MAKES TEACHERS THINK ABOUT LEAVING

| | P E R C E N T A G E | | | | | |
|---|---------------------|-----------|-----------|-----------|-----------|-----------|
| | TOTAL | | MEN | | WOMEN | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Frustration | 5 | 5 | 4 | 5 | 5 | 5 |
| Lack of fulfillment | 5 | 4 | 5 | 5 | 5 | 4 |
| Burnout | 5 | 4 | 4 | 3 | 6 | 5 |
| All other emotional-related | 2 | 1 | 1 | 1 | 2 | 1 |
| Parent and community-related (net total) | 21 | 21 | 22 | 16 | 21 | 24 |
| Lack of parent support | 15 | 18 | 13 | 12 | 16 | 22 |
| Lack of community support | 6 | 2 | 9 | 3 | 4 | 2 |
| All other parent and community-related | 2 | 2 | 2 | 1 | 2 | 2 |
| Miscellaneous | | | | | | |
| Opportunity to do something else | 6 | 7 | 6 | 6 | 7 | 7 |
| No chance of advancement | 4 | 5 | 4 | 6 | 5 | 5 |
| Lack of school funds, budget | 5 | 3 | 4 | 2 | 5 | 4 |
| Teacher testing | — | 2 | — | 1 | — | 3 |
| New laws, reforms | 3 | 2 | 1 | 2 | 4 | 3 |
| Better benefits elsewhere | 1 | 1 | — | 2 | 1 | 1 |
| Dissatisfaction with colleagues | 3 | 1 | 2 | 1 | 4 | 2 |
| All other reasons mentioned | 7 | 6 | 4 | 4 | 8 | 7 |

Note: Figures add to more than 100% because teachers were free to offer more than one reason in answer to the open-ended questions. "Net" figures show the total giving at least one answer within a major grouping of answers.

Table 9

WHO THINKS ABOUT LEAVING TEACHING BY WORK AT SECOND JOB

QUESTION: Have you ever seriously considered *leaving* teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation – very likely, fairly likely, not too likely, or not at all likely?

| | P E R C E N T A G E | | | | | |
|--|---------------------|-------------|----------------------|------------|---------------|-------------|
| | TOTAL TEACHERS | | WORKED AT SECOND JOB | | NO SECOND JOB | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Base: | 502 | 1846 | 122 | 515 | 380 | 1331 |
| Ever seriously considered leaving | | | | | | |
| Yes, considered | 54 | 51 | 69 | 68 | 50 | 45 |
| No, not considered | 45 | 49 | 31 | 32 | 50 | 55 |
| Not sure | * | * | — | * | — | * |
| Likely to Leave Within Next 5 years | | | | | | |
| Very likely | 15 | 12 | 26 | 21 | 12 | 9 |
| Fairly likely | 14 | 14 | 13 | 16 | 14 | 14 |
| Not too likely | 25 | 26 | 28 | 29 | 24 | 25 |
| Not at all likely | 46 | 47 | 33 | 33 | 50 | 52 |
| Not sure | 1 | * | 1 | * | * | 1 |

Table 10
TEACHERS AND JOB STRESS

| | P E R C E N T A G E | | | | |
|-----------------------------|---------------------|-------------|---------------|-----------------|-----------------|
| | TOTAL | L.A. COUNTY | SAN FRANCISCO | REMAINDER NORTH | REMAINDER SOUTH |
| Base: | 502 | 90 | 76 | 188 | 148 |
| Almost everyday | 16 | 13 | 17 | 18 | 17 |
| Several days a week | 24 | 26 | 18 | 22 | 26 |
| Less often than once a week | 23 | 24 | 14 | 24 | 24 |
| Never | 3 | 2 | 1 | 4 | 4 |
| Not sure | * | — | 1 | 1 | — |

S.F. = San Francisco Bay Area
*Less than 0.5%

Table 11

TEACHERS WHO THINK ABOUT LEAVING TEACHING, BY FREQUENCY OF JOB STRESS

QUESTION: Have you ever seriously considered *leaving* teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation
— very likely, fairly likely, not too likely, or not at all likely?

| FREQUENCY OF FEELING UNDER GREAT JOB STRESS | | | | | | | | |
|---|-----------------------|------------------------|------------------------------------|------------|-------------------------|------------|--------------------------------------|------------|
| | P E R C E N T A G E | | | | | | | |
| | CA. TOTAL TEACHERS | U.S. TOTAL TEACHERS | SEVERAL TIMES A WEEK OR MORE | | ONCE OR TWICE A WEEK | | LESS THAN ONCE A WEEK OR NEVER | |
| | | | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Base: | 502 | 1846 | 201 | 700 | 168 | 618 | 131 | 526 |
| Ever Seriously Considered Leaving | | | | | | | | |
| Yes, Considered | 54 | 51 | 59 | 63 | 55 | 49 | 47 | 39 |
| No, not considered | 45 | 49 | 41 | 37 | 45 | 51 | 53 | 61 |
| Not sure | * | * | * | * | — | * | — | — |
| Likely to Leave Within Next 5 Years | | | | | | | | |
| Very Likely | 15 | 12 | 19 | 16 | 14 | 11 | 11 | 9 |
| Fairly Likely | 14 | 14 | 15 | 18 | 15 | 13 | 11 | 11 |
| Not too likely | 25 | 26 | 23 | 28 | 30 | 26 | 22 | 25 |
| Not at all likely | 46 | 47 | 42 | 38 | 41 | 49 | 56 | 55 |
| Not sure | 1 | * | 1 | * | * | * | — | * |

Table 12

TEACHERS COMPARE TEACHING VERSUS OTHER OCCUPATIONS

Base: Current teachers who seriously considered leaving.

QUESTION: We'd like you to rate some of the aspects of teaching compared to (OCCUPATION MENTIONED IN Q.14). From what you know, is/are (READ EACH ITEM) better in teaching or better in (OCCUPATION MENTIONED IN Q.14)?

| | P E R C E N T A G E | | | | | | | |
|--|---------------------|------|----------------------------|------|-----------------------------------|------|----------|------|
| | BETTER IN TEACHING | | BETTER IN OTHER OCCUPATION | | SAME, NO DIFFERENCE (VOLUNTEERED) | | NOT SURE | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Base: CA. 201 U.S. 714 | | | | | | | | |
| Aspects in which teaching is rated better or equal | | | | | | | | |
| Job security | 80 | 69 | 8 | 19 | 9 | 9 | 3 | 3 |
| Vacation benefits | 77 | 68 | 13 | 24 | 7 | 5 | 2 | 3 |
| Personal satisfaction | 60 | 65 | 26 | 23 | 12 | 8 | 3 | 4 |
| Caliber of the colleagues you work with | 46 | 50 | 28 | 26 | 17 | 20 | 9 | 4 |
| Intellectual challenge | 42 | 47 | 43 | 38 | 13 | 13 | 3 | 2 |
| Retirement benefits | 53 | 44 | 29 | 38 | 8 | 8 | 11 | 11 |
| Health insurance benefits | 58 | 40 | 16 | 35 | 17 | 17 | 9 | 9 |
| Aspects in which other occupations are rated better | | | | | | | | |
| Total number of hours worked each week | 33 | 33 | 51 | 47 | 13 | 16 | 3 | 3 |
| Your control over your own work | 31 | 31 | 57 | 57 | 8 | 9 | 4 | 3 |
| Equipment you have to work with | 19 | 17 | 63 | 68 | 8 | 11 | 10 | 5 |
| Professional prestige | 18 | 18 | 71 | 74 | 8 | 6 | 3 | 3 |
| Salary | 18 | 12 | 71 | 81 | 4 | 5 | 7 | 3 |

