

National Commission on Teaching and America's Future (NCTAF)



Key findings from a
national internet survey of
400 Teachers and 95 Principals
conducted November 12-21, 2008.

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Public Opinion Strategies**

Methodology

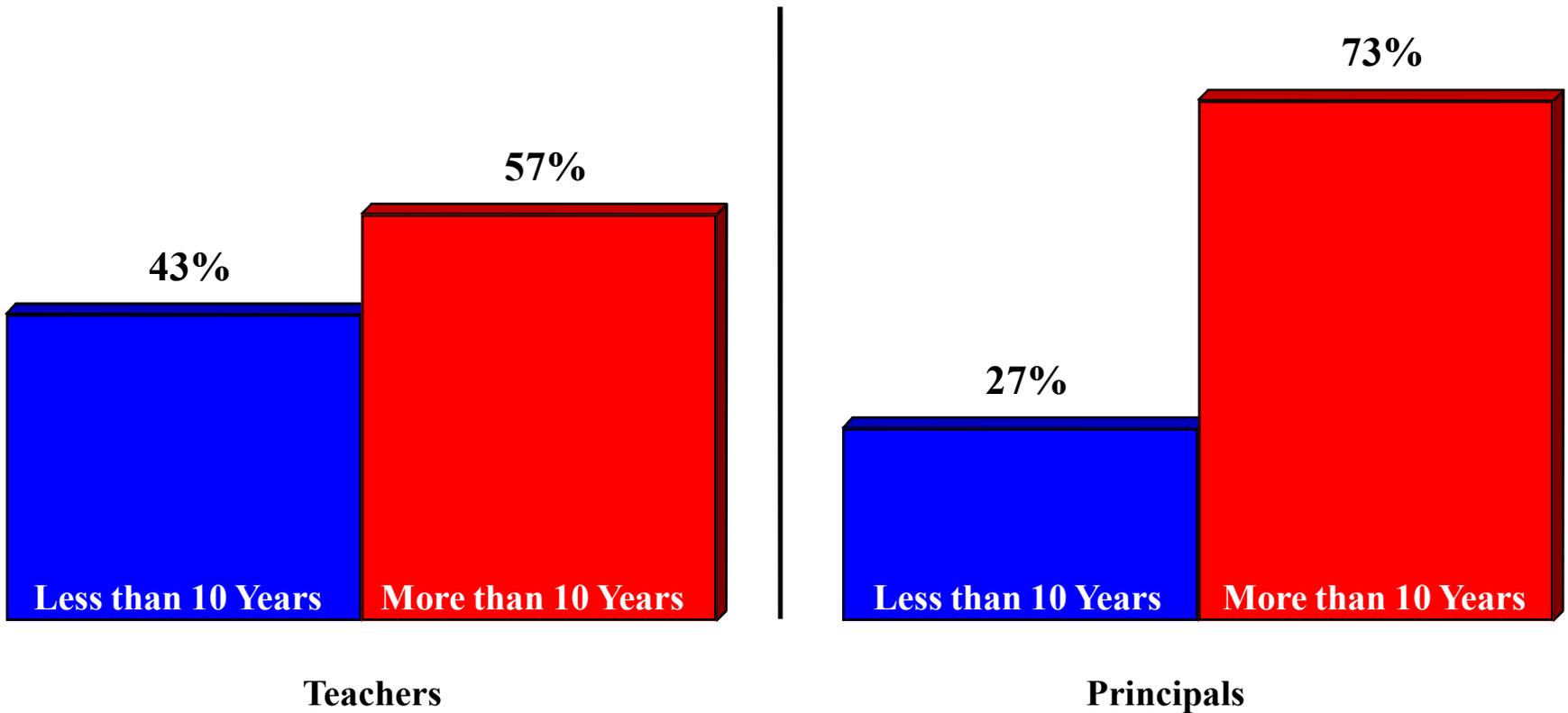
- National internet survey.
- The sample was based on a list provided by EMI Surveys, a custom online research sample provider with an extensive portfolio of projects.
- The sample consisted of 400 Teachers and 95 Principals/assistant principals.
- Interviews were collected November 12-21, 2008.
- The margin of error for a sample of 495 interviews is $\pm 4.40\%$ (*for subgroups it is $\pm 4.9\%$ for the 400 teachers and $\pm 10\%$ for the 95 principals*).
- Some quotas were set for gender, age, and region to provide an accurate representation of each universe based on currently available statistics.

Respondent Profile

Our Sample

	Teachers	Principals
Gender		
Men	25%	45%
Women	75%	55%
Age		
18-34	31%	24%
35-54	51%	55%
55+	19%	22%
Ethnicity		
White	87%	83%
Non-White	13%	17%
Grade Level		
Elementary School	47%	30%
Middle School	19%	26%
High School	34%	44%
Time in Profession		
Less Than 10 Years	43%	27%
More Than 10 Years	57%	73%
Time at Current School		
Less Than 10 Years	70%	69%
More Than 10 Years	30%	31%

Q: How long have you been in the education profession?



Have your retirement plans changed as a result of the recent economic downturn?

36%

Of teachers considering retirement in the next 5 years have put their plans on hold.

45%

Of principals considering retirement in the next 5 years have put their plans on hold.

**Have your
retirement plans
changed as a
result of the
recent economic
downturn?**

47%

*Of educators with a household income of **less than \$80k** considering retirement in the next 5 years have put their plans on hold.*

27%

*Of educators with a household income of **more than \$80k** considering retirement in the next 5 years have put their plans on hold.*

Please indicate which of the following descriptions comes closer to your feelings about retirement?

