

recruiting trends 1994-95

EDUCATION SUPPLEMENT

A Study of 217
Elementary
and Secondary
School
Systems
Employing
New Teachers



CAREER PLACEMENT
DEVELOPMENT SERVICES
Division of Student Affairs

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The first part of the document discusses the importance of maintaining accurate records of all transactions. This includes not only sales and purchases but also any other financial activities that may occur during the course of the business. It is essential to ensure that all records are kept up-to-date and are easily accessible for review.

In addition to maintaining accurate records, it is also important to regularly review the financial statements. This will help to identify any potential issues or trends that may arise over time. By staying on top of the financial situation, you can make informed decisions about how to manage the business and ensure its long-term success.

Finally, it is important to have a clear understanding of the tax implications of your business activities. This includes knowing when to file taxes and how to calculate the amount owed. Consulting with a tax professional can be helpful in this regard, as they can provide guidance on the most effective ways to minimize your tax liability.

Overall, the key to successful financial management is to stay organized, keep accurate records, and regularly review the financial statements. By following these principles, you can ensure that your business is always in good financial health and is well-positioned for growth and success.

23rd Anniversary Edition

RECRUITING TRENDS 1994-1995

Education Supplement

*A Study of 217 Elementary and Secondary School Systems
Employing New Teachers*

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July 28, 1994

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A Division of Student Affairs and Services

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To those who assisted with this project but were inadvertently overlooked, please accept my apologies and thanks. This task could not be accomplished without help from many busy hands.

L. Patrick Scheetz, Ph. D.

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Division of Student Affairs and Services**

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EXECUTIVE *Summary*

- Most new teachers graduating from colleges and universities throughout the United States this year and seeking professional staff positions with elementary and secondary school districts for Fall 1994 will confront intense competition.
- Among 217 school districts reporting hires for last year (1993-94) and anticipated hires for this year (1994-95), a slight decrease of 3.5 percent is expected. School districts are preferring new hires with prior teaching experience.
- With an additional 3.1 percent in professional staff expected this year, layoffs (-0.2 percent), retirements (2.0 percent), and personnel leaving for other reasons (3.8 percent), job opportunities for new graduates could be slightly better than anticipated.
- Employed this year (1993-94) by 217 surveyed districts were 73,972 teachers, administrators, and other professional staff (full-time equivalent). Next year (1994-95), a total of 76,251 teachers, administrators, and other professional staff are expected on the payrolls of surveyed school districts, an increase of 3.1 percent.
- The question facing new graduates is this: Will school districts find enough new hires with prior teaching experience to fill available positions, or will more new teacher education graduates be needed.
- Minorities represented 18.1 percent of the new teachers and other professional staff hired by surveyed school district last academic year (1993-94). Minority teachers in most categories were demanded by surveyed employers, but when minority applicants were identified with high demand academic majors or multiple certifications, competition from other school districts was fierce.
- Highest in demand and pursued by school district recruiters this year will be special education, science (especially chemistry and physics), mathematics, computer science, some foreign language, bilingual education, and music teachers. Also demanded will be guidance counselors, school psychologists/diagnosticians, and library/ multimedia /computer technology specialists.
- Surpluses of new teacher education graduates seeking job openings for September 1994 were reported for elementary, social studies, and physical education teaching categories. Some school districts described oversupplies in most teaching fields.
- As advice for new teachers who are still seeking jobs for September 1994, employers suggested diversifying teaching credentials and avoiding surplus categories, substitute teaching to become known within school systems, be willing to supervise extra-curricular activities and coach, be enthusiastic, and sell yourself.
- Starting salaries for new bachelor's degree teacher education graduates hired for next year (1994-95) are expected to be \$22,312, an increase of 2.5 percent. For master's degree candidates beginning with no experience next year (1994-95), the starting salary average is expected to be \$24,555, an increase of 1.6 percent.

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Educational Supplement to
Recruiting Trends 1994-95
for Elementary and Secondary School Systems

Most new college graduates receiving teaching certificates from colleges and universities throughout the United States this year and seeking professional staff positions with elementary and secondary school districts for Fall 1994 will confront intense competition. However, some new graduates will find employment opportunities easier than others.

Highest in demand and pursued by school district recruiters this year will be special education, science (especially chemistry and physics), mathematics, computer science, some foreign language, bilingual education, and music teachers. Also wooed will be guidance counselors, school psychologists/diagnosticians, and library/ multimedia / computer technology specialists. Mentioned less frequently were industrial technology, home economics, English, school nurses, and other vocational education teachers.

Minority teachers in most categories were demanded by surveyed employers but difficult to find. When minority applicants were identified with high demand academic majors or multiple certifications, competition was fierce.

Reported with surpluses and an abundance of new teacher education graduates seeking job openings for September 1994 were elementary, social studies, and physical education teaching categories. Some school districts described oversupplies in most teaching fields.

Job Opportunities for the 1994-95 School Year

The job market faced by new teachers and other professional staff seeking employment with elementary and secondary school systems for the 1994-95 school year is fiercely competitive, according to surveyed school districts. Among 217 school districts reporting hires for last year (1993-94) and anticipated hires for this year (1994-95), a slight decrease of 3.5 percent is expected. School districts are preferring new hires with prior teaching ex-

perience.

However, an increase of 3.1 percent in professional staff is expected to be hired by surveyed school districts. Employed this year (1993-94) by surveyed districts were 73,972 teachers, administrators, and other professional staff (full-time equivalent). Next year (1994-95), a total of 76,251 teachers, administrators, and other professional staff are expected on the payrolls of these school districts.

With layoffs (-0.2 percent), retirements (2.0 percent), and personnel leaving for other reasons (3.8 percent), job opportunities for new graduates could be slightly better than a year ago.

The question facing new graduates is this: Will school districts find enough new hires with prior teaching experience? If not, then more new college graduates will be hired to fill available job opportunities.

