

Alaska Teacher Exit Survey

Study conducted by
Institute of Social and Economic Research
University of Alaska Anchorage
for the Alaska Department of Education and Early Development
and the University of Alaska

Summer 2001

A. EMPLOYMENT DURING SCHOOL YEAR 2000-2001

A1. How do you classify your main assignment; that is, the activity at which you spent most of your time during the 2000-2001 school year? (*Mark [✓] only one.*)

- Regular full-time teacher
- Regular part-time teacher
- Special education teacher
- Resource room teacher
- Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
- Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)

If your assignment is best described by one of the following, please check it and return this form to us. In this study, we are interviewing people whose primary assignment was teaching.

- Short-term substitute
- Student teacher
- Teacher aide
- Administrator (e.g., principal, assistant principal, director, school head)
- Library media specialist or librarian
- Other professional staff (e.g., counselor, curriculum coordinator, social worker)

A2. Did you teach at more than one school during the 2000-2001 school year?

- Yes *[If so, answer the questions that follow for the school where you did most of your teaching.]*
- No

A3. In addition to teaching, were you also an administrator (e.g., principal, assistant principal, school head) or instructional leader (e.g., department chair) at last year's school?

- Yes
- No

A4. At which level did you teach during the 2000-2001 school year?

- Elementary (K-3)
- Elementary (4-6)
- Secondary (7-12)
- All levels
- Other → Please specify _____

→ Please skip to question A6.

A5. If you taught at the secondary level this past year, please indicate below all the subjects you taught as well as your primary teaching assignment.

Teaching Assignment	ALL Subjects Taught	PRIMARY Subject Taught	Teaching Assignment	ALL Subjects Taught	PRIMARY Subject Taught
Art			Language Arts/English		
Bilingual/Bicultural			Mathematics		
Business Education			Music		
Computer Technology			Foreign/Native Language		
Cultural Heritage			PE or Health		
Dance			Science		
Drama			Special Education		
History/Social Studies			Speech		
Industrial Arts			Other: _____		

A6. In what year did you begin teaching at the school in which you taught this past year? *(If your assignment at this school has included a break in service of one year or more, please report the year that you returned to this school from your most recent break in service. Do not include time spent as a student teacher.)*

A7. Now we would like to know how much you worked last year and how long you have been teaching

During the 2000-2001 school year, did you work as a TEACHER . . . <i>(Mark only one)</i>	In the past, how many years have you worked as a TEACHER . . .	
		# of yrs.
<input type="radio"/> Full time	Full time	
<input type="radio"/> 3/4 time or more, but less than full time	3/4 time or more, but less than full time	
<input type="radio"/> 1/2 time or more, but less than 3/4 time	1/2 time or more, but less than 3/4 time	
<input type="radio"/> 1/4 time or more, but less than 1/2 time	1/4 time or more, but less than 1/2 time	
<input type="radio"/> Less than 1/4 time	Less than 1/4 time	

B. EMPLOYMENT PLANS FOR NEXT SCHOOL YEAR

B1. What do you expect your main activity will be during the next school year (2001-2002)? *(Mark only one.)*

- Teaching any of grades K-12
- Teaching at the pre-kindergarten or post-secondary level
- Student at a college or university
- Working in a non-teaching occupation in the field of education
- Working in an occupation outside the field of education
- Caring for family members
- Unemployed and seeking work
- Military service
- Retired
- Other (please specify) → _____

B2. Do you plan to continue living in the community where you were teaching?

No
↓

Yes →

Please skip to instructions at the top of the next page.

B3. If no, will you still live in Alaska?

No

Yes →

B3a. Where will you live in Alaska?

If you plan to teach in a **DIFFERENT** district, please skip to question D1 on page 6.

If you are retired, please skip to question C2 on page 5.

If you have left the teaching profession but have not retired, please answer question C1, below.