(Asked of Educators planning to retire in next five years, N=80)

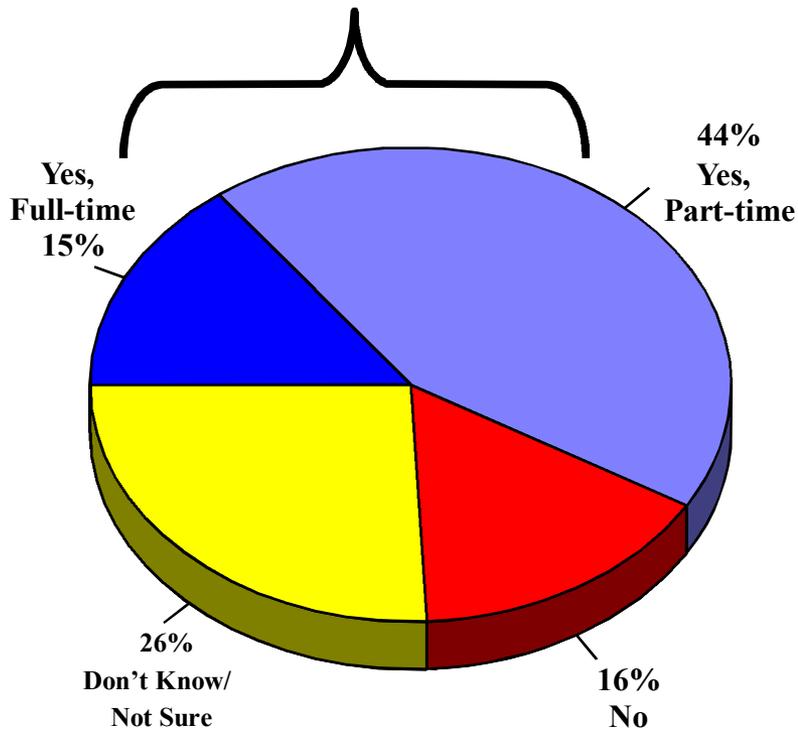
	Teachers	Principals
Time to take a much-deserved rest from work and daily responsibilities.	24%	22%
Retirement is a time to begin a new chapter in life that is more flexible.	67%	48%
Retirement is a time to begin new challenges.	10%	30%

Do you plan to work for pay once you retire?

(Asked only among those planning to retire in next 5 years. N=80)

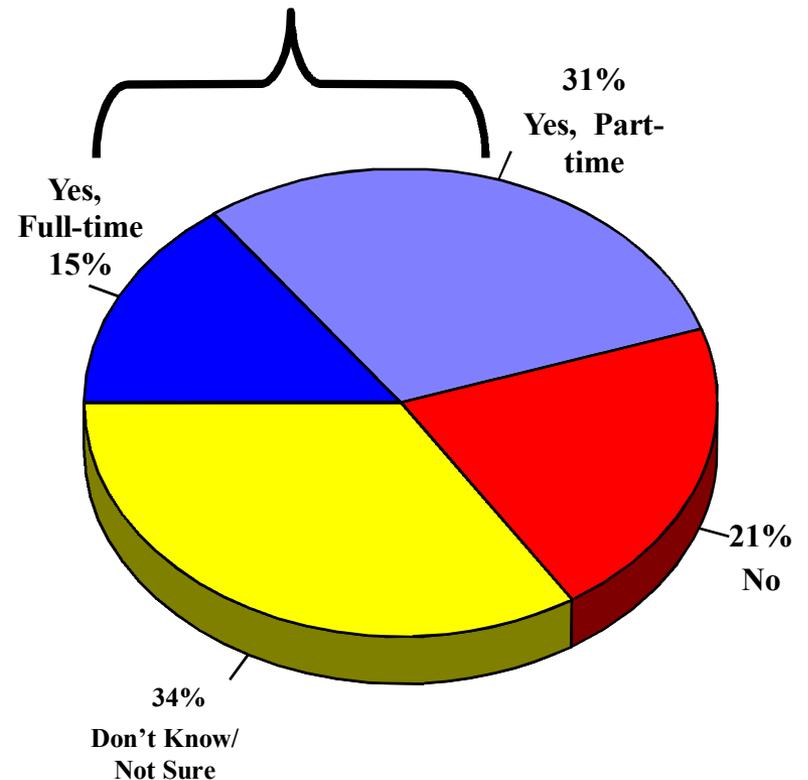
Teachers

59% Yes



Principals

46% Yes



Would you consider working in the education field in a different capacity once you retire?