Minorities (Black/ African-American, Hispanic/ Spanish/ American, Asian/ Pacific Islanders, or American Indian) represented 18.1 percent of the new teachers and other professional staff hired by surveyed school district for the last academic year (1993-94). Without doubt, school districts throughout the nation are seeking additional minority representation on their teaching and professional staffs, and whenever job openings exist, school administrators are identifying ethnic/minority group representation as an important selection criteria.

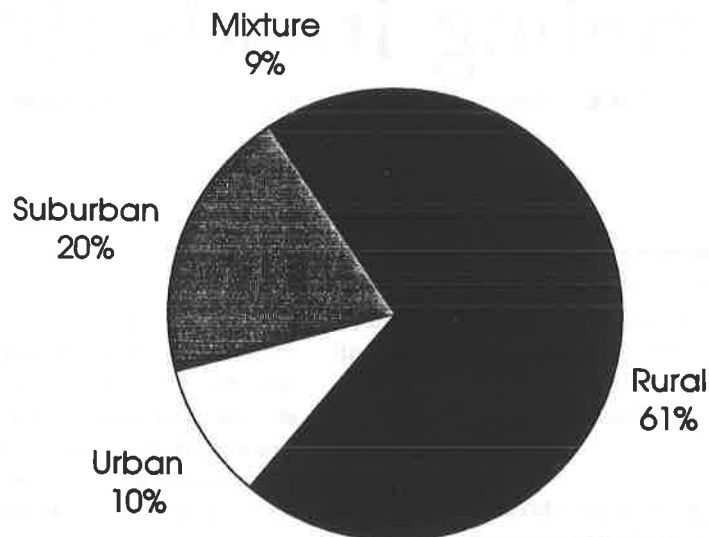
A year earlier, employers responding to the Recruiting Trends survey indicated that 26.9 percent of the new hires in 1992-93 were minorities. Quite possibly, fewer minorities were available this year (1993-94) for teaching opportunities.

Survey Procedures

This Education Supplement to the 23rd annual Recruiting Trends survey contains data on actual hires of new teacher

BREAKDOWN OF PARTICIPANTS

BY DESCRIPTION OF LOCATION



217 Districts Responding

education graduates and other professional staff in 1993-94 by a sample of elementary and secondary school systems throughout the United States. Also included are predictions of anticipated hires by these school systems for the 1994-95 school year.

Questionnaires were initially mailed first-class to school districts on April 4, 1994. A total of 2,969 questionnaires were mailed. No follow-up reminder notices were mailed because of the tight time-line required for responses. Any responses received by June 1, 1994, were included in this final report.

School Districts Responding

Responses for this Education Supplement to the Recruiting Trends report for 1993-94 were received from 217 elementary and secondary school systems (7.3 percent of the sample) located throughout the United States. All responses received for this survey were complete enough for statistical analysis purposes.

Of the school districts responding, 133 school districts (61.8 percent) described their locations as rural, 43 school districts (19.8 percent) as suburban, and 21 school districts (9.7 percent) as urban. The remainder of respondents (9.2 percent) classified their school districts as a mixture: rural, urban, and/or suburban.

School districts with 1 to 99 teachers, administrators, and

other professional staff (full-time equivalent) represented 50.2 percent of the respondents; those with 100 to 499 employees represented 33.0 percent of the respondents; organizations with 1,000 to 4,999 employees represented 10.2 percent of the respondents; and school districts with 500 to 999 employees represented 5.1 percent of the respondents. Elementary and secondary school districts with 5,000 to 9,999 employees represented 0.9 percent of the respondents and school systems with more than 10,000 employees were represented by 0.5 percent of the respondents.

Geographical regions of the country were rather fairly represented, except for a slightly greater response from 75 school districts in the northcentral region of the United States (34.6 percent). Representing the southcentral region were 41 school districts (18.9 percent), the northeastern region with 32 elementary and secondary schools (14.7 percent), and the southwestern region with 31 respondents (14.3 percent). The lower numbers of respondents were received from the southwestern region with 22 school districts (10.1 percent) and the southeastern region with 16 school district representatives (7.4 percent).

Shortage Areas for Teachers and Other Professional Staff

Among 214 school districts responding to this question, most school district (81.8 percent) met all their hiring goals for new teacher education graduates last year (1993-94).

MOST WANTED TEACHERS AND OTHER PROFESSIONAL STAFF

- special education
- sciences
- mathematics
- computer science
- foreign languages
- bilingual education
- guidance counselors/diagnosticians
- library/media specialists
- music

Subject areas, teaching positions, or other professional staff assignments in shortest supply (highest in demand) were: special education, sciences, mathematics, computer science, foreign languages, bilingual education, guidance counselors, school psychologists/diagnosticians, library/media specialists, and music. Also mentioned, but less frequently, were industrial technology, home economics, English, school nurses, and other vocational education assignments.

Minority teachers in most categories were demanded by surveyed employers but difficult to find. When minority applicants were located, competition was fierce.

Within special education, highest in demand were speech pathologists/ speech correctionists, teachers of the learning disabled, teachers of emotionally disturbed, teachers of deaf/blind, physical therapists, and occupational therapists.

Science teachers in greatest demand at the high school level were chemistry and physics. Foreign language teachers most frequently difficult to find were Spanish, French, German, Japanese, Russian, Chinese, and Latin. Also demanded by numerous school districts were bilingual (Spanish/English) teachers.

Oversupplied Categories of Teachers and Other Professional Staff

When describing the current supply/demand situation for new teacher education graduates seeking job openings for September 1994, school districts reported surpluses and an abundance of elementary, social studies, and physical education teachers. Other districts described the situation as a good supply, adequate quality, and oversupplies in

most teaching fields. With budget reductions, many districts downsizing staff, and a surplus of applicants in most fields, school employers reported fairly plentiful supplies for most anticipated openings.

Factors Influencing the Current Job Market (1994-95)

Most influencing the current job market (1994-95) for new teacher education graduates, according to surveyed school districts, will be school finances, retirements, enrollment changes, salary limitations, and a willingness to relocate.

