

TEACHER SURVEY RESULTS

- Surveys were mailed on March 24, 2000 to 10,919 individuals holding current certifications in one of the following teacher shortage areas: math or computer science, science, exceptional education, or foreign language. A check of public school teachers as of March 1, 2000 indicated that none of the sampled teachers were employed by any of Florida's school districts.
- As of 4/18/2000, 1,974 surveys had been returned by the Postal Service with undeliverable addresses (18.1% of total). Subtracting these surveys from the number sent leaves an effective sample size of 8,945 potential respondents. Surveys were received from 3,644 of these for a response rate of 40.7%. Of the surveys returned, 322 (8.8%) were from respondents who had never taught in public school and were dropped from the analysis. 143 respondents (3.9%) were teaching in a public school when they received the survey, 73 (2.0%) were working in the public schools but not as a teacher, and 763 (20.9%) were teaching but not in a public school in Florida and all of these were also dropped from the analysis. An additional 99 surveys were not processed for a variety of reasons (survey was returned blank, respondent deceased, respondent no longer lives in Florida, etc.) The remaining 2,244 responses were from former teachers and were used in the following analysis.
- Of the former teachers responding, 909 (46.7%) are not currently working and 844 (43.4%) are working in a non-teaching job. About 6.9% are furthering their education and 2.9% are working as a substitute teacher. Respondents holding a certification in exceptional education were more likely to report that they were not currently working (52.3%).
- “Pregnancy/child rearing” was the main reason reported for leaving teaching (n=552, 28.7%). “Dissatisfaction with the teaching profession” was the response given by 389 respondents (20.2%); a desire for better salary or benefits was given by 274 respondents (14.2%); and an additional 157 (8.2%) left to pursue another career. Summing these three reasons suggests that nearly 43% of the former teachers left due to factors related to the teaching profession rather than personal reasons.
- Respondents were asked to mark up to five items (out of eighteen provided on the survey) that would encourage them to return to teaching. “Increased pay” was the most often marked item with 1,361 (72.4%) of the former teachers with valid responses giving this response. “Increased pay” was the most often marked item for three of the four certification groups (science, exceptional education, and foreign language). The salary increase amount most often mentioned was \$10,000 and the average amount was \$15,545. Nearly as many respondents marked “Smaller class size” as a factor that would encourage a return to teaching with 1,177 (62.6%) of the respondents giving this factor. “Fewer disruptive students” was the third most mentioned factor with 998 responses (53.1% of the respondents) followed by “Less paperwork” mentioned by 798 (42.4% of the respondents). “More support from school administration” and “Ability to work part-time” were marked by more than 600 respondents each. The remaining twelve responses were marked by less than 26% of the respondents. Each of the four certification groups identified the same six top items although the percentages of respondents choosing a particular item varied slightly. For example, 76.4 percent of exceptional education teachers marked “Increased pay” and 74.7 percent of the foreign language teachers gave this response while around 68% of the other two certification groups chose this item.
- Over 63 percent of the former teachers responding to the survey currently hold one certification (n=1,373) and an additional 624 hold two certifications (28.8%). The largest certification group is exceptional education, held by 943 of the respondents (29.9%).
- Nearly 84 percent of the former teachers who responded were female (n=1,829) and 16 percent were male. Ninety-three percent reported their race as white and 34 percent reported their age as 50-59. Over 47 percent of the former teachers reported their county of residence as Dade, Broward, Hillsborough, Orange, Palm Beach, Duval, or Pinellas.



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

SENATOR LOCKE BURT
16th District

COMMITTEES:
Budget,
Chairman
Criminal Justice
Education
Judiciary
Rules and Calendar

STEERING COMMITTEE:
Fiscal Issues

March 21, 2000

Dear Former Teacher:

The Florida Senate is in the process of making a series of decisions that will affect the future of the teaching profession in Florida. One of the most important of these decisions is how to address the impending shortage of public school teachers in certain fields. Our plan has three parts: (1) to provide additional incentives for people to enter the teaching profession; (2) to provide additional incentives for our current teachers to continue in the profession; and (3) to provide incentives for former teachers to reenter the profession. Your name has been taken from a list of people with active teaching certificates in one of the fields in which shortages of teachers are predicted. We would like to know what measures might encourage you to resume your teaching career in the public schools. The brief survey included with this letter is designed to help us determine the most effective way of encouraging experienced former teachers back into the profession.

