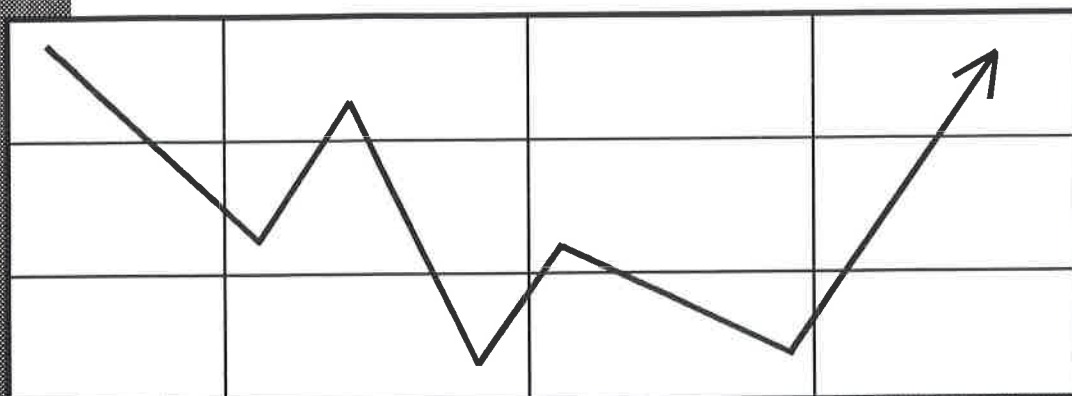


# RECRUITING TRENDS



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## **SURVEY SUPPLEMENT**

**for Elementary and  
Secondary School Systems**



by **L. Patrick Scheetz, PhD**  
Director  
Collegiate Employment  
Research Institute  
Assistant Director  
Career Development  
and Placement Services

**MICHIGAN STATE UNIVERSITY**  
Collegiate Employment Research Institute



Career Development  
and Placement Services  
113 Student Services Building  
East Lansing, MI 48824-1113



*Twenty-First Anniversary*

## **RECRUITING TRENDS 1991-92**

### **Education Edition**

A Study of 303 Elementary and Secondary School Systems

From Locations Throughout the United States and

Employing New College Graduates

By

**L. Patrick Scheetz, Ph.D.**

Director

Collegiate Employment Research Institute  
and

Assistant Director

Career Development and Placement Services

December 15, 1992

**MICHIGAN STATE UNIVERSITY**

**Vernicka K. Tyson, Acting Director**

**Career Development and Placement Services**

**113 Student Services Building**

**East Lansing, Michigan 48824-1113**

**Price: \$25**

Copies of this report are distributed together with the original report, Recruiting Trends 1991-92, completed in December, 1991. The price for both is \$25.00.

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is a Division of Student Affairs and Services

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L Patrick Scheetz, Ph D.  
Price: \$25

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Summary of  
**RECRUITING TRENDS 1991-92**  
**for Elementary and Secondary School Systems**

This supplement to the 21st anniversary edition of the Recruiting Trends survey contains data on **actual hires** of new teacher education graduates and other professional staff in 1991-92 by elementary and secondary school systems throughout the United States. Also included are predictions from school systems of **anticipated hiring** in 1992-93 and expected job markets for 1993-94 and 1994-95. A total of 1,405 school districts were invited to participate and represented a random sample of public school districts from every state in the United States.

This **Education Edition of the Recruiting Trends Survey** for 1992-93 was initially mailed first-class to school districts on April 22, 1992. No follow-up reminder notices were mailed because of the tight timeline required for responses. Any responses received through June 15, 1992 were included in this final report.

**School Districts Responding**

Responses for this **Education Edition of the Recruiting Trends Report** were received from 303 elementary and secondary school systems (21.5%), and all of these were complete enough for statistical analysis purposes. An adequate representation of school districts from locations throughout the United States was included in this final report to reflect the job market for new teacher education graduates and other education professionals in 1991-92.

Of the 303 public school districts responding to this questionnaire, 45 school districts (15.0%) described themselves as urban, 77 school districts (25.6%) as suburban, and 179 school districts (59.5%) as rural. (Page 1)

School districts with 1,000 to 4,999 teachers, administrators, and other professionals (full-time equivalent) represented 36.9% of the respondents; those with 100 to 499 employees represented 20.3% of the respondents; those with 500 to 999 employees represented 16.3% of the respondents; and those with 10,000 or more employees represented 15.6% of the respondents. School districts with 5,000 to 9,999 employees represented 9.3% of the respondents and school districts with 1 to 99 employees represented 1.7% of the respondents.

**Job Opportunities for 1992-93 Graduates**  
**of Teacher Education and Other Professional Staff**

A tighter job market was expected for new teacher education graduates seeking employment for the 1992-93 school year, according to surveyed school districts. Among 276 school districts reporting hires for this year (1991-92) and anticipated hires for next year (1992-93), a decrease of 51.3% was expected in hiring of new teachers and other professional staff. This is not good news for new teacher education graduates receiving degrees in 1991-92. (Page 2)



### Changes in the Job Market for New Teachers and Other Professional Staff

With moderate to severe financial limitations in many school districts around the country this year, fewer available positions can be anticipated. School funding is volatile, according to surveyed school districts, so budgets and staffing needs are equally unpredictable. Budgetary uncertainties or financial crises were reported in several states (i.e. California, Michigan, Illinois, Iowa, New York, etc.), and reductions in state aid were also mentioned. According to school districts, the only place to cut budgets in a labor intensive business such education is to reduce professional staff.

Enrollments in some districts were increasing, and job openings were higher in these districts. However, an equal or greater number of surveyed employers reported flat or decreased enrollment projections (i.e. North Dakota, Michigan, etc.), and these districts predicted no change or reduced staffing needs. An exception to decreased student attendance in many communities was special education enrollments, which increased.

State plans for reduced class sizes and increased retirement incentives were expected to increase the number of positions available in selected states (i.e. Indiana). Other legislative mandates at the state and federal levels could influence the need for new teachers as well.

With additional retirements (i.e. Illinois, Washington, etc.), more positions will be available for new staff by 1995 at least, according to employers, although some school districts will not be replacing retired teachers, because of financial constraints. Generally, retirements created additional need for new staff. According to employers, many of their current staff were the "baby boomers" of the mid- to late-1940's, who will reach 55 years of age and have accrued 30 or more years in education within the next 3 to 10 years.

### Teaching Opportunities by Geographical Region

Although a decrease of 51.3% in hiring of new teachers and other professional staff is expected for 1992-93, differences in responses varied considerably for different geographical areas of the country. For instance, the largest decreases were expected in the northcentral (-63.3%), southeastern (-58.6%), southwestern (-57.7%), and northeastern (-44.6%) regions of the United States. Expecting much smaller decreases were school districts in the southcentral (-17.4%) and northwestern (-12.5%) regions of the country. (Page 3)

### Teaching Opportunities by Size of School District

Hiring of new teachers and other professional staff was expected to vary somewhat by size of school district. The greatest decreases in hiring were expected for school districts with 1 to 99 employees (-55.3%); school districts with 500 to 999 employees (-52.4%); school districts with 1,000 to 4,999 employees (-47.3%); organizations with 10,000 or more professional staff (-47.0%); and districts with 100 to 499 employees (-42.3%). The

lowest decreases in hiring were expected by school districts with 5,000 to 9,999 employees (-39.7%). (Page 4)

### **Beginners, Minorities, Men, and Student Teachers Hired by School Districts in 1991-92**

Of 9,931 new teachers and other professional staff hired by surveyed school district during the 1991-92 academic year, 3,093 were beginners (31.1%) with no prior experience; 1,828 (18.4%) were minorities (Black/ African-American, Hispanic/ Spanish/ American, Asian/ Pacific Islanders, or American Indian); 1,842 were men (18.5%); and 815 (8.2%) were previously assigned to student teaching positions in the districts that hired them. (Page 5)

Beginners with no prior experience represented 534 of the new hires in rural school districts (38.9%); 2,567 new hires in suburban school districts (35.6%); and 1,644 new hires in urban districts (27.4%).

Minorities (Black/ African-American, Hispanic/ Spanish/ American, Asian/ Pacific Islanders, or American Indian) were hired most frequently by urban school districts (27.4%). Less frequently, minorities were hired by suburban schools (6.0%) and rural school districts (7.1%).

Men were among the new hires of most school districts. Of 9,931 new hires, 1,842 (18.5%) were males. Most new male teachers were hired by rural school districts (25.9%). In suburban and urban districts, men represented lower percentages of new hires, 18.2% and 16.9%, respectively.

Of the 9,931 new hires, 815 (8.2%) previously had student teaching positions in school districts that hired them. Suburban school districts reported the highest percentage of new hires with previous student teaching experience (10.0%), but rural and urban school districts also hired substantial percentages, 8.0% and 7.4%, respectively.

### **Layoffs Last Year (1991-92) and Anticipated Layoffs This Year (1992-93)**

Among 289 school districts reporting data on layoffs, an average of 2 teachers and other professional staff were laid off from July 1991 through June 1992. For the 1992-93 school year, an average of 3 teachers and other professional staff were expected to be laid off. In rural school districts, an average of one (1) was laid off from July 1991 through June 1992, and none were expected to be laid off in 1992-93. Urban school districts laid off an average of 5 teachers and other professional staff from July 1991 through June 1992, and 13 were expected to be laid off in 1992-93. For suburban school districts, an average of 4 teachers and other professional staff were laid off from July 1991 through June 1992, and an average of 3 were expected to be laid off in 1992-93.

## Retirements Last Year and Expected This Year

Retirements among 280 school districts reporting data averaged 10 per district for teachers and other professional staff from July 1991 through June 1992. For the 1992-93 school year, an average of 13 teachers and other professional staff were expected to retire. In rural school districts, an average of 2 retired from July 1991 through June 1992, and an average of 8 were expected to retire in 1992-93. Urban school districts experienced retirements from an average of 49 teachers and other professional staff from July 1991 through June 1992, and expected retirements from an average of 51 in 1992-93. For suburban school districts, an average of 10 teachers and other professional staff retired from July 1991 through June 1992, and an average of 6 retirements were expected in 1992-93. (Page 8)

## Retirement Incentive Packages Offered

A variety of retirement incentive packages were offered to teachers and other professional staff who retired early, according to school districts surveyed. Among these incentives were severance pay, lump sum payments for unused sick and personal leave time, and paid insurance premiums to age 65. (Page 8)

Severance pay, bonuses, stipends, and lump sum payments (55) were the most common options offered to employees who retired before age 65. These payments varied considerably: \$1,000; \$1,500; \$1,600; \$2,400; \$3,000; \$3,500; \$5,000; \$6,000; \$7,500; \$10,000; \$12,000; \$14,000; \$15,000; \$20,000; 45% of salary before age 60; \$1,000 per month for 21 months; and \$72,000 maximum over 10 years. Many options for lump sum payments and years within these payment limits were described.

Sick and personal days payments (17) were another alternative. These payments available at retirement for unused sick and/or personal days also varied: \$18; \$25; \$35; \$40; \$44; \$100; \$150 per day to a maximum of 50, 150, 180, or 195 days.

Medical, dental, vision, and life insurance premiums (24) were paid by some school districts. These organizations made full payments of health insurance premiums for group program. In other districts, limited amounts (i.e. \$600 per year, \$100 per month, etc.) were paid toward health insurance premiums until age 65.

## Starting Salaries Paid in 1991-92 and Expected Starting Salaries for 1992-93

For new bachelor's degree teacher education graduates hired this year (1991-92), the annual starting salary at 284 surveyed school districts averaged \$21,354. For 1992-93, the average starting salary was expected to be \$21,892 (+2.5%). (Page 9)

Rural school districts reported the lowest starting salary averages for last year (\$19,989) and anticipated salaries for 1992-93 (\$20,492). Urban school districts reported a starting salary average of \$22,867 and an anticipated starting salary average for 1992-93 of \$23,997. The highest averages were reported for suburban school districts of \$23,634 for 1991-92 and an anticipated average for 1992-93 of \$24,333.