Of 148 school districts responding, 30.4 percent indicated that a lack of funding, school financial reform, federal and state mandates, and budget cuts were the most prominent factors negatively influencing job market conditions. The recurring theme among school district representatives was: Money, money, money; not enough money. If we only had more money, we could hire more teachers.

To encourage turnover among current teachers, possibly reduce personnel expenditures, and also create opportunities for new graduates, school districts have recently offered financial incentives to motivate early retirements. The responses from teachers, especially those near retirement, have been quick. Thus retirements from school districts have increased prospects for recent graduates.

Location of school district is another factor. Possibly situated in rural or urban areas that are less desirable, motivating new graduates to relocate to the area is a challenge.

In addition, enrollment increases and decreases cannot be controlled by school personnel, and enrollments have dramatic influence on job availability. In local labor markets, the identical three factors are most influencing availability of job opportunities for new teacher education graduates in September 1994: finances, retirements, and enrollment trends.

Layoffs This Year and Next Year

Among 211 school districts reporting data on layoffs, an average of 0.7 teachers and other professional staff were laid off this academic year (July 1993 through June 1994). Layoffs this year represented 0.2 percent of the total teaching staff in surveyed school districts.

For the next school year (1994-95), an average of 1.3 teachers and other professional staff will receive layoff notices from surveyed school district. If layoffs occur this year as expected, they would represent 0.3 percent of the total teaching staff in surveyed school districts.

ADVICE FOR NEW TEACHERS

WHO ARE STILL SEEKING JOBS...

When offering advice to new teacher education graduates who are still seeking employment opportunities for the next year (1994-95), surveyed employers recommended applying early, submitting employment applications when requested, and keeping addresses and telephone numbers updated. Competition is fierce, according to school districts responding, so apply to several school districts. When completing applications, answer questions correctly, honestly, and completely. Demonstrate an excellence throughout the job search with applications, resumes, personal contacts with school district personnel, and in interviews.

1

Diversify teaching credentials and avoid surplus categories. Gain multiple certifications, especially in shortage areas: special education, bilingual education, computer technology, mathematics, and sciences. A new certification category mentioned this year was a middle school endorsement. For available positions in many districts, versatility is essential. Applicants with multiple degrees and demanded academic minors are necessary, and available openings may not be in the applicants' favorite subject areas.

2

Research the geographical areas that interests you. However, do *not* be locked into a certain geographical area. Apply in locations where jobs are available. Manage some prior homework on school districts you intend to contact. Decent letters of application are not written "To Whom It May Concern."

3

Gain work experiences related to education—volunteering or part-time. Many kid-related experiences may substantiate your teaching proficiencies. Develop a teaching portfolio to bring to interviews.

5

Be enthusiastic, persistent, and become known in several schools within each local school district. Find conservative but unusual ways to differentiate yourself. Sell yourself and take pride in the product you are selling. Make personal contacts with superintendents and principals.

4

Be willing to supervise extra-curricular activities and coach. Usually school districts will advertise available teacher openings with additional duties for coaching or after-school activities.

6

During student teaching, an outstanding performance is indispensable. Strong letters of recommendation and student teaching reports are imperative.

7

Substitute teaching is a beginning for many teachers within school systems. Apply for any available tutorial or paraprofessional positions to establish a solid employment record. Furthermore, long-term substitute positions frequently lead to full-time appointments.

Laid off professional personnel in surveyed school districts would be more than adequately replaced by the 2,279 new staff expected to be added this year.

In 124 rural school districts reporting data for this survey, 41 teachers and other professional staff were laid off this academic year (July 1993 through June 1994), approximately 0.3 percent of personnel employed this year, and 48 are expected to receive layoff notices (+0.3 percent) prior to the next school year starting (1994-95). Urban districts laid off 10 teachers and other professional staff this academic year, approximately 0.04 percent of personnel employed, and 97 are expected to receive layoff notices before next year (+0.4 percent). For suburban school districts, 58 teachers and other professional staff were laid off from July 1993 through June 1994, 0.3 percent of staff employed, and 108 are expected to be laid off before next year (+0.5 percent).

Retirements— Actual Last Year and Expected This Year

Retirements of teachers and other professional staff this year (1993-94) from 211 school districts reporting data averaged 7.1 per district. For the 1994-95 school year, an average of 7.0 teachers and other professional staff per district are expected to retire.

Retirements in 1993-94 represented 2.0 percent of the professional personnel on the payrolls of surveyed school districts, and expected retirements before school starts in September 1994 would represent 1.8 percent of the professional personnel anticipated by these school districts for 1994-95.

More school districts were offering early retirement incentives for teachers and other professional staff to retire. The primary motivation for these incentives was budget savings, but sufficient retirement would create additional teaching opportunities for new college graduates.

In rural school districts reporting data, a total of 198 teachers and other professional staff retired this academic year (July 1993 through June 1994) and represented 1.4 percent of employed professional personnel. Expected to retire prior to next school year (1994-95) are 203 personnel representing 1.5 percent of the professional payroll.

Urban school districts experienced retirements from 498 teachers and other professional staff this academic year, approximately 1.9 percent of the professional payroll, and 540 were expected to retire next year (2.0 percent). For suburban school districts, 440 teachers and other profes-

TURNOVER AMONG CURRENT STAFF

Reason For Leaving	Frequency of Response
Moving to a new location or another school district	46.9 %
Retirement	37.9 %
Relocation of spouse	35.8 %
Opportunity for advancement	21.6 %
Better paying position	16.0 %
Family reasons	14.2 %
Graduate school	11.7 %

sional staff retired from July 1993 through June 1994, approximately 2.0 percent of the professional personnel, and 354 were expected to retire next year (1.5 percent).