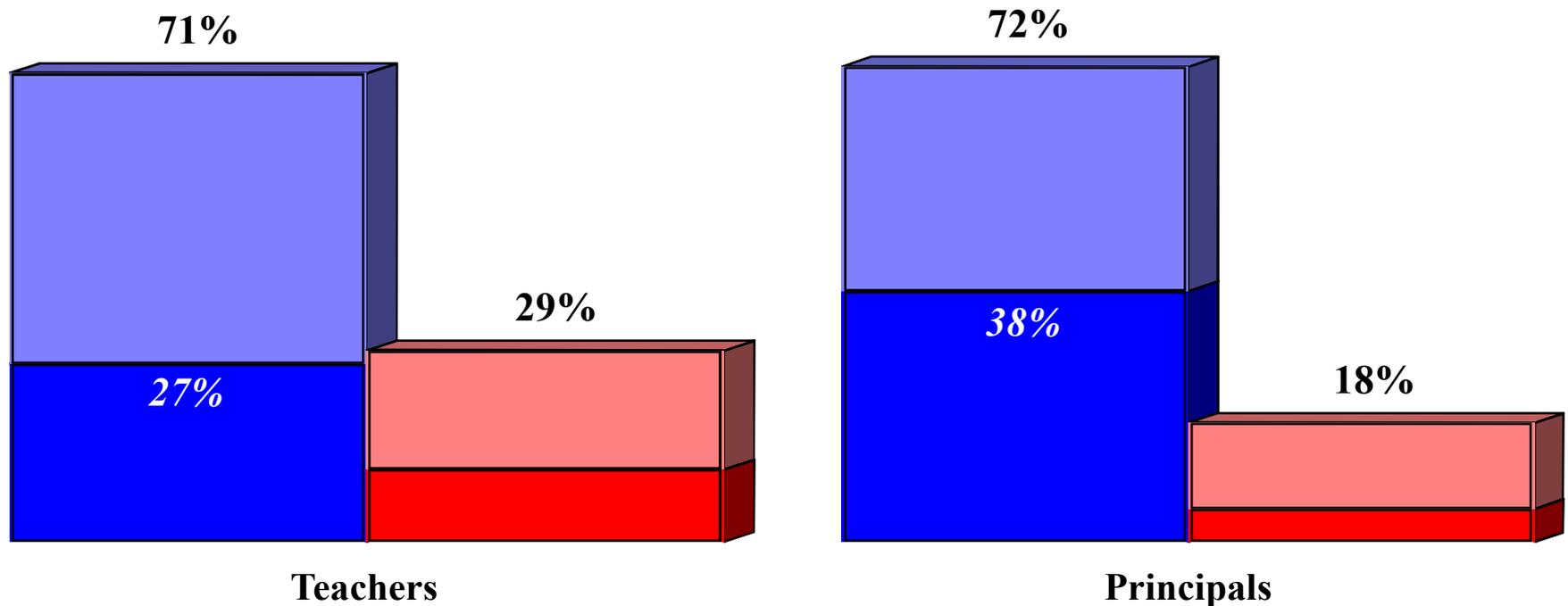
*(Asked of Educators planning to retire in next five years,
N=80)*

	Yes	No	Not Sure
Teachers	62%	8%	30%
Principals	45%	20%	35%

Educators are more interested when the notion of “flexibility” is introduced.

Would you be interested in a phased or flexible retirement plan that would allow you to retire in stages, working at a reduced workload through fewer hours or days per week?

(Asked of Educators planning to retire in next five years, N=80)

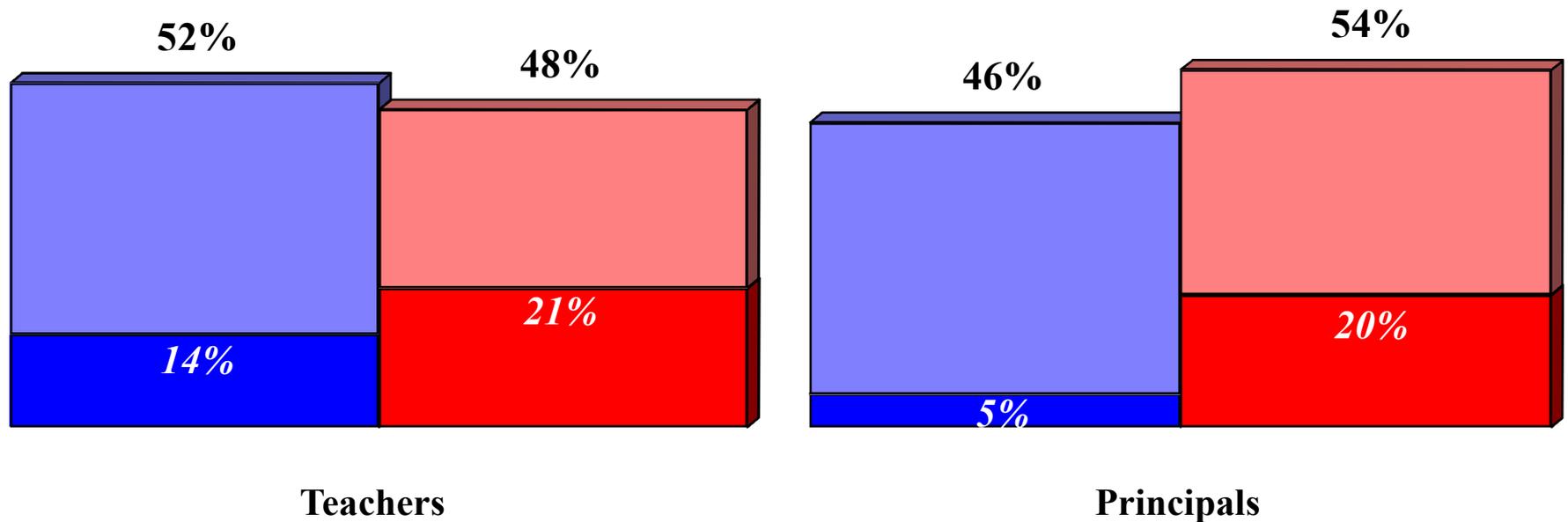


Very Interested Somewhat Interested Not at All Interested Not too Interested

The idea of continuing to work in education (absent flexibility) holds some appeal.

Would you be interested in extending your education career full-time (not retiring), but working in a different capacity?

(Asked of Educators planning to retire in next five years, N=80)



Very Interested Somewhat Interested Not at All Interested Not too Interested

What one or two of the following reasons best explains why you would not want to continue working in the education field once you retire?