C. INFORMATION ON LEAVING THE TEACHING PROFESSION

C1. Using a scale of 4 to 1 (4 = very important; 3 = somewhat important; 2 = not very important; 1 = not at all important), indicate how important each of the following was in your decision to leave the teaching profession. (Mark one box on each line.)

Reasons for Leaving Teaching	Very Important	Somewhat Important	Not Very Important	Not at all Important
a. Changed residence	4	3	2	1
b. Left because of family/personal reasons	4	3	2	1
c. Left for health-related reasons	4	3	2	1
d. Wanted to teach in a different state but my state teacher certification was not accepted there	4	3	2	1
e. Dissatisfied with community support of the school	4	3	2	1
f. Took sabbatical or other break from teaching	4	3	2	1
g. Left for better salary or benefits	4	3	2	1
h. Left to pursue another career	4	3	2	1
i. Laid off or involuntarily transferred	4	3	2	1
j. Enrolled in courses to improve career opportunities WITHIN the field of education	4	3	2	1
k. Enrolled in courses to improve career opportunities OUTSIDE the field of education	4	3	2	1
l. Dissatisfied with job description or responsibilities	4	3	2	1
m. Dissatisfied with CHANGES in job description or responsibilities	4	3	2	1
n. Felt unprepared to implement new reform measures	4	3	2	1
o. Did not agree with new reform measures	4	3	2	1

If you have completed question C1, skip to Section E on page 8.

C2. Using a scale of 4 to 1 (4 = very important; 3 = somewhat important; 2 = not very important; 1 = not at all important) indicate how important each of the following was in your decision **TO RETIRE**. (Mark one box on each line.)

Reasons for Retiring	Very Important	Somewhat Important	Not Very Important	Not at all Important
a. Became eligible to receive full pension benefits	4	3	2	1
b. Became eligible to accept early retirement incentive	4	3	2	1
c. Wanted to teach in a different state, but my state teacher certification was not accepted there	4	3	2	1
d. Dissatisfied with job description or responsibilities	4	3	2	1
e. Dissatisfied with CHANGES in job description or responsibilities	4	3	2	1
f. Did not feel prepared to implement new reform measures	4	3	2	1
g. Did not agree with new reform measures	4	3	2	1
h. Dissatisfied with teaching as a career	4	3	2	1
i. Retired because of family/personal reasons	4	3	2	1

C3. Did you receive an early retirement incentive?

(An early retirement incentive is a state or district policy that allows teachers to retire before they reach the official retirement age or attain the required number of years of service.)

Yes No → **Please skip to question E1.**



C4. If an early retirement incentive had NOT been available, would you have remained in teaching?

Yes No → **Please skip to question E1.**



Uncertain

C5. If an early retirement incentive had NOT been available, for about how many years would you have remained in teaching?

Up to one year More than three years
 Up to three years Uncertain

Please skip to Section E on page 8.

D. INFORMATION ON LEAVING THE DISTRICT WHILE REMAINING IN TEACHING

This section asks about why you left your teaching job in the district where you worked during the school year 2000-2001. Answer these questions **IF YOU STILL WORK IN TEACHING, BUT NOT IN THE SAME DISTRICT**. Otherwise, skip to Section E on page 8.

D1. Do you know where you will be teaching next year?

Yes



No →

Please skip to question D5.

D2. In which district will you be teaching? →

D3. Will you teach in a different specialization than you did last year?

No

Yes →

D3a. What will that specialization be?

D4. Will you earn more than in your previous teaching job?

No

Yes →

D4a. How much more annually?

D5. When you were recruited by the district in which you taught in 2000-2001, were the conditions described to you realistically?

Yes

No →

D5a. What was not described realistically?

D6. Did you teach in a cross-cultural setting in 2000-2001?

No

Yes



D6a. Did you feel adequately prepared to teach in a cross-cultural setting?

Yes

No



D6a1. What would have helped you feel more prepared?

D6. Using a scale of 4 to 1 (4 = very important; 3 = somewhat important; 2 = not very important; 1 = not at all important), indicate how important each of the following was in your decision TO MOVE TO ANOTHER DISTRICT. (Mark one box on each line.)