Positions Left Vacant and Not Filled for 1994-95

As teachers and other professional staff retire or leave surveyed school districts for other reasons this summer, a total of 232 positions will be left vacant. This is an average of 1.3 positions per district and represents 0.3 percent of the personnel employed by surveyed school districts during 1993-94. Rural school districts will leave 103 positions vacant (0.7 percent), urban school districts will leave 20 positions vacant (0.07 percent), and 37 positions will be left vacant by suburban school districts (0.2 percent).

Turnover Among Current Staff and Reasons for Leaving

For reasons other than retirement, an average of 13.9 teachers and other professional staff left surveyed school district from May 1993 through April 1994. Rural school districts had an average of 3.8 teachers and other professional staff leave, urban school districts had an average of 60.8 staff leave, and an average of 15.6 staff left suburban school districts.

Personnel leaving school districts for reasons other than retirement represented 3.8 percent of professional personnel on the payrolls of surveyed school districts during 1993-94. Personnel expected to leave this summer prior to school starting in September 1994 would represent 2.4 percent of the professional personnel anticipated on the payrolls of surveyed school districts for 1994-95.

When predicting turnover among current staff after this school year ends but before the new school starts in Sep-

JOB MARKET CHANGE PREDICTED FOR NEXT THREE YEARS

Changes in job market demand for new teachers and other professional staff during the next three years are predicted to be mixed, according to surveyed school districts. Among the mixed signals are the following:

- Increased demand can be expected in certain geographical regions due to retirements and population growth.
- Outstanding teachers in all academic majors will continue to be in demand.
- Minorities will be needed in all geographical regions of the country.
- Growth in job prospects can be anticipated only in certain job categories: mathematics, sciences, computer technology, vocal and instrumental music, special education, bilingual education, early childhood, and school counseling.

But on the unfavorable side of the demand balance:

- Limited financial resources will force schools to close, leaving many teachers scrambling for jobs. School districts in Minnesota and Colorado were reported in this situation.
- Declining enrollments and school reorganizations will mean fewer jobs in several districts.
- Small, rural areas face grim prospects with decreasing enrollments and difficult financial challenges.

tember 1994, surveyed school districts judged that an average of 9.6 teachers and other professional staff per district would leave. Rural school districts predicted that an average of 3.1 staff would leave (approximately 2.7 percent of the staff), urban school districts estimated an average of 31.7 staff would leave (approximately 1.6 percent of the staff), and an average of 13.8 staff were expected to leave suburban school districts (approximately 2.2 percent of the staff).

The major reasons given by individuals when leaving school districts were moving to a new location, retirement, relocation of spouse, and better opportunities in other school districts.

Among the other reasons given by individuals were professional leaves, preferences for large school districts, health reasons, marriages, personal convenience (commuting too far, non-renewal of contract, conflicts with administrators (probation, termination, etc.), housing concerns, and leaves of absence for other reasons.

Starting Salaries for Bachelor's and Master's Graduates

For new bachelor's degree teacher education graduates hired this year (1993-94), the average annual starting salary paid by 191 surveyed school districts was \$21,774. For next year (1994-95), the average annual starting salary offered is expected to be \$22,312, an increase of 2.5 percent.

Rural school districts reported the lowest annual starting salary average for this year (1993-94) of \$20,723 and anticipated salaries for 1994-95 of \$21,207 (+2.3 percent). Urban school districts reported an average annual starting salary for this year of \$24,401 and an anticipated starting salary average for 1994-95 of \$25,498 (+4.5 percent). Reported for suburban school districts of \$23,804 for 1993-94 and an anticipated average for 1994-95 of \$24,506 (+3.0 percent).

For master's degree candidates beginning in 181 surveyed school districts, a starting salary average with no experience this year (1993-94) was \$24,173. For next year (1994-95), the starting salary average is expected to be \$24,555, an increase of 1.6 percent.

Rural school districts reported the lowest annual starting salary average for master's degree graduates this year (1993-94) of \$22,850 and anticipated salaries for 1994-95 of \$23,396 (+2.4 percent). Urban school districts reported an average annual starting salary for new master's degree candidates this year of \$27,792 and an anticipated starting salary average for 1994-95 of \$28,441 (+2.3 percent). Suburban school districts were offering a starting salary average of \$25,568 in 1993-94 and an anticipated average in 1994-95 of \$26,607 (+4.1 percent) for new master's degree teacher education graduates with no prior teaching experience.

"Weeder" Questions Used By School Districts

During interviews with new teacher candidates, school recruiters routinely ask "weeder" questions to eliminate individuals who would not be good employees. Respondents were invited to list their favorites.

Several school districts refused to answer on the grounds of confidentiality. Their favorites were preserved for the real interviewing situations. Among these districts, a few cited screening devices prepared by researchers at the University of Nebraska called Ventures for Excellence. Other districts indicated that "weeder" questions were not used by their recruiters.

IN THE INTERVIEW...

- Be conscious of everything you do, including your body language, grammar and overall appearance.
- Answer questions directly and with clarity. Avoid rambling or long-winded answers.
- Appear confident, not egotistical.
- Listen carefully and show the interviewer that you were listening.
- Avoid a negative attitude towards yourself or others.
- Know your strengths and weaknesses. Accent your best traits and abilities.
- Manage your time in your interview. You only have a few minutes to impress the interviewer.
- Know the current debates and trends pertaining to teaching methods and pedagogy.
- Show an enthusiasm for teaching children. School districts want to hire informed, yet "inspired" candidates.

Philosophy of education: What is your philosophy of education? If you could change your personality to help you get along better with people, what would you change? What is your philosophy as far as children's abilities to learn? Are you a traditional or nontraditional teacher?

Motivation: Why do you want to teach? What are your career goals? (Employers were listening for altruistic motives.) Why should our school district hire you? Why do you want to work in this district? Why did you choose this particular subject area? How do you show dedication to a job? Where do you see yourself five years from now? Do you want children to like you because it will be helpful in the learning process? Why do you want to come to a small rural area?

