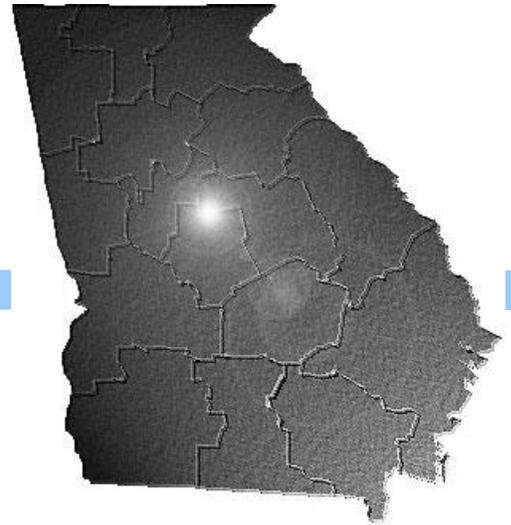


Georgia Professional Standards Commission
Certified Teacher Survey



2007 Georgia Teacher Survey: Summaries of Selected Response Questions

Georgia Professional Standards Commission
September 2007

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Suggested Citation

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Introduction to the 2007 Georgia Teacher Survey

During the 2006-2007 school year the Georgia Professional Standards Commission conducted an online survey of all teachers in Georgia public school systems. The primary purpose of the survey was to better understand what makes Georgia teachers want to stay or leave teaching so that the state and individual school systems could better address teacher needs and reduce attrition. We included both “selected response items” as well as a number of typed-response questions that asked teachers to tell us their opinions in their own words.

We asked the superintendents of each school system in the state for their schools’ participation in the 2007 Georgia Teacher Survey. Superintendents were offered their own survey results if they chose to participate, enabling them to utilize a state resource to help them better help their teachers.

Participating systems agreed to contact their teachers asking them to complete the survey posted securely on the PSC website. Teachers were asked to let us identify them under the promise that their answers would never be tied to their identity outside of the PSC research office.

Ultimately, 121 of Georgia’s 180 school systems participated at some level, representing 83% of the state’s approximately 115,000 teachers. Participation ranged from just 4% to almost 83% of the teachers in a school system. Well over 21,000 teachers took the survey by the end of the 2007 school year, and more than 90% (19,411, to be precise) provided sufficient information for us to summarize their answers anonymously for their school systems.

Report #1 on the 2007 Georgia Teacher Survey contains summary information for each “selected response” question in the survey. Each participating school system received the same information in table form for its own teachers.

The survey contained questions, in the same order as in the following summary, on the following topics:

- Preparation
- Mentoring
- Personal and professional aspects of teaching
- Compensation
- Classroom and instructional aspects
- The resources necessary to do the job well
- State and local leadership
- The quality and availability of professional learning
- External factors (e.g., state testing) and the community

Over the next year we will develop further reports analyzing the survey using additional information from the Certified Personnel Information collections and certification database. As just a few examples, teachers’ attitudes when from rural, urban and suburban, or high and low income areas, from elementary, middle and high or small and large schools will be studied, as will differences among teachers in different specialties and at different experience levels. Because so many survey

participants entrusted us with their identification, we also will be able to study whether teachers who say they'll stay or leave actually do so over time and under what circumstances.

The written answers are perhaps far more valuable than the array of selected response questions we asked. Although the survey was a year in development with all the available literature at our disposal, one never knows all the questions. Among other things, we asked "What do you like most (and least) about teaching, and what would you most like to see changed?" Best is the last question in the survey: "What's still on your mind that we didn't give you a chance to say?" Well over 13,000 teachers had something more to tell us, and quite a few used the email address we provided to send longer answers than we could allow for in the survey software. These written opinions will be analyzed in the coming months and shared in future reports.

A brief first look at the survey results

Most (of the teachers 87.7%) who participated in the study reported that they felt well prepared for their first several years of teaching. There was no difference between how alternatively prepared and traditionally prepared teachers felt about their preparation.

About half (48.2%) of the respondents stated that they were provided mentoring or induction when they first began teaching. Respondents who received mentoring reported that their mentoring/induction experience was somewhat helpful (43.5%) or extremely helpful (51.6 %) to them as new teachers.

Teachers with 5-29 years of experience felt less satisfied with the opportunities for professional learning available in their schools than the least (0-4) and most experienced (30 years or more) teachers. Teachers who were not satisfied with how their time was distributed on various responsibilities also tended to report that they lacked opportunities for professional learning, and vice versa.

Overall about two-thirds of the respondents (64.3 %) felt they had a good or great compensation package and an adequate basis for salary increases. Satisfaction with the overall compensation package interacted with experience level. Less experienced teachers were more satisfied with the package than those with 20 or more years' experience.

Somewhat more than half of the respondents (56.7%) were satisfied with their job in terms of the size of their classes or the number of students they had needing special attention. Most (62.8%) of the respondents felt satisfied with the level of parental and community support in their schools.

Although more teachers in low poverty schools were dissatisfied with the adequacy of textbooks in their schools, most (82.1%) of the respondents felt satisfied.

Sixty-nine percent of the respondents were dissatisfied with the impact of No Child Left Behind Act (NCLB) on teachers and students; this finding was consistent across poverty levels.

Overall, 12.8% of teachers who participated in the study stated an intention to leave teaching altogether or to move to administration or service positions, while 13.5% stated they did not know what they were going to do with regards to leaving or staying in the teaching profession. Most teachers (64.7%) said they would continue to teach in the school they were in, and 9.1% said they would continue to teach but leave for another school.

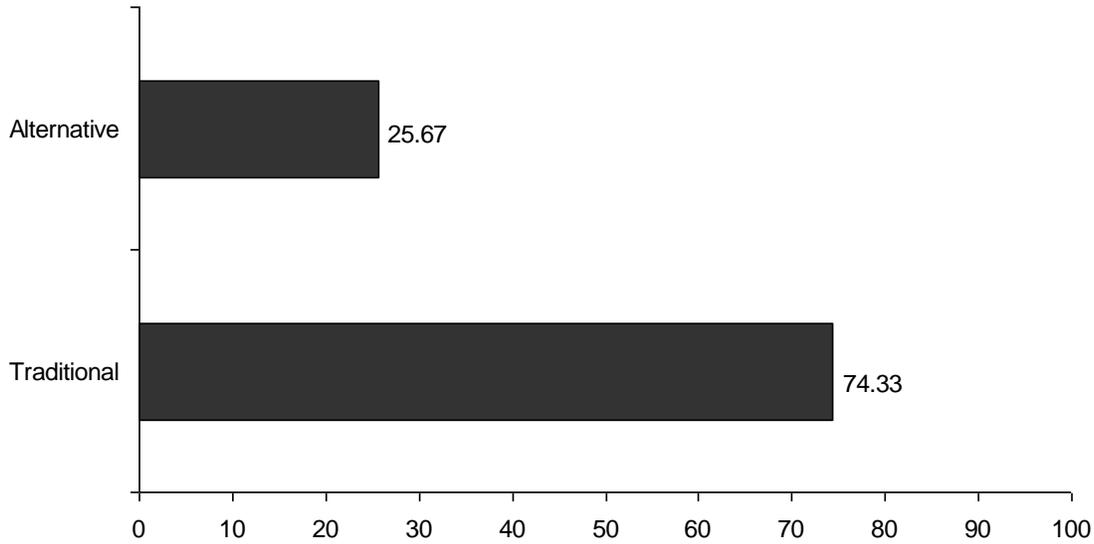
As noted in previous research, income competitive with other fields may be necessary but not sufficient to keep teachers in the profession. At first glance at our survey, it would appear that there are characteristics of the job over which school systems have influence that have at least as much to do with teacher job satisfaction. We look forward to being able to offer Georgia educators some straightforward information on how we might best improve our ability to keep our best teachers.

Jerry Eads
Winifred Nweke
Comfort Afolabi

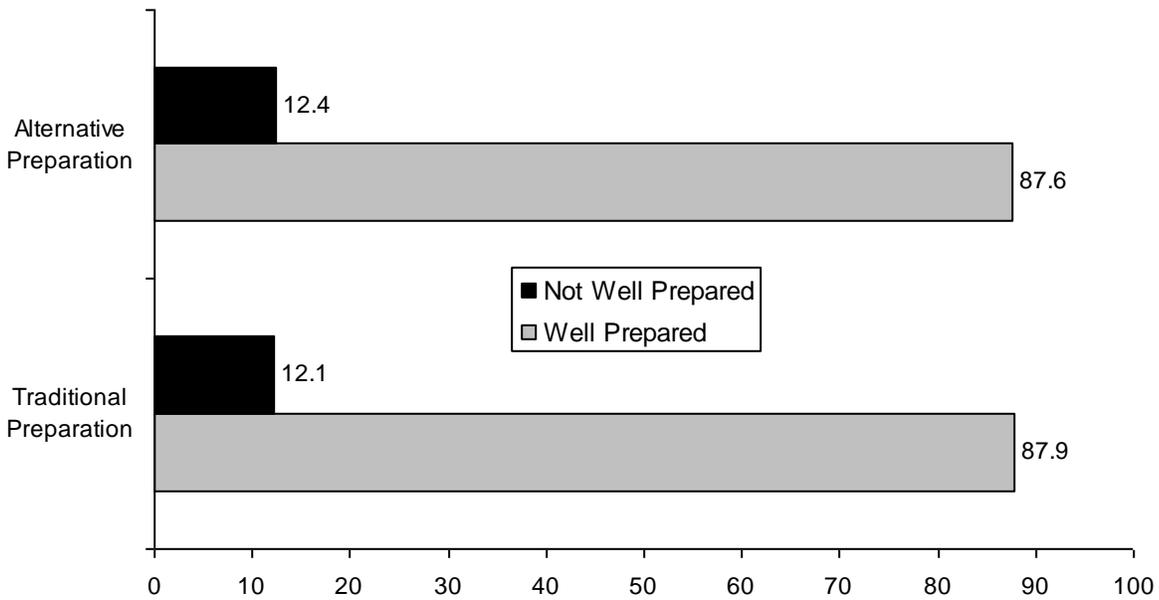
Research Unit
Georgia Professional Standards Commission

Teacher Preparation

How were you originally prepared for your teaching career?

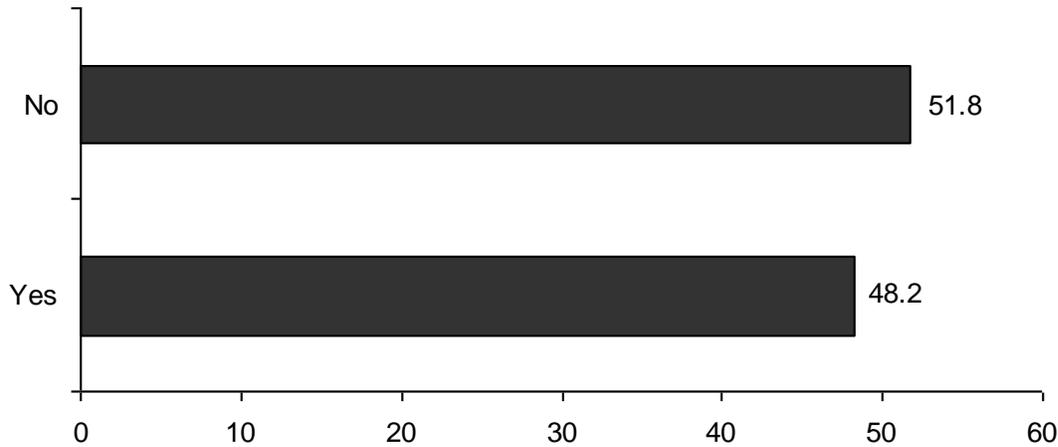


How well prepared do you think the above experience prepared you for your first several years of teaching?

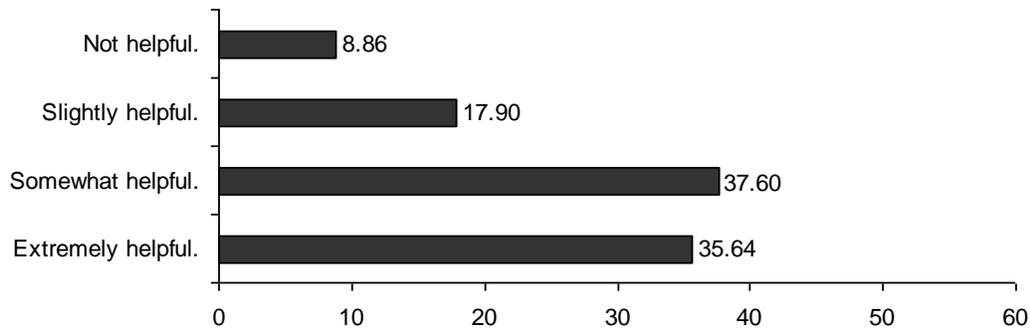


Mentoring and Induction

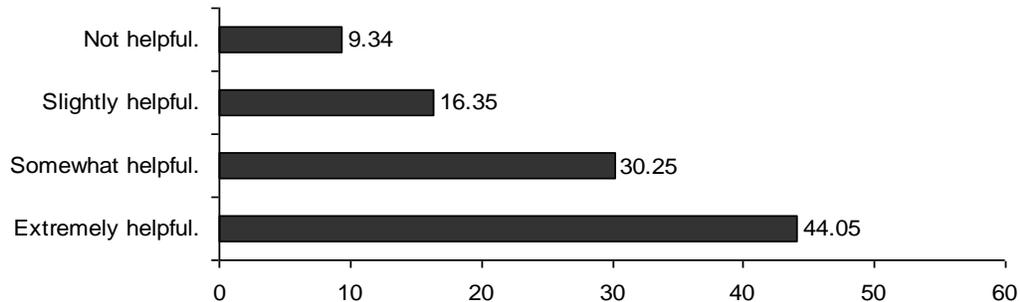
When you first began teaching, were you provided mentoring or an induction program?