The starting salary average for master's degree teacher education graduates with no experience hired last year (1991-92) by 278 surveyed school districts was \$23,353. For 1992-93, the starting salary average was expected to be \$23,759 (+ 1.7%). (Page 10)

Rural school districts reported the lowest starting salary average for last year (\$21,864) and anticipated salaries for 1992-93 (\$22,273). Urban school districts reported a starting salary average for new master's degree teacher education graduates last year of \$24,980 and an anticipated starting salary average for 1992-93 of \$25,915. The highest averages were reported for suburban school districts: a starting salary average for new master's degree teacher education graduates last year of \$25,783 and an anticipated starting salary average for 1992-93 of \$26,345.

### **Rating of Overall Job Availability for New Teachers and Other Professional Staff in 1992-93**

From the experiences of surveyed school district representatives, the overall availability of new teacher education graduates for all degree levels and academic majors, including professional staff positions, were rated for anticipated job openings this year (1992-93). (Page 11-14)

When rating each teaching category or staff position, the following definitions were used: High Demand/Low Supply (1): Many more positions than college graduates. Possible Shortage/ Good Demand (2): A few more positions than graduates. Near Balance (3): Approximately as many positions as college graduates. Adequate Supply/Some Surplus (4): A few more college graduates than positions. Considerable Surplus/Low Demand (5): Many more college graduates than positions.

The average ratings received for each teaching category or staff position are reported in parentheses ( ) after each category.

No teaching category or staff position received an overall rating of high demand/low supply. Employers reported that no category had many more positions than college graduates.

A possible shortage/ good demand rating was reported for teachers of the multiply handicapped (1.9); speech pathologists/ audiologists (1.9); teachers of the emotionally disturbed (1.9); teachers of the hearing impaired (2.0); teachers of the visually handicapped (2.0); teachers of the physically handicapped (2.0); teachers of the mentally handicapped (2.2); bilingual education teachers (2.2); teachers of the learning disabled (2.3); and school psychologists (2.3). For these teaching categories and professional staff positions, surveyed school districts reported a few more positions than graduates.

Nearly balanced ratings were reported for foreign language teachers (2.6); teachers of the gifted (2.6); science teachers (2.6); librarians (2.8); school social workers (2.8); mathematics teachers (2.8); school nurses (2.9); computer science teachers (2.9); counselors (2.9); data processing teachers (3.1); industrial arts teachers (3.2); music teachers (3.2); school administrators (3.2); agricultural education teachers (3.2); speech/ communications teachers (3.2); reading instruction teachers and specialists (3.3); and journalism teachers (3.4). Approximately as many positions as college graduates were reported for these categories by surveyed school districts.



An adequate supply with some surplus was anticipated for drivers' education teachers (3.6); art education teachers (3.6); English teachers (3.7); business education teachers (3.7); home economics teachers (3.7); health education teachers (3.8); and social sciences teachers (4.3). For these categories, a few more college graduates than positions were reported.

A considerable surplus and low demand was reported for elementary education teachers (4.5) and physical education teachers (4.5). For these teaching categories, many more college graduates than positions were mentioned.

Among comments from surveyed school districts, a couple of other shortage areas were noted: head coaches for major sports and teaching applicants with dual certifications in academic subjects, especially for openings at the junior high or middle school levels.

### **Most Serious Problems When Recruiting New Teacher Education Graduates**

The current, most serious problems experienced by personnel representatives when recruiting new teacher education candidates were shortages of candidates in specialty areas, lack of minority applicants, and too few applicants interested in job openings in rural, remote locations. (Pages 15-16)

Shortages of candidates in specialty areas was particularly serious issue with surveyed school personnel. Many school districts reported shortages of applicants in the following areas: bilingual Spanish teachers, English as a second language instructors, mathematics, physical sciences, other sciences, special education (especially teachers of the emotionally disturbed), speech pathologists, physical therapists, occupational therapists, foreign language instructors (especially Spanish and French), vocational education teachers, vocal music teachers, strings music teachers, guidance counselors, and candidates with the right combinations (i.e. English/social studies, mathematics/sciences, etc.).

Not enough minority candidates were reported by numerous school districts. Numbers of quality minority candidates were insufficient to meet the needs of urban school districts; an inadequate supply was especially critical for white suburban school districts; and difficulty in finding minority teachers who were willing to relocate was cited.

Rural, remote areas reported difficulty finding candidates willing to commute to their areas. According to these districts, many new graduates wanted to be closer to larger cities. Most chose not to live and work in small and rural areas, since these towns offered nothing for young people, especially single teachers. In addition, there existed a shortage of local housing. In the opinions of rural administrators, outstanding candidates were lacking and many younger, traditional students had established limited views of employment options, often unwilling to explore opportunities in other geographical or alternative settings.

Certification requirements presented special challenges for school districts. Mentioned frequently were unreasonable changes in certification for special education majors. Another issue was certification for middle school staff. In addition, according to surveyed school districts, colleges seemed to be trying to prepare candidates in only one academic area, especially at the secondary level, and school districts wanted dual

certification combinations (i.e. comprehensive sciences, comprehensive social studies, social studies and middle school endorsements, physical education and health, early childhood, and middle school endorsements, etc.).

Starting salaries and benefits were issues for several school districts. According to these districts, graduating teachers expected higher starting salaries than these districts could offer. College graduates thought their college education was a treasure chest, but several school districts reported starting salaries that were too low, high costs of living in the immediate surrounding areas, and salaries that were not competitive with neighboring states.

Academic preparation of new teacher education graduates was not broad enough, according to some surveyed school districts. For instance, multiple endorsements necessary at the secondary level for new teachers to be useful to rural school districts were absent. Also, college training was lacking in ITIP, new definition of reading, core curriculum, ADD, and ADHD, reported employers. In addition, candidates could be more informed about responsibilities with special education youngsters, knowledge and skills in current innovations (i.e. cooperative learning, lesson designs, curriculum development, and assertiveness disciplining), and should receive more student teaching experience.

Too many candidates were overwhelming some school districts, especially the numerous candidates in elementary education, physical education, and social studies. Whenever school districts advertised for available opportunities, the response from applicants was tremendous, thus making it difficult to follow up with unsuccessful candidates. Screening the large number of new applicants into a selected group for interviewing was an added difficulty. There were also too many unemployed teachers, and too many candidates in the wrong academic areas. In addition, there was local pressure to employ new hires from the community.

Quality graduates were important to school personnel, but too many new graduates were not meeting the expectations of administrators. For instance, good and exciting teachers were still hard to find. In the opinions of surveyed employers, new teacher applicants were often poorly prepared by their training institutions. According to these districts, it was difficult to find candidates with common sense, higher level thinking skills, teacher effectiveness training, outcomes-based education, classroom management skills, strong work ethics, maturity, self-confidence, articulation skills, and the ability to follow instructions. Instead, school districts found candidates with poor motivation and marginal writing skills, not prepared to handle restructuring and shared decision-making, and candidates in elementary education that were not exceptional.

Preparation of candidates for interviewing was a concern for several school districts. Employers noted that graduating students and some experienced candidates needed further training. In addition, poor job campaigning skills were cited.

Urban school districts were having difficulty identifying individuals with urban experiences and interested in working with inner-city students and their problems. Urban administrators reported that teachers were not taught to succeed in urban districts and especially did not know enough strategies for teaching limited-English students. They lacked experience and understanding of the diverse student population attending large urban school districts.

School districts in selected geographical locations indicated shortages of teachers. Texas was identified as one location. According to employers in these locations, not enough teachers were willing to relocate from northern states to certain geographical areas needing teachers.

### Recruitment Strategies Used When Seeking New Staff

Among the recruitment strategies used most frequently by school districts when seeking new teacher education candidates to fill job opportunities were: postings of job openings with college placement offices, advertisements in newspapers, job fairs, internal postings in school districts, and campus recruitment visits. (Page 18)

Posting job vacancies with established lists of college and university placement offices was the most frequently mentioned recruitment source, especially those placement offices in surrounding states. In addition, brochures, teacher applications, and other recruitment literature were distributed to these institutions. Sending information annually to colleges and universities was a usual practice. Used less frequently were calls to heads of university departments in education and academic discipline areas. Sometimes used were personal visits to teacher education institutions.

Advertisements in local and statewide newspapers were especially effective, according to surveyed school districts. This was the second most frequently used strategy. Other similar strategies included advertisements in association journals, education magazines, the ASCUS Annual, minority publications, professional periodicals, and attending national conventions.

Job fairs comprised the third most frequently used strategy. These were either career fairs or employment fairs in nearby states or locations with concentrations of surplus of teachers. Also targeted for this activity were geographical regions with economic areas similar to the school districts seeking teachers, or locations with an excess of highly qualified teachers.

Campus recruitment visits were the fourth recruitment strategy used most frequently by school district when seeking new staff. Sometimes used for these visits were master teachers, alumni of the institution, or recruitment teams (i.e. principals, personnel staff, and teachers, etc.).

School district application files were also effective sources of new hires, according to employers. Included among these files were direct contacts with applicants (call ins, write ins, etc.), office interviews, and unsolicited applications. In some districts, this source was more than adequate for yielding new personnel needed within the organization.

Internal postings also yielded numerous applicants. Included in this activity were networking with peers and associates, telephone calls, personal letters, personal contacts, word-of-mouth, friends, staff, community members, acquaintances, and substitute teachers. Some school personnel administrators noted that they hire local applicants with family already on their staff or family of board members first.

Student teachers were frequent sources of new hires for several districts. By encouraging student teachers, school district personnel can observe these applicants for several weeks before encouraging them to apply for available staff openings.

Predominately minority campuses were other sources for a few districts. To hire new staff from this source, mailings, recruitment visits, and contacts with teacher education staff were required. As another source along these lines, personnel administrators suggested that minorities be encouraged to major in teacher education programs upon graduation from local high school, so they would be available when local school systems needed them. Some states have statewide affirmative action agencies, also mentioned by employers.

### **Affirmative Action/EEO Programs in Local School Districts**

Affirmative action/EEO programs in school districts have generally been effective (55.9%), according to surveyed employers. However, of 254 employers responding to this question, 28.7% did not have any affirmative action/EEO programs in operation. (Page 19)

Finding sufficient minority applicants for available positions was a major challenge for many school districts throughout the United States. A general lack of minority teacher education applicants was noted. Also, districts could not seem to find sufficient minority candidates for shortage fields with openings in their organizations (i.e. special education, bilingual positions, etc.).

Identification of minority applicants was another issue. When school districts were seeking minorities, they were unable to determine ethnicity of individuals from applications or resumes in their files.

Finally, hiring minorities was difficult, according to surveyed school districts, because competition lured minority applicants to other regions. Salaries in some districts were too low (compared to neighboring districts), staff changes and resignations came too late to hire minorities (because they were already hired elsewhere), and encouraging minority applicants to locate to smaller rural communities or locations without any minority members were mentioned.

### **Shortcomings in Academic Preparation of Today's New Teacher Education Graduates**

A few shortcomings were noted in the academic preparation of today's new teacher education graduates, according to surveyed employers, but most of their concerns were aimed at selected local college and university education programs and not focused at all teacher preparation institutions. (Pages 20-22)

Most new teachers were not aware of the "little" things teachers did, according to employers, so they recommended more realistic student teaching experiences. New teachers lacked dedication to students and willingness to devote more than the "required time" to helping students, according to surveyed employers. They also lacked the desire and commitment required of a professional. They thought teaching was an easy, few hours and few months occupation. The "old" ideas of professionalism, "you are serving kids", must be reemphasized. The idea of the teachers as "role models", including dress and appearance, were lacking. However, if teachers truly cared for children, they would continue to learn and improve their skills as teachers. A greater work ethic and dedication, often found among older staff, was needed. Also desired was more common sense, lacking in many new hires.



More student teaching experiences and other practical workings with school-aged children were needed, according to employers. Not enough time was spent in the actual classroom setting to become familiar with the day-to-day routines. Model teaching examples, several teaching strategies, and personal application of these must be experienced again and again. Possibly college students need more summer camp, latchkey, substituting, coaching, and small group instruction experiences. In addition, intern teaching experiences might be provided earlier in college to determine if the students really want to teach.

Multicultural/multi-ethnic preparation and experiences should be expanded, according to surveyed employers. Students should receive, if possible, experiences with differing socio-economic situations and a diversity of students (i.e. cultures, ethnic backgrounds, gifted students, "at-risk" students, emotionally disturbed children, etc.). More knowledge, compassion, and sensitivity to the multiplicity of issues faced by the student population of today's school districts was needed. More understanding was needed for student assessment implications. Likewise, greater skill was needed when dealing with irate parents of these students.