Teaching style: In the classroom, how do you provide for the large range of student abilities and "learning styles?" What allowances do you make for different rates of learning? (Employers wanted to know if the candidate's spoke in specific terms and not generalities.) How would you handle an angry parent? How do you help students become increasingly more responsible for their own behavior? How do you teach concepts to students whose reading level is below grade level? What different teaching styles would you use in the classroom? Is it more important to avoid having expectations that are too high or too low for student abilities? (Answer: too low). Tell me about a "great" lesson you taught. ... a "terrible" lesson.

Classroom climate: How do you build rapport with students? (Ask for details on a specific lesson or topic taught. Listen for richness of details. Is the person punitive? Listen for examples when the teacher candidate listened to a child and when behavioral expectations were clearly delineated to children. Does the candidate see each child as an individual?) What steps would you take, as a teacher to ensure the academic and social success of your students?

Discuss your approach to grouping.

Strengths/Weaknesses: What are your professional strengths/weaknesses? How dedicated are you? What is your work ethic? How would you describe your interpersonal skills? If confronted with a problem, how would you handle it? What can you bring to this position that others cannot? What is the strangest skill you will bring to our educational family? What do you do when students question your instructional plan?

Work experiences: What experiences have you had with multi-grading? Describe an experience within cultures other than your own. (Listen for stereotypical language.) Can you speak and interpret Spanish (bilingual)? Why did you leave your last teaching assignment? When we call your former principal (or cooperating teacher), what will she/he say about you?

Preparation: (Ask about the candidate's own learning, how often, and what is currently being pursued.) What do you know about whole language, writing in the content area, portfolio assessment, NCTM standards, and the writing process? What professional journals do you read regularly?

Common Mistakes Made by New Teachers When Interviewing

Typical mistakes made by new teacher education graduates when interviewing with recruiters from school district were listed. Most common among the mistakes were graduates talking too much and a failure to exhibit enthusiasm.

Especially evident when school recruiters interviewed graduates were marginal or shoddy interviewing skills. Frequently new graduates would tell employers too much (i.e. about previous non-renewals of contracts, etc.), make

negative references about past school districts or administrators, tell about their mistakes, use grammatical errors when speaking, or employ poor body language. Additionally, other interviewing errors included lack of honesty, overstatement of goals, poor use of common sense, and failure to listen. Others possessed poor time management skills, used too much time per question, were vague in their responses, rambled too much, or appeared overconfident. Circumventing interviewer questions when responding was an intentional deviation not accepted by employers. Not condoned was wasting important time dealing with trivia rather than important issues, failing to ask the right questions, and an absence of clarity when defining both strengths and weaknesses.

Overall, employers reported that most new graduates interviewed by their administrators made no major errors. Most applicants were on time, well-dressed, and fluent in the English language. Other, less monumental factors ultimately swayed the employers final decisions.

As an example, a focus on self rather than students was conveyed by employers. An extreme use of "I" or "You know" were instances. Not attractive were graduates thinking more about their own personal comfort rather than the students' need. School district administrators desired a caring attitude. Another mistake was telling the interviewer that all children could *not* learn. This shortcoming was a decisive negative blow. Also, employers noted many times that new graduates were too concerned with starting salary.

Absence of enthusiasm was an additional fault noted by employers. This mistake was observed when candidates did not demonstrate enough interest in a position, were too laid back, were not forceful, did not exude excitement, or did not follow-up to "go for" the job.

Credential materials were poorly prepared or arranged. The perception that candidates dedicated time and attention to preparation of their letters of application and resumes was significant. Poor writing skills, grammar, Failure to complete the paper application or not supplying all documents required for the application process (i.e. transcripts, letters of recommendation, certificates, etc.) was observed.

Appearance was a further disappointment recounted by school district administrators. Improper attire for an interview, too much perfume, use of tobacco, or chewing gum during the interview were noted lapses of weakness.

Preparation in subject area and knowledge of pedagogy were grave requirements of employers. Some new graduates suffered negative results from interviews when not recognizing current issues, not displaying a wealth of knowledge about curriculum, or not reporting use of nu-

merous instructional techniques. Others were rejected for poor personal qualities or lack of rapport with students.

Teaching experience was demanded of all new prospects. Especially desired were personal experiences for sharing with recruiters. Failure to bring "proof" or examples of units that indicate teaching abilities and imagination was reported. Expected were depth of teaching strategies, unlimited pedagogical skills, and a "spark" that identified them as professionals. Too many had performed their duty, passed their university classes, and exceeded teacher preparation screening requirements, but they still lacked a realistic understanding of the totality of the teacher's position. Their "goo-goo eyed optimism" confirmed their lack of understanding of how grueling the job could be.

Portfolios Used with Applications

When applying to school districts for teaching positions, portfolios are recommended by some teacher education faculty and staff as a tool for demonstrating competencies to teach. When considering new teacher education graduates for job openings, 86 surveyed school districts (45.7 percent) indicated use of materials in portfolios during recruiting, interviewing, and hiring deliberations. Responding to this inquiry were 185 school districts.

Materials recognized as most important in portfolios were reports on experiences, letters of reference, writing samples, and creative ideas. Other examples were lesson plans, sample lessons, special teaching units, classroom activities, resumes, pictures of experiences, school information, reports of classroom results, videos, extracurricular activities, one-page handwriting sample, job application, student teaching report, research papers, community involvement, and examples of using technology.

Letters of recommendation were specifically appealing from former supervising teachers, university coordinators for student teaching, principals from former teaching assignments, and other school district administrators. Most alluring were references to past teaching history and successful teaching results.

For art and music teachers, portfolios were especially requested and screened. Photos of past projects, art ideas, plans, and drawings were named. Audio tapes for vocal or instrumental music productions were mentioned.

Other documentation worthy of inclusion, according to employers, were transcripts, teaching certificates, biographical sketches, statements of short- and long-term goals, a declaration of teaching values, and the placement file.