How would you rate your beginning orientation to your school and the classroom? (Only those who said they were provided mentoring or induction)

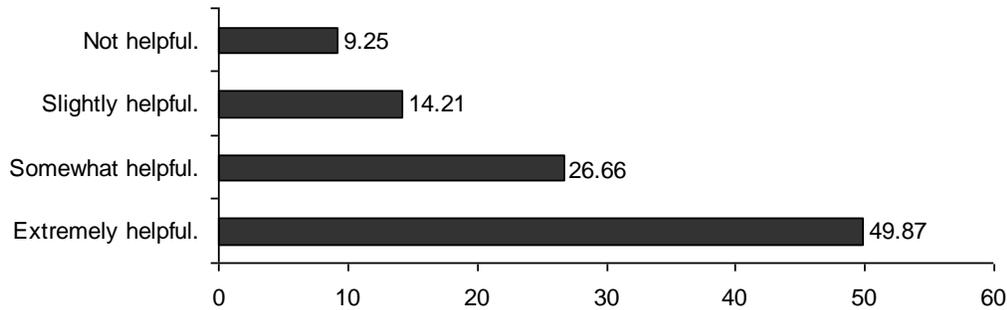


How would you rate support from your principal and/or assistant principal(s) during your new teacher induction or mentoring program? (Only those who said they were provided mentoring or induction)

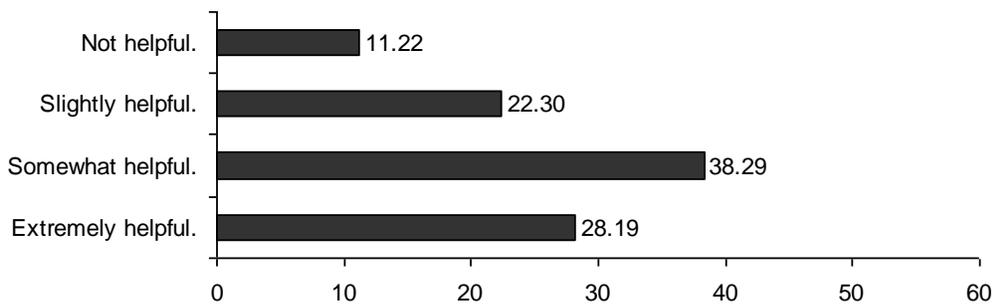


Mentoring

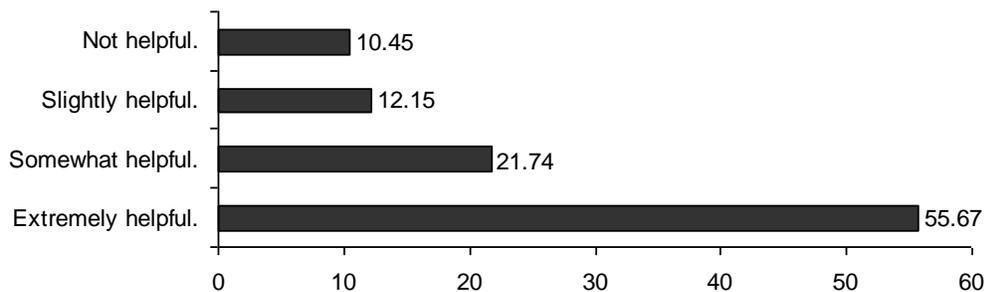
How would you rate support from your department chair during your mentoring or induction program? (Only those who said they were provided mentoring or induction)



How would you rate your induction program's training/professional learning? (Only those who said they were provided mentoring or induction)



How would you rate the mentoring provided to you by an experienced teacher? (Only those who said they were provided mentoring or induction)



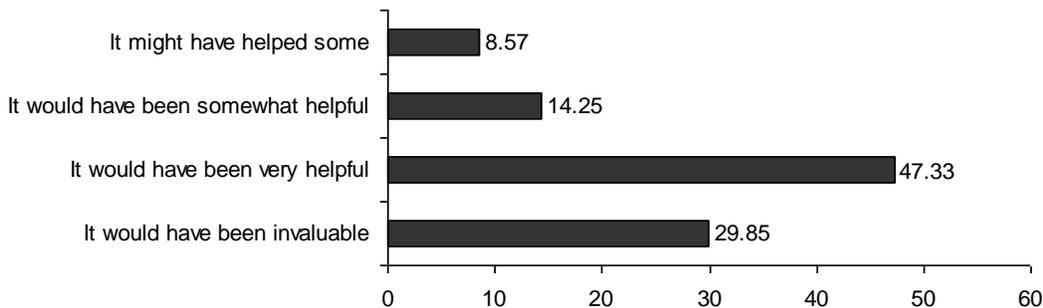
Mentoring

If you had a mentoring program:

Median

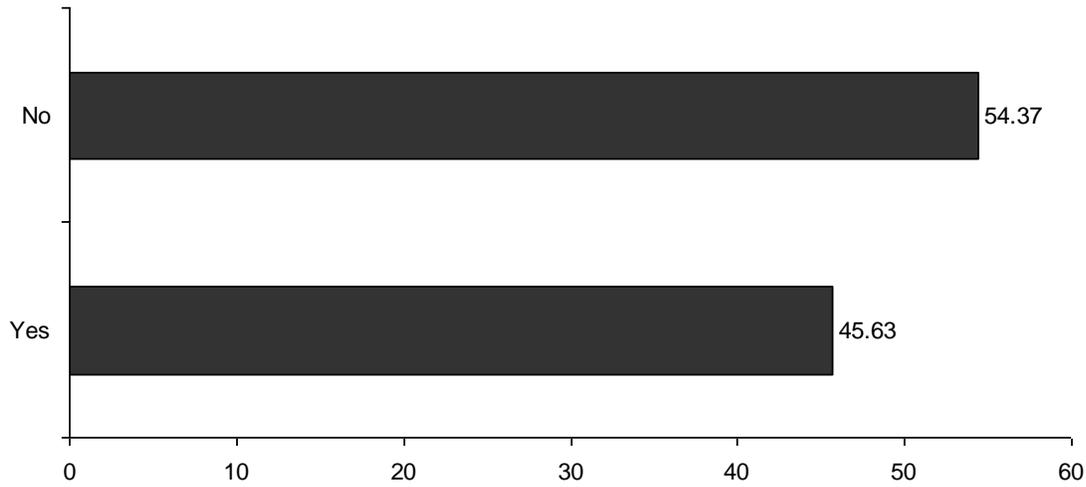
About how many hours a week, on average, was your induction program?	1 hour
About how many weeks long was your induction program?	9 weeks
About how many hours a week, on average, did you spend with a mentor?	1 hour
About how many weeks did you work with your mentor at least once a week?	12 weeks

(If you did *not* have an induction program:) When you first began teaching, how much do you think a mentoring or induction program would have helped you?

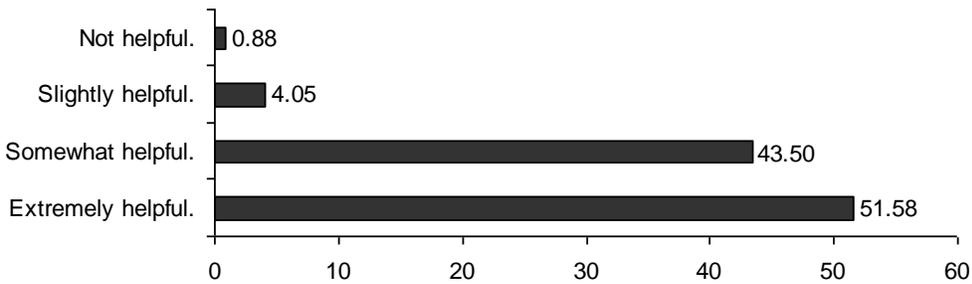


Mentoring

Have you served as a mentor or trainer for new teachers?



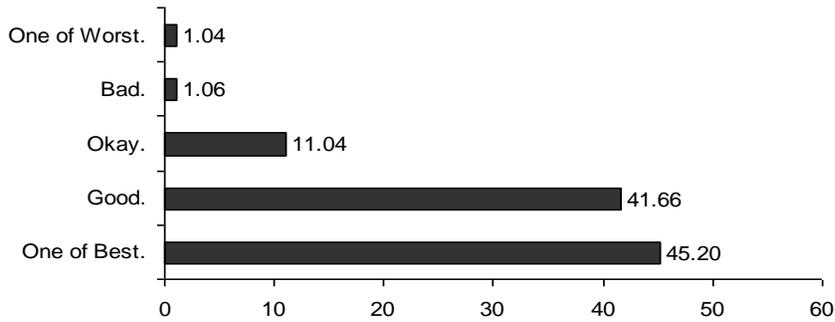
(If you provided induction or mentoring as an experience teacher:) How helpful do you think your mentoring or training was to a new teacher?



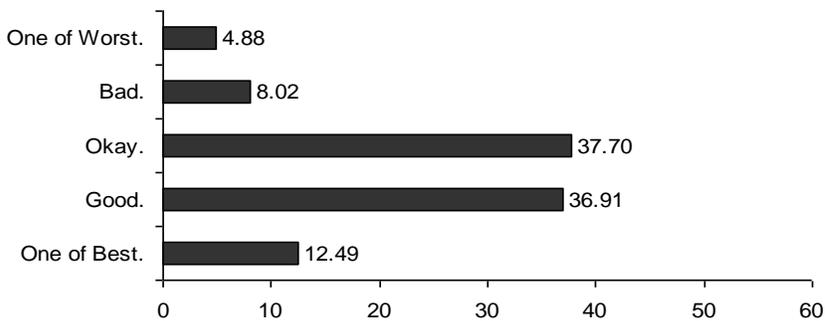
Personal and Professional Aspects of Teaching

What do you think about these personal and professional aspects of your current teaching position?

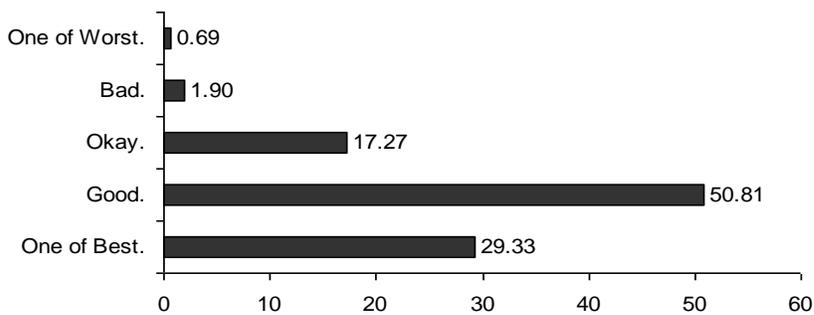
a. Job security



b. Professional prestige



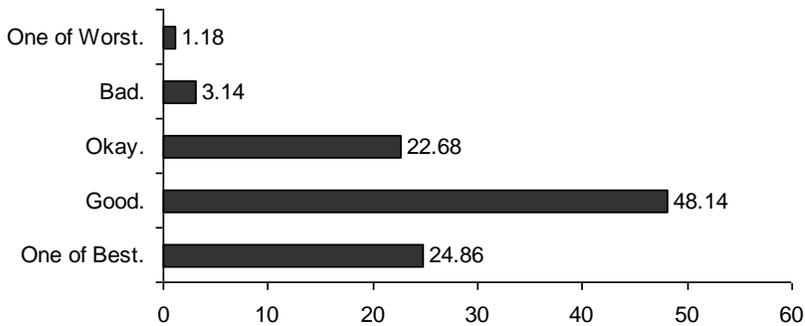
c. Intellectual challenge



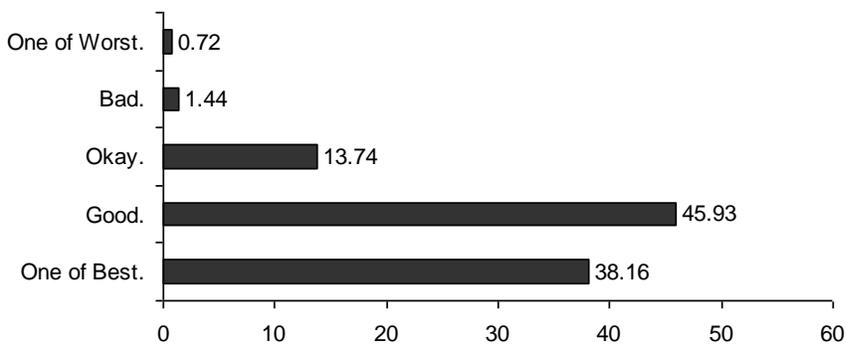
Personal and Professional Aspects of Teaching

What do you think about these personal and professional aspects of your current teaching position?