Your anonymous responses to these questions will help us shape public policy and help determine spending on education. However, in order to be useful in this year's appropriations decision-making process, we need to receive your response as soon as possible. Please take a moment *now* to fill out the form and send it back to us in the enclosed pre-addressed stamped envelope by April 7th. Because we will be machine tabulating the responses, please use a number 2, or softer, pencil to complete the form.

On behalf of the Florida Senate, I appreciate your help in this important issue for the future of Florida school children.

Sincerely,

A handwritten signature in black ink, appearing to read "Locke Burt".

Locke Burt, Senator
Chairman, Senate Budget Committee

REPLY TO:

- 140 South Atlantic Avenue, Suite 201, Ormond Beach, Florida 32176 (904) 673-7299
- 838 East New York Avenue, Suite B, DeLand, Florida 32724 (904) 738-9002
- 410 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5033

TONI JENNINGS
President

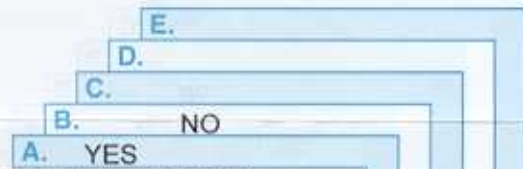
WILLIAM G. "DOC" MYERS
President Pro Tempore

GENERAL PURPOSE SURVEY FORM

In which of the following areas do you hold current certification? <input type="radio"/> Elementary <input type="radio"/> Math/Computer science <input type="radio"/> Science <input type="radio"/> Exceptional education <input type="radio"/> Foreign language <input type="radio"/> Vocational education <input type="radio"/> Other	Are you <input type="radio"/> Male <input type="radio"/> Female	Is your age <input type="radio"/> 20 - 29 <input type="radio"/> 30 - 39 <input type="radio"/> 40 - 49 <input type="radio"/> 50 - 59 <input type="radio"/> 60 or older	MARK ONLY ONE RESPONSE PER ITEM. DO NOT STAPLE OR TEAR. IMPROPER MARKS: PROPER MARK:
	Is your race <input type="radio"/> White <input type="radio"/> Black <input type="radio"/> Other	Are you Hispanic <input type="radio"/> Yes <input type="radio"/> No	

If you have NEVER taught in a public school --- please return the survey in the envelope provided. Thank you.

If you have EVER taught in a public school --- please continue.



WHICH OF THE FOLLOWING BEST DESCRIBES YOUR CURRENT PROFESSIONAL ACTIVITY--

If you answered yes to item 1, 2, or 3, Please return the survey in the envelope provided Thank you for your time--

If you answered yes to item 4, 5, 6, 7, or 8, Please continue

- 1 Working in Florida's public schools as a full-time classroom teacher (A B C D E)
- 2 Working in the public school system but not as a teacher (A B C D E)
- 3 Teaching but not in a public school in Florida (A B C D E)
- 4 Working in Florida's public schools as a substitute teacher (A B C D E)
- 5 Furthering my education and plan to return to teaching (A B C D E)
- 6 Furthering my education but do not plan to return to teaching (A B C D E)
- 7 Working in a non-teaching job (A B C D E)
- 8 Not currently working (A B C D E)

ARE YOU PLANNING TO RETURN TO TEACHING IN FLORIDA'S PUBLIC SCHOOLS?

- 9 (A B C D E)
- 10 (A B C D E)

WHAT WAS YOUR MAIN REASON FOR LEAVING THE TEACHING PROFESSION?