(Asked of Educators planning to retire in next five years, N=80)

<i>Combined Choices</i>	Teachers	Principals
Eager to explore new opportunities outside of education	38%	33%
Don't want to work during retirement	27%	36%
Current school opportunities do not have sufficient flexibility	24%	42%
Paid work will have a negative impact on my pension benefits	21%	11%
Moving away from the community in which I live and it would be difficult to start working in education in a new location	17%	12%
No new challenges or growth opportunities	13%	8%

Cross Generational Learning Teams

Now, using a 0-to-10 scale where 0 means you have an unfavorable reaction to this teaching model, 0 means you have a favorable reaction, and 5 is neutral, please rate your reaction to this teaching model.

74%

Of teachers rated the model a 7 or higher

70%

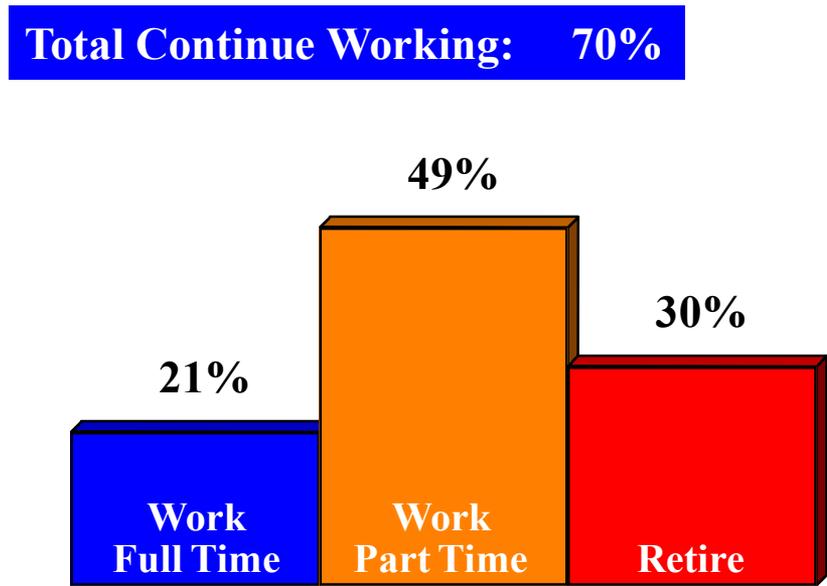
Of principals rated the model a 7 or higher

7.7 Mean Teacher Score

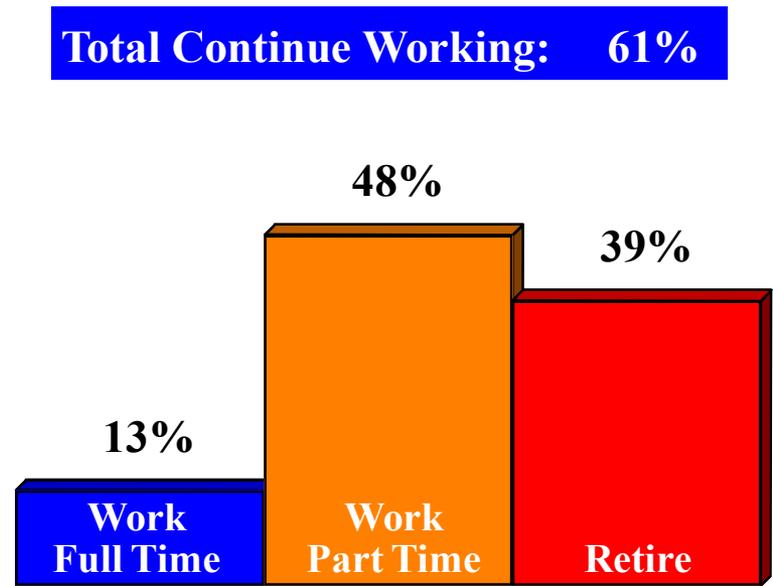
7.6 Mean Principal Score

Teachers and principals nearing retirement can see themselves a part of this new model.

If this cross-generational learning team model were implemented in your school, would you...



Teachers nearing retirement



Principals nearing retirement

Sample Comments:

“I like the idea of having experienced teachers working with new teachers and helping them to succeed. There is a very short shelf-life for new teachers if they do not feel successful. The help of teachers who have succeeded in educational careers would certainly help that.” Male Elementary School Teacher, 10-20 Years in Education Profession, Great Lakes Region

“We have a similar model beginning in the schools in our county. I have noticed a drastic change in the stress levels of new teachers since they have incorporated this practice. The level of support new teachers receive now is much higher than when I first started. I believe it would have been of great benefit to me starting out.” Female High School Teacher, 10-20 Years in Education Profession, Mid Atlantic Region

“I have seen too many new teachers initiated with a sink-or-swim philosophy. So much of classroom management comes from learning simple tricks. This would also benefit the more experienced teachers to have someone who is young and enthusiastic. Young teachers often have great ideas, but not the experience to manage the student behavior... Someone to model best practices would be ideal.” Female High School Teacher, 10-20 Years in Education Profession, Outer South Region

Sample Comments:

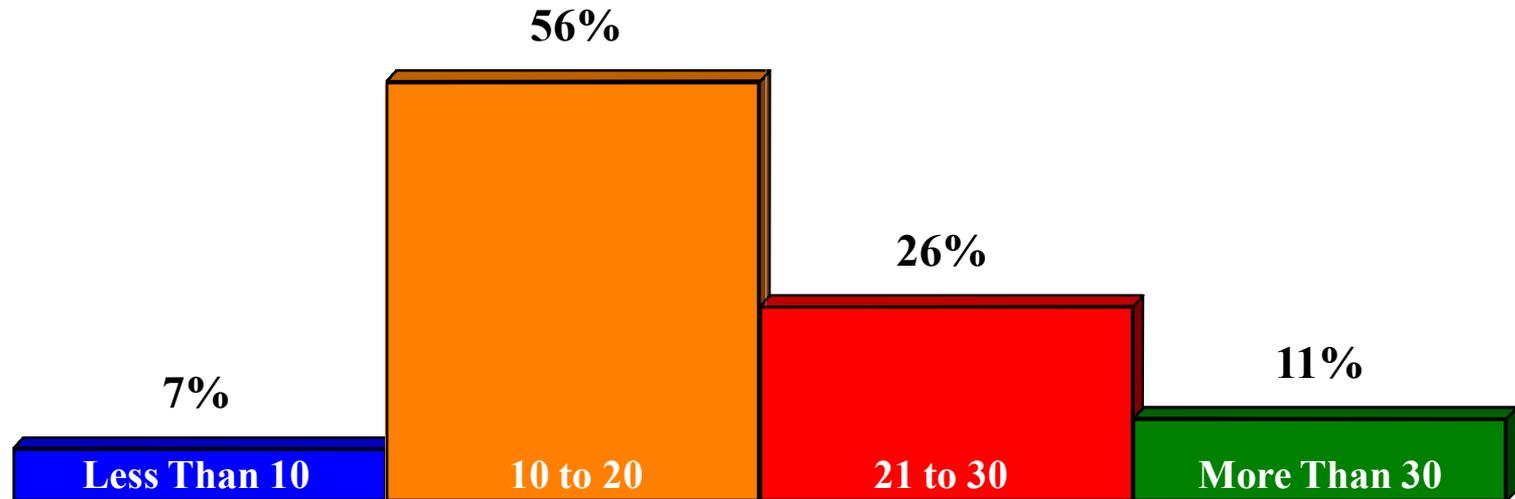
“I’ve got 21 years invested and am eligible to retire with full benefits in eight years, although I won’t be able to afford retirement. It would be a pleasure to continue to serve in an educational capacity yet perform different duties that might lessen the stress of a near-retirement teacher.”
Female Elementary School Teacher, 20+ Years in Education Profession, Outer South Region

“Teachers who are new to the professional are basically thrown to the wolves. What they learn in the classroom does not truly prepare them to face the reality of the classroom. By having a team teacher, they could get the feedback they need and handle the situations, as they occur, as a learning activity. This would allow them to feel more confident and successful. I feel that it would lead to a reduction of teacher attrition after only a couple of years.” Female Middle School Teacher, 20+ Years in Education Profession, Outer South Region

“Many new teachers are overwhelmed with the real-life world of teaching. It is definitely not a nine to five job. New teachers could really use a some guidance in areas such as dealing with parents, handling the increasing amounts of paperwork, and creating an environment in which children have a chance to be successful. Many veteran teachers would offer great support to a new teacher. There are those of us who continue to love working with kids, but find it difficult to maintain the physical and emotional strength that is needed for full time teaching. This program sounds like a great solution to a growing problem in education.” Female Elementary School Teacher, 20+ Years in Education Profession, Outer South Region

If you were part of a cross-generational learning team, how many hours per week would you like to work?

Among Principals/Teachers nearing retirement that would want to participate in the proposed teaching model, (N=54)