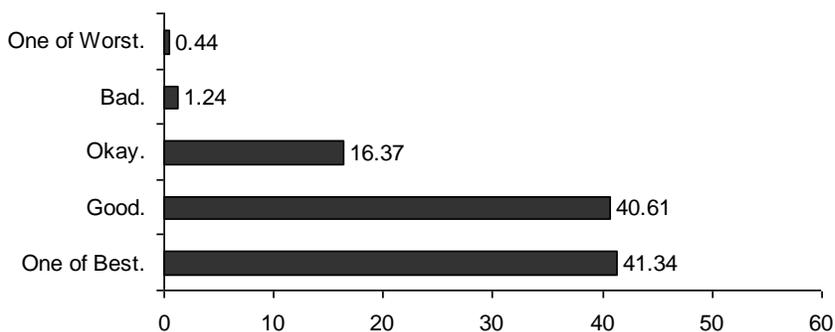
d. Professional caliber of your colleagues



e. Acceptance by your colleagues



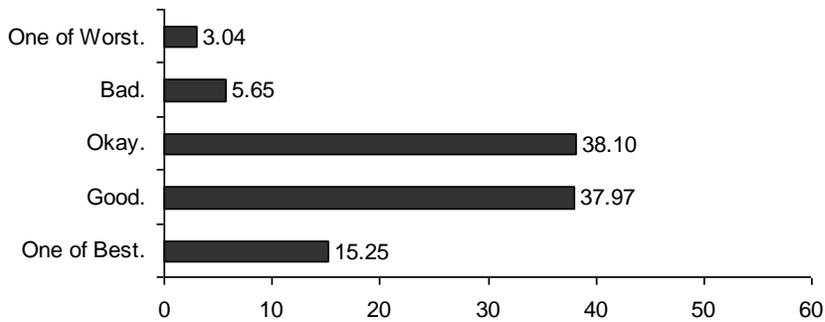
f. Friendships with your colleagues



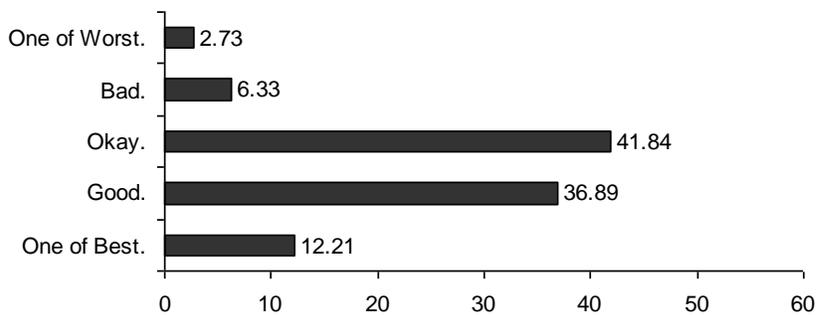
Personal and Professional Aspects of Teaching

What do you think about these personal and professional aspects of your current teaching position?

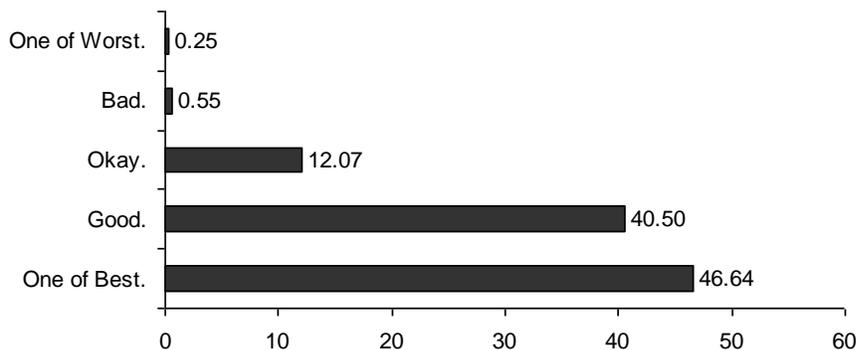
g. Support from your teacher organization



h. Support from other professional affiliations



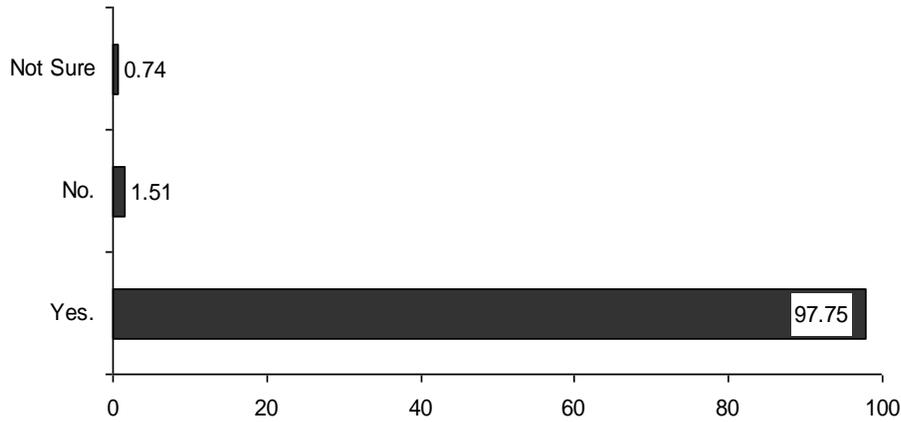
i. Support from personal friendships



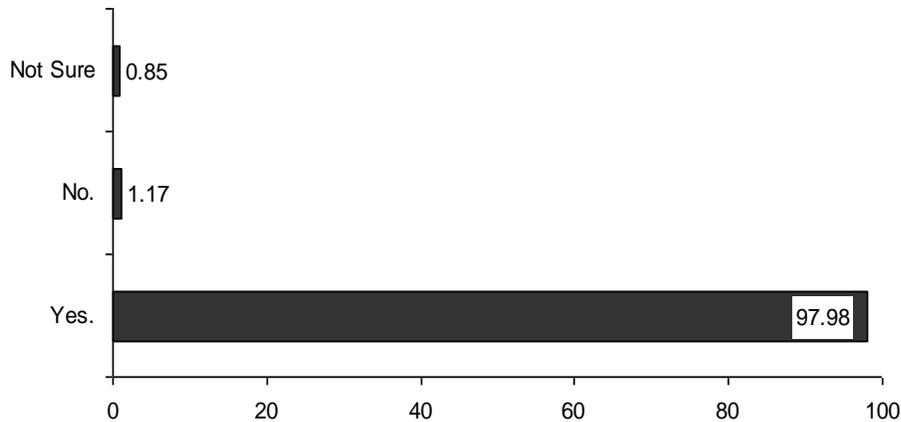
Compensation

In your current position, are any of the following compensation components available to you?

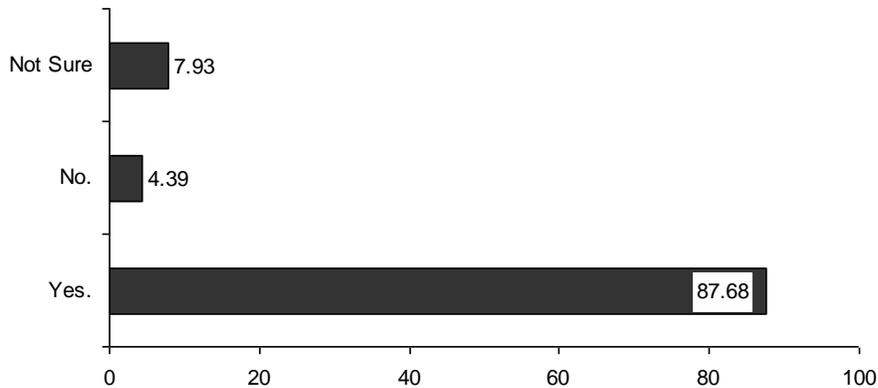
a. Health care benefits



b. Retirement benefits



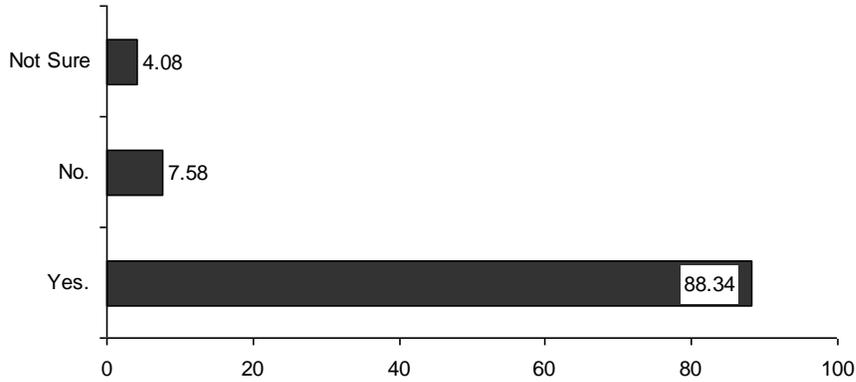
c. Local salary supplement



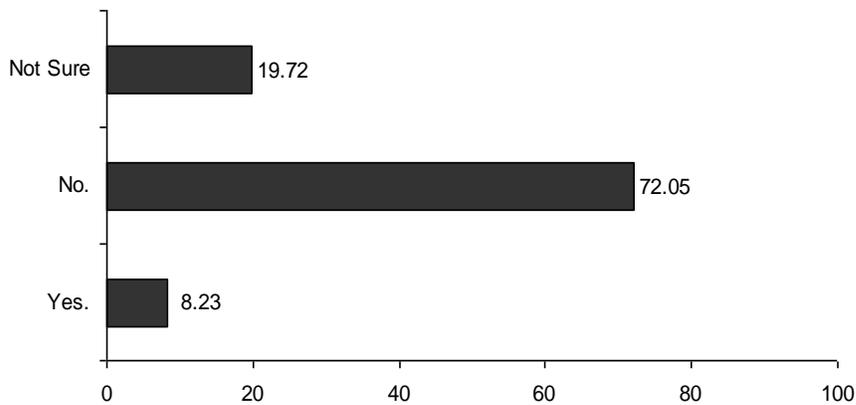
Compensation

In your current position, are any of the following compensation components available to you?

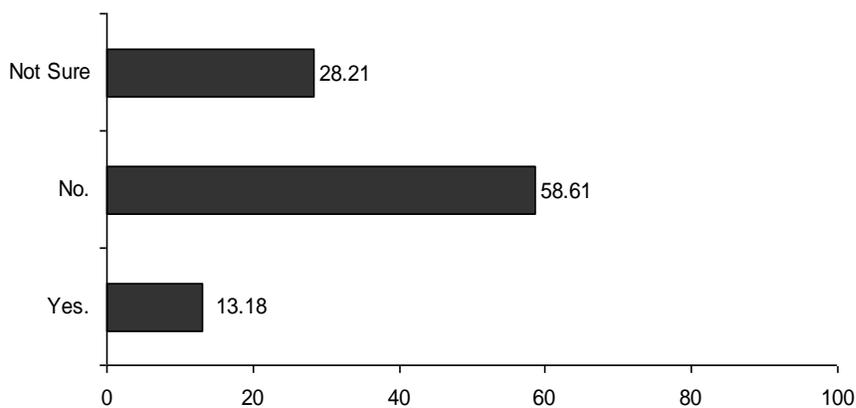
d. Income from stipends, additional duties, summer school



e. Pay or other incentives for teaching excellence



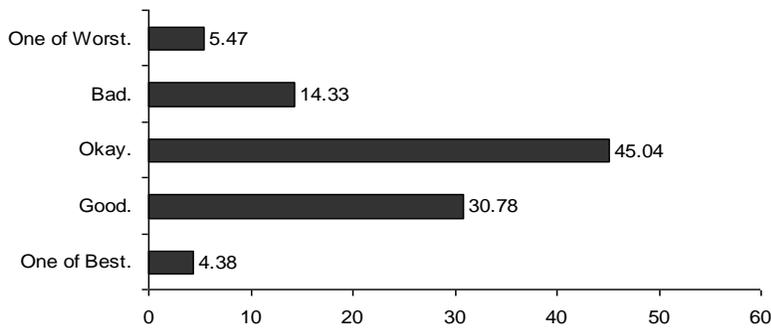
f. Pay or other incentives for teaching in a high need subject or school



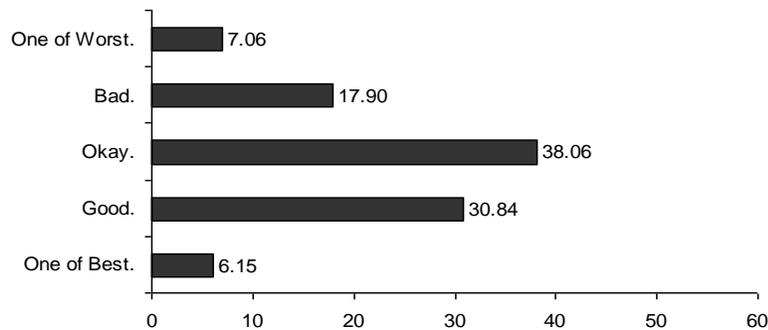
Compensation

What do you think about these aspects of your compensation?