(Please choose one; mark in column A)

- 11 Family or personal move (A B C D E)
- 12 Pregnancy/child rearing (A B C D E)
- 13 Health (A B C D E)
- 14 To retire (A B C D E)
- 15 To pursue another career (A B C D E)
- 16 For better salary or benefits (A B C D E)
- 17 To take courses to improve career opportunities (A B C D E)
- 18 School staffing action (e.g., lay-off, school closing, reassignment) (A B C D E)
- 19 Dissatisfied with teaching as a career (A B C D E)
- 20 Other family or personal reason (A B C D E)

If anything would encourage you to return to teaching in Florida's public schools, please continue →

**FROM THE LIST TO THE RIGHT, PLEASE USE COLUMN A
TO CHOOSE THE FIVE ITEMS THAT WOULD MOST
ENCOURAGE YOU TO RETURN TO TEACHING IN
FLORIDA'S PUBLIC SCHOOLS**

Smaller class size

Reduction in the number of hours that you must work

Less emphasis on standardized tests

Less pressure to socially promote student:

More teacher autonomy

More parental support

More clerical support

More support from school administrator

More control over your classroom

Less paperwork

Safer teaching environment

Fewer disruptive students

More flexible work hours or workdays

More pleasant physical surroundings

Ability to work part-time

Additional benefits

A one-time payment to return to teaching in the public schools

Increased pay

If a one-time payment would encourage you to return--how large
would the payment have to be? \$ _____

Yes
No

If a salary increase would encourage you to return--How much additional would
you need to earn during the nine-month school year? \$ _____

What is your county of residence? _____

RESPONSES FROM ALL FORMER TEACHERS AND BY CERTIFICATION

CURRENT PROFESSIONAL ACTIVITY	ALL FORMER TEACHERS		MATH		SCIENCE		ESE		FOREIGN LANGUAGE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Substitute teacher	57	2.9%	17	3.5%	11	3.0%	21	2.6%	7	4.4%
Furthering education/plan to return to teaching	66	3.4%	10	2.1%	10	2.7%	27	3.3%	12	7.5%
Furthering education/no plans to return to teaching	69	3.5%	13	2.7%	18	4.9%	32	3.9%	3	1.9%
Working in a non-teaching job	844	43.4%	232	47.7%	178	48.0%	312	38.0%	79	49.4%
Not currently working	909	46.7%	214	44.0%	154	41.5%	429	52.3%	59	36.9%
TOTAL	1,945	100.0%	486	100.0%	371	100.0%	821	100.0%	160	100.0%
Number missing	299		59		74		122		30	

PLANNING TO RETURN TO TEACHING	ALL FORMER TEACHERS		MATH		SCIENCE		ESE		FOREIGN LANGUAGE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Yes	426	19.0%	73	13.4%	76	17.1%	208	22.1%	44	23.2%
No	1,818	81.0%	472	86.6%	369	82.9%	735	77.9%	146	76.8%
TOTAL	2,244	100.0%	545	100.0%	445	100.0%	943	100.0%	190	100.0%

MAIN REASON FOR LEAVING TEACHING	ALL FORMER TEACHERS		MATH		SCIENCE		ESE		FOREIGN LANGUAGE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Family or personal move	66	3.4%	12	2.5%	11	3.0%	28	3.5%	6	3.9%
Pregnancy/child rearing	552	28.7%	118	24.6%	66	18.1%	303	37.7%	24	15.6%
Health	65	3.4%	23	4.8%	5	1.4%	30	3.7%	7	4.5%
To retire	193	10.0%	57	11.9%	51	14.0%	43	5.3%	19	12.3%
To pursue another career	157	8.2%	37	7.7%	37	10.1%	54	6.7%	14	9.1%
For better salary or benefits	274	14.2%	76	15.8%	73	20.0%	87	10.8%	21	13.6%
To take courses to improve career opportunities	45	2.3%	7	1.5%	10	2.7%	22	2.7%	3	1.9%
School staffing action	69	3.6%	13	2.7%	18	4.9%	29	3.6%	11	7.1%
Dissatisfied with teaching as a career	389	20.2%	107	22.3%	83	22.7%	149	18.5%	38	24.7%
Other family or personal reason	114	5.9%	30	6.3%	11	3.0%	59	7.3%	11	7.1%
TOTAL	1,924	100.0%	480	100.0%	365	100.0%	804	100.0%	154	100.0%
Number missing	320		65		80		139		36	