Table 13

TEACHERS' SATISFACTION WITH TEACHING AS CAREER, BY TYPE OF SCHOOL AND BY SEX

QUESTION: All in all, how satisfied would you say you are with teaching as a career — very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

| | P E R C E N T A G E | | | | | |
|-----------------------|---------------------|----------------------|-----------------------|----------------|------------|------------|
| | TYPE OF SCHOOL | | | | SEX | |
| | TOTAL TEACHERS | ELEMENTARY SCHOOL | JUNIOR HIGH SCHOOL | HIGH SCHOOL | MALE | FEMALE |
| Base: | 502 | 313 | 87 | 126 | 172 | 330 |
| Very satisfied | 42 | 46 | 40 | 31 | 36 | 44 |
| Somewhat satisfied | 36 | 34 | 37 | 40 | 38 | 35 |
| Somewhat dissatisfied | 19 | 17 | 19 | 23 | 23 | 17 |
| Very dissatisfied | 4 | 3 | 4 | 5 | 3 | 4 |
| Not sure | * | — | — | 1 | — | * |

Table 14

TEACHERS' SATISFACTION WITH TEACHING AS CAREER, BY SIZE OF PLACE

QUESTION: All in all, how satisfied would you say you are with teaching as a career — very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

| | P E R C E N T A G E | | | | | |
|-----------------------|---------------------|------------|-------------|------------|------------|-----------|
| | TOTAL TEACHERS | INNER CITY | OTHER URBAN | SUBURB | SMALL TOWN | RURAL |
| Base: | 502 | 81 | 81 | 172 | 120 | 48 |
| Very Satisfied | 42 | 39 | 43 | 39 | 47 | 44 |
| Somewhat satisfied | 36 | 38 | 38 | 37 | 30 | 37 |
| Somewhat dissatisfied | 19 | 20 | 15 | 20 | 19 | 15 |
| Very dissatisfied | 4 | 3 | 4 | 4 | 3 | 4 |
| Not sure | * | — | — | — | 1 | — |

Table 15

TEACHERS WHO THINK ABOUT LEAVING TEACHING, BY DEGREE OF CAREER SATISFACTION

QUESTION: Have you ever seriously considered leaving teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation – very likely, fairly likely, not too likely, or not at all likely?

| | P E R C E N T A G E | | | | | | | |
|--|---------------------|-------------|----------------|------------|--------------------|------------|---------------|------------|
| | TOTAL TEACHERS | | VERY SATISFIED | | SOMEWHAT SATISFIED | | DIS-SATISFIED | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Base: | 502 | 1846 | 206 | 785 | 178 | 652 | 117 | 433 |
| Ever seriously considered leaving | | | | | | | | |
| Yes, considered | 54 | 51 | 34 | 29 | 60 | 59 | 84 | 86 |
| No, not considered | 45 | 49 | 66 | 71 | 40 | 40 | 16 | 14 |
| Not sure | * | * | — | * | — | * | 1 | * |
| Likely to leave within next 5 years | | | | | | | | |
| Very likely | 15 | 12 | 8 | 7 | 13 | 10 | 32 | 28 |
| Fairly likely | 14 | 14 | 7 | 6 | 18 | 17 | 20 | 28 |
| Not too likely | 25 | 26 | 17 | 20 | 33 | 35 | 26 | 27 |
| Not at all likely | 46 | 47 | 66 | 67 | 36 | 38 | 22 | 18 |
| Not sure | 1 | * | 1 | 1 | — | * | 1 | * |

*Less than 0.5%

Table 16

WHAT MAKES TEACHERS STAY IN TEACHING

QUESTION: What were the main things that made you decide to stay in teaching?
Anything else?

| CURRENT TEACHERS WHO SERIOUSLY CONSIDERED LEAVING | | |
|---|---------------------|------------|
| | P E R C E N T A G E | |
| | CALIFORNIA | U.S. |
| Base: | 277 | 985 |
| Job Satisfaction (net total) | 79 | 74 |
| Relationship with students | 47 | 40 |
| Love to teach | 36 | 27 |
| Satisfaction in seeing students grow, progress | 28 | 23 |
| Job fulfillment | 12 | 12 |
| Feel capable as teacher | 9 | 6 |
| Relationship with colleagues | 7 | 6 |
| Like to give, help | 5 | 5 |
| It's my career/what I was trained for | 3 | 4 |
| It's a challenge | 3 | 3 |
| All other satisfaction – related | 1 | 1 |
| Job Benefits (net total) | 48 | 43 |
| Summers off, good vacation | 24 | 19 |
| Good hours | 10 | 9 |
| Job security | 5 | 7 |

Table 16 (continued)

WHAT MAKES TEACHERS STAY IN TEACHING

| CURRENT TEACHERS WHO SERIOUSLY CONSIDERED LEAVING | | |
|---|---------------------|-----------|
| | P E R C E N T A G E | |
| | CALIFORNIA | U.S. |
| Improved working conditions recently | 7 | 7 |
| Retirement benefits | 6 | 5 |
| The money, the income | 7 | 5 |
| Received increase in salary recently | 3 | 2 |
| All other benefits – related | 6 | 5 |
| Lack of Other Opportunities (net total) | 8 | 12 |
| Lack of other options, training | 7 | 10 |
| Few job opportunities in my area | 1 | 2 |
| My Age/My Years Invested (net total) | 10 | 9 |
| Many years invested | 5 | 7 |
| Too old to start new career | 3 | 3 |
| Miscellaneous | | |
| Family responsibilities | 4 | 4 |
| It is close to home | 4 | 10 |
| All other reasons mentioned | 4 | 10 |

Note: Figures add to more than 100% because teachers were free to offer more than one reason in answer to the open-ended questions. "Net" figures show the total giving at least one answer within a major grouping of answers.

Table 17

THE OCCUPATIONS THAT ATTRACT TEACHERS

Base: Current teachers who seriously considered leaving for some specific new occupation.

QUESTION: The most recent time you considered going into a different occupation, what occupation was that?

| | P E R C E N T A G E | | | | | |
|--|---------------------|------------|------------|------------|------------|------------|
| | TOTAL | | MEN | | WOMEN | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Base: | 277 | 782 | 105 | 338 | 172 | 444 |
| Executive, Managerial, Administrative (total) | 15 | 15 | 16 | 16 | 15 | 15 |
| Personnel, labor relations | 4 | 3 | 2 | 2 | 4 | 5 |
| Education-related administration | 1 | 1 | 1 | 1 | * | 1 |
| Manager, administrator | 4 | 5 | 6 | 8 | 4 | 3 |
| Accountant, auditor | 3 | 1 | 1 | * | 3 | 2 |
| All other executive, managerial | 4 | 4 | 6 | 5 | 4 | 4 |
| Professional Specialties (total) | 31 | 37 | 30 | 27 | 33 | 44 |
| Engineer | 3 | 2 | 6 | 4 | 1 | 1 |
| Mathematician and computer scientist | 1 | 2 | 2 | 2 | 1 | 2 |
| Natural scientist | 1 | 2 | 1 | 3 | 1 | 1 |
| Health occupation | 1 | 4 | — | 3 | 2 | 5 |
| Teacher at some other level | 1 | 2 | 1 | * | 1 | 4 |
| Counselor | 5 | 6 | 3 | 2 | 6 | 8 |