Reasons for Moving to Another District	Very Important	Somewhat Important	Not Very Important	Not at all Important
a. Wanted to reside elsewhere	4	3	2	1
b. Moved because of family/personal reasons	4	3	2	1
c. Moved for health-related reasons	4	3	2	1
d. Wanted to teach in a different community or district	4	3	2	1
e. Laid off or involuntarily transferred	4	3	2	1
f. Wanted a better salary or benefits	4	3	2	1
g. Dissatisfied with the support the school received from the community	4	3	2	1
h. Wanted better housing	4	3	2	1
i. Wanted more affordable housing	4	3	2	1
j. Enrolled in courses to improve career opportunities outside the field of education	4	3	2	1
k. Wanted access to better medical care	4	3	2	1
l. Wanted access to different cultural events	4	3	2	1
m. Wanted access to better shopping	4	3	2	1
n. Wanted access to better professional development opportunities	4	3	2	1
o. Dissatisfied with support from colleagues	4	3	2	1
p. Dissatisfied with support from the school district administration	4	3	2	1
q. Dissatisfied with support from the local school board	4	3	2	1
r. Dissatisfied with the education my own children were receiving	4	3	2	1
s. Dissatisfied with job description or responsibilities	4	3	2	1
t. Dissatisfied with changes in job description or responsibilities	4	3	2	1
u. Did not feel prepared to implement new reform measures	4	3	2	1
v. Did not agree with new reform measures	4	3	2	1
w. Other _____	4	3	2	1

E. YOUR FEELINGS ABOUT TEACHING AND YOUR JOB DURING THE 2000-2001 SCHOOL YEAR

E1. Thinking about the school where you taught in 2000-2001, do you **strongly agree**, **agree**, **disagree**, or **strongly disagree** with each of the following statements? (*Mark one box on each line.*)

Feelings about the 2000-2001 School Year	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I was satisfied with my salary and benefits.	4	3	2	1
b. I was satisfied with the level of job security at the school (e.g., the possibility of being laid off).	4	3	2	1
c. The school facility (buildings and grounds) was in need of significant repair.	4	3	2	1
d. The school was located in a safe neighborhood.	4	3	2	1
e. I felt safe at the school.	4	3	2	1
f. School's security policies/practices were sufficient.	4	3	2	1
g. Student behavior was a problem.	4	3	2	1
h. Most students were motivated to learn.	4	3	2	1
i. School emphasized academic success.	4	3	2	1
j. I received little support from parents.	4	3	2	1
k. School received little support from the community.	4	3	2	1
l. Procedures for teacher performance evaluation were satisfactory.	4	3	2	1
m. Policies/practices for assigning students to classes or sections for instruction were satisfactory.	4	3	2	1
n. Some classes or sections I taught were too large.	4	3	2	1
o. I often felt my teaching workload was too heavy.	4	3	2	1
p. Mainstreaming special-needs students in regular classes made it difficult for me to teach.	4	3	2	1
q. I was satisfied with the grade(s) I was assigned.	4	3	2	1
r. Time for planning/preparation was insufficient.	4	3	2	1
s. There was not enough uninterrupted class time available for instruction.	4	3	2	1
t. I did not have enough influence over school's policies and practices.	4	3	2	1
u. I did not have enough influence over curriculum that I taught.	4	3	2	1
v. There were sufficient resources and materials/equipment for my classrooms.	4	3	2	1
w. There were sufficient computers and other technology for my classrooms.	4	3	2	1
x. Professional caliber of faculty at school was high.	4	3	2	1

Feelings about the 2000-2001 School Year (continued)	Strongly Agree	Agree	Disagree	Strongly Disagree
y. There were many opportunities to collaborate with other teachers in the school.	4	3	2	1
z. I was pleased with the opportunities for professional growth and development the school offered to teachers.	4	3	2	1
aa. Required professional development activities at the school usually closely matched my professional development goals.	4	3	2	1
bb. The administrators in the district offices were supportive and encouraging.	4	3	2	1
cc. The administrators in my school were supportive and encouraging.	4	3	2	1

E2. Overall, I was satisfied with teaching last year.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

E3. Compared to my other years of teaching, I was satisfied overall with teaching last year.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree
- Not applicable

E4. Who was most responsible for providing instructional leadership for your work at last year's school?