New and Emerging Teaching and Professional Staff Assignments

In the future, new and emerging trends are foreseen in the work environments of school districts and will influence the qualifications needed in new teacher education graduates. Surveyed school districts listed anticipated trends.

Computer innovations and advanced technologies commanded the list. Repetitively, school districts listed computer skills, local area networks, computer knowledge, technology training, media retrieval systems, telecommunications technologies, on-line television, fiber optics, and computer aided instruction. Of the respondents, 67 percent mentioned computers or technology on their list.

Partnerships between education and business were the other subject receiving special attention as an emerging trend. Topics mentioned less frequently were the extended school day, portfolio assessment, and interdisciplinary teaming.

Several items were repeated from the list of recommended improvements needed in the preparation of new teacher education candidates, so they were not itemized again.

Impact of Computerization and Automation on Classroom Teaching

Once more, the impact of computerization and automation on teaching and other professional staff positions in school districts of the future was repeated. According to school districts responding, the impact will be tremendous, with incredible potential as technology is exploding all around us. In fact, the new teachers with computer skills will be the ones hired in the future. All professional staff members in the future will need to be familiar with high technology equipment and capable of handling computers. Computer skills will be necessary in every classroom. The computer illiterate will have no job!

Teachers will become facilitators, not providers. Dedicated teachers will be forced to move away from the lecture mode to work with the multiple learning styles of children. Computers will be used for better efficiency, better tracking and measurement, sharing of information, grade recording, better communication, and feedback to parents. Computers will allow teachers to individualize instruction and tailor the education to meet the needs of each child. Increasingly important will be Internet communications to classes (i.e. English classes). This trend toward more computers is expected to really accelerate when the "old dog" principals retire, because many resist automation. Massive

RECOMMENDED IMPROVEMENTS FOR TEACHER PREPARATION

Changes and improvements recommended in the preparation of teacher education graduates seeking job openings with surveyed school districts were listed. Most conspicuous among the recommendations was the demand for more teacher training time in actual classroom situations and less in college classrooms. According to these employers, "real life" teaching experiences make better teachers. Earlier teaching experiences, required full-day assignments in classrooms, additional teaching with an excellent mentor, and seminars on site with field experiences were optimal.

- Understanding student learning needs for success in the 21st century followed as the ensuing recommendation. More focus on at-risk students, further training on diverse instructional techniques, and advanced study in assessment procedures are needed.
- More current trends information is needed: cooperative learning, whole language, constructive learning, outcomes based education, mastery learning, learning styles theories, communication skills training, Math Their Way, problem solving using scientific method, quality school research, and coursework on inclusion of special needs students into regular classrooms.
- More technology training is needed by school districts to make new hires as versatile as possible. Stress computer literacy and proficiency; list computer skills with hardware and software on resumes.
- Improved classroom management and disciplining techniques were desired by school recruiters. Examples mentioned were Boys Town discipline and conflict resolution strategies. More teaching methodologies, more cognitive processing, and additional practical motivation strategies would help.
- Endorsements in multiple teaching categories would be pleasing to recruiters. Preparation in at least two teaching areas was especially important for smaller schools, and preferably two academic majors was relished. Knowledge of middle schools is appealing to school districts.
- Bilingual competencies (i.e. Spanish) and understanding of multicultural issues was an acute need expressed by school employers.
- Graduates are needed who are willing to coach, to direct extracurricular activities, and to be flexible enough to fit into local school district assignments. Excellent communication skills, a positive attitude, and presentable character are helpful too.
- Candidates who have limited potential to become teachers should be "weeded out" of teacher education programs at the universities. Also helpful would be more counseling to tell teacher education candidates the truth about their employment potential.

Personality Characteristics Desired When Selecting the Best New Teachers

When selecting the best new teachers for their school districts, personnel administrators were invited to list five or six personality characteristics they rated as the most important job performance indicators. Employer responses are listed in descending order from the most frequently identified.

Personable, outgoing, pleasant, friendly, cheerful.	Fine appearance, grooming, dress, cleanliness.	strong.	Professional attitude.
Flexible, open-minded, open to new ideas, accepting of criticism, versatile, willing to adapt.	Caring for students.	Committed, dedicated, interested.	Demonstrates good listening skills.
Enthusiastic.	Articulate, excellent verbal skills.	Goal-oriented, on a mission, has a vision, focused.	Maintains rapport with students and teachers, earns respect of others.
Child centered, loves children.	Classroom discipline, control abilities.	Life-long learner.	Patient, tolerates stress.
Knowledgeable about subject matter.	Writing and interpersonal skills.	Empathetic, compassionate.	Mature.
Honest, possesses integrity, authentic.	Positive attitude intelligent.	Organized.	Responds to individual student needs.
Self-confident, good self-esteem, poised, assured, controlled ego.	Reliable, punctual, excellent attendance record.	Creative, innovative, a risk-taker.	Strong morals, values.
Energy, drive, ambition, motivated, vital.	Strong work ethic, a hard worker.	A leader, an initiator.	Sincere.
Good humored, does not take self too seriously.	Charismatic, smiles, excellent eye contact, firm handshake.	Willing to supervise extracurricular activities and coach, multi-talented.	Thoughtful.
	Love of teaching, devoted to the profession, desires are	Sensitive, fair, and understanding.	Loyal.
		Competent, stable, dependable, able to motivate learners.	Quality of Graduates from Five-Year Programs for Teacher Preparation.

Four- or Five-year Programs?

The caliber of graduates produced by five-year teacher education programs was a subject of contention submitted to surveyed employers. A majority of respondents (62.4 percent) indicated that graduates of five-year teacher education programs were better prepared. Responding were 133 school districts.

The final tabulations of comments were slightly positive but not conclusive. Favorable comments were received from 32.9 percent of the respondents, neutral (neither negative nor positive) from 46.8 percent, and discouraging observations from 29.1 percent of the employers.

When commenting on the positive aspects of five-year programs, employers noted that it depended upon the individual, although greater maturity routinely occurred, a better grasp of educational

theory and depth of subject matter evolved, and additional real life experiences typically happened. However, the most consequential element was more practicum time, classroom teaching experience, and clinical internship participation.