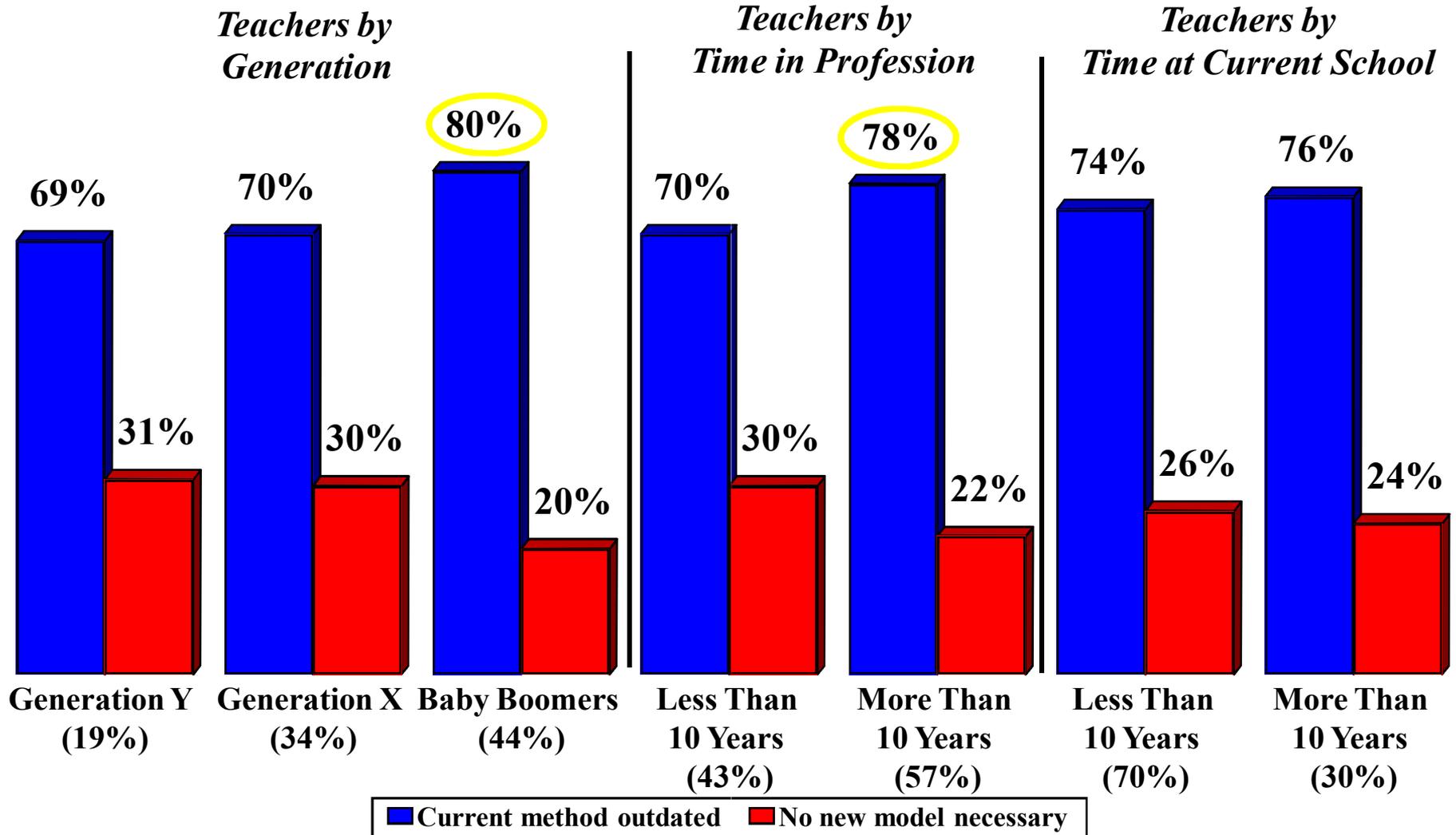


Teachers/Principals

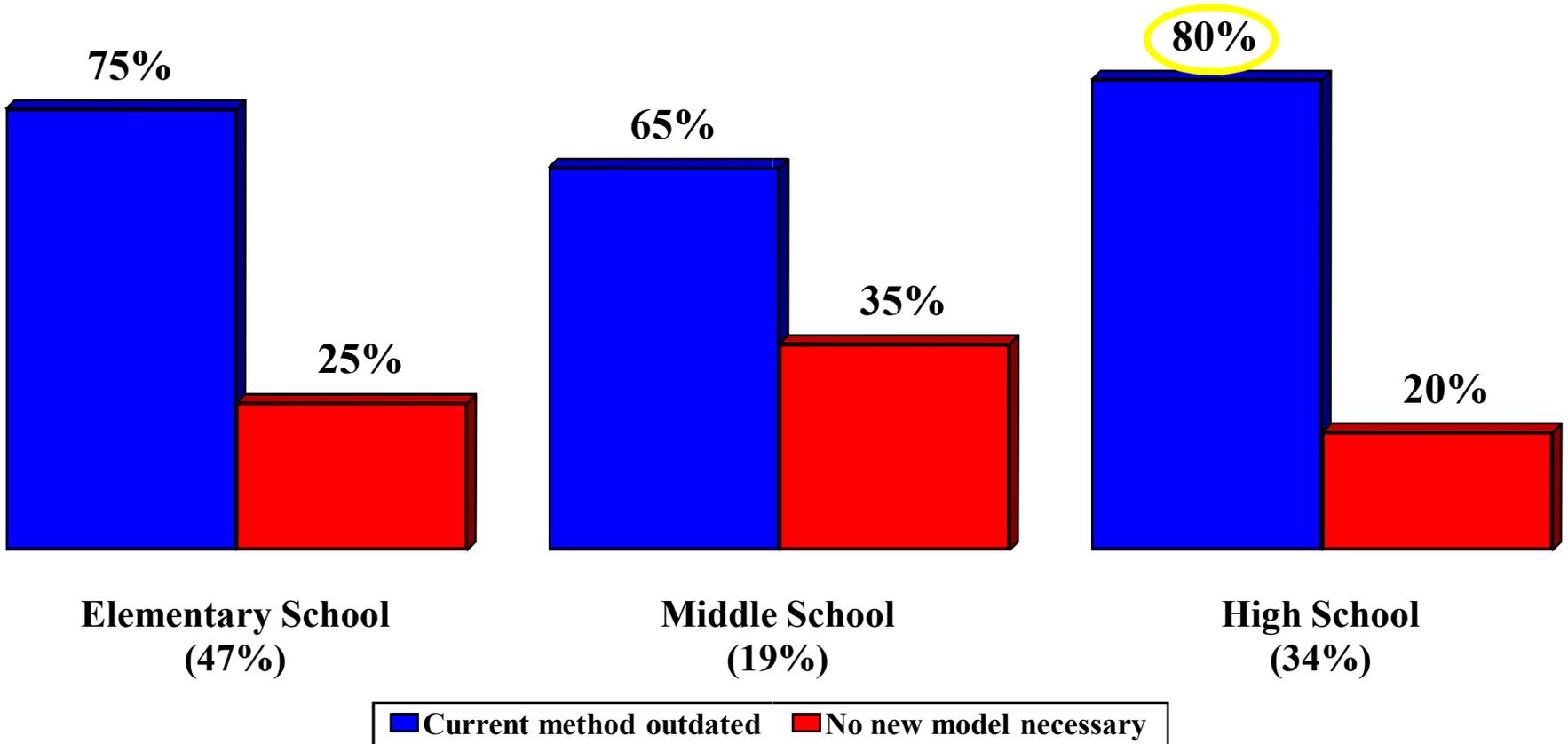
Below are two points of view on this cross-generational learning teams model for schools. Please select which point of view comes closer to your own..

	Teachers	Principals
The isolated, stand-alone teaching model we use in our schools is outdated. As we encourage our students to learn teamwork and collaboration to be successful in the 21st century, the teaching profession must adopt these methods as well.	75%	78%
Teachers already have opportunities to engage their colleagues through informal channels and professional development opportunities. No new teaching model is necessary.	25%	22%

Ratings by generation, and experience.