Table 17 (continued)

THE OCCUPATIONS THAT ATTRACT TEACHERS

| | P E R C E N T A G E | | | | | |
|---|---------------------|-----------|-----------|-----------|-----------|-----------|
| | TOTAL | | MEN | | WOMEN | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Librarian | * | 1 | — | * | 1 | 1 |
| Psychologist, social scientist | 4 | 2 | 4 | 1 | 5 | 3 |
| Social worker, recreation worker, religious worker | 2 | 2 | 3 | * | 2 | 3 |
| Lawyer | 2 | 2 | 2 | 1 | 2 | 3 |
| Author | — | 1 | — | * | — | 2 |
| Designer | 1 | 1 | 1 | * | 1 | 2 |
| Painter, artist, sculptor | 1 | 2 | — | 2 | 1 | 1 |
| Performer, performing artist | 2 | 2 | 1 | 1 | 2 | 2 |
| Editor, reporter | 3 | 2 | 4 | 2 | 3 | 2 |
| Public relations | 2 | 2 | 2 | 1 | 2 | 3 |
| All other professions | 2 | 3 | 2 | 4 | 2 | 2 |
| Technical Occupations (total) | 8 | 11 | 10 | 12 | 7 | 10 |
| Science technician | 2 | 1 | 1 | 2 | 2 | 1 |
| Computer programmer | 5 | 7 | 8 | 3 | 3 | 1 |
| All other technical | 1 | 2 | 1 | 3 | 2 | 1 |
| Sales Occupations (total) | 18 | 24 | 22 | 29 | 15 | 20 |
| Sales supervisor or owner | 4 | 4 | 3 | 3 | 5 | 5 |
| Insurance | 1 | 2 | 3 | 5 | 1 | 1 |

Table 17 (continued)

THE OCCUPATIONS THAT ATTRACT TEACHERS

| | P E R C E N T A G E | | | | | |
|--|---------------------|----------|----------|----------|----------|----------|
| | TOTAL | | MEN | | WOMEN | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Real estate | 5 | 6 | 7 | 5 | 3 | 6 |
| Securities | 1 | 1 | 2 | 1 | 1 | 1 |
| Commodities | 1 | 2 | — | 2 | 1 | 2 |
| Business in general | 2 | 2 | 3 | 2 | 2 | 2 |
| All other sales occupations | 3 | 6 | 5 | 10 | 3 | 2 |
| Administrative Support and Clerical (total) | 5 | 7 | 4 | 6 | 6 | 9 |
| Ticket or reservation agent | 2 | 1 | 1 | 1 | 3 | 2 |
| Mail clerk, postal clerk | — | 2 | — | 2 | — | 1 |
| Secretary | 1 | 1 | — | — | 2 | 2 |
| All other support positions | 2 | 3 | 3 | 3 | 2 | 3 |
| Service Occupations | 2 | 1 | 3 | 1 | 1 | 1 |
| Farming, Forestry, Fishing | 1 | 2 | 2 | 4 | — | 1 |
| Precision Production, Craft, Repair | 1 | 2 | 3 | 4 | — | 1 |
| Operator, Fabricator, Laborer | * | 1 | — | 1 | 1 | 1 |

ATTRACTING GOOD PEOPLE INTO TEACHING

Teachers are clear about what steps they think must be taken to attract good people into teaching. Establishing differentiated pay according to qualifications and experience and increasing opportunities for collegial interaction are among the possible reforms most favored by teachers. Those reforms which receive the lowest ratings from teachers are merit pay and allowing districts to hire non-certified people to teach.

-
- Nearly nine in ten California teachers (87%) believe it would help a lot if salaries of beginning teachers were made comparable to starting salaries of people in other professions requiring similar training.
-
- Nearly three-quarters of teachers (72%) say it would help a lot if time spent on non-teaching were reduced. The PACE survey found that more than one-third of teachers (38%) spend eleven-hours-plus each week doing clerical work and recordkeeping unrelated to actual classroom activities.
-
- Nearly two-thirds of teachers (64%) believe it would help a lot if teachers were paid according to qualifications, like education, experience and training.
-
- More than half of California teachers (58%) believe it would help a lot if districts provided advanced study sabbaticals for teachers to enhance their professional development.
-

PREPARING FUTURE TEACHERS

Teachers are specific about what it will take to ensure that the next generation of teachers is of the highest quality. Half or more of the teachers surveyed believe that upgrading accreditation standards for colleges and universities, increasing admission standards for students in teacher training programs and placing added emphasis for students in teacher training programs on teaching skills rather than subject skills are all reforms that would go a long way toward improving teacher education programs.

-
- Nearly all teachers (95%) say it would help a lot or help a little to increase accreditation standards for college and university teacher training programs.
-
- More than nine out of ten teachers (92%) believe it would help a lot or help a little to upgrade admission standards for entrance into teacher training programs.
-
- Nine in ten teachers (90%) say that, during the teacher training period, it would help a lot or help a little to place emphasis on teaching skills rather than on subject skills.
-
- Other reform recommendations which received an approval rating of greater than 75% of teachers say it would help a lot or help a little include: enabling school districts to establish more aggressive recruiting policies; making schools responsible for training new teachers after formal education is completed and requiring teachers to serve an internship prior to certification.
-

Table 18

TEACHERS RATE POSSIBLE STEPS TO ATTRACT GOOD TEACHERS

QUESTION: I will now mention some reforms that might be adopted to attract good people into teaching. For each please tell me whether you think that that reform would help a lot, help a little, or would not help at all to attract good teachers.

| | P E R C E N T A G E | | | | | | | |
|--|---------------------|------|---------------|------|-----------------------|------|----------|------|
| | HELP A LOT | | HELP A LITTLE | | WOULD NOT HELP AT ALL | | NOT SURE | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Base: CA. 502 U.S. 1846 | | | | | | | | |
| Steps Thought to "Help a Lot" by Half or More | | | | | | | | |
| Providing compensation to beginning teachers comparable to other professions that require similar training | 87 | 79 | 11 | 19 | 2 | 1 | 1 | 1 |
| Reducing the amount of time teachers spend in non-teaching duties | 72 | 74 | 25 | 23 | 2 | 3 | 1 | * |
| Paying teachers partly according to their <i>qualifications</i> , such as education, training, and experience | 64 | 65 | 31 | 31 | 5 | 4 | 1 | 1 |
| Providing advanced study sabbaticals for teachers to enhance their professional development | 58 | 58 | 39 | 39 | 3 | 2 | — | * |
| Providing time for teachers to discuss their needs and problems with other teachers | 50 | 50 | 43 | 43 | 7 | 7 | * | * |
| Steps Thought to "Help a Lot" by Fewer Than Half | | | | | | | | |
| Establishing minimum national standards for certifying all new teachers | 32 | 35 | 45 | 44 | 22 | 21 | 1 | 1 |
| Requiring new teachers before certification to pass rigorous examinations comparable to other licensed professionals | 33 | 34 | 44 | 44 | 22 | 21 | 1 | 1 |

Table 18 (continued)