FACTORS THAT WOULD ENCOURAGE RESPONDENT TO RETURN TO TEACHING	ALL FORMER TEACHERS		MATH		SCIENCE		ESE		FOREIGN LANGUAGE	
	Number of respondents	Percent of respondents	Number of respondents	Percent of respondents	Number of respondents	Percent of respondents	Number of respondents	Percent of respondents	Number of respondents	Percent of respondents
Increased pay	1,361	72.4%	329	67.8%	269	69.5%	579	76.4%	121	74.7%
Smaller class size	1,177	62.6%	332	68.5%	262	67.7%	436	57.5%	104	64.2%
Fewer disruptive students	998	53.1%	333	68.7%	243	62.8%	284	37.5%	101	62.3%
Less paperwork	798	42.4%	143	29.5%	115	29.7%	426	56.2%	59	36.4%
More support from school administration	652	34.7%	157	32.4%	156	40.3%	269	35.5%	54	33.3%
Ability to work part-time	616	32.7%	146	30.1%	93	24.0%	292	38.5%	47	29.0%
Less emphasis on standardized tests	473	25.1%	133	27.4%	83	21.4%	186	24.5%	26	16.0%
More parental support	419	22.3%	128	26.4%	88	22.7%	144	19.0%	38	23.5%
Safer teaching environment	392	20.8%	103	21.2%	74	19.1%	157	20.7%	44	27.2%
More control over your classroom	345	18.3%	100	20.6%	74	19.1%	130	17.2%	25	15.4%
A one-time payment to return to teaching	339	18.0%	79	16.3%	87	22.5%	143	18.9%	22	13.6%
More flexible work hours or workdays	316	16.8%	56	11.5%	43	11.1%	165	21.8%	32	19.8%
More teacher autonomy	288	15.3%	56	11.5%	63	16.3%	125	16.5%	29	17.9%
Additional benefits	261	13.9%	63	13.0%	56	14.5%	108	14.2%	27	16.7%
Less pressure to socially promote students	256	13.6%	114	23.5%	80	20.7%	43	5.7%	20	12.3%
Reduction in the number of work hours	202	10.7%	54	11.1%	31	8.0%	84	11.1%	24	14.8%
More clerical support	171	9.1%	23	4.7%	28	7.2%	91	12.0%	15	9.3%
More pleasant physical surroundings	94	5.0%	22	4.5%	18	4.7%	41	5.4%	9	5.6%
TOTAL RESPONSES (Respondent could give up to five responses)	9,158		2,371		1,863		3,703		797	

ONE-TIME PAYMENT FOR FORMER TEACHERS TO RETURN TO TEACHING	ALL FORMER TEACHERS		MATH		SCIENCE		ESE		FOREIGN LANGUAGE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
\$2,000 or less	21	6.9%	3	4.3%	4	4.8%	9	7.1%	2	10.0%
\$2,001 - \$5,000	107	35.3%	22	31.4%	26	31.3%	50	39.7%	7	35.0%
\$5,001 - \$10,000	85	28.1%	19	27.1%	24	28.9%	30	23.8%	6	30.0%
\$10,001 - \$20,000	34	11.2%	13	18.6%	10	12.0%	10	7.9%	3	15.0%
More than \$20,000	56	18.5%	13	18.6%	19	22.9%	27	21.4%	2	10.0%
TOTAL*	303	100.0%	70	100.0%	83	100.0%	126	100.0%	20	100.0%
Number missing	36		9		4		17		2	
Mean	\$ 15,528		\$ 16,550		\$ 18,604		\$ 15,038		\$ 14,720	
Mode	\$ 5,000		\$ 5,000		\$ 10,000		\$ 5,000		\$ 10,000	
	(n=79)		(n=15)		(n=21)		(n=35)		(n=6)	