Ratings by grade level.



Below are some potential outcomes if the cross-generational learning teams model were implemented in the public school system. Please rate these outcomes on a scale of 0 (strongly disagree) to 10 (strong agree).

<i>Mean Score</i>	Teachers	Principals
Students will benefit from the teamwork and collaboration of their teachers.	8.3	7.7
Teachers would have an opportunity to continue earning a salary by extending their career or through phased retirement.	8.3	7.6
Beginning teachers will feel professionally supported.	8.2	7.9
Teachers at or near retirement will be able to combine a flexible work commitment with making a positive and meaningful contribution to education.	8.1	7.8
All educators would benefit from the shared knowledge and collaboration with their colleagues.	8.1	7.8
Teachers will feel less isolated.	7.6	6.8
Those considering teaching as an occupation will be attracted by the collaborative model.	6.9	7.1
Teachers will end up working longer hours to find time to collaborate with their colleagues.	6.2	5.7
School systems and administrators will not accept a cultural shift like this in our schools.	5.6	5.2

Below are two points of view on this cross-generational learning teams model for schools.

Please select which point of view comes closer to your own...

Teachers

Principals

This model will help teacher retention rates by improving teacher satisfaction, increasing collaboration, and providing a necessary support structure like that which exists in every other profession.

70%

70%

We can improve teacher retention by increasing teacher salaries, without changing the teaching model in schools.

30%

30%

How Teachers Envision Their Role

Sample Comments:

“Working as part of a team and helping to mentor new teachers. I would love to be part of a team which works on curriculum in the school. Someone who could go from classroom to classroom and model good teaching practices.” Female Elementary School Teacher, 20+ Years in Education Profession, Great Lakes Region

“I would picture myself as being in the role of a guide. A worn and tattered guide book for example, holding a wealth of information.” Female Elementary School Teacher, 5-10 Years in Education Profession, Deep South Region

“I would envision my role as co-teacher. I would teach class, share paperwork, attend conferences, grade papers, and do everything that I do now. I would just be working with another teacher who is less experienced and teaching her some of the tricks that we veterans already know...” Female Middle School Teacher, 10-20 Years in Education Profession, Deep South Region

“As a consultant for hands on math topics and to show others how to create and invent more for the classroom.” Female Middle School Teacher, 20+ Years in Education Profession, Mountain Region

“I've got 21 years invested and am eligible to retire with full benefits in 8 years, although I won't be able to afford retirement.

It would be a pleasure to continue to serve in an educational capacity yet perform different duties that might lessen the stress of a near-retirement teacher.”

Elementary School Teacher

NATIONAL COMMISSION ON
**Teaching and
America's
Future**



**Survey Interview Protocol
follows**

NCTAF National Survey of Teachers & Principals

Interview Schedule

Field Dates: November 12-19, 2008

N = 400 Teachers & N=95 Principals

Project #081626 Margin of Error = + 4.40%

A. Just to confirm, are you CURRENTLY working as either a teacher or principal in a school in the United States?

B. At what type of school do you CURRENTLY work?

C. Now, just a few questions for statistical purposes only...

D1. In what year were you born?

D2. Please record your gender.

D3. What is your main ethnic or racial heritage?

R. In which state is the school where you currently teach or serve in the school's administration? (QUOTA TO REGION)

ASKED OF TEACHERS ONLY

D4T. What grade level do you currently teach?

ASKED OF PRINCIPALS ONLY

D4P. What grade level is the school where you currently serve as a principal or assistant principal?

ASKED OF TEACHERS ONLY

D5. What subject area do you currently teach? (ACCEPT MULTIPLE RESPONSES)

ASKED OF TEACHERS ONLY

D6. Are you currently teaching in the field in which you are certified?

1. How long have you been in the education profession?

2. How long have you been at your current school?

P1. Have you ever been a classroom teacher? ASKED OF PRINCIPALS ONLY

3. Is your school classified as a Title I school?

4. Please rate how well your school is doing to help students develop the skills they need to succeed in today's world.

5. How much of a personal sense of satisfaction do you get from the work that you do? Choose one of the options below.

6. What do you like about the (A:1: teaching/ A:2-3: education) profession? In other words, what gives you satisfaction?

7. Please describe what you feel would need to change in the profession for you to have a higher level of job satisfaction.

Please rate how interested you would be in hiring or working with each of the following potential applicants using a 0-to-10 scale.

A zero means you have no interest at all in hiring or working with this type of applicant and a ten means you are very interested in hiring or working with this type of applicant. Please assume they meet the same basic requirements.

8. New teachers who have just graduated.

9. Teachers who have been in the classroom for a few years.

10. Teachers who have taught for more than five years.

11. Teachers who are former members of service programs, such as Teach for America.

12. Teachers who are part of Generation X (ages 31-43).

13. Teachers who are part of Generation Y (ages 21-30).

14. Teachers who are part of the baby boom generation (ages 44-62).

15. People who are mid-career changers and are starting a new career as a teacher.

16. Teachers who have received National Board Certification.

Thinking about another topic...

17. At what age do you plan to retire? If you are not sure, please indicate your best guess.

18. Have your retirement plans changed as a result of the recent economic downturn?

19. Do you plan to work for pay once you retire?

20. What is the most important reason that you plan to continue to work? (RANDOMIZE :1-4)

To add discretionary income for things like leisure activities

To supplement your monthly income to pay for basic necessities

To continue to challenge myself professionally.

To receive health care benefits

Other (SPECIFY: _____)

21. People have different ideas about what retirement means these days. Please indicate which of the following descriptions comes closer to your feelings about retirement, beyond spending time with family and friends.