TEACHERS RATE POSSIBLE STEPS TO ATTRACT GOOD TEACHERS

| | P E R C E N T A G E | | | | | | | |
|--|---------------------|------|---------------|------|-----------------------|------|----------|------|
| | HELP A LOT | | HELP A LITTLE | | WOULD NOT HELP AT ALL | | NOT SURE | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Paying teachers partly according to the <i>specific jobs</i> they hold, such as apprentice teacher or master teacher | 28 | 34 | 52 | 45 | 20 | 19 | 1 | 2 |
| Offering teachers a 12-month contract with pay and duties for the full year | 33 | 24 | 34 | 38 | 31 | 36 | 2 | 1 |
| Allowing school districts to hire talented people who are not certified teachers | 18 | 12 | 43 | 43 | 38 | 43 | 2 | 2 |
| Paying teachers partly according to their <i>performance on evaluation or tests</i> , sometimes called "merit pay" | 14 | 13 | 37 | 36 | 48 | 50 | 1 | 1 |

Table 19

TEACHERS RATE POSSIBLE STEPS TO PRODUCE GOOD TEACHERS

QUESTION: I will now mention some reforms that might be adopted to produce high quality teachers in the future. For each, please tell me whether you think that that reform would help a lot, help a little, or would not help at all to produce high quality teachers.

| | P E R C E N T A G E | | | | | | | |
|--|---------------------|------|---------------|------|-----------------------|------|----------|------|
| | HELP A LOT | | HELP A LITTLE | | WOULD NOT HELP AT ALL | | NOT SURE | |
| | CA. | U.S. | CA. | U.S. | CA. | U.S. | CA. | U.S. |
| Base: CA. 502 U.S. 1846 | | | | | | | | |
| Steps Thought to "Help a Lot" by Half or More | | | | | | | | |
| Upgrading <i>accreditation standards</i> for teacher training programs at college | 71 | 72 | 24 | 25 | 5 | 3 | * | 1 |
| Upgrading <i>admission standards</i> for students entering teacher training programs at college | 60 | 65 | 32 | 29 | 7 | 6 | 1 | * |
| Requiring new teachers to serve a supervised apprenticeship or internship before being certified | 63 | 62 | 30 | 30 | 6 | 8 | * | * |
| Placing more emphasis on <i>teaching</i> skills, rather than <i>subject</i> skills during teacher training | 55 | 50 | 35 | 36 | 8 | 12 | 1 | 1 |
| Steps Thought to "Help a Lot" by Fewer Than Half | | | | | | | | |
| Enabling local school officials to recruit new teachers more aggressively at college | 45 | 36 | 42 | 47 | 12 | 15 | 1 | 1 |
| Making the school district responsible for training new teachers after they finish their formal education | 39 | 36 | 38 | 40 | 22 | 23 | 1 | 1 |
| Placing more emphasis on <i>subject</i> skills, rather than <i>teaching</i> skills during teacher training | 20 | 29 | 44 | 45 | 35 | 25 | 1 | 1 |
| Requiring all teachers to earn a bachelor's degree in an academic subject <i>plus</i> a master's degree in education | 25 | 28 | 40 | 41 | 35 | 30 | — | * |

TEACHERS VIEW THE PRESENT WAVE OF REFORM

California has been in the forefront of the education reform movement. Nearly three years ago, the California legislature enacted the Hughes-Hart Education Reform Act, commonly known as SB 813. That single piece of legislation set in motion 84 separate education reforms.

Teachers' survey responses indicate that teachers are aware that reforms were signed into law and changes implemented. Yet, teachers do not give high marks to the benefits achieved by these reforms, nor do they believe their professional opinions were adequately sought in the development of reform policies.

IMPACT AND EFFECT OF REFORMS

- Nearly nine out of ten California teachers (87%) know that California has enacted educational reforms. More than eight in ten teachers (82%) are aware that their own school districts have implemented reforms.

- More than half of California teachers (55%) believe education reforms have had little impact on students. Nationally, 44% held a similar view.

- More than four in ten California teachers (42%) see little effect on teachers from educational reforms. Less than a third of teachers (32%) indicate positive effects from reform.

- Most teachers say they have not personally benefited from compensation reforms. Fewer than one in three teachers (29%) report benefiting from career ladders or merit pay; slightly more than one in ten teachers (13%) report benefiting from salary increases for beginning teachers; just 5 percent of teachers say they have benefited from increased pay for teachers in shortage areas, such as math and science.

- More than nine in ten teachers (91%) indicate they have been the beneficiaries of across-the-board salary increases.
NOTE: This fact may be attributable more to the reality that salary increases are negotiated between teachers' unions and school district management than to benefits received from legislative reform.

VIEWS REFLECTED IN REFORMS

- Seven in ten California teachers (70%) report that their views were **not** sought in any way when policy reforms were being developed. More than six in ten teachers (61%) say none of their teaching colleagues participated in developing reform proposals.
- Slightly more than half of all California teachers (57%) do not believe the reforms that have been enacted reflect teachers' views. By contrast, nearly seven out of ten teachers (69%) say reforms do reflect the views of school administrators.

SOME RESULTS OF THE PACE SURVEY

The PACE California Teacher Survey provides additional data on teachers' assessment of reform efforts:

- Nearly seven in ten teachers (69%) agree that teachers in fields of shortage should not be paid more than other teachers.
- Eight out of ten teachers (81%) believe career ladders would be of benefit.
- Teachers are divided on the issue of merit pay. Nearly four in ten teachers (37%) do not think merit pay is a good idea. Yet, 44% of teachers agree with the statement, "Teachers' salaries should be related in part to their effectiveness."
- By a 77-23% margin, California teachers believe their incoming colleagues should be tested in basic reading, writing, and mathematics. California has now instituted CBEST, the California Basic Educational Skills Test, as a requirement for teacher credentialing. CBEST is a basic skills test, which many policymakers view as the precursor to a subject matter test.
- Nearly six in ten teachers (57%) believe teachers should take a professional exam (like the bar exam or medical boards) prior to receiving credentials.

IMPROVING RELATIONSHIPS

Schools are held together by a delicate network of relationships. Teachers report that they would like to see some of these bonds strengthened, particularly connections with colleges and with business.

RELATIONS WITH COLLEGES AND UNIVERSITIES

- Teachers are nearly unanimous (99%) in their belief that colleges should offer advanced courses to teachers in their subject area specialties.

 - Nearly all teachers (96%) say colleges should make courses available to especially bright high school students.

 - Better than nine out of ten teachers (94%) believe that colleges should offer teachers inservice training seminars.

 - More than eight out of ten teachers (85%) favor a cooperative internship program between colleges and public schools for liberal arts graduates.
-

RELATIONS WITH BUSINESS

- Nearly all teachers (97%) agree that business should organize campaigns to build support for public schools.

- By a 95-5% margin, teachers believe businesses should provide assistance to the schools in the form of equipment, curriculum and teacher training.

- Three proposals for improved business relationships met with a 92% favorable rating by teachers: (1) internships for teachers in business and industry; (2) business-school partnerships along the model of adopt-a-school programs; (3) businesses building legislative support for schools.

SCHOOL RELATIONS: SOME RESULTS FROM THE PACE SURVEY

The PACE survey probed the area of school relationships. PACE results indicate that (1) teachers favor a more cooperative relationship with administrators, based on shared decisionmaking authority; and (2) teachers show a strong desire for greater collegial interaction.

-
- Nearly all teachers (99%) believe teachers and administrators should work together to establish student discipline policies.

Just 42% of teachers report they are involved in developing these policies.