Identification and utilization of appropriate classroom management strategies was necessary, according to surveyed employers, and this was lacking in many new hires. Classroom management skills and disciplining techniques were paramount for effective classroom instruction. More behavioral management preparation was desired. Techniques must be taught for establishing classroom routines, because those without discipline have more difficulty teaching academics.

Greater abilities for pacing instruction are needed, according to surveyed school districts, and in the midst of constant change. New teaching methodologies, successful instructional strategies, adjusting to student learning styles, and appropriate teaching techniques were marginal among some new teachers. Also required, but not always demonstrated, was an ability to establish curricular objectives at the appropriate level of difficulty for students. Improved counseling techniques were needed. And new teacher graduates had no tolerance for traditional teaching strategies. Today's teachers must provide alternative instructional techniques for meeting the different learning modalities of many students. New teachers also lacked lesson planning experiences, instructional design background, and developmental psychology knowledge.

### **Suggestions for College Seniors** **Interviewing With School Districts This Year**

When offering suggestions for college seniors who will be interviewing with school districts for job openings this September, employers provided several suggestions. Among them were the recommendations listed below: (Page 23-24)

Be well-prepared for each interview. Be organized. Do your homework. Become knowledgeable before interviewing. Review current educational research on teaching/learning. Learn all you can about the school district you are contacting prior to the interview. Research its basic philosophy of education. Become familiar with the programs and schools in the district. If there is a potential match, apply and show that you have done your homework. Know the technology available in your academic discipline. Exhibit enthusiasm for the community and the job opening. Know the specific job you are seeking. Have established career goals in mind. Understand the subjects your endorsements will allow you to teach.

Appearance and attitude are very important for an excellent first impression. Show personal qualities that reflect an effective teacher. Have a positive outlook on life and show it. Smile. Be enthusiastic. Be well-groomed, sharply dressed, and clean shaven. As a teacher, you will be an example to youth, so be a "good" one. Be polite and friendly; courteous; and cooperative. Attempt to remain calm. Offer a firm handshake; make good eye contact. Show an interest in the potential job. Be confident, but not aggressive. Think independently and critically.

Honesty and integrity are important. Be forthright in your beliefs and desires. Be yourself and avoid answering as you think employers would want you to respond. Have a personal vision and open mind. Be sincere. Know that you want to teach and why. Convince employers that you can instill positive "can do" attitudes in their students.

Be willing to work hard and get along with other people. Be willing to work more than a 6-hour job. Emphasize the positive contribution you can make. Show strong academic preparation.

Several more suggestions were provided by employers and are included in the main body of this final report.

### **Best Questions Asked By Job Applicants**

The best questions asked by job applicants during interviews with school districts were shared by surveyed employers. Several excellent examples were shared and could be very helpful when graduating students are preparing for interviews with prospective employers. (Pages 25-27)

General Topics: Why would I want to teach in your district? What does your school district offer that others do not or cannot? How might I help your school district? How would teachers (parents, others) describe your school district? How supportive of education is your community? What is the general pupil enrollment trend in your district? What is the financial status of your district? How would you rate the quality of life in your community?

Philosophy of Education: What is your district's philosophy of education? Do you believe all children can learn? What is your definition of a "quality" education? What do parents, students, and staff observe in your schools? What is the mission (or major goals) of your school district? What are the best ways to help pupils grow and develop, in your opinion? What academic programs are most important in your district?

Students: What percentage of high school graduates from your district go to college? What can I expect to learn from my students? How does your district meet individual student needs? What is the multi-ethnic mix of students in your district? What is the teacher/pupil ratio in your district? What are the multi-cultural needs of students?

Instructional Programs: How is your district improving classroom instruction? What curricular materials are available in your district? How is your district using parents in the education process? Are there opportunities for co-teaching assignments? What are the newest curricular changes in your district? Does your school district have a written curriculum for my subject areas?

A complete list of the questions is provided in the main body of this report.

**Testing of New Hires**  
**for Drug Use, AIDS, or Alcohol Levels**

According to 284 employers responding, drug testing of new college graduates was required by 3.5% of the organizations. Included in this percentage were employers who "sometimes" or "always" screened for drugs. Testing for alcohol levels among new college graduates was required by 1.7% of surveyed employers. AIDS testing of new college graduates was required by only 1.3% of the employers responding to this year's survey.

Some employers noted that these tests were only required after an offer had been extended. In other organizations, testing of all employees was randomly completed each year as part of their drug-free workforce policy.

Of 276 surveyed school districts not currently screening job applicants for drug use, 0.7% intended to initiate a drug testing program within one year, 3.2% within two years, and 9.4% within five years. Of school districts not currently screening for alcohol levels, 1.0% intended to initiate an alcohol testing program within one year, 2.8% within two years, and 6.4% within five years. Of the school districts not screening for AIDS, 0.3% intended to initiate an AIDS testing program within one year, 0.7% within two years, and 8.8% within five years.

Which category best describes your school district, and how many teachers, administrators, and other professionals (full-time equivalent) are currently on the payroll of your school district (1991-92)? Responses are listed for each TYPE OF SCHOOL DISTRICT.

Size of School District  
by Number of Teachers, Administrators,  
and Other Professionals

Type of  
School District

Frequency Percent	1-99	100-499	500-999	1000- 4999	5000- 9999	10,000+	Total
Rural	4 1.33	61 20.27	42 13.95	61 20.27	8 2.66	3 1.00	179 59.47
Urban	0 0.00	0 0.00	2 0.66	10 3.32	7 2.33	26 8.64	45 14.95
Suburban	1 0.33	0 0.00	5 1.66	40 13.29	13 4.32	18 5.98	77 25.58
Total	5 1.66	61 20.27	49 16.28	111 36.88	28 9.30	47 15.61	301 100.00

Frequency Missing = 2

Observations: Of the 303 public school districts responding to this question, 45 school districts (15.0%) described themselves as urban, 77 school districts (25.6%) as suburban, and 179 school districts (59.5%) as rural.

School districts with 1,000 to 4,999 teachers, administrators, and other professionals (full-time equivalent) represented 36.9% of the respondents; those with 100 to 499 employees represented 20.3% of the respondents; those with 500 to 999 employees represented 16.3% of the respondents; and those with 10,000 or more employees represented 15.6% of the respondents. School districts with 5,000 to 9,999 employees represented 9.3% of the respondents and school districts with 1 to 99 employees represented 1.7% of the respondents.

How many new teachers and other professional staff were hired by your school district this academic year (1991-92), and how many do you expect to hire for the next academic year (1992-93)? Responses are listed for each TYPE OF SCHOOL DISTRICT.

Type of School Districts	Number of New Hires This Year			Anticipated New Hires Next Year			Change for Last Year
	No. of School Dis-tricts	Total Hired	Average	No. of School Dis-tricts	Total Hired	Average	Percent
Rural	178	1,372	8	170	813	5	-37.9%
Urban	46	5,992	130	37	2,145	58	-56.4%
Suburban	76	2,567	34	69	1,488	22	-36.1%
All School Districts	300	9,931	33	276	4,446	16	-51.5%

Observations: According to surveyed school districts, the job market for new teacher education graduates seeking employment for the 1992-93 school year will be significantly tighter. Among 276 school districts reporting hires for this year (1991-92) and anticipated hires for next year (1992-93), a decrease of 51.3% was expected in hiring of new teachers and other professional staff. This is not good news for new teacher education graduates receiving degrees in 1991-92.

How many new teachers and other professional staff were hired by your school district this academic year (1991-92), and how many do you expect to hire for the next academic year (1992-93)? Responses are listed for GEOGRAPHICAL REGIONS of the United States.

	Number of New Hires This Year			Anticipated New Hires Next Year		
	No. of School Dis- tricts	Total Hired	Average	No. of School Dis- tricts	Total Hired	Average
Geographical Area						
Northeast	53	1,122	21	52	609	12
Southeast	25	3,664	147	18	1,092	61
Northcentral	98	1,312	13	90	442	5
Southcentral	43	1,064	25	43	878	20
Northwest	46	899	20	44	752	17
Southwest	32	1,852	58	27	660	24
All School Districts	297	9,913	33	274	4,433	16

	Change for Last Year ----- Percent
Geographical Area	
Northeast	-44.6%
Southeast	-58.6%
Northcentral	-63.3%
Southcentral	-17.4%
Northwest	-12.5%
Southwest	-57.7%
All School Districts	-51.5%

Observations: Although a decrease of 51.5% in hiring of new teachers and other professional staff is expected for 1992-93, differences in responses are expected for various geographical areas of the country. For instance, the largest decreases are expected in the northcentral (-63.3%), southeastern (-58.6%), southwestern (-57.7%), and northeastern (-44.6%) regions of the United States. Expecting much smaller decreases are school districts in the southcentral (-17.4%) and northwestern (-12.5%) regions of the country.

How many new teachers and other professional staff were hired by your school district this academic year (1991-92), and how many do you expect to hire for the next academic year (1992-93)? Responses are listed for SIZE OF SCHOOL DISTRICT.

	Number of New Hires This Year			Anticipated New Hires Next Year		
	No. of School Dis- tricts	Total Hired	Average	No. of School Dis- tricts	Total Hired	Average
Size of School Districts						
1-99	5	14	3	4	5	1
100-499	61	194	3	60	110	2
500-999	49	193	4	47	88	2
1000-4999	110	1,194	11	102	583	6
5000-9999	27	710	26	26	412	16
10,000+	46	7,619	166	37	3,248	88
All School Districts	298	9,924	33	276	4,446	16

	Change for Last Year Percent
Size of School Districts	
1-99	-55.3%
100-499	-42.3%
500-999	-52.4%
1000-4999	-47.3%
5000-9999	-39.7%
10,000+	-47.0%
All School Districts	-51.6%

Observations: Hiring of new teachers and other professional staff was expected to decrease by 51.6% for 1992-93, but decreases were expected to vary somewhat by size of school district. Expected to decrease their hiring the most were school districts with 1 to 99 employees (-55.3%); school districts with 500 to 999 employees (-52.4%); school districts with 1,000 to 4,999 employees (-47.3%); organizations with 10,000 or more professional staff (-47.0%); and districts with 100 to 499 employees (-42.3%). The lowest decrease in hiring was expected by school districts with 5,000 to 9,999 employees (-39.7%).



How many new teachers and other professional staff were hired by your school district this academic year (1991-92) with the following characteristics: **beginners** with no prior experience; **minorities** (Black/ African-American, Hispanic/ Spanish/ American, Asian/ Pacific Islanders, or American Indian); **men**; and previously assigned to **student teaching positions** in your district. Responses are listed for each TYPE OF SCHOOL DISTRICT.

Type of School Districts	No. of School Districts	No. of New Teachers Hired This Year	Beginners with No Prior Experience		Minorities		Men		Student Teaching in the District	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent
Rural	178	1,372	534	38.9%	98	7.1%	356	25.9%	111	8.0%
Urban	45	5,992	1,644	27.4%	1,575	26.2%	1,017	16.9%	445	7.4%
Suburban	76	2,567	915	35.6%	155	6.0%	469	18.2%	259	10.0%
All School Districts	299	9,931	3,093	31.1%	1,828	18.4%	1,842	18.5%	815	8.2%

Observations: Of 9,931 new teachers and other professional staff hired by surveyed school district during the 1991-92 academic year, 3,093 were beginners (31.1%) with no prior experience; 1,828 (18.4%) were minorities (Black/ African-American, Hispanic/ Spanish/ American, Asian/ Pacific Islanders, or American Indian); 1,842 were men (18.5%); and 815 (8.2%) were previously assigned to student teaching positions in the districts that hired them.

Beginners with no prior experience were represented 534 of the new hires in rural school districts (38.9%); 2,567 new hires in suburban school districts (35.6%); and 1,644 new hires in urban districts (27.4%).

Minorities (Black/ African-American, Hispanic/ Spanish/ American, Asian/ Pacific Islanders, or American Indian) were hired most frequently by urban school districts (27.4%). Less frequently, minorities were hired by suburban schools (6.0%) and rural school districts (7.1%).

Men were among the new hires of most school districts. Of 9,931 new hires, 1,842 (18.5%) were males. The highest percentage of new men teachers were hired by rural school districts (25.9%). In suburban and urban districts, men represented lower percentages of new hires, 18.2% and 16.9%, respectively.