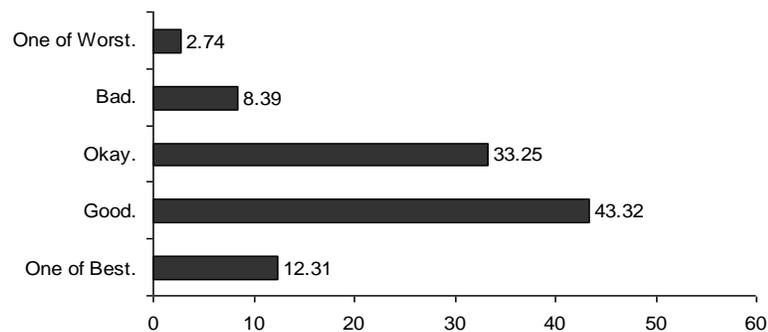
a. Base state salary



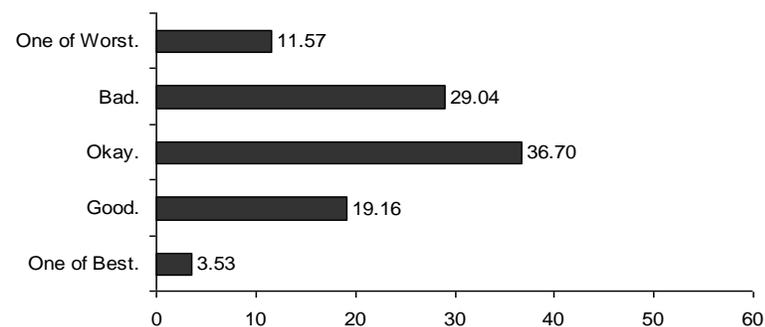
b. Salary increases for experience



c. Salary increases for advanced degrees



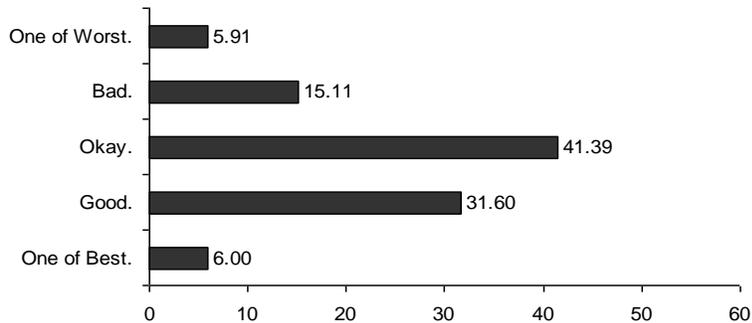
d. Cost of living salary increases



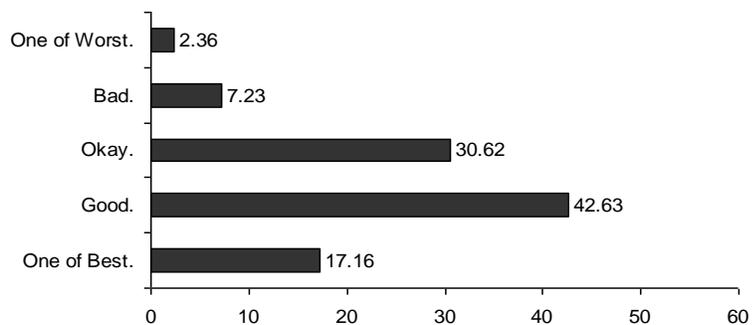
Compensation

What do you think about these aspects of your compensation?

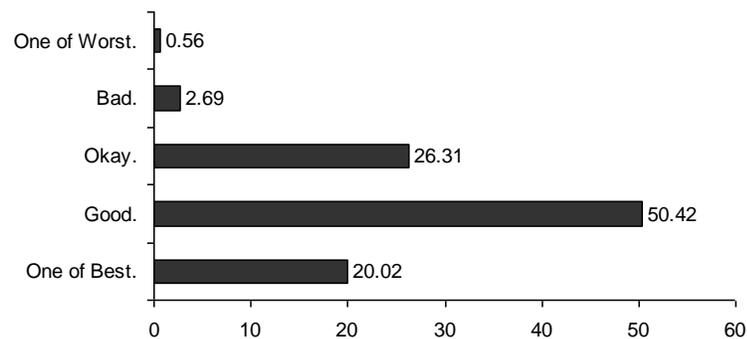
e. Opportunities for advancement



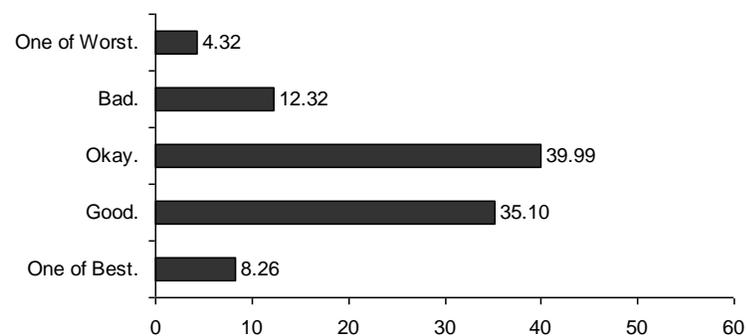
f. Health care benefits



g. Retirement benefits



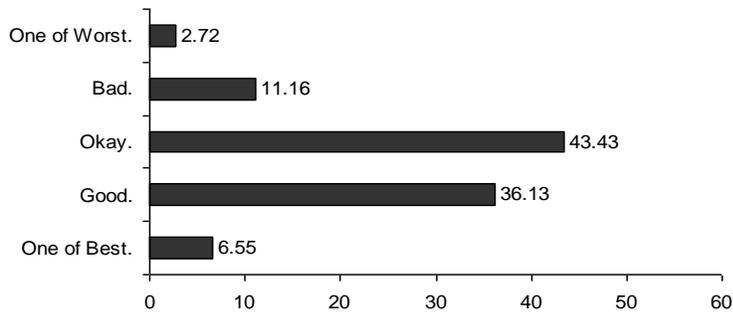
h. Local salary supplement



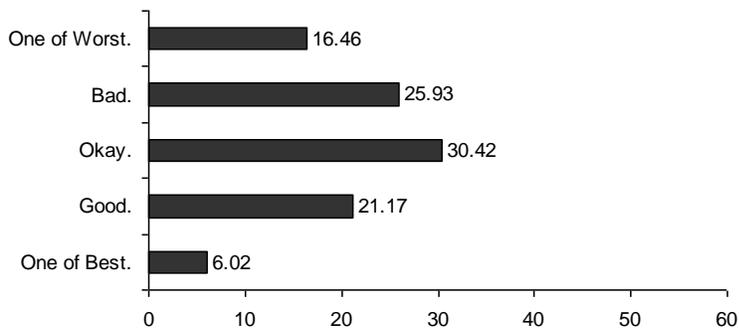
Compensation

What do you think about these aspects of your compensation?

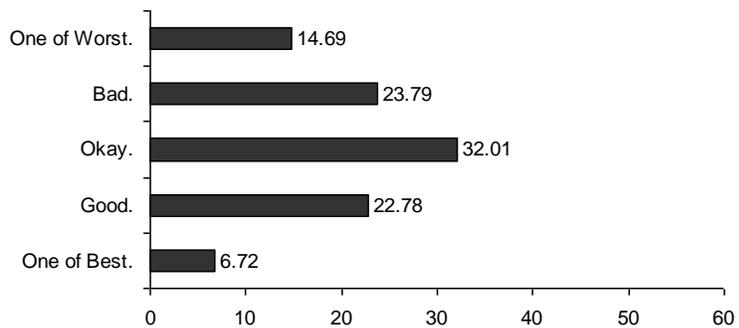
i. Income from stipends, additional duties, summer school



j. Pay or other incentives for teaching excellence



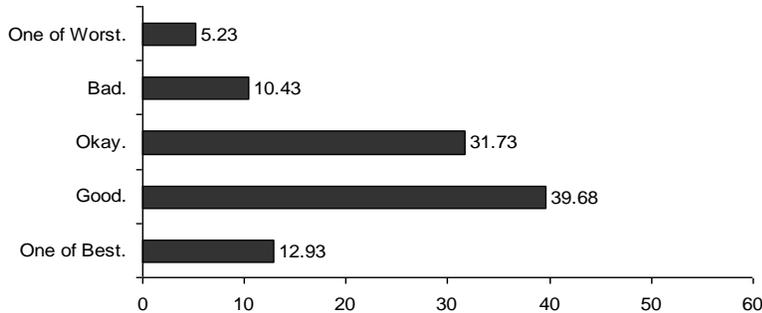
k. Pay or other incentives for teaching in a high need subject or school



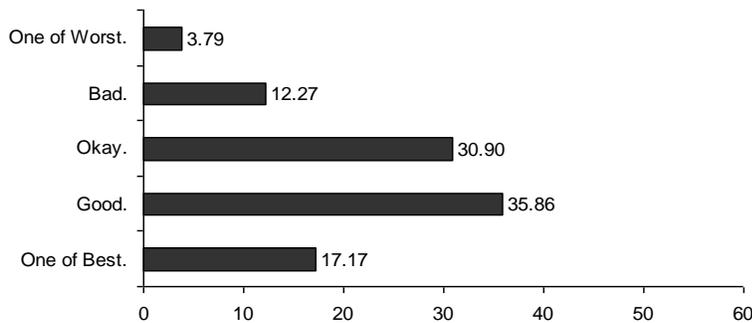
The Job

What do you think about these classroom and instructional aspects of your current teaching position?

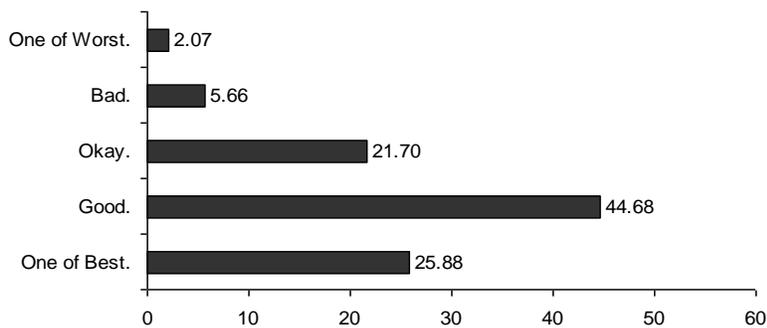
a. Your teaching load



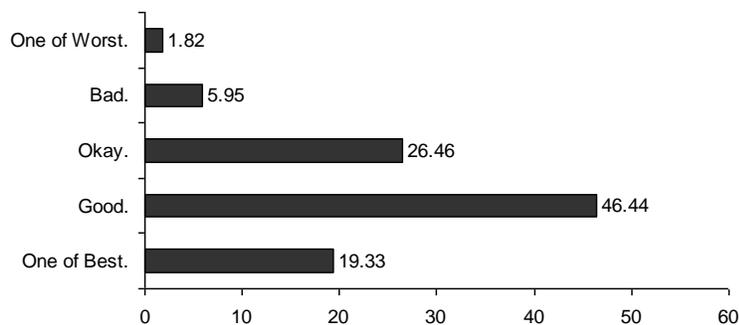
b. The size of your classes



c. Autonomy and control over your own classroom



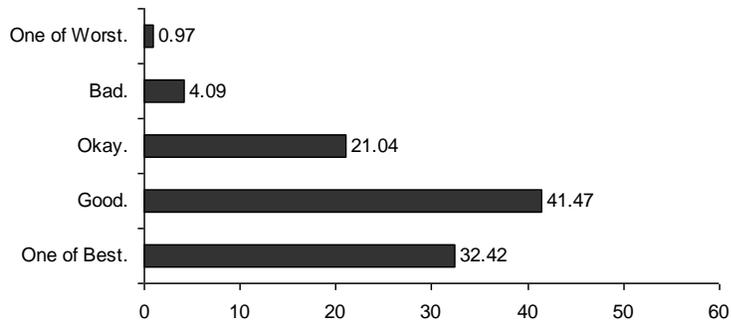
d. Your daily teaching schedule



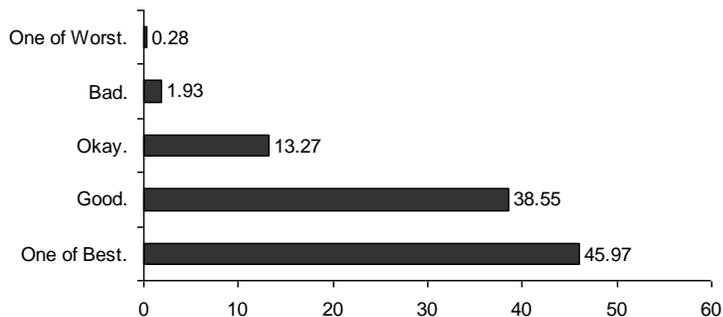
The Job

What do you think about these classroom and instructional aspects of your current teaching position?