-
- Teachers agree nearly unanimously (99%) that principals should provide support and assistance when problems arise with students or parents. Slightly more than half of teachers (58%) report the administration offers such support.

-
- More than eight out of ten teachers (85%) believe teachers and administrators should jointly set student routines, like bell schedules. Just over one-quarter of teachers (26%) report they participate in establishing school routines.

-
- As previously indicated in Chapter 4 there is nearly universal consensus among teachers that there must be greater opportunities for collegial interaction. Teachers report being frustrated by their inability to find time during the workday to consult with teaching colleagues about professional matters.

Table 20

TEACHERS WHO HAVE WITNESSED EDUCATIONAL REFORMS

QUESTION: During the past several years, there have been many proposals for educational reform such as the ones I have been asking about. Has your state enacted any educational reforms?

QUESTION: Have any of these reforms actually been implemented yet in the school district in which you teach?

| | P E R C E N T A G E | | |
|----------------------------------|---------------------|---|-------------|
| | TOTAL | THOSE WORKING IN THE 23 STATES THAT HAVE ADOPTED COMPENSATION REFORMS | CALIFORNIA |
| Base: | 1846 | 956 | 502 |
| Enactment of Reforms | | | |
| Yes, enacted | 63 | 73 | 87 |
| No, not enacted | 34 | 25 | 11 |
| Not sure | 3 | 2 | 2 |
| Implementation of Reforms | | | |
| Yes, implemented | 49 | 60 | 82 |
| No, not implemented | 14 | 12 | 6 |
| Not sure | 1 | 1 | * |
| (Not enacted) | (37) | (27) | (13) |

Note: the 23 states that had adopted teacher *compensation reforms* as of early 1985 include: Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Illinois, Kansas, Louisiana, Maine, Maryland, Missouri, Nebraska, New Hampshire, North Carolina, South Carolina, Tennessee, Texas, Utah, Virginia, West Virginia, Wisconsin. The compensation reforms include one or more of the following: merit pay, career ladders, across-the-board increases in starting salary for beginning teachers, across-the-board increases in salary for all teachers. Some of these states have not yet funded and implemented these programs.

Table 21

TEACHERS EVALUATE THE EFFECTS OF REFORM

Base: Current teachers reporting implementation of reforms in their district

QUESTION: On the whole, would you say the educational reforms in your school district have had a positive effect, negative effect, or not much effect on *Students*?

QUESTION: Would you say the educational reforms in your school district have had a positive effect, negative effect, or not much effect on *teachers*?

| CURRENT TEACHERS REPORTING IMPLEMENTATION OF REFORMS IN THEIR DISTRICT | | | | |
|---|---------------------|-------------|---|--|
| | P E R C E N T A G E | | | |
| | CA. TOTAL | U.S. TOTAL | Those Working in the 23 States that Have Adopted Compensation reforms | Those Working in the States that Have Not Adopted Compensation reforms |
| Base: | 412 | 1023 | 665 | 358 |
| Effect on Students | | | | |
| Positive Effect | 36 | 42 | 36 | 54 |
| Negative Effect | 7 | 12 | 16 | 5 |
| Not Much Effect | 55 | 44 | 46 | 39 |
| Not Sure | 2 | 1 | 2 | 1 |
| Effect on Teachers | | | | |
| Positive Effect | 32 | 36 | 30 | 48 |
| Negative Effect | 26 | 34 | 43 | 18 |
| Not much Effect | 42 | 28 | 26 | 33 |
| Not Sure | 1 | 2 | 2 | 1 |

Table 22

WHETHER REFORMS REFLECT TEACHERS' INPUT AND VIEWS

Base: Current Teachers Reporting Enactment of Reforms in Their State

QUESTION: During the consideration of the reforms, were your own views sought in any way?

QUESTION: Did you, or did any teaching colleague you know, actually participate in the formulation of any reform proposals?

QUESTION: Overall, do the reforms that were enacted reflect the views of you and your teaching colleagues, or not?

QUESTION: Overall, do the reforms that were enacted reflect the views of administrators in your district, or not?

| | P E R C E N T A G E | |
|--|---------------------|-------------|
| | CALIFORNIA TOTAL | U.S. TOTAL |
| Base | 440 | 1275 |
| Views Sought | | |
| Yes, views were sought | 29% | 37% |
| No, views were not sought | 70 | 63 |
| Not sure | 1 | * |
| Participation | | |
| Yes, participated | 39 | 42 |
| No, did not participate | 61 | 58 |
| Not sure | * | 1 |
| Views Reflected | | |
| Do reflect | 39 | 43 |
| Do not reflect | 51 | 49 |
| Depends (volunteered) | 9 | 7 |
| Not sure | 1 | 1 |
| Administrators' Views Reflected | | |
| Do reflect | 69 | 64 |
| Do not reflect | 17 | 24 |
| Depends (volunteered) | 3 | 5 |
| Not sure | 10 | 8 |

Table 23

**TEACHERS WHO HAVE BENEFITED FROM
COMPENSATION REFORMS**

QUESTION: Here are some reforms that can affect the amount of compensation paid to individual teachers. For each, please tell me whether you personally have benefited from it, or not during the past two years?

| PERCENT SAYING THEY HAVE PERSONALLY BENEFITED | | | | | |
|--|-----------------------|------------------------|------------------------------|-------------------------------|--|
| | P E R C E N T A G E | | | | |
| | CA. TOTAL TEACHERS | U.S. TOTAL TEACHERS | CA. BEGINNING TEACHERS | U.S. BEGINNING TEACHERS | Those Working in the 23 States That Have Adopted Compensation Reforms |
| Base: CA. 502 U.S. 1846 | | | | | |
| Across-the-board salary increases for <i>all</i> teachers | 91 | 87 | 64 | 77 | 91 |
| Salary increases for <i>beginning</i> teachers | 13 | 22 | 49 | 43 | 23 |
| A program where teachers' salaries are based partly on plans such as career ladders, job differentiation, merit or performance | 29 | 19 | 30 | 18 | 24 |
| Increased pay for teachers who teach in shortage areas such as science, math, and special education | 5 | 4 | 18 | 6 | 4 |

Table 24

TEACHERS EVALUATE THE RELATION OF BUSINESS AND OF COLLEGES TO THE SCHOOLS

QUESTION: Now I am going to read you some suggestions for improving relations between schools and other institutions. Based on your experience at your school, and regardless of whether or not your school already has such a program, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect or a strongly negative effect on education in general.

| | P E R C E N T A G E | | | | | |
|--|--------------------------------|-------------------------------------|-------------------------------------|--------------------------------|---|----------|
| | STRONGLY POSITIVE EFFECT | SOME- WHAT POSITIVE EFFECT | SOME- WHAT NEGATIVE EFFECT | STRONGLY NEGATIVE EFFECT | NO EFFECT AT ALL (VOLUN- TEERED) | NOT SURE |
| Base: 502 | | | | | | |
| Business Relations | | | | | | |
| Businesses organizing information campaigns to build <i>public</i> support for the schools | 66 | 31 | 2 | 1 | * | * |
| Businesses providing assistance for equipment, curriculum, and teacher training | 62 | 33 | 4 | 1 | * | * |
| Businesses organizing campaigns to build <i>legislative</i> support for the schools | 60 | 32 | 5 | 1 | 1 | 1 |
| Business and school partnerships, such as "adopt-a-school" programs | 48 | 44 | 4 | 1 | * | 3 |
| Businesses providing to teachers experience in business and industry | 37 | 55 | 5 | 1 | 1 | 2 |
| College Relations | | | | | | |
| Colleges offering advanced courses to teachers in their own subject specialties | 65 | 34 | 1 | — | * | 1 |
| Colleges opening certain courses to particularly bright high school students | 61 | 35 | 2 | * | 1 | * |
| Colleges sponsoring seminars for teachers' in-service training | 53 | 41 | 5 | 1 | 1 | * |
| Colleges placing liberal arts undergraduates in internships in the public schools | 37 | 48 | 10 | 2 | 1 | 2 |

IS CALIFORNIA DIFFERENT?