Adverse criticisms were leveled by school district representatives who felt that five years were too long, a "rip off" by the universities, when fine new teachers could be trained in three years. From the perspectives of these employers, further classroom management practice and additional teaching experiences would still deliver the best new educators. According to these employers, experience counts more than book learning. Others commented on educating the correct personality types; choose the appropriate individuals for admission to teacher education programs, and excellent new teachers would be graduated.

changes will occur in the future, as all staff will be required to accept computer technology and keep updated.

Computers will affect how education is delivered to students and the performances expected of students. Computers are the movie projectors and overhead projectors of twenty and thirty years ago. Interactive television, CDs, CD ROMs, etc. will be everyday pieces of equipment.

A teacher who does not know how to use computers to enrich their teaching is doomed to failure. With computers, school paperwork should be expedited, and computers should allow easier remediation and acceleration. Already, distance learning is becoming a board of education goal in some school districts to enable schools to combine classes, offer more electives, and reduce staff costs.

Definitely enduring with computers will be people-to-people skills. Computers will not replace competent teachers. Classrooms will not be automated at the expense of the child. Human interaction will remain. With computers, teachers will have more time for personal attention to student needs. Few staff cutbacks can be envisioned because of computers other than in administrative areas.

Professional Development Programs Provided for New Teachers

Surveyed school districts provided extensive professional development programs for new teachers employed in their organizations. Most optimistically cited were mentoring programs for new teachers. Experienced staff were used in these orientation and teacher induction programs offered to assist with transition, adaptation, and coaching of new teachers and other school personnel. Other options mentioned by employers were peer evaluators, beginning teacher support programs, and extended summer orientations.

Inservice training was another option offered by local school districts, intermediate or county districts, and/or sometimes state departments of education. Included in these programs were computer training, technology training, disciplining techniques, communication skills, lesson planning, and writing processes. Further alternatives consisted of mathematics manipulatives, reality therapy/control therapy, outcomes based education, effective teaching techniques, portfolio and arithmetic assessment training, the Madeline Hunter model, dyslexia techniques of teaching, and mainstreamed special education training.

Geographical Regions With Best Job Opportunities

Based upon the experiences of surveyed school district

administrators, the geographical region of the United States with the best availability of employment opportunities for new teacher education graduates for Fall 1994 is the southwestern region including Nevada, Arizona, Colorado, and California. Mixed responses were received from California school districts, but Riverside County, San Bernadino County, Kern County, and San Diego County were particularly mentioned with excellent job prospects for new teachers. Next on the list was the southeastern region including Florida, Georgia, Virginia, North Carolina, South Carolina, and Tennessee. The third region mentioned most frequently by employers was the southcentral including Texas, Oklahoma, Arkansas, Kansas, Missouri, and Louisiana. The State of Texas and specifically the large cities and town were listed repeatedly.

Other characteristics to consider when seeking optimum prospects for job opportunities are large urban areas where teaches are "burned out" early from stress and desire to move into "safe" communities to raise their families, cities and towns away from college teacher training programs, and rural areas as families leave cities and increase populations in small towns, specifying safety and the quality of life as the major reasons for coming.

Drug, Alcohol, and AIDS Testing

According to 182 school districts responding, drug testing of new teacher education graduates was required by 7.1 percent of the organizations, and then, employers noted that these tests were only required after an offer of employment had been extended. A year earlier, for the 1992-93 education survey, 7.3 percent of the school districts required drug testing. Included in these percentages were school districts who "sometimes," "almost always," or "always" screened for drugs.

Testing for alcohol levels among new hires was required by 5.1 percent of the surveyed school districts. This compares to 6.4 percent of the surveyed school districts requiring testing for alcohol levels in 1992-93.

AIDS testing of new teacher education graduates was required by only 1.0 percent of the school districts responding this year. Last year (1992-93), 2.2 percent of the school districts required AIDS testing.

Although testing was not required in most school districts, testing may begin in the future. At the present time, most new bus drivers and experienced bus drivers with just cause are tested for drugs and alcohol.

Background Checks Used When Hiring New Staff

Background checks were required on all new teachers and professional staff hired each year by 186 surveyed school districts responding (91.2 percent). A total of 204 school districts replied. According to school district representatives, pre-employment investigation are getting to be a very important to local school districts. Especially checked were professional references. Included on the list of persons checked were former employers, student teaching supervisors, university coordinators for student teaching, college faculty, classroom teachers, and sometimes personal references.

Other checks were criminal records (i.e. state police, other law enforcement agencies, FBI, the U.S. Department of Justice, and the State Department of Education), felony or child abuse convictions, fingerprints, driving infractions, credit rating, student attendance records, and academic records (i.e. college transcripts, student teaching reports, letters of recommendation, etc.).

SCHOOL DISTRICTS SURVEYED

-A-

Afton Central School District, NY
 Albert City Schools, Truesdale, IA
 Almond Bancroft School District, WI
 Ames Community School District, IA
 Amherst Central Schools, NY
 Amsterdam Public School District,
 NY
 Ann Arbor Public Schools, MI
 Antioch Community School District
 #117, IL
 Antioch Unified School District, CA
 Arcola Community USD #306, IL
 Atherton Community School, MI
 Avondale School District, MI
 Azle Independence School District,
 TX

-B-

Baltimore County Schools, MD
 Bassett Grand Schools, NE
 Berryessa Unif. Schl. Dist., CA
 Big Sandy Ind. School District, TX
 Bloom Township Schl. Dist., IL
 Bridgeport-Spaulding School, MI
 Bristol Bay School District, AK
 Brockton Public Schools, MA
 Bronx School District 9, NY
 Buhler Unif. School District, KS
 Bullitt County School District, KY
 Buttonwillow Unified School District,
 CA
 Byram Township Schl Dist., NJ