SALARY INCREASE TO RETURN TO TEACHING	ALL FORMER TEACHERS		MATH		SCIENCE		ESE		FOREIGN LANGUAGE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
\$2,000 or less	18	1.6%	3	1.1%	5	2.2%	8	1.8%	1	1.0%
\$2,001 - \$5,000	229	20.7%	48	18.0%	35	15.1%	108	23.9%	22	21.4%
\$5,001 - \$10,000	413	37.3%	102	38.2%	76	32.8%	169	37.4%	47	45.6%
\$10,001 - \$15,000	130	11.8%	33	12.4%	37	15.9%	43	9.5%	15	14.6%
\$15,001 - \$20,000	121	10.9%	32	12.0%	28	12.1%	53	11.7%	5	4.9%
More than \$20,000	195	17.6%	49	18.4%	51	22.0%	71	15.7%	13	12.6%
TOTAL*	1,106	100.0%	267	100.0%	232	100.0%	452	100.0%	103	100.0%
Number missing	255		62		37		127		18	
Mean	\$ 15,545		\$ 15,626		\$ 17,752		\$ 14,944		\$ 13,859	
Mode	\$ 10,000 (n=279)		\$ 10,000 (n=74)		\$ 10,000 (n=52)		\$ 10,000 (n=109)		\$ 10,000 (n=31)	

NUMBER OF CURRENT CERTIFICATIONS	ALL FORMER TEACHERS		MATH		SCIENCE		ESE		FOREIGN LANGUAGE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
One	1,373	63.3%	342	62.8%	265	59.6%	522	55.4%	117	61.6%
Two	624	28.8%	149	27.3%	133	29.9%	319	33.8%	54	28.4%
Three	164	7.6%	47	8.6%	40	9.0%	96	10.2%	17	8.9%
Four	7	0.3%	6	1.1%	5	1.1%	4	0.4%	1	0.5%
Five	2	0.1%	1	0.2%	2	0.4%	2	0.2%	1	0.5%
TOTAL	2,170	100.0%	545	100.0%	445	100.0%	943	100.0%	190	100.0%
Number missing	74									

CURRENT CERTIFICATIONS	ALL FORMER TEACHERS		MATH		SCIENCE		ESE		FOREIGN LANGUAGE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Elementary	535	17.0%	95	11.7%	49	7.2%	312	21.2%	22	7.8%
Math/Computer Science	545	17.3%	545	67.3%	60	8.8%	20	1.4%	7	2.5%
Science	445	14.1%	60	7.4%	445	65.3%	15	1.0%	3	1.1%
Exceptional education	943	29.9%	20	2.5%	15	2.2%	943	64.0%	12	4.3%
Foreign language	190	6.0%	7	0.9%	3	0.4%	12	0.8%	190	67.4%
Vocational education	37	1.2%	19	2.3%	13	1.9%	3	0.2%	2	0.7%
Other	456	14.5%	64	7.9%	96	14.1%	169	11.5%	46	16.3%
TOTAL (Respondent could give multiple responses)	3,151	100.0%	810	100.0%	681	100.0%	1,474	100.0%	282	100.0%

GENDER	ALL FORMER TEACHERS		MATH		SCIENCE		ESE		FOREIGN LANGUAGE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	1,829	83.7%	411	75.7%	290	65.3%	889	94.5%	161	86.1%
Male	356	16.3%	132	24.3%	154	34.7%	52	5.5%	26	13.9%
TOTAL	2,185	100.0%	543	100.0%	444	100.0%	941	100.0%	187	100.0%
Number missing	59		2		1		2		3	

RACE	ALL FORMER TEACHERS		MATH		SCIENCE		ESE		FOREIGN LANGUAGE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	2,004	93.0%	493	91.5%	403	92.0%	875	94.5%	163	89.1%
Black	76	3.5%	26	4.8%	19	4.3%	23	2.5%	7	3.8%
Other	74	3.4%	20	3.7%	16	3.7%	28	3.0%	13	7.1%
TOTAL	2,154	100.0%	539	100.0%	438	100.0%	926	100.0%	183	100.0%
Number missing	90		6		7		17		7	