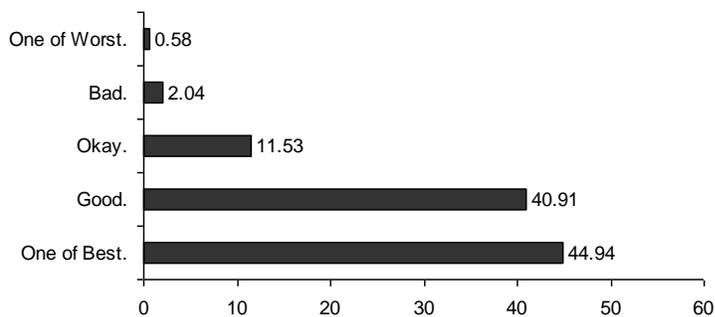
e. Time off from teaching during the summer



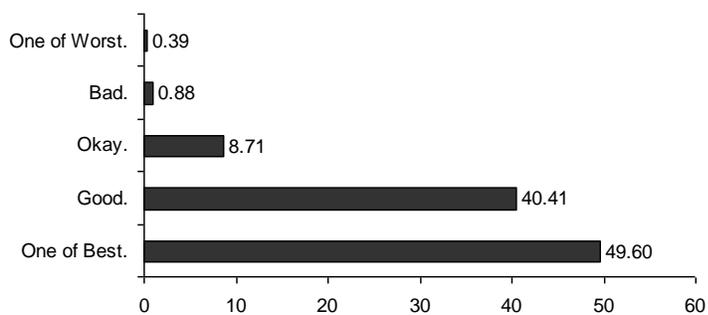
f. The opportunity to help others learn



g. The opportunity to work in your discipline or specialty



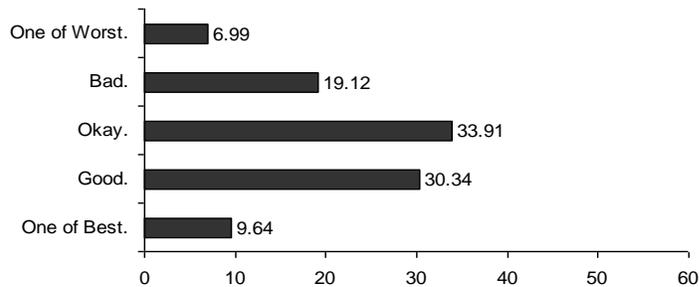
h. Teaching in-field (as opposed to having to teaching out-of-field)



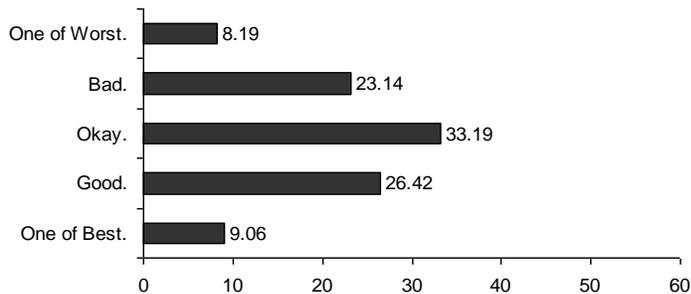
The Job

What do you think about these classroom and instructional aspects of your current teaching position?

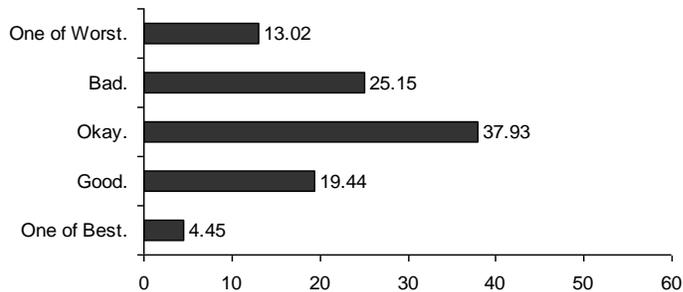
i. Time to teach what you're told must be taught



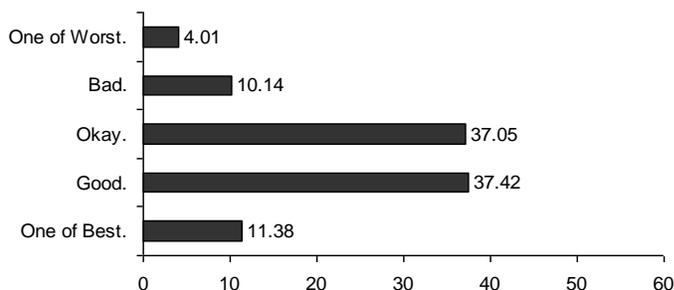
j. Time to teach what you believe should be taught



k. Time for assigned non-instructional duties



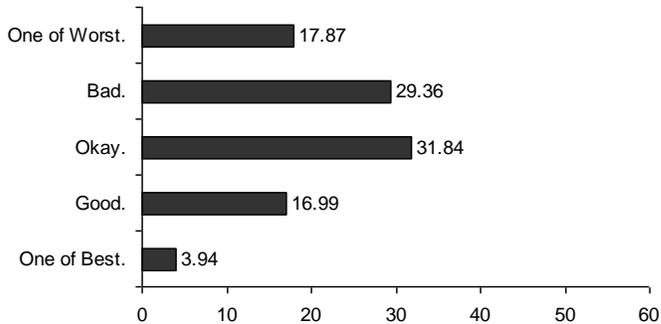
l. Explanation of assigned duties so you can do them well



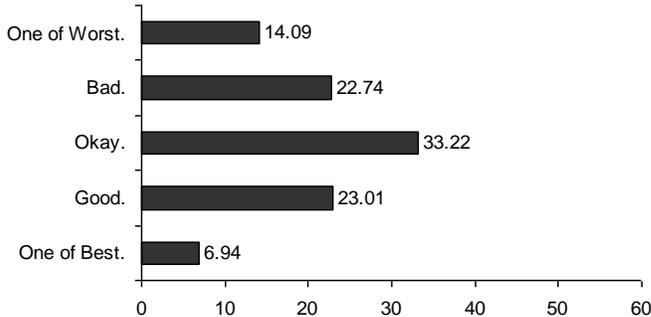
The Job

What do you think about these classroom and instructional aspects of your current teaching position?

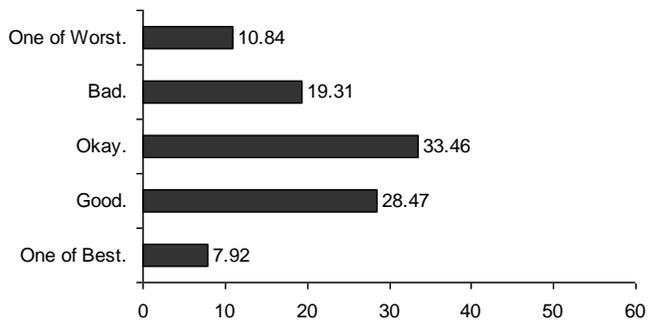
m. Time to complete required paperwork



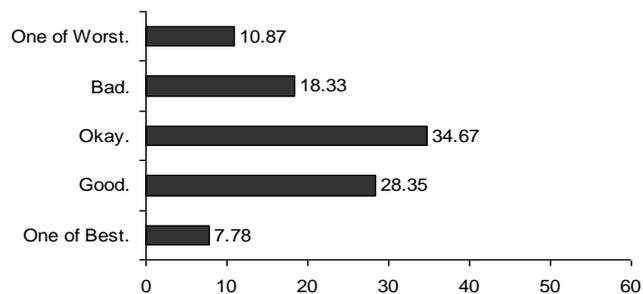
n. Adequacy of preparation/planning time



o. Student motivation to learn



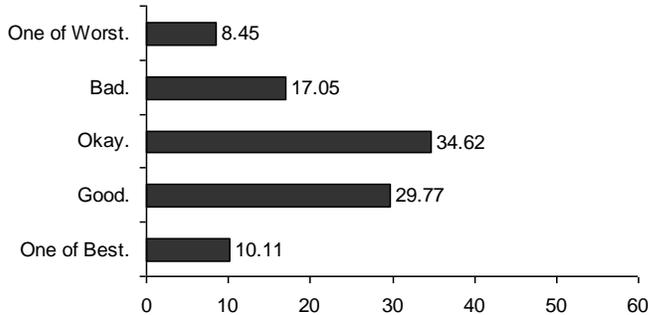
p. Student discipline and behavior



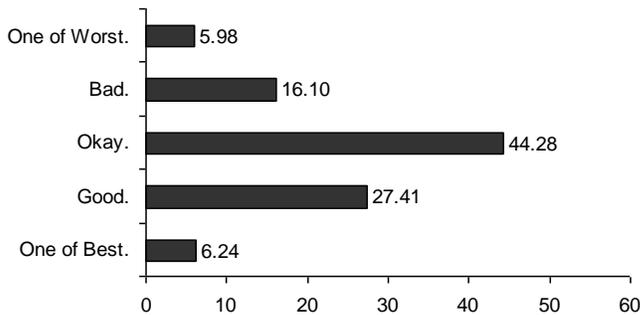
The Job

What do you think about these classroom and instructional aspects of your current teaching position?

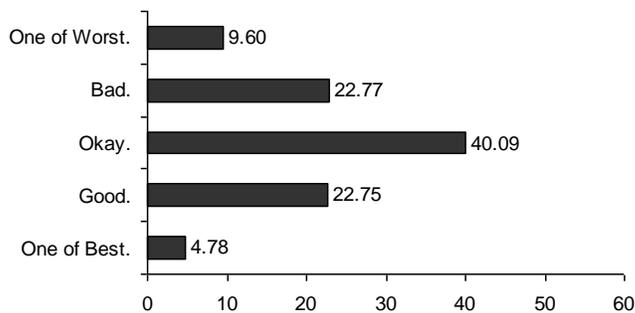
q. Help with inclusion of special education students



r. Number of students in your classes needing special education



s. Number of students in your classes needing extra reading help



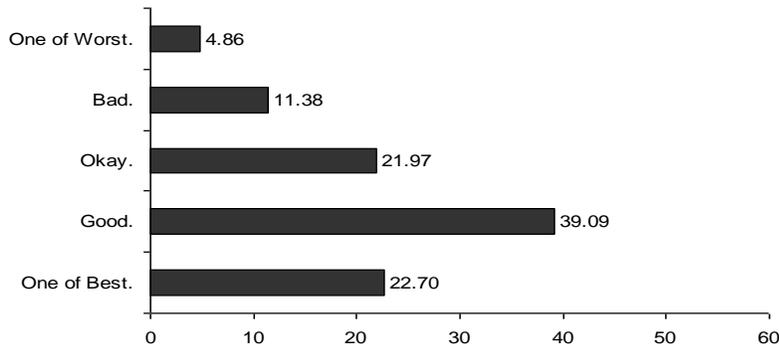
About how many hours a week, on average, do you spend on everything related to your job?	Median: 55 hours
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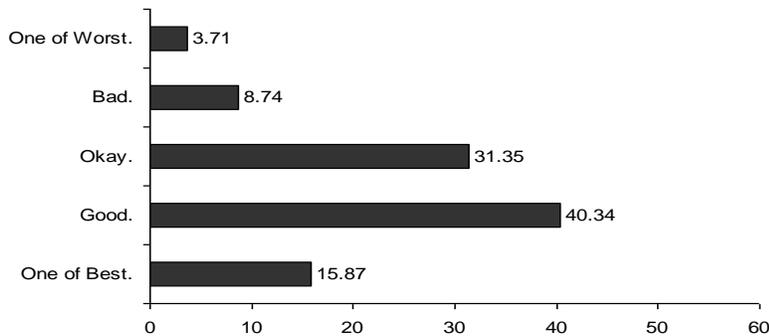
Resources

What do you think about these resources for your current teaching position?

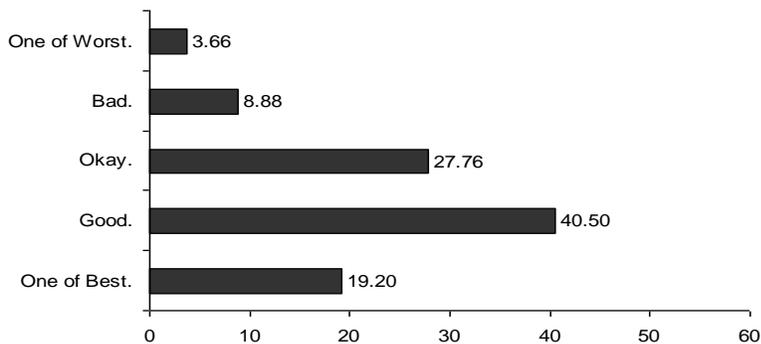
a. The number of textbooks (Are there enough?)