Previously assigned to student teaching positions in school districts hiring them were 815 of the 9,931 new hires (8.2%). Suburban school districts reported the highest percentage of new hires with previous student teaching experience (10.0%), but rural and urban school districts also hired substantial percentages, 8.0% and 7.4%, respectively.



How many **new teachers and other professional staff** were hired by your school district this academic year (1991-92) with the following characteristics: **beginners** with no prior experience; **minorities** (Black/ African-American, Hispanic/ Spanish/ American, Asian/ Pacific Islanders, or American Indian); **men**; and previously assigned to **student teaching positions** in your district. Responses are listed for **SIZE OF SCHOOL DISTRICT**.

Size of School Districts	No. of School Districts	No. of New Teachers Hired This Year	Beginners with No Prior Experience		Minorities		Men		Student Teaching in the District	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent
1-99	5	14	3	21.4%	0	0%	2	14.2%	0	0%
100-499	61	194	74	38.1%	14	7.2%	68	35.0%	7	3.6%
500-999	49	193	76	39.3%	7	3.6%	62	32.1%	5	2.5%
1000-4999	110	1,194	420	35.1%	93	7.7%	280	23.4%	103	8.6%
5000-9999	27	710	278	39.1%	70	9.8%	172	24.2%	80	11.2%
10,000+	46	7,619	2,242	29.4%	1,644	21.5%	1,258	16.5%	620	8.1%
All School Districts	298	9,924	3,093	31.1%	1,828	18.4%	1,842	18.5%	815	8.2%

Observations: Of 9,924 new teachers and other professional staff hired by surveyed school district during the 1991-92 academic year, 3,093 were beginners (31.1%) with no prior experience; 1,828 (18.4%) were minorities (Black/ African-American, Hispanic/ Spanish/ American, Asian/ Pacific Islanders, or American Indian); 1,842 were men (18.5%); and 815 (8.2%) were previously assigned to student teaching positions in the districts that hired them.

The highest percentages of beginners with no prior experience were hired by school districts with 500 to 999 teachers and other professional staff (39.3%); with 5,000 to 9,999 professional employees (39.1%); and 100 to 499 employees (38.1%). The lowest percentage of beginners was hired by small school districts with 99 or fewer professional employees (21.4%).

The highest percentage of minorities was hired by school districts with 10,000 or more professional employees (21.5%). No minorities were reported among hires for school districts with 99 or fewer professional employees.

Men represented the highest percentages of new hires in school districts with 100 to 499 employees (35.0%) and 500 to 999 employees (31.1%). The lowest percentages of men were hired by school districts with 99 or fewer professional employees (14.2%) and 10,000 or more professional employees (16.5%).

Former student teachers were hired most frequently by school districts with 5,000 to 9,999 professional employees (11.2%). No former student teachers were reported among the new hires for school districts with 99 or fewer employees.

How many teachers and other professional staff were **laid off** by your school district this academic year (July 1991-June 1992), and how many does your school district **expect to lay off in 1992-93**? Responses are listed for each **TYPE OF SCHOOL DISTRICT**.

	Teachers/Staff Laid-Off 91-92		Teachers/Staff to Be Laid-Off 92-93	
	No. of School Dis- tricts	Average No. of Layoff Teachers	No. of School Dis- tricts	Average No. of Layoff Teachers
Type of School Districts				
Rural	173	1	162	0
Urban	44	5	35	13
Suburban	72	4	65	3
All School Districts	289	2	262	3

**Observations:** To gain data on trends in layoffs of school personnel, employers of all sizes were surveyed. Among 289 school districts reporting data on layoffs, an average of 2 teachers and other professional staff were laid off from July 1991 through June 1992. For the 1992-93 school year, an average of 3 teachers and other professional staff were expected to be laid off. In rural school districts, an average of one (1) was laid off from July 1991 through June 1992, and none were expected to be laid off in 1992-93. Urban school districts laid off an average of 5 teachers and other professional staff from July 1991 through June 1992, and 13 were expected to be laid off in 1992-93. For suburban school districts, an average of 4 teachers and other professional staff were laid off from July 1991 through June 1992, and an average of 3 were expected to be laid off in 1992-93.

How many teachers and other professional staff in your school district **retired** during the last 12 months, and how many do you **expect to retire** before school starts next fall (September, 1992)? Responses are listed for each TYPE OF SCHOOL DISTRICT.

	Teachers/Staff Retired 91		Teachers/Staff Expected to Retire 92	
	No. of School Dis- tricts	Average No. of Retired Teachers	No. of School Dis- tricts	Average No. of Retired Teachers
Type of School Districts				
Rural	169	2	164	8
Urban	39	49	36	51
Suburban	72	10	69	6
All School Districts	280	10	269	13

**Observations:** Collection of trend data on retirements was expected from this question. Retirements among 280 school districts reporting data for this survey averaged 10 per district for teachers and other professional staff from July 1991 through June 1992. For the 1992-93 school year, an average of 13 teachers and other professional staff were expected to retire. In rural school districts, an average of 2 retired from July 1991 through June 1992, and an average of 8 were expected to retire in 1992-93. Urban school districts experience retirements from an average of 49 teachers and other professional staff from July 1991 through June 1992, and expected retirements from an average of 51 in 1992-93. For suburban school districts, an average of 10 teachers and other professional staff retired from July 1991 through June 1992, and an average of 6 retirements were expected in 1992-93.

**What incentive packages are offered by your school district to teachers and other professional staff who retire early?**

**Observations:** School districts surveyed for this project were offering a variety of incentive packages to teachers and other professional staff who retire early. Among these were severance pay, lump sum payments for unused sick and personal leave, and paid insurance premiums to age 65.

Severance pay, bonuses, stipends, and lump sum payments (55) were common options offered to employees who retired before age 65. These payments varied considerably: \$1,000; \$1,500; \$1,600; \$2,400; \$3,000; \$3,500; \$5,000; \$6,000; \$7,500; \$10,000; \$12,000; \$14,000; \$15,000; \$20,000; 45% of salary before age 60; \$1,000 per month for 21 months; and \$72,000 maximum over 10 years. Many options for lump sum payments and years within these payment limits were described.

Sick and personal days payments (17) were another alternative. These payments available at retirement for unused sick and/or personal days varied too: \$18; \$25; \$35; \$40; \$44; \$100; \$150 per day to maximum of 50, 150, 180, or 195 days.

Medical, dental, vision, and life insurance premiums paid (24) were paid by some school districts. In these organizations, full payments of health insurance premiums for group program were paid. In other districts, limited amounts (i.e. \$600 per year, \$100 per month, etc.) were paid toward health insurance premiums until age 65.

What was the **annual starting salary** paid by your school district to new bachelor's degree teacher education graduates hired this year (1991-92), and what **starting salary do you expect to offer** new graduates hired by your school district next year (1992-93)? Responses are listed for each TYPE OF SCHOOL DISTRICT.

	Starting Salary of New Teacher This Year		Starting Salary of New Teacher Next Year		Change for Last Year Percent
	No. of School Dis- tricts	Average	No. of School Dis- tricts	Average	
Type of School Districts					
Rural	169	\$19,989	159	\$20,492	2.5%
Urban	41	\$22,867	35	\$23,997	4.9%
Suburban	74	\$23,634	61	\$24,333	2.9%
All School Districts	284	\$21,354	255	\$21,892	2.5%

Observations: Among 284 school districts reporting annual starting salaries paid to new bachelor's degree teacher education graduates hired last year (1991-92), the average was \$21,354. For 1992-93, the starting salary average is expected to be \$21,892 (+2.5%). Rural school districts reported the lowest starting salary average for last year (\$19,989) and anticipated salary for 1992-93 (\$20,492). Urban school districts reported a starting salary average for new bachelor's degree teacher education graduates last year of \$22,867 and an anticipated starting salary average for 1992-93 of \$23,997. The highest averages were reported for suburban school districts: a starting salary average for new bachelor's degree teacher education graduates last year of \$23,634 and an anticipated starting salary average for 1992-93 of \$24,333.

What was the annual starting salary paid by your school district to new master's degree candidates with no experience hired this year (1991-92), and what starting salary do you expect to offer new master's degree candidates hired by your school district next year (1992-93)? Responses are listed for each TYPE OF SCHOOL DISTRICT.

	New Teacher w/MA but No Exp. This Year		New Teacher w/MA but No Exp. Next Year		Change for Last Year Percent
	No. of School Dis- tricts	Average	No. of School Dis- tricts	Average	
Type of School Districts					
Rural	164	\$21,864	157	\$22,273	1.8%
Urban	41	\$24,980	35	\$25,915	3.7%
Suburban	73	\$25,783	61	\$26,345	2.1%
All School Districts	278	\$23,353	253	\$23,759	1.7% 0.2%

Observations: The starting salary average for master's degree teacher education graduates hired last year (1991-92) with no experience by 278 surveyed school districts was \$23,353. For 1992-93, the starting salary average is expected to be \$23,759 (+1.7%).

Rural school districts reported the lowest starting salary average for last year (\$21,864) and anticipated salaries for 1992-93 (\$22,273). Urban school districts reported a starting salary average for new master's degree teacher education graduates last year of \$24,980 and an anticipated starting salary average for 1992-93 of \$25,915. The highest averages were reported for suburban school districts: a starting salary average for new master's degree teacher education graduates last year of \$25,783 and an anticipated starting salary average for 1992-93 of \$26,345.

From your experiences, how would you rate the overall availability of new graduates with the following degree levels and academic majors for job openings anticipated this year (1992-93)? Responses are listed for each ACADEMIC MAJOR.

**Definitions:** **High Demand/Low Supply:** Many more positions than college graduates. **Possible Shortage/ Good Demand:** A few more positions than graduates. **Near Balance:** Approximately as many positions as college graduates. **Adequate Supply/Some Surplus:** A few more college graduates than positions. **Considerable Surplus/Low Demand:** Many more college graduates than positions.

	Job Market Prediction												Total Response	To- tal
	High Demand/Low Supply		Possible Shortage/Near Balance		Adequate Supply/Some Surplus		Considerable Surplus/Low Demand							
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN		
Academic Majors														
Elementary Education	2	0.7%	3	1.1%	19	7.1%	72	26.9%	171	64.0%	267	100.0%	4.5	
Agricultural Education	16	8.4%	40	21.1%	63	33.3%	39	20.6%	31	16.4%	189	100.0%	3.2	
Art Education	3	1.2%	25	10.0%	86	34.6%	94	37.9%	40	16.1%	248	100.0%	3.6	
Bilingual Education	70	33.8%	69	33.3%	45	21.7%	11	5.3%	12	5.7%	207	100.0%	2.2	
Business Education	3	1.2%	15	6.3%	83	35.1%	82	34.7%	53	22.4%	236	100.0%	3.7	
Academic Majors														
Computer Science	13	5.4%	70	29.5%	93	39.2%	44	18.5%	17	7.1%	237	100.0%	2.9	
Counselors	30	12.0%	67	27.0%	77	31.0%	49	19.7%	25	10.0%	248	100.0%	2.9	
Data Processing	7	3.5%	45	22.9%	89	45.4%	35	17.8%	20	10.2%	196	100.0%	3.1	
Driver Education	10	4.6%	25	11.6%	73	33.9%	50	23.2%	57	26.5%	215	100.0%	3.6	
English	3	1.1%	19	7.5%	83	33.0%	84	33.4%	62	24.7%	251	100.0%	3.7	

	Job Market Prediction												Total Response	To- tal	Mean
	High Demand/Low Supply		Possible Shortage/Ne- ar Balance		Near Balance		Adequate Supply/Some Surplus		Considerable Surplus/Low Demand						
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN			
Academic Majors															
Foreign Languages	35	14.2%	93	37.8%	59	23.9%	47	19.1%	12	4.8%	246	100.0%	2.6		
Health Education	1	0.4%	23	9.5%	64	26.6%	75	31.2%	77	32.0%	240	100.0%	3.8		
Home Economics	2	0.8%	24	9.8%	82	33.6%	73	29.9%	63	25.8%	244	100.0%	3.7		
Industrial Arts	13	5.2%	56	22.4%	82	32.8%	58	23.2%	41	16.4%	250	100.0%	3.2		
Journalism	2	0.9%	32	15.0%	89	41.7%	62	29.1%	28	13.1%	213	100.0%	3.4		
Librarians	22	8.9%	79	31.9%	88	35.6%	42	17.0%	16	6.4%	247	100.0%	2.8		
Mathematics	27	10.6%	86	33.9%	74	29.2%	50	19.7%	16	6.3%	253	100.0%	2.8		
Music	19	7.6%	40	16.0%	86	34.4%	70	28.0%	35	14.0%	250	100.0%	3.2		
Physical Education	.	.	6	2.3%	27	10.6%	63	24.8%	158	62.2%	254	100.0%	4.5		
Reading Instruction	9	3.7%	42	17.3%	99	40.9%	53	21.9%	39	16.1%	242	100.0%	3.3		
School Nurse	29	12.5%	44	18.9%	92	39.6%	45	19.3%	22	9.4%	232	100.0%	2.9		
Social Psychologist	60	25.6%	81	34.6%	65	27.7%	21	8.9%	7	2.9%	234	100.0%	2.3		
School Social Worker	27	12.9%	57	27.2%	73	34.9%	31	14.8%	21	10.0%	209	100.0%	2.8		
Sciences	33	13.3%	86	34.6%	80	32.2%	36	14.5%	13	5.2%	248	100.0%	2.6		
Social Sciences	1	0.4%	5	2.0%	42	17.5%	74	30.9%	117	48.9%	239	100.0%	4.3		
Speech/ Communications	20	8.6%	37	16.0%	84	36.5%	59	25.6%	30	13.0%	230	100.0%	3.2		
Special Ed for Emtionally Disturbed	109	44.3%	83	33.7%	33	13.4%	16	6.5%	5	2.0%	246	100.0%	1.9		
Special Ed for Gifted	39	16.6%	73	31.1%	82	35.0%	32	13.6%	8	3.4%	234	100.0%	2.6		



Continued ...