In-depth analysis of the California survey produces two surprises. First, teachers tend to hold similar opinions across all regions of the state. Second, generally, California and national opinions are identical. These findings appear especially striking given the following circumstances.

From isolated villages near the Oregon border to densely populated barrios of Los Angeles, California contains remarkable diversity. California's 1,076 school districts differ widely by size, wealth, and ethnicity. One district alone contains 550,000 students, over half of whom are minorities. Yet, several hundred other districts enroll fewer than 200 students.

Student characteristics vary dramatically between districts. Urban districts enroll large numbers of immigrants, usually with limited English skills. In contrast, California contains suburban districts whose students come from upper middle class families. Nevertheless, the opinions of *teachers* are similar in all these districts.

When asked, "All in all, how satisfied would you say you are with teaching as a career?," 39 percent of inner city teachers were very satisfied, compared with 39 percent of suburban teachers and 44 percent of rural teachers. On the same question, 47 percent of Los Angeles County teachers were very satisfied, as were 39 percent of Bay Area teachers, and 41 percent of other Northern California teachers.

Teachers agreed on their attitudes toward educational reforms. When asked, "Would you say the educational reforms in your school district have had a positive effect, negative effect, or not much effect on teachers?," 34 percent of Los Angeles County teachers reported positive effects. In the Bay Area, 37 percent of teachers indicated positive effects. In the rest of Northern California, 34 percent stated positive effects.

California teachers uniformly experience stress on the job. There are slight differences by region in the frequency with which stress is experienced. Thirteen percent of Los Angeles county teachers report feeling stressed everyday as a result of their teaching duties, compared to 17% of San Francisco Bay area teachers.

Teachers who report experiencing stress several days a week or more varies from a "low" of 35% in San Francisco to 43% for teachers throughout Southern California. Eighty-two percent of teachers in San Francisco report experiencing job related stress at least once a week, compared to 73% for their colleagues in Los Angeles, 71% for all other Northern California teachers and 71% for all other Southern California teachers.

On the probability of staying in the profession, 31 percent of teachers in Los Angeles County answered very likely or fairly likely to the question, "Within the next five years, how likely is it that you will leave the teaching profession to some different occupation?" In the Bay Area, 36 percent responded similarly. In the remainder of Northern California, 26 percent indicated that they would leave the profession.

It has been said that California is a trend setter among states, especially in social change, fashion, political reform and economic progress. Indeed, public education in California is not typical of the rest of the nation. California often ranks at the extremes in state-by-state comparisons:

- largest class sizes
- next to lowest in the proportion of personal income spent on education
- second highest in teacher salaries.

Furthermore, over the past twenty years, California education has been characterized by more intense reform activities than typical in most states. Prominent among these have been the Serrano Priest finance equalization decisions, Senate Bills 90 and 813 which produced significant reforms and proposition 13 which shifted responsibility for school funding to the state. Each of these measures has required massive adjustments by teachers, administrators and school board members. Yet, the view of California teachers continues to coincide with those of their colleagues around the country.

In summary, California teachers' opinions vary little by geographic region or by community type. In fact, observable differences where they exist, are greater within geographic regions than between regions. What explanation may be offered for this California commonality? Education policy analysts point to the shift of California policymaking from local school districts to the state capitol in Sacramento. Proposition 13 spurred this movement by creating *de facto* full state funding. The reforms of Senate Bill 813 have centralized curriculum authority and standardized school performance measures. Survey results indicate that one outcome of this centralization has been uniformity of teacher working conditions and compensation.

California teachers' attitudes and opinions are also remarkably concurrent with the attitudes and opinions of teachers throughout the country. The unique demographics of the state and the legislative changes which in the last few years, have dramatically changed the way California schools are financed and have initiated reforms more common than in the rest of the United States. Why would California teachers' views mirror those of teachers several thousand miles away who work with different school populations and teach under different circumstances? Perhaps the most compelling conclusion that can be drawn is that the act of being a teacher has a binding force all its own. Whether they teach in California's rural farm country, in suburban San Mateo County, in the big cities of Los Angeles or San Francisco — or for that matter, in Cleveland or New York — teachers share similar concerns and expectations about the profession they have chosen.

APPENDIX A

APPENDIX A:

SURVEY METHODOLOGY

1985 Metropolitan Life Survey of The California Teacher, Conducted by Louis Harris and Associates, Inc.

The 1985 Metropolitan Life Survey of The California Teacher was conducted by Louis Harris and Associates for Metropolitan Life Insurance Company from April 25 through June 8, 1985. A total of 502 telephone interviews were conducted with current public school teachers in kindergarten through grade 12 throughout the state of California. These interviews were conducted as part of the larger nationwide Metropolitan Life Survey of the American Teacher.

Louis Harris and Associates drew a random sample of current teachers from a list of 1.2 million teachers nationwide, compiled by Market Data Retrieval of Westport, Connecticut. While not a list of every teacher, it includes the vast majority, is updated annually, and has proven very representative in past surveys.

Each selected current teacher was contacted at his or her school by a representative of Louis Harris and Associates and requested to participate in the survey. When we could not reach a teacher directly, we left a message (including a toll-free number) to allow a return call.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she currently teaches in an elementary or secondary level public school and teaches at least part-time in the classroom. Once the respondent passed the screen, an appointment was made to telephone at a convenient time and place to complete the interview.

All completed questionnaires were edited, coded, keypunched, and verified. The data were tabulated, checked for internal consistency, and processed by computer. The output of this process is a series of computer tables showing the results for each survey question, both by the total number of respondents in-

interviewed and by important subgroupings. Separate sets of tables were prepared for all U.S. teachers and for California teachers. The national data were then analyzed by Louis Harris and Associates while the California data were analyzed by PACE, Policy Analysis for California Education.

In the nationwide tabulations, the 502 California teachers were weighted down to their proper proportion of the nation's teaching force. For the separate California tabulations, teachers were divided into four strata and weighted to the proper proportion of each stratum relative to the total statewide teaching force in California. The four strata were: Los Angeles County, the rest of Southern California, San Francisco Bay Area, the rest of Northern California.

The results from any sample survey 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. For results based on all 502 California interviews, the sampling variation that needs to be allowed is typically ± 4 percentage points. When results from California are compared to results based on the entire nationwide sample, differences typically need to be at least 5 percentage points in order to be statistically significant.

Further details concerning methodology, response rate, and sampling variation are contained in the Appendix to the national report on The 1985 Metropolitan Life Survey of The American Teacher.