- Principal or school head
- Assistant or vice principal
- Department chair or head
- Director of curriculum and instruction
- Other (please specify) →

E5. How effective was this instructional leader (referred to in question E4) in each of the following: Use a scale of 4 to 1 (4 = very; 3 = somewhat; 2 = not very; 1 = not at all.) (Mark one box on each line.)

Effectiveness of Instructional Leader	Very Effective	Somewhat Effective	Not Very Effective	Not at all Effective
a. Communicating respect and value of teachers	4	3	2	1
b. Encouraging teachers to change teaching methods if students were not doing well	4	3	2	1
c. Working with staff to develop and attain curriculum standards	4	3	2	1
d. Encouraging professional collaboration among teachers	4	3	2	1
e. Working with teaching staff to solve school or department problems	4	3	2	1
f. Encouraging the teaching staff to use student evaluation results in planning curriculum and instruction	4	3	2	1
g. Developing broad agreement among the teaching staff about the school's or department's mission	4	3	2	1
h. Facilitating and encouraging professional development activities of teachers	4	3	2	1
i. Communicating with parents	4	3	2	1

E6. What type of change has there been in your teaching certification status since last school year (2000-2001)? (Mark only one.)

- No change
- Certification has lapsed
- Certification has been upgraded from temporary or emergency to a regular certificate
- Certified in a different field
- Other (please specify) →

E7. Do you have lifetime certification to teach?

- Yes
- No

E8. Do you plan to maintain or reinstate your teaching certificate?

- Yes
- No
- Undecided

F. BACKGROUND INFORMATION

This section asks questions about selected demographic information. The purpose is to see how backgrounds and life circumstances affect educators' views of their jobs.

F1. What is your gender?

- Female
- Male

F2. What is your age?

_____ Years

F3. What is your current marital status?

- Married
- Widowed, divorced, or separated
- Never married

F4. What is your ethnicity?

- Hispanic or Latino** (*A person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, or other Spanish cultures, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic or Latino."*)
- Not** Hispanic or Latino

F5. What is your race? (Mark (✓) ALL that apply.)

- White** (*A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.*)
- Black or African American** (*A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black" or "African American."*)
- Asian** (*A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.*)
- American Indian or Alaska Native** (*A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community recognition.*)
- Native Hawaiian or other Pacific Islander** (*A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.*)

F6. In the table below, please indicate what degrees and certificates you have earned as well as the year and the academic fields in which you earned them.

Degree or Certificate	Year	Field
Associate		
Bachelor of Arts or Science		
Masters		
Certificate of Advanced Study		
Doctorate		
Teaching and Administrative Certificates (specify endorsements) _____ _____		
Other (please specify): _____		

F7. Are you the primary wage earner in your family?

- Yes No

F8. Are you a parent or guardian?

- Yes → F8a. How many children are under the age of five? _____
- No F8b. How many children are in school? _____

F9. How many people, including you, depend upon you for most of their financial support?

F10. Evidence suggests that part of the reason for teacher turnover is low salaries. To allow us to compare Alaska teacher salaries with those in other states, please tell us what your gross teaching income was for the 2000-2001 school year.

\$ _____

F11. If you could choose to change just one factor about the district where you worked during the school year 2000-2001, what would that one factor be?

F12. Is there anything else that would help us in our study of why teachers leave their positions?

F13. Please enter the date you completed this questionnaire (*month/day*).

_____/_____/2001

Thank you for taking the time to answer our questions. We will produce a report for the Alaska Department of Education and Early Development. If you would like a copy, please provide an e-mail address or a regular mailing address.