	Job Market Prediction												Total Response	To- tal
	High Demand/Low Supply		Possible Shortage/Ne- ar Balance		Near Balance		Adequate Supply/Some Surplus		Considerable Surplus/Low Demand					
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN		
Academic Majors														
Special Ed for Hearing Impaired	85	36.1%	90	38.2%	39	16.5%	15	6.3%	6	2.5%	235	100.0%	2.0	
Special Ed for Learning Disabilities	66	26.5%	82	32.9%	67	26.9%	29	11.6%	5	2.0%	249	100.0%	2.3	
Speical Ed for Mentally Handicapped	72	30.1%	84	35.1%	55	23.0%	24	10.0%	4	1.6%	239	100.0%	2.2	
Special Ed for Multiply Handicapped	92	38.6%	93	39.0%	34	14.2%	16	6.7%	3	1.2%	238	100.0%	1.9	
Special Ed for Physically Handicapped	89	36.6%	99	40.7%	36	14.8%	16	6.5%	3	1.2%	243	100.0%	2.0	
Special Ed for Visually Impaired	94	39.3%	87	36.4%	36	15.0%	16	6.6%	6	2.5%	239	100.0%	2.0	
Speech Pathologist/ Audiologist	111	46.2%	75	31.2%	37	15.4%	12	5.0%	5	2.0%	240	100.0%	1.9	
Educational Administraction	18	7.5%	45	18.8%	88	36.8%	58	24.2%	30	12.5%	239	100.0%	3.2	

Continued



Observations: From the experiences of surveyed school district representatives, the overall availability of new teacher education graduates was rated. All degree levels and academic majors, including professional staff positions, were rated on availability for anticipated job openings this year (1992-93).

When rating each teaching category or staff position, the following definitions were used: **High Demand/Low Supply (1):** Many more positions than college graduates. **Possible Shortage/ Good Demand (2):** A few more positions than graduates. **Near Balance (3):** Approximately as many positions as college graduates. **Adequate Supply/Some Surplus (4):** A few more college graduates than positions. **Considerable Surplus/Low Demand (5):** Many more college graduates than positions.

Average ratings received by each teaching category or staff position are reported in parentheses ( ) after each category.

No teaching category or staff position received an overall rating of high demand/low supply. Employers reported that no category had many more positions than college graduates.

A possible shortage/ good demand rating was reported for teachers of the multiply handicapped (1.9); speech pathologists/ audiologists (1.9); teachers of the emotionally disturbed (1.9); teachers of the hearing impaired (2.0); teachers of the visually handicapped (2.0); teachers of the physically handicapped (2.0); teachers of the mentally handicapped (2.2); bilingual education teachers (2.2); teachers of the learning disabled (2.3); and school psychologists (2.3). For these teaching categories and professional staff positions, surveyed school districts reported a few more positions than graduates.

Nearly balanced ratings were reported for foreign language teachers (2.6); teachers of the gifted (2.6); science teachers (2.6); librarians (2.8); school social workers (2.8); mathematics teachers (2.8); school nurses (2.9); computer science teachers (2.9); counselors (2.9); data processing teachers (3.1); industrial arts teachers (3.2); music teachers (3.2); school administrators (3.2); agricultural education teachers (3.2); speech/ communications teachers (3.2); reading instruction teachers and specialists (3.3); and journalism teachers (3.4). Approximately as many positions as college graduates were reported for these categories by surveyed school districts.

An adequate supply with some surplus was anticipated for drivers' education teachers (3.6); art education teachers (3.6); English teachers (3.7); business education teachers (3.7); home economics teachers (3.7); health education teachers (3.8); and social sciences teachers (4.3). For these categories, a few more college graduates than positions was reported.

A considerable surplus and low demand was reported for elementary education teachers (4.5) and physical education teachers (4.5). For these teaching categories, many more college graduates than positions were mentioned.

Among comments from surveyed school districts, a couple of other shortage areas were noted: head coaches for major sports and teaching applicants with dual certifications in in academic subjects, especially for openings at the junior high or middle school levels.

What are the **current, most serious problems** your personnel representatives have experienced when recruiting new teacher education candidates?

Observations: The current, most serious problems experienced by personnel representatives when recruiting new teacher education candidates are shortages of candidates in specialty areas, lack of minority applicants, and too few applicants interested in job openings in rural, remote locations.

Shortages of candidates (48) in specialty areas were a particularly serious issue with surveyed school personnel. Many school districts reported shortages of applicants in the following areas: bilingual Spanish teachers, English as a second language instructors, mathematics, physical sciences, other sciences, special education (especially teachers of the emotionally disturbed), speech pathologists, physical therapists, occupational therapists, foreign language instructors (especially Spanish and French), vocational education teachers, vocal music teachers, strings music teachers, guidance counselors, and candidates with the right combinations (i.e. English/social studies, mathematics/sciences, etc.).

Not enough minority candidates (34) were reported by numerous school districts. Shortages of quality minority candidates were insufficient to meet the needs of urban school districts; an inadequate supply was especially critical for white suburban school districts; and difficulty in finding minority teachers who were willing to relocate was cited.

Rural, remote areas (20) reported difficulty with finding candidates willing to commute to their areas. According to these districts, many new graduates want to be nearer larger cities. Most choose not to live and work in small and rural areas, since these towns offered nothing for young people, especially single teachers. In addition, there existed a shortage of local housing. In the opinions of rural administrators, outstanding candidates were lacking, and many younger, traditional students had established limited views of employment options, often unwilling to explore opportunities in other geographical or alternative settings.

Certification requirements (14) presented special challenges for school districts. Mentioned frequently were unreasonable changes in certification for special education majors. Another issue was certification for middle school staff. In addition, according to surveyed school districts, colleges seemed to be trying to prepare candidates in only one academic area, especially at the secondary level, and school districts wanted dual certification combinations (i.e. comprehensive sciences, comprehensive social studies, social studies and middle school endorsements, physical education and health, or early childhood and middle school endorsements, etc.).

Starting salaries and benefits (13) were an issue for several school districts. According to these districts, graduating teachers were expecting higher starting salaries than these districts could offer. College graduates thought their college education was a treasure chest, but several school districts reported starting salaries that were too low, high costs of living in the immediate surrounding areas, and salaries that were competitive with neighboring states.

Academic preparation (13) of new teacher education graduates was not broad enough, according to some surveyed school districts. For instance, multiple endorsements were needed at secondary level for new teachers to be useful to rural school districts, and these were absent. Also, college training was lacking in ITIP, new definition of reading, core curriculum, ADD, and ADHD, reported employers. In addition, candidates could be more

informed about responsibilities to special education youngsters, knowledge and skills in current innovations (i.e. cooperative learning, lesson designs, curriculum development, and assertiveness disciplining), and receive more student teaching experience.

Too many candidates (12) were overwhelming some school districts, especially the numerous candidates in elementary education, physical education, social studies. Whenever school districts advertised for available opportunities, the response from applicants was tremendous, thus making it difficult to follow up with unsuccessful candidates. Beside, screening the large number of new applicants into a selected group for interviewing was a difficulty. There were also too many unemployed teachers, and too many candidates in the wrong academic areas. In addition, there was local pressure to employ new hires from the community.

Quality graduates (11) were important to school personnel, but too many new graduates were not meeting the expectations of administrators. For instance, good and exciting teachers were still hard to find. In the opinions of surveyed employers, new teacher applicants were often poorly prepared by their training institutions. According to these districts, it was difficult to find candidates with common sense, higher level thinking skills, teacher effectiveness training, outcomes-based education, classroom management skills, strong work ethics, maturity, self-confidence, articulation skills, and able to follow instructions. Instead, school districts found candidates without preparation to handle restructuring and shared decision-making, poor motivation, marginal writing skills, and candidates in elementary education that were not exceptional.

Preparation of candidates for interviewing (6) was a concern for several school districts. Employers noted that graduating students and some experienced candidates needed further training. In addition, poor preparations of job campaigning were cited.

Urban school districts were having difficulty (6) with identification of individuals with urban experiences and interested in working with inner-city students and their problems. Urban administrators reported that teachers were not taught to succeed in urban districts and especially did not know enough strategies for teaching limited-English students. They lacked experience and understanding of the diverse student population attending large urban school districts.

School districts in selected geographical locations indicated with shortages of teachers (3). Texas was identified as one location. According to employers in these locations, not enough teachers are willing to relocate from northern states to geographical areas needing teachers.

What future changes do you expect in the job market for new teachers and other professional staff, compared to the 1991-92 school year?

	Job Market Prediction																						Total Response	
	+11% and more		Increase 9-10%		Increase 7-8%		No Change		Decrease 1-2%		Decrease 3-4%		Decrease 5-6%		Decrease 7-8%		Decrease 9-10%		-11% and more					
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN				
When Job Market Changes Occur																								
1992-93	35	14.1%	31	12.5%	17	6.8%	105	42.5%	20	8.0%	12	4.8%	10	4.0%	6	2.4%	5	2.0%	6	2.4%	247	100.0%		
1993-94	46	19.2%	34	14.2%	25	10.4%	81	33.8%	22	9.2%	11	4.6%	10	4.1%	2	0.8%	4	1.6%	4	1.6%	239	100.0%		
1994-95	56	23.4%	32	13.3%	30	12.5%	80	33.4%	13	5.4%	10	4.1%	8	3.3%	1	0.4%	4	1.6%	5	2.0%	239	100.0%		

Observations: The job market for new teachers and other professional staff is expected to remain relatively unchanged through 1992-93 (+33.4%), but into 1993-94 (+43.8%) and 1994-95 (+49.2%), some improvement is expected.

With moderate to severe financial limitations (31) in many school districts around the country this year, fewer positions available can be anticipated. School funding is volatile, according to surveyed school districts, so budgets and staffing needs are equally unpredictable. Budgetary uncertainties or financial crises were reported in several states (i.e. California, Michigan, Illinois, Iowa, New York, etc.), and reductions in state aid were also mentioned. According to school districts, the only place to cut budgets in a labor intensive business like education's is to cut professional staff.

Enrollments in some districts were increasing (25), and in these districts, job openings were higher. However, an equal number of surveyed employers reported flat or decreased enrollment projections (i.e. North Dakota, etc.), and in these districts, no change or reduced staffing needs were predicted. An exception to decreased student attendance in many communities was special education enrollments, which increased.

State plans for reduced class sizes and increased retirement incentives (15) are expected to increase positions available in selected states (i.e. Indiana). Other legislative mandates at the state and federal levels could influence the need for new teachers as well.

With additional retirements (29) (i.e. Illinois, Washington, etc.), more positions will be available for new staff by 1995 at least, according to employers, although some school districts will not be replacing retired teachers, because of financial constraints. Generally, retirements created additional need for new staff. According to employers, many of their current staff were the "baby boomers" of the mid- to late-1940's, who will reach 55 years of age and have 30 or more years in education within the next 3 to 10 years.