Choose one of the options below. (ROTATE TOP TO BOTTOM/BOTTOM TO TOP)

Retirement is a time to spend time with family, take care of yourself, enjoy leisure activities, and take a much-deserved rest from work and daily responsibilities.

Retirement is a time to begin a new chapter in life that is more flexible and less structured but still productive in terms of personal growth, including volunteer activities.

Retirement is a time to begin new challenges, which could include new paid work or a second career that is rewarding.

22. Would you consider working in the education field in a different capacity once you retire?

23. Which one or two of the following reasons best explains why you might consider continuing to work in the education field once you retire? (RANDOMIZE. ACCEPT UP TO TWO RESPONSES.)

I want to stay active and productive

I want to continue to help students

I enjoy the field of education, but do not want to work in the classroom

I want to share my skills and knowledge with younger educators

I want to help others and make a difference

I want to stay involved with people

I need the income and benefits

(23 cont)

I want to stay involved with my particular school

I want the opportunity to try something new in the field of education

OTHER (SPECIFY: _____)

I will not consider working in the education field

24. What one or two of the following reasons best explains why you would not want to continue working in the education field once you retire? (RANDOMIZE. ACCEPT UP TO TWO RESPONSES.)

Eager to explore new opportunities outside of education

Don't want to work during retirement

Current school opportunities do not have sufficient flexibility

Paid work will have a negative impact on my pension benefits

Moving away from the community in which I live and it would be difficult to start working in education in a new location

No new challenges or growth opportunities

Other (SPECIFY: _____)

25. Would you be interested in a phased or flexible retirement plan that would allow you to retire in stages, working at a reduced workload through fewer hours or days per week?

(ROTATE TOP TO BOTTOM/BOTTOM TO TOP)

26. Would you be interested in extending your education career full-time (not retiring), but working in a different capacity? (

ROTATE TOP TO BOTTOM/BOTTOM TO TOP)

27. Have you ever served formally as a mentor for a new teacher?

ASKED OF TEACHERS ONLY

28. Now, please read the following description of a new kind of teaching model.

As you may know, 53% of today's teachers are ages 44 through 62. That means 1.73 million teachers across the country are approaching retirement. Add to that, attrition among young teachers has increased by more than 50% in the last decade. To shore up the public education system against a massive wave of attrition over the next decade, we propose replacing the current model of one teacher in a self-contained classroom with teams composed of veteran teachers who wish to stay and work with young teachers who might remain and be more successful if they received additional support and training. We are calling this staffing model – cross-generational learning teams. Cross-generational learning teams would offer experienced veteran teachers full or part time positions as mentors or coaches for new teachers, or curriculum, assessment, or child development advisors. This model would also create full or part time positions for educators at or near retirement who wish to continue in education as content experts, learning network navigators, cognitive specialists, and expert learners who serve as learning team leaders. This teamwork would help beginning teachers become more effective faster, much like it does in other sectors of our society, and offer new career options for all teachers. These teams could also incorporate retiring baby-boomers from other fields in similar part-time roles appropriate to their experience. Schools would develop coherent professional networks that focus teams of educators, with different training and levels of experience, on improving student learning. Time and space would be built into the school day and culture for teachers to collaborate with colleagues, mentors, and coaches to help them advance. Now, using a 0-to-10 scale where 0 means you have an unfavorable reaction to this teaching model, 10 means you have a favorable reaction, and 5 is neutral, please rate your reaction to this teaching model.

29. What are some of the reasons you have an unfavorable reaction to this model? What are your main hesitations or concerns about it?

30. What are some of the reasons you have a favorable reaction to this model? What do you like most about it?

31. What are some of the things you like most about this model? What are your hesitations or concerns about it?

32. If this cross-generational learning team model were implemented in your school, would you...

Continue working full time

Seek a part-time role

Still want to retire

33. If you were part of a cross-generational learning team, how many hours per week would you like to work?

34. In addition to questions about flexibility, salary and benefits, what other questions would you want to have answered about the model before you would consider participating in it?

35. If you were to participate in a cross-generational learning team, how do you envision your role?

Below is a list of some things some people have said could happen if the cross-generational learning teams model were to be implemented in the public school system. After you read each statement, please use a 0-to-10 scale, where 0 means that you strongly disagree with the statement and 10 means you strongly agree with the statement. Of course, you can use any number between 0 and 10 depending on how you feel.

36. Beginning teachers will feel professionally supported.

37. Those considering teaching as an occupation will be attracted by the collaborative model.

38. Teachers will feel less isolated.

39. Teachers at or near retirement will be able to combine a flexible work commitment with making a positive and meaningful contribution to education.

40. School systems and administrators will not accept a cultural shift like this in our schools.

41. Teachers will end up working longer hours to find time to collaborate with their colleagues.

42. Students will benefit from the teamwork and collaboration of their teachers.

43. All educators would benefit from the shared knowledge and collaboration with their colleagues.

44. Teachers would have an opportunity to continue earning a salary by extending their career or through phased retirement.

45. Below are two points of view on this cross-generational learning teams model for schools. Please select which point of view comes closer to your own... (RANDOMIZE)

This model will help teacher retention rates by improving teacher satisfaction, increasing collaboration, and providing a necessary support structure like that which exists in every other profession.

... or ...

We can improve teacher retention by increasing teacher salaries, without changing the teaching model in schools.

Now, just a few more questions for statistical purposes only...

D7. Which one of the following is the best way to describe the area where you live? (ROTATE TOP TO BOTTOM/BOTTOM TO TOP)

D8. Which bests describes your education credentials?

D9. What is your marital status?

END