Table A - 1 (continued)
FACTS ABOUT EDUCATION: THE UNITED STATES

| | PERCENT CHANGE 1972 TO 1982 | 1982 | 1983 | 1984 | PERCENT CHANGE | |
|---|-----------------------------------|---------------|--|------------|-----------------|-----------------|
| | | | | | 1982 TO 1983 | 1983 TO 1984 |
| Total Personal Income (in millions) | 170.9 | 2,571,517 | 2,734,464 | 3,000,827 | 6.3 | 9.7 |
| Per Capital Income | 144.9 | 11,100 | 11,687 | 12,707 | 5.2 | 8.7 |
| Population (in thousands) | 10.6 | 231,786 | 233,975 | 236,158 | 0.9 | 0.9 |
| Population Under Age 5 | 2.3 | 17,372,000 | 17,826,000 | 17,816,000 | 2.6 | 0.0 |
| | | AVERAGE SCORE | | | PERCENT CHANGE | |
| | SCORE CHANGE 1972 TO 1982 | 1982 | 1983 | 1984 | 1982 TO 1983 | 1983 TO 1984 |
| SAT Verbal Scores | -27.0 | 426 | 425 | 426 | -0.2 | 0.2 |
| SAT Math Scores | -17.0 | 467 | 468 | 471 | 0.2 | 0.6 |
| | | AVERAGE SCORE | | | PERCENT CHANGE | |
| | SCORE CHANGE 1978 TO 1982 | 1982 | 1983 | 1984 | 1982 TO 1983 | 1983 TO 1984 |
| SAT Verbal Scores of Intended Education Majors | -2.0 | 394 | 394 | 398 | 0.0 | 1.0 |
| SAT Math Scores of Intended Education Majors | -3.0 | 419 | 418 | 425 | -0.2 | 1.6 |
| | CHANGE IN PERCENT 1972 TO 1981 | | PERCENT MINORITY ENROLLMENT | | | |
| | | | 1972 | 1976 | 1981 | |
| Percentage of Minority Enrollment | 5.0 | | 21.7 | 24.0 | 26.7 | |
| | CHANGE IN PERCENT 1965 TO 1980 | | PERCENT OF ALL STUDENTS ENROLLED IN PRIVATE SCHOOLS | | | |
| | | | 1965 | 1970 | 1980 | |
| Percentage of Private School Enrollment | -2.2 | | 13.0 | 11.9 | 10.8 | |
| | CHANGE IN PERCENT 1971 TO 1983 | | 1971-72 | 1980-81 | 1983-84 | |
| Graduation Rates | -3.9 | | 77.8 | 71.9 | 73.9 | |
| | CHANGE IN PERCENT 1980 TO 1985 | | PERCENT UNEMPLOYED | | | |
| | | | 1980 | 1984 | 1985 | |
| Unemployment Rates | 0.9 | | 6.6 | 8.1 | 7.5 | |

Source: C. Emily Feistritzer, *The Condition of Teaching, A State By State Analysis, 1985*. The Carnegie Foundation for the Advancement of Teaching, Princeton, 1985.

Table A - 2

HIGH SCHOOL DROPOUT RATE BY STATE FOR 1984

| RANK | STATE | DROPOUT RATE ADJUSTED FOR MIGRATION AND UNCLASSIFIED STUDENTS |
|------|----------------|---|
| 1 | Louisiana | 43.3 |
| 2 | Alabama | 37.9 |
| 3 | New York | 37.8 |
| 3 | Florida | 37.8 |
| 5 | Mississippi | 37.6 |
| 6 | Georgia | 36.9 |
| 7 | California | 36.8 |
| 8 | South Carolina | 35.5 |
| 9 | Arizona | 35.4 |
| 9 | Texas | 35.4 |
| 11 | Nevada | 33.5 |
| 12 | Kentucky | 31.6 |
| 13 | Rhode Island | 31.3 |
| 14 | North Carolina | 30.7 |
| 15 | Tennessee | 29.5 |
| — | U.S. Average | 29.1 |
| 16 | New Mexico | 29.0 |
| 17 | Delaware | 28.9 |
| 18 | Michigan | 27.8 |
| 19 | Oklahoma | 26.9 |
| 19 | West Virginia | 26.9 |
| 21 | Hawaii | 26.8 |
| 22 | Oregon | 26.1 |
| 23 | Massachusetts | 25.7 |
| 24 | Illinois | 25.5 |
| 25 | Alaska | 25.3 |
| 25 | Virginia | 25.3 |

(continued)

Source: The U.S. Department of Education, Office of Planning, Budget and Evaluation,
Planning and Evaluation Service, February 1986.

Table A - 2 (continued)

HIGH SCHOOL DROPOUT RATE BY STATE FOR 1984

| RANK | STATE | DROPOUT RATE ADJUSTED FOR MIGRATION AND UNCLASSIFIED STUDENTS |
|------|---------------|---|
| 27 | Washington | 24.9 |
| 28 | Arkansas | 24.8 |
| 28 | New Hampshire | 24.8 |
| 30 | Colorado | 24.6 |
| 31 | Idaho | 24.2 |
| 32 | Wyoming | 24.0 |
| 33 | Missouri | 23.8 |
| 34 | Indiana | 23.0 |
| 35 | Maine | 22.8 |
| 35 | Pennsylvania | 22.8 |
| 37 | New Jersey | 22.3 |
| 38 | Maryland | 22.2 |
| 39 | Utah | 21.3 |
| 40 | Connecticut | 20.9 |
| 41 | Ohio | 20.0 |
| 42 | Kansas | 18.3 |
| 43 | Montana | 17.9 |
| 44 | Vermont | 16.9 |
| 45 | Wisconsin | 15.5 |
| 46 | South Dakota | 14.5 |
| 47 | Iowa | 14.0 |
| 48 | Nebraska | 13.7 |
| 48 | North Dakota | 13.7 |
| 50 | Minnesota | 10.7 |

Source: The U.S. Department of Education, Office of Planning, Budget and Evaluation, Planning and Evaluation Service, February 1986.

Table A - 3

FACTS ABOUT EDUCATION: CALIFORNIA

| | PERCENT CHANGE | 1982-83 | 1983-84 | 1984-85 |
|---|-----------------------|------------|------------|------------|
| | 1972-73 TO 1982-83 | | | |
| Public Elementary School Enrollment | - 1.2 | 2,801,818 | 2,835,050 | 2,855,780 |
| Public Secondary School Enrollment | - 29.0 | 1,263,668 | 1,252,936 | 1,294,650 |
| Public Elementary and Secondary Enrollment | - 12.0 | 4,065,486 | 4,087,986 | 4,150,340 |
| Numbers of Public Elementary Teachers | - 7.6 | 108,756 | 108,496 | 107,040 |
| Numbers of Public Secondary School Teachers | - 11.5 | 64,514 | 61,939 | 68,095 |
| Numbers of Public Elementary and Secondary Teachers | - 9.1 | 173,270 | 170,435 | 175,135 |
| Elementary Teachers' Salaries | 99.2 | 23,465 | 25,492 | 26,170 |
| Secondary Teachers' Salaries | 93.4 | 25,331 | 27,232 | 27,890 |
| Total Teachers' Salaries | 95.1 | 24,035 | 26,403 | 26,300 |
| Per Pupil Expenditures (in ADA) | 137.1 | 2,735 | 2,912 | 3,291 |
| Total Current Expenditures (in thousands) | 64.5 | 12,180,000 | 13,070,000 | 14,787,179 |
| Total Revenue Receipts (in thousands) | 54.9 | 12,050,000 | 12,835,080 | 14,815,175 |

Source: C. Emily Feistritzer, *The Condition of Teaching, A State By State Analysis*. The Carnegie Foundation for the Advancement of Teaching, Princeton, 1985.