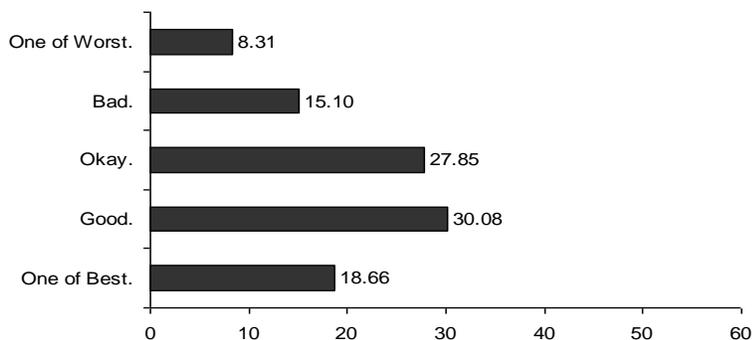
a. The quality of the textbooks (Are they well written and accurate?)



b. The currency of the textbooks (Are they up to date?)



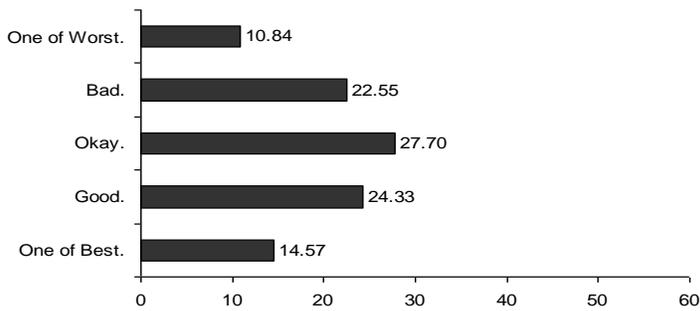
c. Capability of the technology for your classroom (Is it powerful and fast enough?)



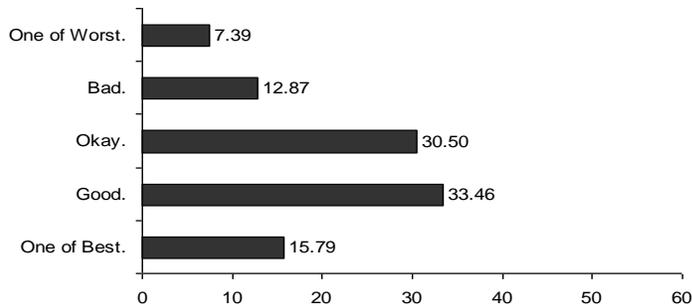
Resources

What do you think about these resources for your current teaching position?

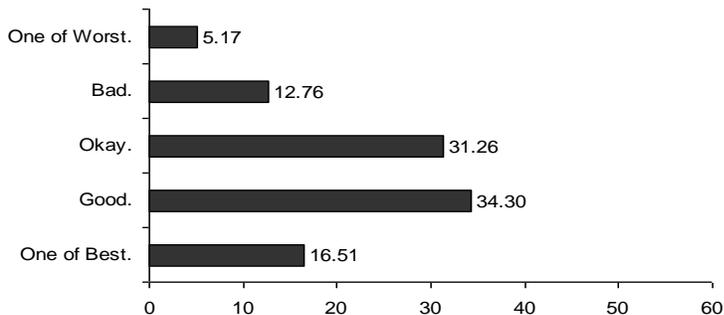
d. Concentration of the technology for your classroom (Is there enough of it?)



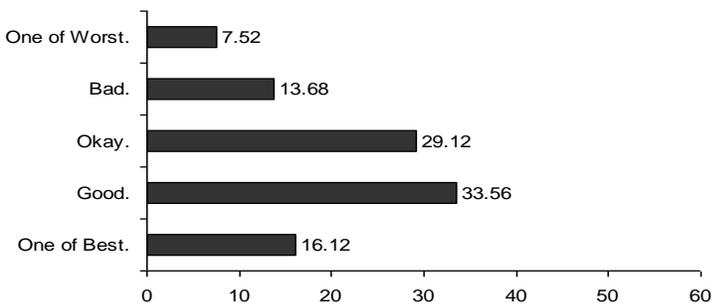
e. Reliability of the technology for your classroom (Does it work almost all the time?)



f. Availability of supplies, materials and equipment for your classroom



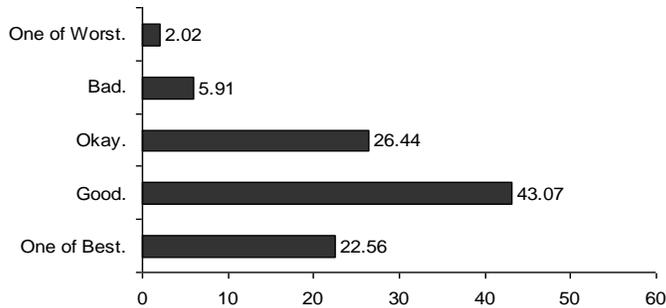
g. Availability of functioning copy equipment for your needs



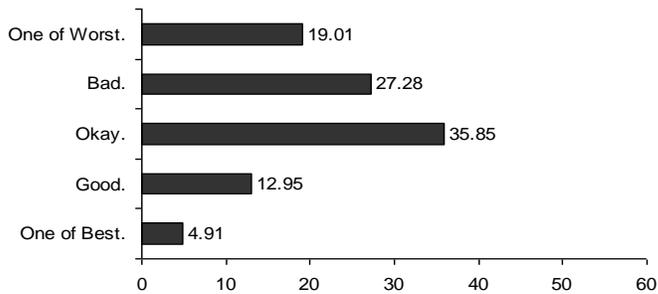
Resources

What do you think about these resources for your current teaching position?

h. Library/media center resources

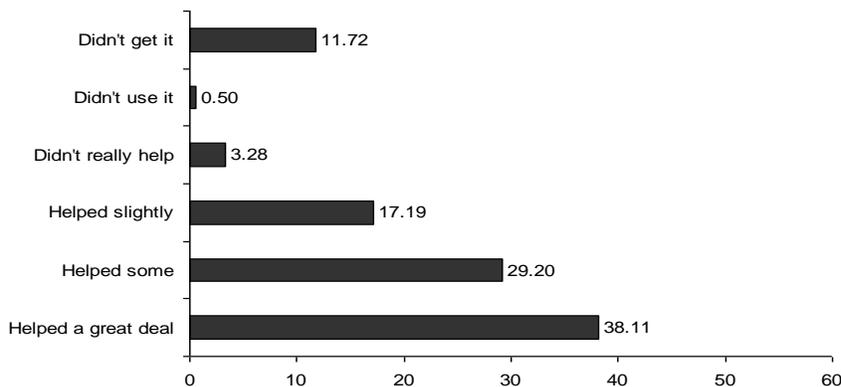


i. Spending your own money on supplies



Speaking of money, about how much did you spend last year for classroom supplies?	Median
Primary and Elementary	\$400
Middle School	\$300
High School	\$300
Special Education	\$300
All Others	\$250

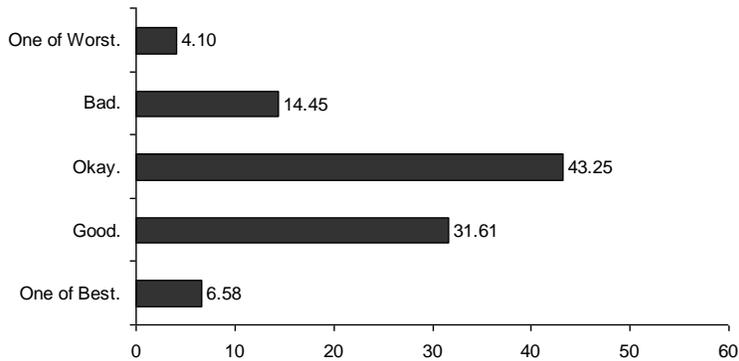
How much did this year's Teacher Supplies Gift Card provided by the state help you?



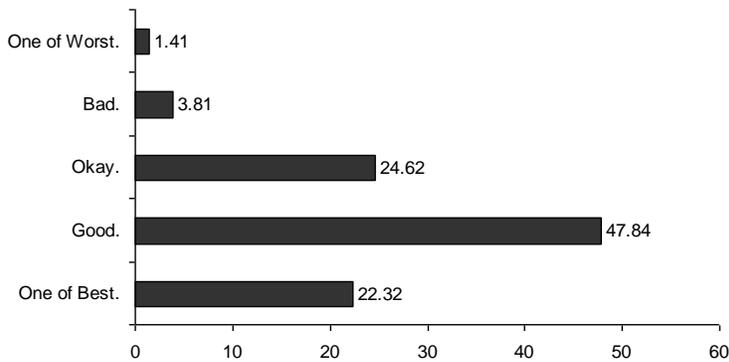
Leadership and Management

What do you think about your local and state leadership?

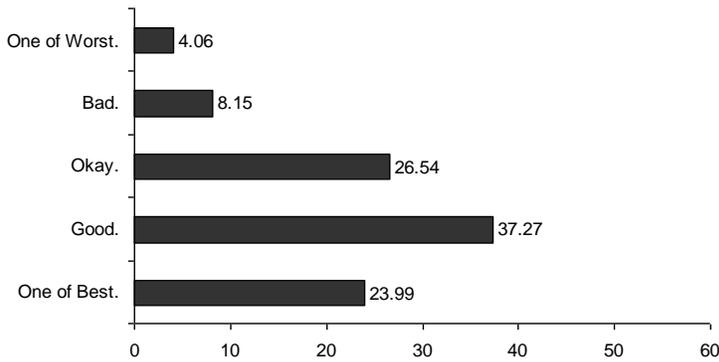
a. Recognition for good teaching



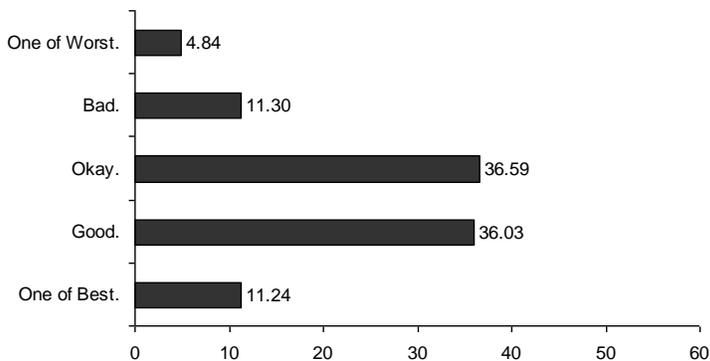
b. Fairness of your teaching evaluations



c. Support teachers get from your building leadership



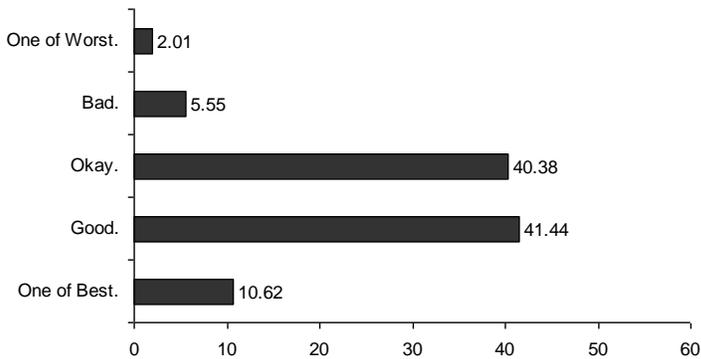
d. Support your school gets from the central office



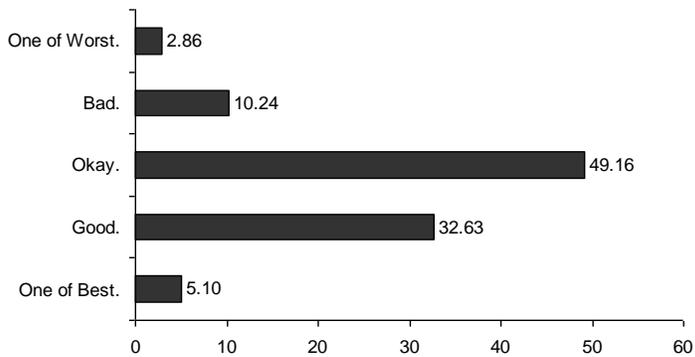
Leadership and Management

What do you think about your local and state leadership?