What **recruitment strategies** are employed by your school district when seeking new teacher education candidates for available job opportunities?

Observations: Used most frequently as recruitment strategies by school district when seeking new teacher education candidates for available job opportunities were postings of job openings with college placement offices, advertisements in newspapers, job fairs, internal postings in school districts, and campus recruitment visits.

Postings of job vacancies with established lists of college and university placement offices (125) were the most frequently mentioned recruitment source, especially those placement offices in surrounding states. In addition, brochures, teacher applications, and other recruitment literature were distributed to these institutions. Sending information annually to colleges and universities was a usual practice. Used less frequently were call to heads of university departments in education and in academic discipline areas. Sometimes used were personal visits to teacher education institutions.

Advertise in local and statewide newspapers (89) were especially effective, according to surveyed school districts. This was the second most frequently used strategy. Other similar strategies included advertisements in association journals, education magazines, the ASCUS Annual, minority publications, professional periodicals, and attending national conventions.

Job fairs (59) were the third strategy used most frequently. These were either career fairs or employment fairs in nearby states or locations with concentrations of surplus of teachers (3). Also targeted for this activity were geographical regions with economic areas similar to the school districts seeking teachers or locations with an excess of highly qualified teachers.

Campus recruitment visits (36) were the fourth recruitment strategy used most frequently by school district when seeking new staff. Sometimes used for these visits were master teachers, alumni of the institution visited, or recruitment teams (i.e. principals, personnel staff, and teachers, etc.).

School district application files (22) were also effective sources of new hires, according to employers. Included among these activities were direct contacts with applicants (call ins, write ins, etc.), office interviews, and unsolicited applications. In some districts, this source was more than adequate for yielding new personnel needed within the organization.

Internal postings also yielded numerous applicants (39). Included with this activity were networking with peers and associates, telephone calls, personal letters, personal contacts, word-of-mouth, friends, staff, community members, acquaintances, and substitute teachers. Some school personnel administrators noted that they hire local applicants with family already on their staff or family of board members first.

Student teachers (7) were a frequent sources of new hires for several districts. By encouraging student teachers, school district personnel can observe these applicants for several weeks before encouraging them to apply for available staff openings.

Predominately minority campuses (6) were another source for a few districts. To hire new staff from this source, mailings, recruitment visits, and contacts with teacher education staff were required. As another source along these lines, personnel administrators suggested that minorities should be encouraged to major in teacher education programs upon graduation from local high school, so they are available when local school systems need them. Some states have statewide affirmative action agencies, also mentioned by employers.

Do you feel the **affirmative action/EEO programs** in your school district have been effective?

	EEO Program Has Been Effective											
	Yes				No		Do Not Have One		Total Response			
	N		PCTN		N		PCTN		N		PCTN	
Affirmative Action												
EEO Program	142	55.9%	39	15.3%	73	28.7%	254	100.0%				

Observations: Affirmative action/EEO programs in school districts have generally been effective (55.9%), according to surveyed employers. However, of 254 employers responding to this question, 28.7% did not have any affirmative action/EEO programs in operation.

Finding sufficient minority applicants (35) for available positions was a major challenge for many school districts throughout the United States. A general lack of minority teacher education applicants was noted. Also, districts could not seem to find sufficient minority candidates for shortage fields with openings in their organizations (i.e. special education, bilingual positions, etc.).

Identification of minority applicants was another issue (9). When school districts were seeking minorities, they were unable to determine ethnicity of individuals from applications or resumes in their files.

Finally hiring minorities was difficult, according to surveyed school districts, because competition (17) lured minority applicants to other regions. Salaries in some districts were too low (compared to neighboring districts), staff changes and resignations came too late to hire minorities (because they were already hired elsewhere), and encouraging minority applicants to locate to smaller rural communities or locations without any minority members were mentioned.

Defeating minority recruitment efforts in some districts were union bargaining rules requiring the last hired to be the first laid off due to seniority. Thus, school districts experiencing layoffs were often losing their recent minority recruits.

As a positive effort, minority recruitment consortia were established by several local school districts, and more extensive recruitment efforts were pursued (5). In addition, a more active role was taken by minorities with recruitment programs, and promotion of minorities and women was emphasized in some school districts. When commenting on this situation, an employer noted that once minorities were attracted, their friends and relatives would follow.

Another option mentioned by districts was more effort to attract top minority students into the education profession. If school districts counseled their graduating students to enter the teaching profession, they might reap the benefits by having new minority teachers to hire in a few years.

Another affirmative action issue mentioned by surveyed employers was too few male teachers at the elementary grade levels, and sometimes too at the secondary school levels. At the time of this survey, most of the teachers were women. More male role-models were desired by many local school districts.

**In the academic preparation of today's new teacher education graduates, what are the major shortcomings?**

Observations: Some shortcomings were noted in the academic preparation of today's new teacher education graduates, according to surveyed employers, but most of their concerns were aimed at selected local college and university education programs and not focused at all teacher preparation institutions.

Most new teachers were not aware of the "little" things teachers did (42), according to employers, so they advised more realistic student teaching experiences. New teachers lacked dedication to students and a willingness to devote more than the "required time" to helping students, according to surveyed employers. They also lacked the desire and commitment required of a professional. They thought teaching was an easy, few hours, and few months occupation. The "old" ideas of professionalism, "you are serving kids", must be reemphasized. The idea of the teachers as "role models", including dress and appearance, were lacking. However, if teachers truly cared for children, they would continue to learn and improve their skills as teachers. A greater work ethic and dedication, often found among older staff, was needed. Also desired was more common sense, lacking in many new hires.

More student teaching experiences (45) and other practical working with school-aged children were needed, according to employers. Not enough time was spent in the actual classroom setting to become familiar with the day-to-day routines. Model teaching examples, several teaching strategies, and personal application of these must be experienced again and again. Possibly college students need more summer camp, latchkey, substituting, coaching, and small group instruction experiences. In addition, intern teaching experiences might be provided earlier in college to determine if the students really want to teach.

Multicultural/multi-ethnic preparation and experiences should be expanded (30), according to the surveyed employers. Students should receive, if possible, experiences with differing socio-economic situations and a diversity of students (i.e. cultures, ethnic backgrounds, gifted students, "at-risk" students, the emotionally disturbed children, etc.). More knowledge, compassion, and sensitivity to the multiplicity of issues faced by the student population of today's school districts was needed. More understanding was needed for student assessment implications. And greater skill was needed when dealing with irate parents of these students.

Identification and utilization of appropriate classroom management strategies was necessary (33), according to surveyed employers, and this was lacking in many new hires. Classroom management skills and disciplining techniques were paramount for effective classroom instruction. More behavioral management preparation was desired. Techniques must be taught for establishing classroom routines, because those without discipline do not have academics.

Greater abilities for pacing instruction (29) are needed, according to surveyed school districts, and in the midst of constant change. New teaching methodologies, successful instructional strategies, adjusting to student learning styles, and appropriate teaching techniques were marginal among some new teachers. Also required, but not always demonstrated, was an ability to establish curricular objectives at the appropriate level of difficulty for students. Improved counseling techniques were needed. And new teacher graduates had no tolerance for traditional teaching strategies. Today's teachers must provide alternative instructional techniques for meeting the different learning modalities of many students. New teachers also lacked lesson planning experiences, instructional design background, and developmental psychology knowledge.

More compassion for students was needed, since more and more were coming from broken homes. Many elementary and secondary students do not understand the real world as it exists within the school setting today, and teachers must instruct them in appropriate behavior.

Writing, grammar, reading, and communication skills (16) needed improvement, according to employers. As examples, new teachers lacked the communication skills for working with parents and school administrators. New staff particularly had a low tolerance for dealing with parents.

More computer knowledge and use of instructional technology (13) was desired by employers. More coursework in the areas of applied technology and new computer updates on wordprocessing, instructional design, record keeping, and other automated procedures was recommended.

Stronger ties between college faculty and school district personnel (19) were needed. College and university professors teaching new candidates need to get back into the classroom, because many have not recently experienced the everyday classroom and the many responsibilities of teachers besides instruction.

Too often, colleges and universities were behind the "bandwagons" that schools were pursuing, such as ITIP, which has now becoming a requirement for new teacher education graduates, but this was a major issue 5-7 years ago for schools. Other trends include: school improvement programs, student mastery of objectives, TESA, cooperative learning, cognitive learning, business partnerships, collegial teaching/planning assertive discipline, alternative assessment techniques, outcomes-based education using measurable objectives, new roles for teachers in empowered schools, mastery learning, etc.

College and university instructors should recognize that new teachers may use their personalities as role models when choosing an instructional style. Too many new graduates were taught to be "hard-nosed" with students. The advice from employers is to lighten-up, learn to talk to kids and share with kids. Teachers cannot teach effectively if students do not like them, and they do not like the students.

Many colleges and universities are still preparing new teachers in the same ways they did 20 year ago. According to employers, we no longer live in a society that is dictated by the "assembly line" mentality. So our teaching techniques must change.

Selection of appropriate teacher education candidates (6) was highlighted as an extremely important step in the teacher preparation process. Most desirable were candidates who had personalities that were "other-centered", concerned about people, and caring about others. It was suggested that colleges and universities need stricter entrance requirements for teaching candidates, those not suited for teaching be removed from and that a one-year probationary teaching experience be required before a teaching certificate was issued.

Teacher education programs often screen out minority and bilingual candidates because of the emphasis on academic skills, but these can be very poor indicators of the potential success of a teacher.



There was a feeling among school recruiters that the brightest of our young people were not attracted to education as a career (12), but these employers noted the need for new teachers with rigorous academic backgrounds. In the opinions of these employers, students in teacher education programs were not forced to work hard to get grades. These students did not have the benefit of competing with the cream of the crop in their field of study. As an example, a physics class at a teacher's college does not compare to a physics class at an engineering college, according to surveyed employers.

New teachers were not scholars as much as they were people trained to teach as we always have. They did not come empowered to "teach" until the job gets done, and new teachers were not changed much by the expectations of current school administrators either.

Especially middle school and high school teachers were too subject-oriented (14), according to employers. Teachers entering single-subject certification programs should be advised of core curricula being implemented in many districts and the adverse effect this could have on their future job market potential. A greater breadth of preparation was desired, especially in districts where applicants must have two or more endorsements to fill job openings.

More career counseling was needed (15), according to employers, so new graduates had realistic expectations of the job market. Universities were graduating an over-abundance of students in many academic areas, but shortages exist in others. More counseling should be accomplished to make sure that each student knows the prospects of securing a job in his/her chosen field. For instance, elementary education majors should minor in special education, especially education of the emotionally disturbed. Too few applicants were also noted in other high-demand fields (i.e special education, mathematics). Also, according to employers, new teacher education graduates had limited ideas about the competitive nature of the current job market. New graduates must go after jobs with enthusiasm, but they were not aggressive enough.

Pleasure was expressed by some school district representatives with the quality of today's new teacher education graduates. According to these employers, new graduates are much better prepared than those of the past (22). Adequately prepared graduates are informed about current trends, have significant field experiences with observation in the classroom and actual teaching experiences, and methods classes on teaching reading.

Do you have any **suggestions for college seniors** who will be interviewing with school district personnel for job openings this year (September, 1992)?

Observations: When offering suggestions for college seniors who will be interviewing with school districts for job openings this September, employers provided several suggestions listed below.

Be well-prepared for each interview. Be organized. Do your homework. Become knowledgeable before interviewing. Review current educational research on teaching/learning. Learn all you can about the school district you are contacting prior to the interview. Research its basic philosophy of education. Become familiar with the programs and schools in the district. If there is a potential match, apply and show that you have done your homework. Know the technology available in your academic discipline. Exhibit enthusiasm for the community and the job opening. Know the specific job you are seeking. Have established career goals in mind. Understand the subjects your endorsements will allow you to teach.

Appearance and attitude are very important for an excellent first impression. Show personal qualities that reflect an effective teachers. Have a positive outlook on life and show it. Smile. Be enthusiastic. Be well-groomed, sharply dressed, clean shaven, and have a decent haircut. As a teacher, you will be an example to youth, so be a "good" one. Be polite and friendly; courteous; and cooperative. Attempt to remain calm. Offer a firm handshake; good eye contact. Show an interest in the potential job. Be confident, but not aggressive. Think independently, critically.