-C-

Cambridge Central School District,
 NY
 Carbondale Elementary School Dist.,
 IL

Catalina Foothills Schl. Dist. #18, AZ
 Cave Creek Schl. Dist. #93, AZ
 Centerville Community School Dist.,
 IA
 Cheektowaga Sloan School, NY
 Cheney Public Schools, WA
 Colome School District, SD
 Columbus Public Schools, NE
 Community School District, MT

-D-

Deer Lodge School Dist., MT
 Dekalb County Schools, GA
 Dougherty County Schl. Dist., GA
 Delaware Schools, OH
 Delaware-Chenango Schools, NY
 Dewitt Public Schools, MI
 Dodgeand School District, WI

-E-

Earl School District, ND
 East China School District, MI
 El Paso School District, TX

Ellicottville Central School Dist., NY

-F-

Fayetteville-Manlius, NY
 Franklin County School District, TN
 Franklin School District, NJ

-G-

Galena Park Ind. School District, TX
 Galion City School District, OH
 Gaston County School District, NC
 Giant City Community School District,
 IL
 Glenbrook High Schl. Dist. #225, IL

Glendale Unif. Schl. Dist. #205, AZ
 Globe Unif. Schl. Dist. #1, AZ
 Gonzales Ind. Schl. Dist., TX
 Grundy County Schl. Dist., TN

-H-

Hartington Public School District, NE
 Hatton School District, ND
 Henderson Public School District, NE
 Henry County Schools, AL
 Horsehead Central Schl. Dist., NY

-J-

Jefferson County Bd. of Ed., AL
 Jefferson Schl. Dist., OR
 Johnsburg Central Schl. Dist., NY
 Johnson Consolidated Schl. Dist., MO
 Johnson County Schl. Dist., WY
 Jordan Valley School District, OR
 Junction Elem. Schl. Dist., CA

-K-

Kasson-Mantorville Schl. Dist., MN
 Kern County Public Schools, CA
 Kern High School District, CA
 Kimball School District, MN
 Kingsley-Pierson Schl. Dist., IA
 Klamath County Schl. Dist., OR

-L-

La Grange School District, TX
 La Veta School Dist. RE-2, CO
 Lake Park/Audubon, MN
 Lake Station Comm. Schls., IN
 Lassen Co. Schls., CA
 Lee County School Board, FL
 Littlefield School District, AZ
 Loup Cons. Public School Dist., NE

-M-

Maddock School District, ND
Maplewood Joint Voc. Schl. Dist., OH
Marion Center Area Schl. Dist., PA
Mason City Comm. Schls., IA
Mena School District, AR
Miami School District, MO
Middle Eastern Ohio Voc. S.D., OH
Milan School District, MO
Milton School District, VT
Mineral County Schls, WV
Mohawk Valley Schl. Dist. #17, AZ
Mona Shores Schools, MI
Monroe County Comm. Schls., IN
Monroe School District, WI
Morgan Co. Local Schls., OH
Morgan Co. Schl. Dist., MO
Mount Lebanon School District, PA

-N-

Nashville High School District 99, IL
Natick Public School, MA
New Castle Community School, IN
New Underwood Schl. Dist., SD
Newbury Local Schl. Dist., OH
Northfield Schl. Dist., MN
Northside Ind. Schl. Dist., TX
Northville Public Schools, MI
Norwood City Schl. Dist., OH

-O-

Oak Lawn Schl. Dist. #229, IL
Ocean Co. Voc. Schl., NJ
Oconomowoc Schl. Dist., WI
Olathe Unified School District, KS
Osceola Twp. Schls., MI

-P-

Paris School District, MO
Pasadena Ind. Schl. Dist., TX
Pattonville Schl. Dist., MO
Pender Publ. Schl. Dist., NE
Peninsula School Dist., WA
Penryn Elementary School District,
CA
Pillager School District, MN
Plain Local Schl. Dist., OH
Pleasant Local School Dist., OH

Plymouth Public Schools, CT
Pocola Schl. District, OK
Portage Community Schls., WI
Preston-Fountain School District, MN

-Q-

Quemado Schl. District, MN

-R-

Radford City Schl Dist., VA
Red Oak Ind. Schl. Dist., TX

Rio Vista Ind. Schl. Dist., TX
Roby Ind. School District, TX
Rock Port School District, MO
Rockford Elem. School District, CA
Romeo Comm. Schls., MI

-S-

San Diego City Unif. Schls., CA
Schoolcraft Community School, MI
Schroon Lake Central School District,
NY
Schroon Lake Central Schl. Dist., NY
Southeast Fountain Schl. Corp., IN
Seymour Public Schls., CT
Sherman Ind. Schl. Dist., TX
Silver Creek Public School District,
NE
Smoky Hill Unif Schl Dist., KS
South Redford Schools, MI
Southfield Pub. Schls., MI
Spickard Schl. Dist. MO
Spreckels Union School District, CA
Spring Branch Ind. Schl. Dist., TX
St. Charles Parish Publ. Schls., LA
Starbuck Schl. District, WA
Steel Valley Schl. Dist., PA
Stromsburg Public Schools, NE
Sweet Home Central School District,
NY

-T-

Topeka Shawnee Schl. Dist. #501, KS
Township High School District,
Arlington Heights, IL
Tri-Point Schl. Dist. 6-J, IL

Tulia Ind. Schl. Dist., TX
Tuloso Midway Ind. Schl. Dist., TX
Township High Schl. Dist. #113, IL

-U-

Umatilla Schl. Dist., OR
Union-Star Schl. Dist., MO
Upsala Areas Schools, MN

-V-

Victor Valley Joint H. S. Dist., CA

-W-

Wabasso School District, MN
Wake County Publ. Schls., NC
Wakita Schl. Dist., OK
Waverly Comm. Schls., MI
Wayne County Schls., WV
White Pine School District, MI
Wichita Public Schools, KS
Wyndmere School District, ND
Wyoming Co. School District, OH

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