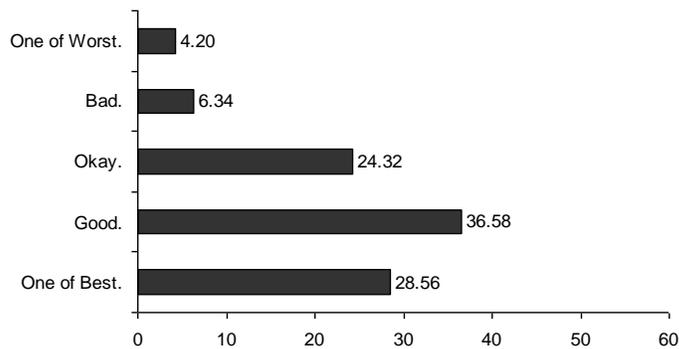
e. Support your school gets from the RESA



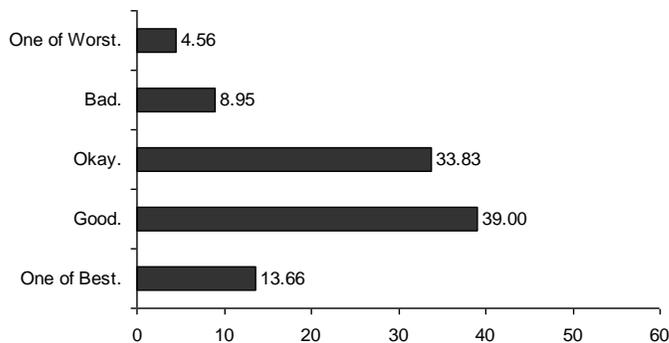
f. Support your school gets from the state



g. Competence of your building leadership



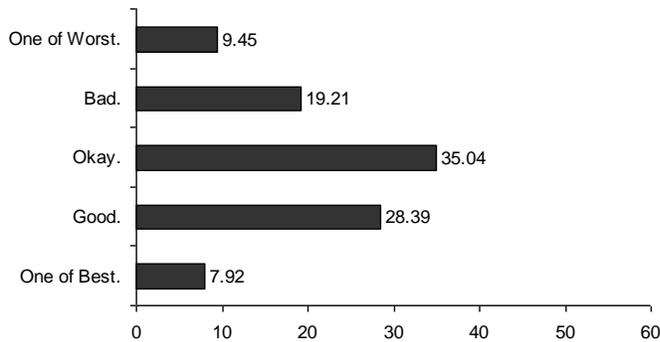
h. Competence of your central office leadership



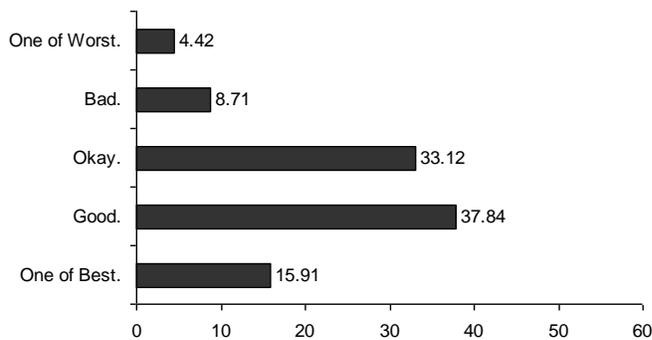
Leadership and Management

What do you think about your local and state leadership?

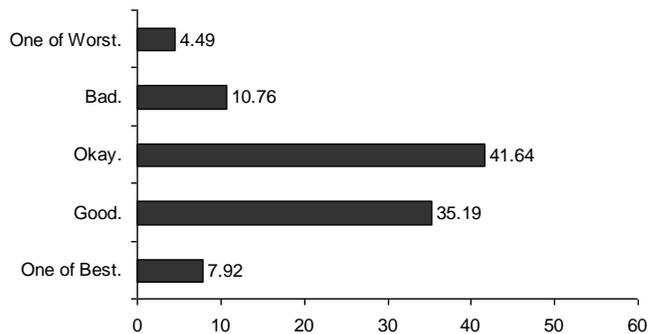
i. Your ability to influence your school's policies and practices



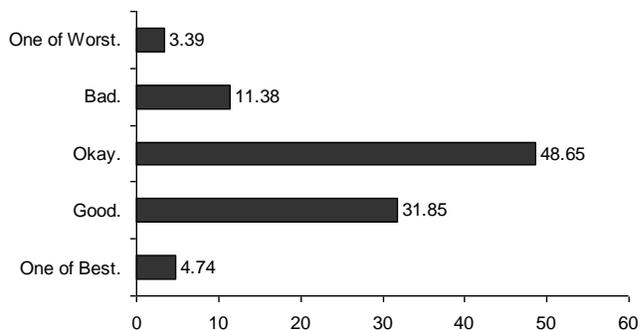
j. Rules and policies from your building leadership



k. Rules and policies from your central office



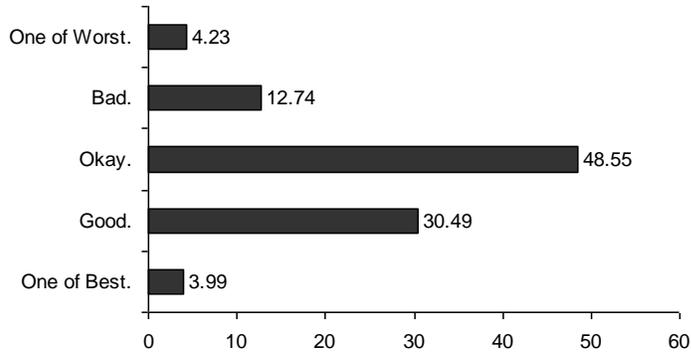
l. Rules and policies from the state



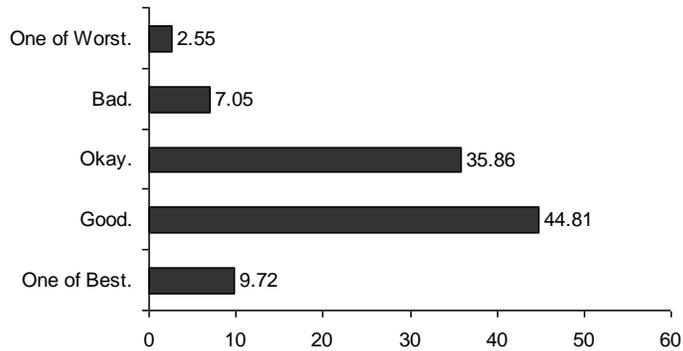
Leadership and Management

What do you think about your local and state leadership?

m. Quality of the old Quality Core Curriculum



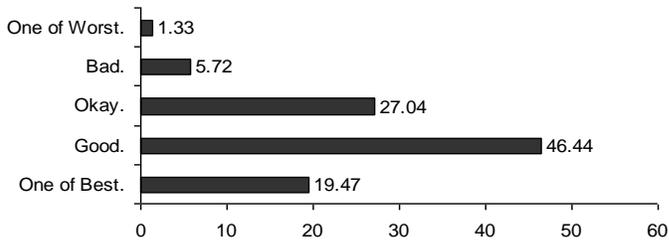
n. Quality of the new Georgia Performance Standards



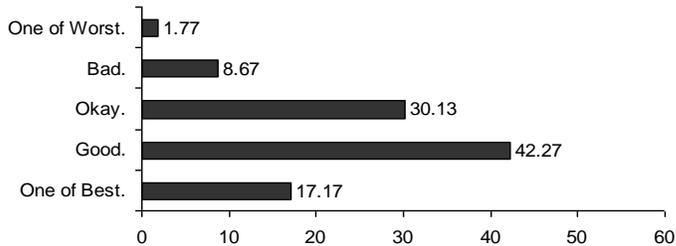
Professional Learning

What do you think about the professional learning opportunities at your current school?

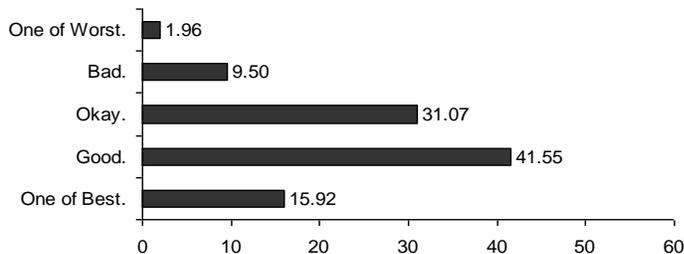
a. Opportunity for system- or school-sponsored professional learning



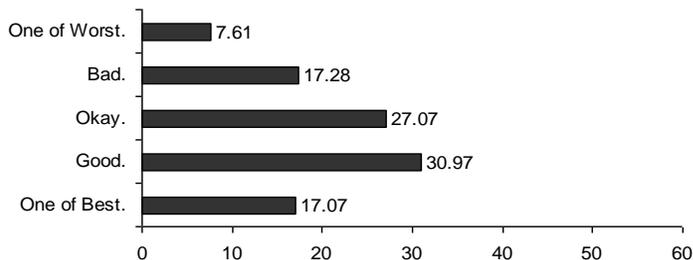
b. Opportunity to be part of a learning community or study group



c. Opportunity for job-embedded professional learning



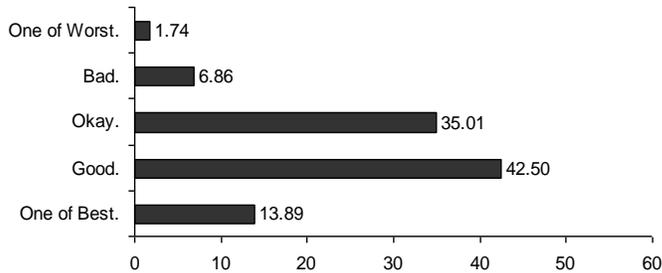
d. Opportunity for common planning time



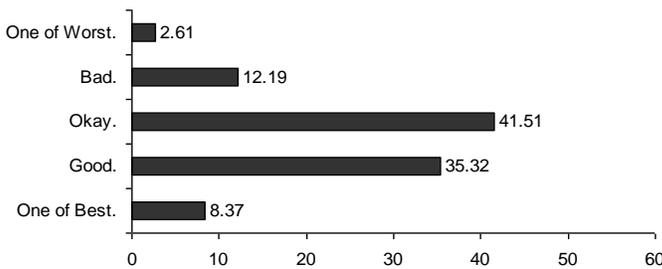
Professional Learning

What do you think about the professional learning opportunities at your current school?

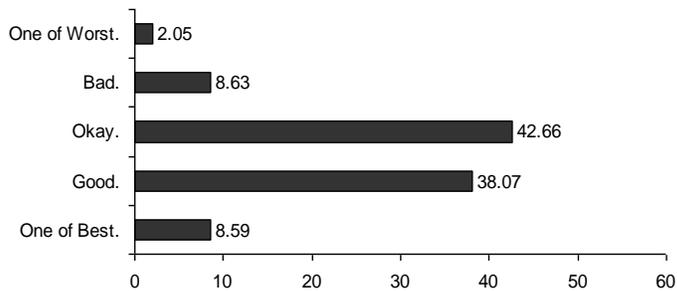
e. Quality of system and school professional learning



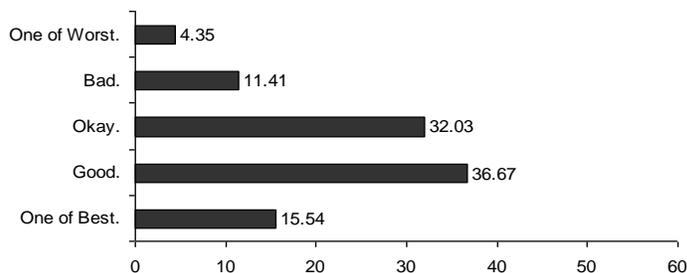
f. Opportunity for state-sponsored professional learning



g. Quality of state-sponsored professional learning



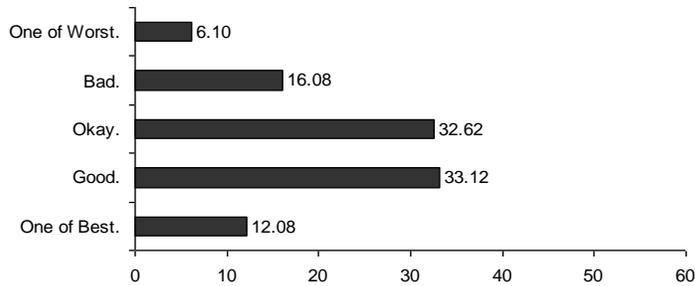
h. Release time to attend workshops or professional meetings outside school



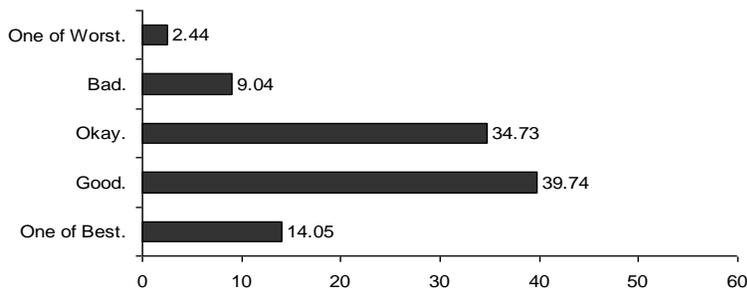
Professional Learning

What do you think about the professional learning opportunities at your current school?