Honesty and integrity are important. Be forthright in your beliefs and desires. Be yourself; not answering as you think employers would want you to respond. Have a personal vision; an open mind. Be sincere. Know that you want to teach and why. Convince employers that you can instill positive "can do" attitudes in their students.

Be willing to work hard and get along with other people. Be willing to work more than a 6-hour job. Emphasize the positive contribution you can make. Show strong academic preparation.

Practice your interviewing skills. Rehearse for the interview. Provide relaxed, confident dialogue, and expand on answers to questions. Take interviews seriously. Be available on the date and at the time offered for interviews-- there will usually not be a second opportunity. Sell your talents in a professional manner. Understand the interviewing process as a "two-way" experience. Be able to express your basic beliefs and values, and how they influence your perceptions and practices in the classroom. Listen carefully to questions asked; don't answer questions that were not asked.

Be prepared to answer questions on learning styles, effective teaching, instructional theory, lesson plans, evaluation techniques, student disciplining, motivational techniques, comprehension strategies, cooperative learning, and higher level thinking skills. Respond directly to the employers questions. State your beliefs, regardless of the school district's policy on this subject. Talk children, not teaching! Be specific when answering questions. Know about new trends in education: site-based decision-making, mastery learning, outcomes-based education, Madeline Hunter, whole language, process writing, cooperative learning, etc.

Prepare questions for the interview. Follow interviewing procedures recommended by your college placement office. Ask questions. Focus on your strengths, and identify ways to improve your weaknesses. Employers want to know you can help them.

Have a developed philosophy of education. Think in terms of the students; not yourself. You need to know how to work with a diversified, multi-cultural student body. Be willing to go the "extra" mile.

Package yourself adequately. Get help and prepare an excellent resume and letter of application. Be accurate in all written and oral communications. Check spelling, grammar, and neatness. Make sure your resume is very complete and eye-catching. Have extra copies ready for distribution. Fully present your qualifications. Carefully prepare all resumes and type applications. Send all documents at once in completed packages; not in dribs and drabs. Make sure you have passed any teacher certification exams required for your state.

Prepare a portfolio and vidoetape of activities accomplished during your student teaching. These might be useful during the application process. Prepare them.

Extra-curricular interests are helpful. Be able to do something extra: computer, piano, coach, theatre, musics, etc. On resumes and applications, list all coaching possibilities and extra-curricular activities you are willing to supervise. Let the employer know you are willing to take on extra-curricular assignments as needed and you have developed extra talents. Get involved in the total school program.

Keep in constant communication and follow up. Be patient. Job openings occur throughout the school year for various reasons. But other employers suggest: Don't call too often during the application period, especially not every day, or you will rapidly become very unpopular. Not all districts are aware of their personnel needs until June, July, or August; so be persistent. Keep your applications active and updated as necessary (i.e. telephone numbers, addresses, certifications, degrees, etc.). Learn about the districts' selection processes.

Network. Get to know key people in school districts-teachers, principals, superintendents, department heads, etc. Attempt to make personal contacts.

Gain additional teaching experiences. Fight for a quality student teaching assignment. Find ways to continue to improve your teaching effectiveness. Substitute teach and coach during your undergraduate college years. Develop strategies for teaching diverse student populations. Know innovative teaching methods. Observe excellent instruction whenever possible. Know varying methods of classroom management. Spend out-of-school hours, vacations, and summers by getting first-hand experiences with school-age children.

Be flexible; have as many options as possible. Demonstrate a willingness to learn and adapt. Be multi-talented and multi-licensed. Get certified in two or more subject areas to make yourself more useful to a school district. Be willing to relocate geographically and seriously consider other job options when they are presented. Moving to a desired job assignment at a later date can be accomplished. Broaden your general knowledge. Be prepared to substitute teach if necessary. Express a willingness to be a part of the community.

Be prepared for disappointment, because these are hard times in education with reduced job opportunities. Apply widely. It will be extremely difficult to find teaching jobs this year. New graduates may have to wait for job openings, substitute teaching in the meantime. Funding has dried up and schools do not have the necessary resources for hiring. A surplus of candidates exists for elementary education, English, physical education, and social sciences positions, so competition in these areas will be stiff. Shortages are reported for special education, mathematics, sciences, and bilingual-Spanish. Learn Spanish.

Enjoy success when you accept a position!



What have been some of the best questions asked of you during interviews with prospective job applicants?

**Observations:** The best questions asked by job applicants during interviews with school districts were shared by surveyed employers. Several excellent examples were shared. Their questions were categorized into the following groups: general topics, philosophy of education, student enrollment, instructional programs, job responsibilities, assistance to beginning teachers, work environment, teachers and other professionals, extra curricular activities, measures of work performance, affirmative action, school district factors, professional development, job market trends, community and living conditions, salary and benefits, and final questions. This list could be very helpful when graduating students are preparing for interviews with prospective employers.

**General Topics:** Why would I want to teach in your district? What does your school district offer that others do not or cannot? How might I help your school district? How would teachers (parents, others) describe your school district? How supportive of education is your community? What is the general pupil enrollment trend in your district (increasing, decreasing, or stable)? What is the financial status of your district? How would you rate the quality of life in your community? Will your school district be hiring any new teachers this year? ... in my major? Does your district hire all first-year teachers? What is the number one problem with education today?

**Philosophy of Education:** What is your district's philosophy of education? Do you believe all children can learn? If not, why not? If so, how do teachers in your district accommodate and still assure success? What is your definition of a "quality" education? What commitments has your school district made to educators and students? What do parents, students, and staff observe in your schools? What is the mission (or major goals) of your school district? How is your district empowering teachers to share in decision-making? What are the best ways to help pupils grow and develop, in your opinion? Of what educational achievements are you most proud? What is the "direction" of your school district? Beyond the mission statement, is there a clear statement of purpose for your school district? What are your district's crucial issues today? What academic programs are most important in your district?

**Students:** What percentage of high school graduates from your district go to college? What can I expect to learn from my students? What can I do to make a difference in the lives of inner-city (rural, urban, etc.) youth? How does your district meet individual student needs? What rights do students have in your district? What programs do you have in place for students? What are your administrators doing for their students? What is the multi-ethnic mix of students in your district? What is the teacher/pupil ratio in your district? What is the teacher/pupil ratio in your school? What else can I do to help kids, besides meeting the requirements of my job description? What are the multi-cultural needs of students?

**Instructional Programs:** How is your district improving classroom instruction? What curricular materials are available in your district? Where does your district want to be five or more years from now? How is your district accessing and drawing parents into the education process? I understand your district has an early childhood education program for grades K-2; please tell me about this aspect of the program (i.e. demonstrate that you know about programs offered in the school district). Are there opportunities for co-teaching assignments? How much input is available from new teachers with curriculum development? What are the newest curricular changes in your district? Does your school district have a written curriculum for my subject areas, and may I have a copy to study before beginning to teach next fall? How much freedom and support will I have with trying new ideas?

Anticipated Job Responsibilities: What are you seeking in the candidate you hire for this position? What do you expect from a teacher in the classroom? What are your administrators doing for their teachers? Are you allow building administrators sufficient flexibility to implement innovative programs? What are your expectations of a teacher who wants to be a successful long-term employee in your district? Do you have a position or school where I will be challenged in all my subject areas? Which school? What assignment? How does your district deal with heterogenous ability levels in classrooms, from mainstreamed special education to gifted?

Assistance for Beginning Teachers: What programs do you have for assisting first-year teachers? Does your school district have a mentor teacher program? If so, please describe it? What does your district do to insure that new teachers succeed? What help can I expect from my administrators? What support systems will I have as a new teacher in your district?

Work Environment: What curriculum/tests do you use? Does your district allow creative teaching? How would you describe the classroom management/ disciplining techniques used by teachers in your school district? How does your school district feel about outcomes-based student obligations? How is technology being used in your district? What lesson planning and preparation is required of teachers? What teaching techniques/ methods are used in special education? Are school facilities available so I might work after hours and on weekends? How are your middle school organized? Does your district encourage decision-making at the school or classroom levels?

Teachers and Other Professionals: What could I learn from your teachers? What is the collegial relationship of teachers and others on your staff? Are there opportunities for participation on committees in your school district? What are the average age and years of experience for staff members in your district? What is the average tenure of teachers on your present staff? How much support can I expect from the principal and parents? Will I get positive feedback from my supervisor? Do you have team planning and teaching in the district?

Extra-Curricular Activities: Will I have opportunities to coach and/or supervise extra-curricular activities? How involved may I become in extra-curricular activities? What participation do you expect from a teacher in community and after-school activities? Is there a district policy regarding student activities scheduled on weekends so parents may participate? What can I do to get involved with helping young people in the community?

Measures of Work Performance: How do you evaluate probationary teachers? What do you expect of teachers in your district? What are your observable standards? What relationship should exist between a teacher and his/her students? What is the usual work load of a beginning teacher in your district? What are the opportunities for professional growth? Is there a time limit when I must leave my school building? On what competencies should I focus during my first six months on the job? ... first year? Could you summarize the basic expectations for a new teacher in your district? If I plan to be with you for the next five years, at least, what things should I do to remain successful in this job?

Affirmative Action: What is the ethnic composition of teachers on your staff? How many social and political power bases are in your district?

School District Factors: How does this school view change? Do you support your faculty during opposition? What programs are offered to special education students? What programs are offered to students to increase/ encourage integration in your district?

Professional Development: What inservice staff development opportunities does your school district provide? Does your district encourage professional advancement? After revealing a weakness, what suggestions would you have for overcoming this weakness? What colleges or universities are nearby, so I might complete a degree or improve my position? Does your district pay tuition assistance? Would you describe your current teacher inservice program? May teachers attend conferences and workshops to improve their teaching competencies? What incentives does your school district provide for further college study?

Job Market Trends: What are the major sources of new students in your district? What is the student population of your district? What is the enrollment trend for pupils enrolled in your district?

Community and Living Conditions: What housing is available in the community? Are there homes in the community that could be purchased on my starting salary? What cultural activities are available in the community?

Salary and Benefits: (Note: According to surveyed employers, these are not good questions to ask at the first interview.) What is the starting salary for a beginning teacher with a bachelor's degree in your district? What is the job security of a new teacher in your district? What benefits are available to me other than salary in your district? How many personal leave days do I get each year?

Interview Closure Questions: How do you sift through all the applications to find the best candidates? What could I have done to be offered a teaching position in your district? What additional preparation would I need to teach in your school district? Why would you hire another candidate for this position?



Does your school district require testing of new hires for drug use, AIDS, or alcohol levels?

	Testing for New Hires								Total Response	
	Always		Sometimes		Seldom		Never			
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN
Items for Testing										
Drug Use	8	2.8%	2	0.7%	8	2.8%	266	93.6%	284	100.0%
AIDS	3	1.0%	1	0.3%	4	1.4%	275	97.1%	283	100.0%
Alcohol Level	3	1.0%	2	0.7%	9	3.1%	268	95.0%	282	100.0%

Observations: According to 284 employers responding, drug testing of new college graduates was required by 3.5% of the organizations. Included in this percentage were employers who "sometimes" or "always" screened for drugs. Testing for alcohol levels among new college graduates was required by 1.7% of surveyed employers. AIDS testing of new college graduates was required by only 1.3% of the employers responding to this year's survey.

Some employers noted that these tests were only required after an offer had been extended. In other organizations, testing of all employees was randomly completed each year as part of their drug-free workforce policy.

If your school district does not presently screen job applicants for the following, do you expect to initiate a testing program?

	Timetables To Initiate A Testing Program												Total Response	
	Within One Year		Within Two Years		Within Five Years		Not Likely		Do Not Know					
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN		
Items for Testing														
Drug Use	2	0.7%	9	3.2%	26	9.4%	170	61.5%	69	25.0%	276	100.0%		
AIDS	1	0.3%	2	0.7%	25	8.8%	179	63.7%	74	26.3%	281	100.0%		
Alcohol Level	3	1.0%	8	2.8%	18	6.4%	179	63.9%	72	25.7%	280	100.0%		

Observations: Of 276 surveyed school districts not currently screening job applicants for drug use, 0.7% intended to initiate a drug testing program within one year, 3.2% within two years, and 9.4% within five years. Of school districts not currently screening for alcohol levels, 1.0% intended to initiate an alcohol testing program within one year, 2.8% within two years, and 6.4% within five years. Of the school districts not screening for AIDS, 0.3% intended to initiate an AIDS testing program within one year, 0.7% within two years, and 8.8% within five years.