Table A - 3 (continued)
FACTS ABOUT EDUCATION: CALIFORNIA

| | PERCENT CHANGE | | STATE'S RANK IN PERCENT CHANGE | | STATE'S RANK | | |
|---|-------------------------------------|-----------------------|--------------------------------|-----------------------|--------------|------|------|
| | 1982-1983 TO 1983-84 | 1983-84 TO 1984-85 | 1982-83 TO 1983-84 | 1983-84 TO 1984-85 | 1982 | 1983 | 1984 |
| | Public Elementary School Enrollment | 1.1 | 0.7 | 4 | 21 | 1 | 1 |
| Public Secondary School Enrollment | -0.8 | 3.3 | 25 | 7 | 3 | 3 | 3 |
| Public Elementary and Secondary Enrollment | 0.5 | 1.5 | 4 | 11 | 1 | 1 | 1 |
| Numbers of Public Elementary Teachers | -0.2 | -1.3 | 21 | 42 | 1 | 1 | 1 |
| Numbers of Public Secondary School Teachers | -4.0 | 10.0 | 47 | 2 | 3 | 3 | 3 |
| Numbers of Public Elementary and Secondary Teachers | -1.6 | 2.7 | 39 | 10 | 1 | 2 | 1 |
| Elementary Teachers' Salaries | 8.6 | 2.6 | 9 | 45 | 7 | 6 | 7 |
| Secondary Teachers' Salaries | 7.5 | 2.4 | 12 | 46 | 5 | 5 | 6 |
| Total Teachers' Salaries | 9.8 | -0.3 | 6 | 48 | 6 | 5 | 7 |
| Per Pupil Expenditures in ADA | 6.4 | 13.0 | 34 | 6 | 31 | 31 | 26 |
| Total Current Expenditures (in thousands) | 7.3 | 13.1 | 19 | 3 | 1 | 1 | 1 |
| Total Revenue Receipts (in thousands) | 6.5 | 15.4 | 23 | 3 | 1 | 1 | 1 |

Source: C. Emily Feistritzer, *The Condition of Teaching, A State By State Analysis*. The Carnegie Foundation for the Advancement of Teaching, Princeton, 1985.

Table A - 4

ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS, 1982-83 THROUGH 1984-85

| LEVEL | ENROLLMENT | | | PERCENT INCREASE (OR DECREASE) | |
|---------------------|------------|-----------|-----------|--------------------------------------|--------------------------------------|
| | 1982-83 | 1983-84 | 1984-85 | BETWEEN 1982-83 AND 1983-84 | BETWEEN 1983-84 AND 1984-85 |
| State Total | 4,065,486 | 4,089,017 | 4,065,486 | 0.6 | 1.5 |
| K | 313,584 | 319,328 | 336,766 | 1.8 | 5.5 |
| 1 | 308,359 | 322,144 | 330,089 | 4.5 | 2.5 |
| 2 | 292,515 | 300,621 | 315,807 | 2.8 | 5.1 |
| 3 | 288,150 | 293,402 | 303,547 | 1.8 | 3.5 |
| 4 | 282,776 | 290,277 | 298,081 | 2.6 | 2.7 |
| 5 | 291,642 | 285,894 | 294,265 | (1.9) | 2.9 |
| 6 | 313,067 | 294,405 | 290,546 | (5.9) | (1.3) |
| 7 | 334,426 | 324,883 | 306,763 | (2.8) | (5.6) |
| 8 | 323,194 | 333,082 | 324,432 | 3.0 | (2.6) |
| Other elementary | 54,105 | 49,488 | 45,666 | (8.5) | (7.7) |
| Subtotal Elementary | 2,801,818 | 2,813,524 | 2,845,962 | 0.4 | 1.2 |
| 9 | 331,791 | 346,363 | 364,166 | 4.4 | 5.1 |
| 10 | 330,936 | 335,492 | 352,756 | 1.4 | 5.1 |
| 11 | 303,598 | 301,223 | 307,314 | (0.8) | 2.0 |
| 12 | 270,700 | 266,889 | 254,211 | (1.4) | (4.8) |
| Other secondary | 26,643 | 25,526 | 26,701 | (4.2) | 4.6 |
| Subtotal Secondary | 1,263,668 | 1,275,493 | 1,305,148 | 0.9 | 2.3 |

Source: California State Department of Education, *Enrollment Data California Elementary and Secondary Public Schools 1984-85*. (Sacramento: California State Department of Education, 1985).

Table A - 5

**CALIFORNIA TEACHER SHORTAGE AS A RATIO TO CURRENT
TEACHERS IN SELECTED SUBJECT AREAS AT SECONDARY
LEVEL (GRADES 7-12), 1984-85**

| SUBJECT AREA | SHORTAGE PER 1,000 CURRENT TEACHERS IN SUBJECT AREA |
|---|--|
| Art | 12.5 |
| Basic Skills | 61.8 |
| Bilingual | 268.2 |
| Business Education | 16.4 |
| Computer Science | 99.4 |
| English/Language Arts | 55.0 |
| Foreign Languages | 27.2 |
| Health, Physical Education | 11.3 |
| Home Economics | 13.0 |
| Industrial Arts | 13.3 |
| Mathematics | 115.6 |
| Music | 33.3 |
| Reading | 46.3 |
| Social Studies/Science | 18.9 |
| Science | 81.2 |
| Special Education | 69.5 |
| Vocational Education | 4.6 |
| Other Secondary | 7.1 |
| TOTAL SECONDARY | 48.5 |
| Source: California State Department of Education, "Report of California Secondary Level Teacher Shortage 1984-85" (Sacramento: California State Department of Education, 1985). | |

Table A - 6

K-12 TOTAL REVENUES FOR EDUCATION CALIFORNIA — 1979-180 through 1985-1986

| YEAR | TOTAL FUNDING (MILLIONS) | TOTAL FUNDING | | 1985 DOLLARS | |
|---------------------------|--------------------------|---------------|----------------|--------------|----------------|
| | | PER ADA | PERCENT CHANGE | PER ADA | PERCENT CHANGE |
| 1979-80 | \$10,981.6 | \$2,611 | | \$3,933 | |
| 1980-81 | 12,341.2 | 2,929 | 12.2% | 3,806 | - 3.2% |
| 1981-82 | 12,615.4 | 3,003 | 2.5 | 3,520 | - 7.5 |
| 1982-83 | 12,864.1 | 3,041 | 1.3 | 3,353 | - 4.7 |
| 1983-84 | 14,144.2 | 3,321 | 9.2 | 3,643 | 8.7 |
| 1984-85 | 15,950.4 | 3,686 | 11.0 | 3,904 | 7.2 |
| 1985-86 ¹ | 17,356.7 | 3,912 | 6.1 | 3,912 | 0.2 |
| CUMULATIVE CHANGE: | | | | | |
| AMOUNT | \$6,375.1 | \$1,301 | | - \$21 | |
| PERCENT | 58.1% | 49.8% | | - 0.5% | |

¹1985-86 budget as enacted. The Legislative Analyst's figure of \$3,912 includes adult education revenues, child care revenues, cafeteria fund revenues, state payments to STRS, and miscellaneous revenues.

Note: Conversion to 1985 dollars based on California CPI.

Source: Legislative Analyst (updated for the 1985-86 budget and corrections as of September 1985).



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One Madison Avenue, New York, NY 10010-3690