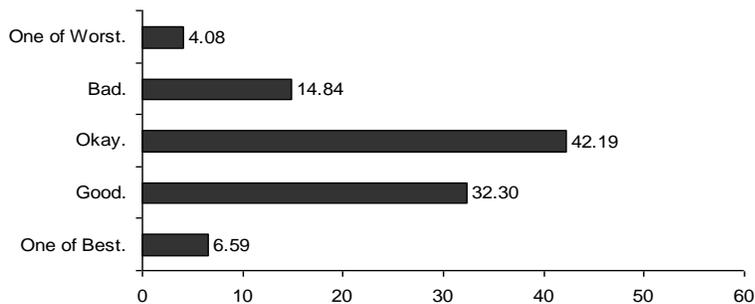
i. Resources to attend workshops or professional meetings outside school



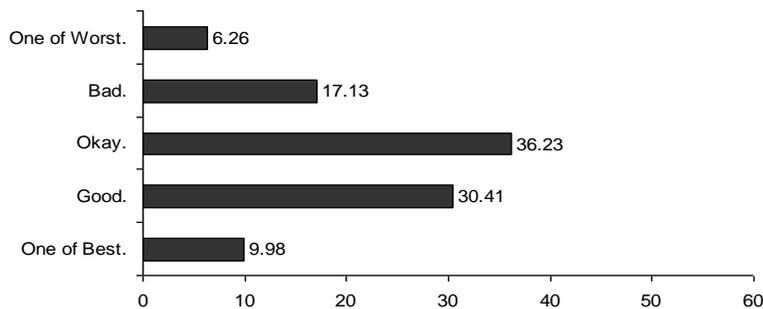
j. Training in the use of technology



k. Training in classroom management



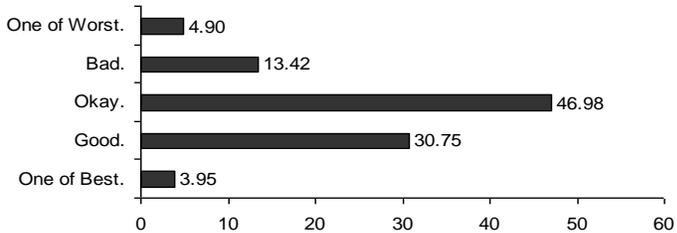
l. Time and opportunity to discuss ideas and issues with other teachers



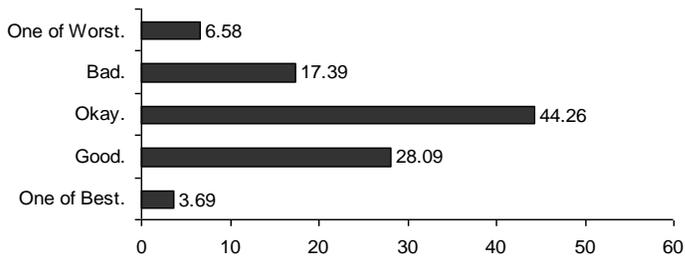
External Factors

What do you think about these “external” aspects of your current teaching position?

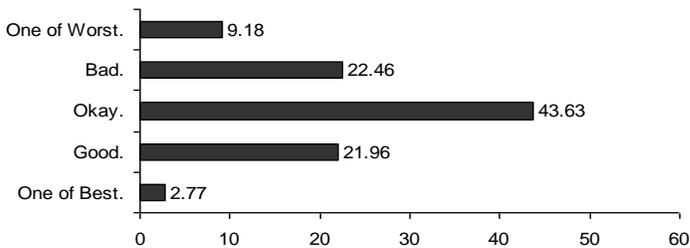
a. Quality of locally required student testing



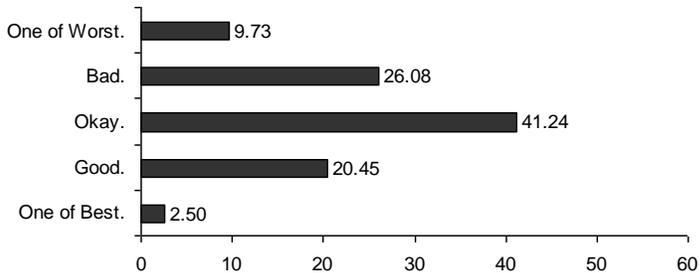
b. Quality of state required testing (e.g., CRCT, EOCT)



c. Amount of locally required testing



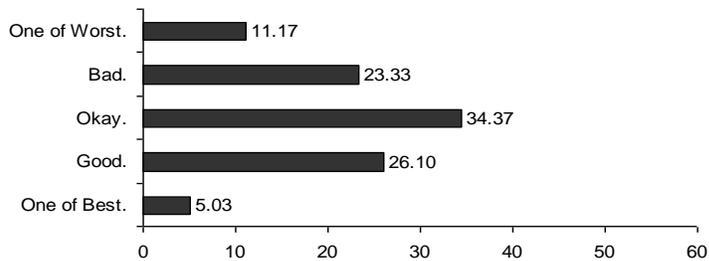
d. Amount of state required testing



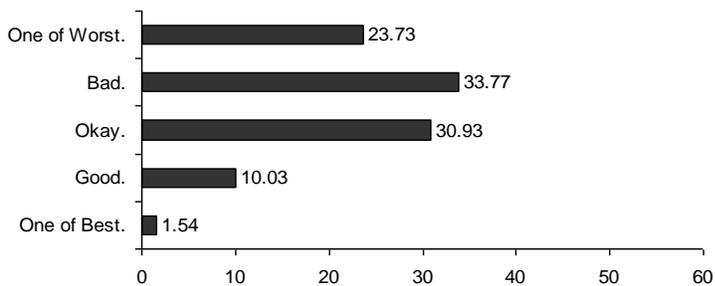
External Factors

What do you think about these “external” aspects of your current teaching position?

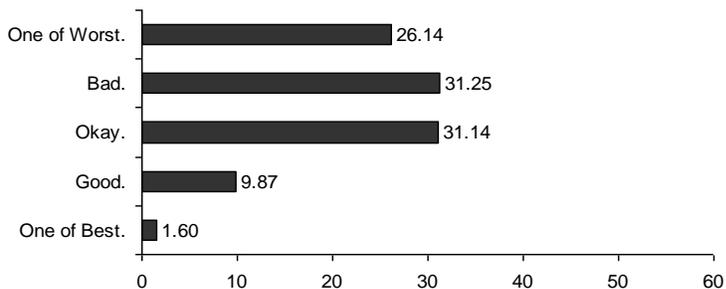
e. Amount of time you spend preparing students for tests



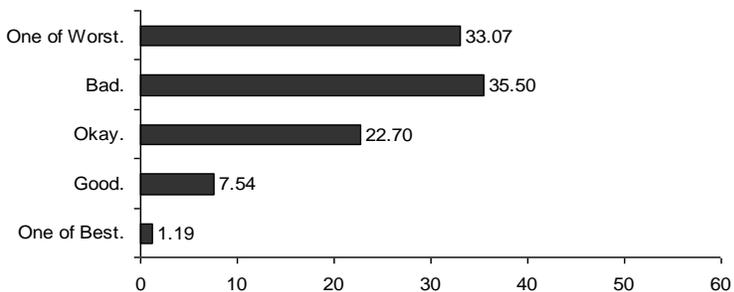
f. Paperwork you have to do



g. Effects of the No Child Left Behind (NCLB) Act on students



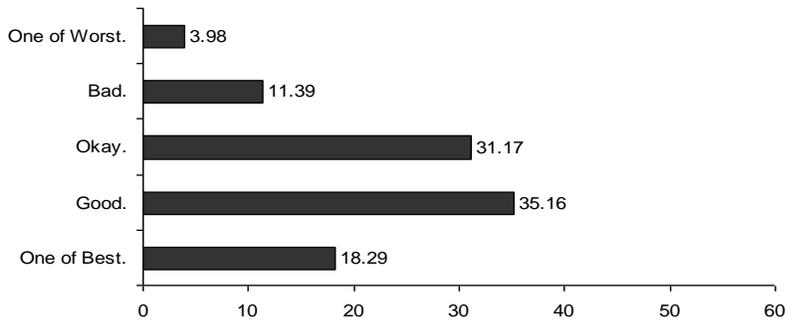
h. Effects of the No Child Left Behind Act on teachers



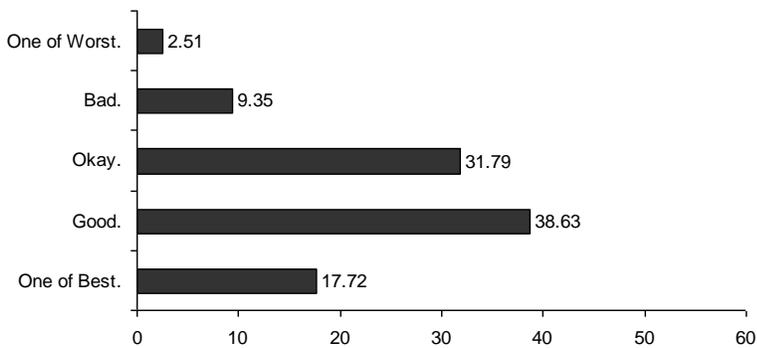
Community

What do you think about these aspects of your community?

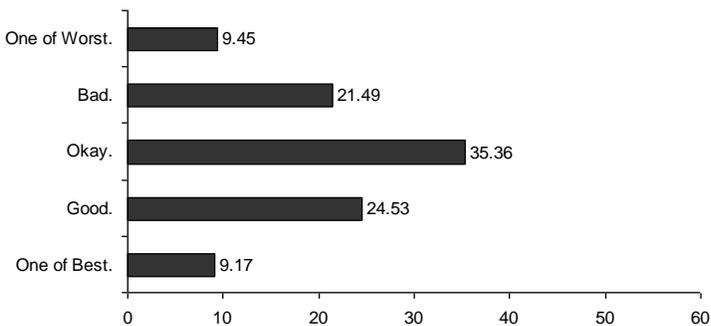
a. Support for your school from the community



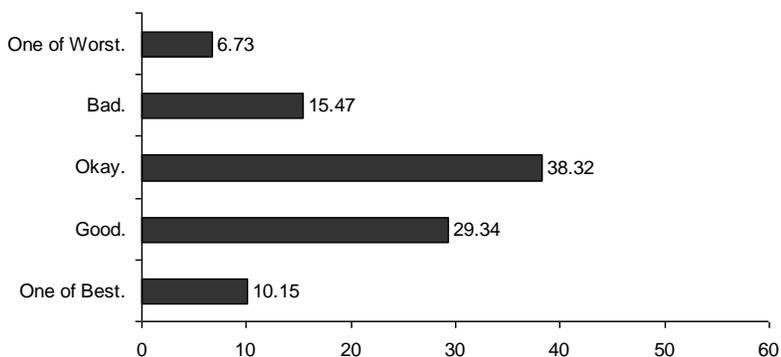
b. Support for your school from businesses



c. Parent support of their child's education



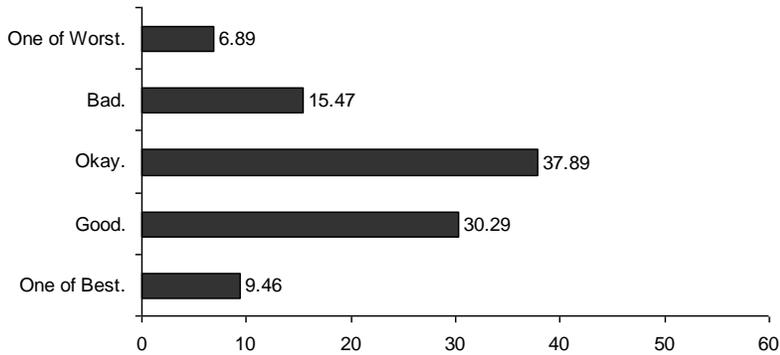
d. Parent support for your teaching



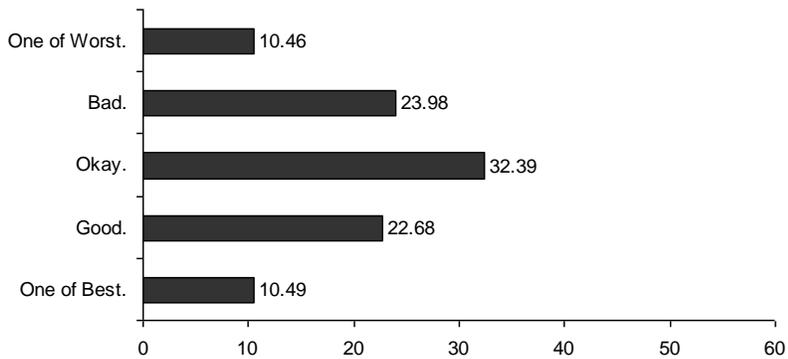
Community

What do you think about these aspects of your community?

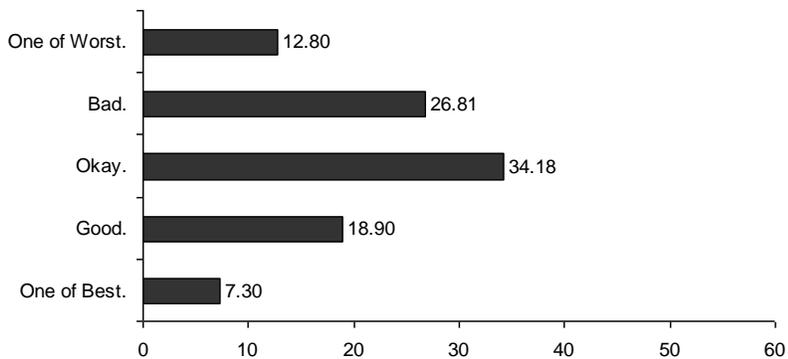
e. Parent support for your classroom management



f. Involvement of parents at your school



g. Involvement of parents in your classroom



In the final analysis, what do you think you will do?