Availability 65 ✓  
Job opportunity

**SCHOOL DISTRICTS RESPONDING  
for 1992-93**

**-A-**

Afton Central School District, NY  
Aiken Consolidated Public Schools, SC  
Arkansaw School District, WI  
Alamo Heights Independence School District San Antonio, TX  
Alanson School District, Littlefield, MI  
Albert City Schools, Truesdale, IA  
Alcester School District, SD  
Allegeny County Public School District, Cumberland, MD  
Alleghany Highland School District Covington, VA  
Alpena Public School, MI  
Amherst Central Schools, NY  
Amsterdam Public School District, NY  
Ashton Community Unified School District 275, IL  
Atherton Community School, Burton, MI  
Augres-Sims School, MI  
Azle Independence School District, TX

**-B-**

Balaton School District, MN  
Ball Chatham School, IL  
Bassett Grade School, NE  
Beecher County Unif. School Dist. 20, IL  
Belle Plaine Unified School District, KS  
Beloit Unified School District, KS  
Berryessa Union Schl. Dist. San Jose, CA  
Big Rapids Public School, MI  
Bishop Union High School District, CA  
Bismark Community School 1, IL  
Blevins School District, AR  
Bloomfield Hills School District, MI  
Bonner Co. Schl Dist. 82, Sandpoint, ID  
Borrego Springs Unif. Schl. District, CA  
Boynton School District, OK  
Bridge City Ind. School District, TX  
Bridgeport Public School, CT  
Bridgeport-Spaulding School, MI  
Broken Bow Schools, NE  
Bronx School District 9, NY  
Brookfield Public School, CT  
Brooklyn-Guernsey School District, IA  
Broward County Schls, Ft Lauderdale, FL

Buttonwillow Unified School District, CA  
Byram Township Schl Dist., Stanhope, NJ

**-C-**

Callaway Consolidated School District, New Bloomfield, MO  
Cambridge Central School District, NY  
Canadian Ind. School District, TX  
Canandaigua City School District, NY  
Carrizo Springs Ind. School District, TX  
Casey-Westfield C-4, IL  
Cass City Public School, MI  
Centennial School District, Portland, OR  
Center School District, Kansas City, MO  
Centerville Community School Dist., IA  
Centerville School District, SD  
Champaign Community School, IL  
Cheektowaga Sloan School, NY  
Cheney Public Schools, WA  
Chilton County School Clanton, AL  
Chippewa Local Schl Dist Doylestown, OH  
Christina School District Newark, DE  
Church's Ferry School District, ND  
Circle School District, MT  
City School District of Batavia, NY  
Clatskop Education Services District, Astoria, OR  
Collier County Public School Naples, FL  
Conneaut School District, Linesville, PA  
Conroe Independence School District, TX  
Coventry Public School, CT  
Cozad City Schools, NE  
Crane School District #13, Yuma, AZ  
Crooked Oak School District, Oklahoma City, OK  
Cuero Independent School District, TX  
Cumberland Community Unified School District, Toledo, IL  
Cumberland School District, WI

**-D-**

Dade County Public School, Miami, FL  
Dearborn Public School, MI  
Delaware Schools, OH  
Delaware-Chenango Schools, Sidney Center, NY

Denair Unified School District, CA  
 Denver Public School, CO  
 Desoto Consolidated School District,  
 Hernando, MS  
 Dougherty County School District,  
 Albany, GA

-E-

East Lansing Public School, MI  
 East Grand Rapids Public Schools, MI  
 Eau Claire School District, WI  
 Ell-Saline Unified School District, Sali-  
 na, KS  
 Ellicottville Central School Dist., NY  
 Eureka City School District, CA  
 Eureka Community School 140, IL  
 Evansville-Vanderburg, IN

-F-

Fayetteville-Manlius, NY  
 Firth School District #59, Firth, ID  
 Florence Consolidated School District,  
 Timmonsville, SC  
 Fowler Public Schools, MI  
 Franklin City School District, OH  
 Franklin Consolidated School,  
 Winchester, TN  
 Franklin School District, NJ  
 Frederick Consolidated School, MD  
 Fullerton Unified High School, CA

-G-

Galion City School District, OH  
 Gallatin Gateway School District, MT  
 Gallup-McKinley School District, NM  
 Garber School District, OK  
 Georgetown Schools, SC  
 Giant City Community School District,  
 Carbondale, IL  
 Gladstone School District #115, OR  
 Glenwood School District, WA  
 Grand Rapids Public School, MI  
 Grandview School District, Hillsboro MO  
 Granville Central School District, NY  
 Greencastle Antrim, PA  
 Greene Consolidated Schools, Yellow  
 Springs, OH  
 Greenwich School, CT  
 Gretna Public School District, NE

-H-

Hamilton City School District, OH  
 Hamlin School District Hayti, SD  
 Hanover Township School District, Cedar  
 Knolls, NJ  
 Hartford County Publ Schls, Bel Air, MD  
 Hartington Public School District, NE  
 Hatton School District, ND  
 Henderson Public School District, NE  
 Henry Consolidated Schools Paris, TN  
 Highlands County School, Sebring, FL  
 Hudson Consolidated Area Vocational  
 School, N Bergen, NJ  
 Humansville School, MO  
 Hume School District, MO

-I-

Imperial Unified School District, CA  
 Interstate 35 School District, Truro, IA  
 Inyo County Unified School District,  
 Independence, CA

-J-

Jackson Public Schools, MI  
 Jamestown School District, ND  
 Jefferson Davis School District, Pren-  
 tiss, MS  
 Johnsburg Central School District, North  
 Creek, NY  
 Johnson Consolidated School District,  
 Centerview, MO  
 Jordan Valley School District, OR  
 Joseph City Unified School Dist. 2, AZ  
 Junction City School District, OR

-K-

Kalamazoo Public School, MI  
 Kansas City Public School, KS  
 Kennewick School District, WA  
 Kent City Community Schools, MI  
 Kern High School Dist., Bakersfield, CA  
 Kimball School District, MN  
 Kimberly School District 414, ID  
 Kingsport City Schools, TN  
 Klein Ind. School District, Spring, TX

-L-

La Grange School District, TX  
 Lagunita Elementary School District,  
 Salinas, CA  
 Lake Park/Audubon, MN  
 Lancaster School District, CA  
 Lankin School District, ND  
 Lansingburgh Central School District,  
 Troy, NY  
 Laona School District, WI  
 Lassen Schools, Susanville, CA  
 Laurens Consolidated School District,  
 Clinton, SC  
 Leland School District 1, IL  
 Lenox Public Schools, MA  
 Lewiston City School District, ME  
 Live Oak School District Santa Cruz, CA  
 Long Beach Unified School District, CA  
 Loup Consolidated Public School Dist.,  
 Taylor, NE

-M-

Mabel-Canton School District, MN  
 Maddock School District, ND  
 Maple Heights Consolidated School Dis-  
 trict, OH  
 Marion County School Disrticts #1, Ever-  
 ton, AR  
 Marquand School District, MO  
 Mason Independence School District, TX  
 McIish School District, Fittstown, OK  
 Melvin-Sibley District 4, IL  
 Memphis City Schools, TN  
 Mena School District, AR  
 Miami School Distrtict, MO  
 Milan School District, MO  
 Milford School District, DE  
 Millard Public Schools, Omaha, NE  
 Milton School District, VT  
 Mineral Wells Independence School Dis-  
 trict, TX  
 Monroe School District, WI  
 Morgan Local School District, Mcconnels-  
 ville, OH  
 Morgan Consolidated School District,  
 Stover, MO  
 Mount Lebanon School District, Pitts-  
 burgh, PA  
 Mullen Public School District, NE  
 Muncy School District, PA

-N-

Nashville High School District 99, IL  
 Natick Public School, MA  
 Natrona City School Dist. 1, Casper, WY  
 New Prairie Unified School District, New  
 Carlisle, IN  
 New Castle Community School, IN  
 New Providence Public School, NJ  
 Newaygo High School, MI  
 North Baltimore School District, OH  
 Northville Public Schools, MI  
 Norton City Schools, VA

-O-

Oak Park River Forest High School, IL  
 Ocean Consolidated Vocational School,  
 Toms River, NJ  
 Ogilvie Public Schools, MN  
 Oregon School District, WI  
 Osceola Township School, Dollar Bay, MI  
 Oshkosh District 1, WI  
 Owosso Public Schools, MI

-P-

Palm Beach School, West Palm Beach, FL  
 Paris School District, MO  
 Peninsula School Dist., Gig Harbor, WA  
 Pennfield Schools, Battle Creek, MI  
 Penryn Elementary School District, CA  
 Pierre Public Schools, SD  
 Pillager School District, MN  
 Pinckneyville Community School, IL  
 Pleasant Local School Dist., Marion, OH  
 Pleasant Valley School District, Pleas-  
 antville, IA  
 Prairie Farm Public School, WI  
 Preston Public Schools Norwich, CT  
 Preston-Fountain School District, MN  
 Puxico School District, MO

-R-

Rapid City Area School, SD  
 Ravenswood City Elementary School Dis-  
 trict, E. Palo Alto, CA  
 Richland School District, Essex, MO  
 Richland County School District #1,  
 Columbia, SC  
 Roby Independence School District, TX  
 Rochester Community Schools, MI

Rockford Elementary School District,  
Porterville, CA  
Rose City Area Schools, West Branch, MI  
Roseland Elem. Schls, Santa Rosa, CA  
Royal Independence School District,  
Brookshire, TX

-S-

Saginaw Public Schools, MI  
San Felipe Del Rio, TX  
Santa Maria Ind. School District, TX  
Santa Ana Unified School District, CA  
School District, Random Lake, WI  
Schl for Deaf and Blind, Spartanburg, SC  
Schoolcraft Community School, MI  
Schroon Lake Central School District, NY  
Scotland School District, SD  
Scottsbluff Public School District, NE  
Scranton School District, PA  
Selgiman Unified School District 40, AZ  
Shaker Heights City School, OH  
Shelby Tennant School District, IA  
Shenandoah Community School District, IA  
Sherman Central School District, NY  
Shoreline Unified Schools, Tomales, CA  
Shorewood School District, WI  
Silver Creek Public School District, NE  
Smoky Hill Unif Schl Dist., Ransom, KS  
Somers Point School District, NJ  
South Vermillion School, Clinton, IN  
South Huntington Unified School  
District, Huntington Staten, NY  
South Kitsap School District, Port Or-  
chard, WA  
Southington School, CT  
Spreckels Union School District, CA  
Springville Griffith, NY  
Stafford Mun School District, TX  
Stanton Community Schools, NE  
Stapleton Public School, NE  
Stratford School District, NJ  
Stratton School Districts R-4, CO  
Stromsburg Public Schools, NE  
Sweet Home Central School District, Am-  
herst, NY

-T-

Tacoma Public School, WA  
Tomball Independence School District, TX  
Township High School District, Arlington  
Heights, IL

Township High School District 113,  
High land Park, IL  
Tri-Point School Dist 6-J, Kempton, IL  
Troy School District, MI  
Tulare City School, Vaidalia, CA  
Tullahoma Cons. School District, TN

-U-

Ulysses Unified School District, KS  
Underwood School District, ND  
Unified School District, Beaver Dam, WI  
Union School Dist., E Millinocket, ME  
Union County School, Lake Butler, FL  
Upshur Consolidated Schl Dist,  
Buckhannon, WV  
Utica Community Schools, MI

-V-

Van Meter Community School District, IA  
Vicksburg School District, MS

-W-

Wabasso School District, MN  
Waitsburg School District, WA  
Walton County Schools, Monroe, GA  
Warren Consolidated Schools, MI  
Waterford Schools, MI  
Watervliet Public Schools, MI  
Wauseon Village School District, OH  
Weslaco Ind. Schl. District, TX  
West Clark Community Schools,  
Sellersburg, IN  
West Babylon Unified School District, NY  
West Irondequoit Central School  
District, Rochester, NY  
Westbrook Public School, CT  
Wheeling Community School District, IL  
White Pine School District, MI  
Whitefish School District, MT  
Whitehall City School District, OH  
Whiteriver School District #20, AZ  
Wood Consolidated Schls, Parkersburg, WV  
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