AGE	ALL FORMER TEACHERS		MATH		SCIENCE		ESE		FOREIGN LANGUAGE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
20 - 29	166	7.6%	40	7.4%	30	6.8%	74	7.9%	8	4.3%
30 - 39	602	27.6%	131	24.2%	102	23.0%	307	32.7%	43	23.0%
40 - 49	649	29.7%	150	27.7%	114	25.7%	322	34.3%	52	27.8%
50 - 59	743	34.0%	216	39.9%	194	43.7%	230	24.5%	80	42.8%
60 and older	23	1.1%	4	0.7%	4	0.9%	6	0.6%	4	2.1%
TOTAL	2,183	100.0%	541	100.0%	444	100.0%	939	100.0%	187	100.0%
Number missing	61		4		1		4		3	

HISPANIC ORIGIN	ALL FORMER TEACHERS		MATH		SCIENCE		ESE		FOREIGN LANGUAGE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Hispanic	135	7.1%	29	6.3%	17	4.5%	44	5.4%	44	25.3%
Not Hispanic	1,759	92.9%	435	93.8%	365	95.5%	766	94.6%	130	74.7%
TOTAL	1,894	100.0%	464	100.0%	382	100.0%	810	100.0%	174	100.0%
Number missing	350		81		63		133		16	

COUNTY OF RESIDENCE

ALL FORMER TEACHERS		
County	Number	Percent
Dade	182	8.5%
Broward	163	7.7%
Hillsborough	138	6.5%
Orange	138	6.5%
Palm Beach	135	6.3%
Duval	128	6.0%
Pinellas	126	5.9%
Seminole	94	4.4%
Brevard	89	4.2%
Leon	78	3.7%
Volusia	75	3.5%
Polk	76	3.6%
Alachua	56	2.6%
Escambia	54	2.5%
St. Johns	41	1.9%
All other	557	26.2%
TOTAL	2,130	100.0%
Number missing	114	

MATH			SCIENCE			EXCEPTIONAL EDUCATION			FOREIGN LANGUAGE		
County	Number	Percent	County	Number	Percent	County	Number	Percent	County	Number	Percent
Broward	43	8.4%	Orange	33	7.8%	Dade	83	9.2%	Dade	26	14.3%
Hillsborough	42	8.2%	Broward	31	7.3%	Pinellas	70	7.8%	Palm Beach	15	8.2%
Dade	36	7.0%	Dade	29	6.8%	Broward	63	7.0%	Hillsborough	13	7.1%
Palm Beach	31	6.0%	Hillsborough	27	6.4%	Duval	60	6.7%	Duval	12	6.6%
Duval	30	5.8%	Palm Beach	22	5.2%	Orange	60	6.7%	Broward	11	6.0%
Seminole	28	5.4%	Duval	21	4.9%	Palm Beach	59	6.5%	Orange	11	6.0%
Brevard	27	5.3%	Pinellas	20	4.7%	Hillsborough	55	6.1%	Seminole	10	5.5%
Orange	26	5.1%	Seminole	20	4.7%	Brevard	41	4.6%	Brevard	8	4.4%
Pinellas	25	4.9%	Polk	19	4.5%	Leon	35	3.9%	Leon	8	4.4%
Volusia	19	3.7%	Volusia	19	4.5%	Polk	33	3.7%	Escambia	7	3.8%
Leon	17	3.3%	Leon	18	4.2%	Seminole	31	3.4%	Volusia	7	3.8%
Polk	17	3.3%	Escambia	17	4.0%	Volusia	25	2.8%	Lee	6	3.3%
Escambia	14	2.7%	Alachua	16	3.8%	Lee	23	2.6%	Pinellas	6	3.3%
Alachua	13	2.5%	Brevard	12	2.8%	Escambia	21	2.3%	Martin	5	2.7%
St. Johns	10	1.9%	Lake	7	1.6%	Pasco	21	2.3%	Polk	5	2.7%
All other	136	26.5%	All other	114	26.8%	All other	221	24.5%	All other	32	17.6%
TOTAL	514	100.0%	TOTAL	425	100.0%	TOTAL	901	100.0%	TOTAL	182	100.0%
Number missing	31		Number missing	20		Number missing	42			8	