

# 2009 Member Survey



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario



*Public Opinion & Customer Research*

COMPAS Inc.  
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July 27, 2009

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## **1.0. Introduction**

### **1.1. Overview**

On behalf of the Ontario College of Teachers, COMPAS undertook a survey of its members to explore some of the important professional and operational issues facing teachers and the College today. Some key findings from this year's study include:

- ❑ Professional Standards – More than two thirds of members are familiar with and use the Ethical Standards and Standards of Practice in their work. In particular, 85% say the Ethical Standards closely parallel their own values as teachers;
- ❑ Additional Qualifications – More than 4 in 5 teachers, agree that AQ courses are valuable for improving their own teaching practice. Family obligations prevent some experienced teachers from enrolling while the cost of AQ courses prevents some newer teachers from enrolling;
- ❑ Associate Teaching – Nearly half of College members have been an associate teacher at least once and most would do so again. Newer teachers are especially likely to volunteer for the position;
- ❑ Elections – Teachers' busy schedules keep them from running for Council. Lack of information about the candidates deters them from voting;
- ❑ Publications Ban – More than two-thirds of teachers support the disciplinary panel's having the option to impose a publication ban to protect victims and vulnerable witnesses;



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- ❑ Labour Mobility – The removal of interprovincial barriers to teacher certification would make half of teachers consider a move to another province; and
- ❑ *Professionally Speaking* – The College’s magazine is an important resource for its members. Three quarters of teachers have discussed its content with colleagues and two-thirds have kept a magazine for future reference.

## **1.2. Methodology**

The Ontario College of Teachers commissioned COMPAS to undertake a representative sample survey of 1,000 teachers. Conducted bilingually by professional interviewers using computer-assisted telephone interviewing (CATI) technology, the survey was completed in a four-week period beginning in late June, 2009. A total of 1,001 teachers participated in the survey. By convention, the sample may be deemed accurate to within approximately 3.1 percentage points 19 times out of 20. The principal investigators on this study were Tamara Gottlieb and Dr. Conrad Winn. The assistant investigator was Rosalin Shin.

## **2.0. Professional Standards**

### **2.1. Strong Familiarity with and Use of the Ethical Standards and Standards of Practice**

Members of the Ontario College of Teachers are familiar with and use the profession’s Ethical Standards and Standards of Practice in their professional work. Respondents were asked a series of questions to assess familiarity with and reported use of the Standards of Practice and Ethical Standards. In each case, reported familiarity was moderately strong and reported use of each was



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comparatively stronger. The vast majority of teachers say that the Ethical Standards reflect their own values as a teacher. Familiarity with or use of the Standards do not differ among those members who are newer to the profession (fewer than five years of teaching experience).

*Table 2.1: Professional Standards (Q1 – Q3)*

	Mean	5	4	3	2	1	DNK/REF
Familiarity with <sup>1</sup>							
the Ethical Standards	3.5	19	33	29	10	8	1
the Standards of Practice	3.4	18	32	28	11	9	2
Use in your decision-making and professional activities <sup>2</sup>							
the Ethical Standards	3.8	35	30	15	6	8	7
the Standards of Practice	3.8	29	33	15	7	8	8
Use by education administrators <sup>3</sup>							
the Ethical Standards	3.9	24	38	18	5	3	12
the Standards of Practice	3.8	22	37	20	5	3	13

Familiarity with and use of the Ethical Standards and the Standards of Practice are high but not unanimous. As shown in table 2.1, 67%<sup>4</sup> of respondents say that they are familiar with the Ethical Standards, assigning a

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<sup>1</sup> Wording in 2009: (Q1) The College of Teachers has developed Standards of Practice and Ethical Standards for the Ontario teaching profession. Using a 5-point scale where 1 means you are not at all familiar and 5 means very familiar, how familiar are you with...[ROTATE]

<sup>2</sup> Wording in 2009: (Q2) Again using a 5-point scale, where 5 is very much and 1 is very little, how much would you say you use each of the following in your decision-making and your professional activities...[ROTATE]

<sup>3</sup> Wording in 2009: (Q3) Using the same 5-point scale, where 5 is very much and 1 is very little, how much would you say education administrators use...[ROTATE]

<sup>4</sup> The percentage was computed by adding the percentage of those assigning a score of 5 plus those assigning a score of 4 plus half of those assigning a score of 3.



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mean score of 3.5 out of 5. Meanwhile, 64%<sup>5</sup> report being familiar with the Standards of Practice, assigning a mean score of 3.4.

Most members also make use of the Ethical Standards and Standards of Practice. Respondents were asked to rate their personal use of the Ethical Standards and the Standards of Practice in their decision-making and professional activities on a 5 point scale where 5 means very much and 1, very little. The mean score in both instances is 3.8, well above the midpoint. Respondents also report a strong use of each standard by education administrators, assigning a mean score of 3.9 for administrators' use of the Ethical Standards and a mean score of 3.8 for their use of the Standards of Practice.

## **2.2. Ethical Standards Are Salient among Members**

The Ethical Standards appear to be very salient among members. Respondents were asked to rate how much the Ethical Standards reflect their own individual values as a teacher using a 5 point scale. More than 4 in 5 respondents (85%<sup>6</sup>) say that the Ethical Standards reflect their own individual values as a teacher, as shown in table 2.2. The mean score is correspondingly high, 4.3 on the 5 point scale.

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<sup>5</sup> The percentage was computed by adding the percentage of those assigning a score of 5 plus those assigning a score of 4 plus half of those assigning a score of 3.

<sup>6</sup> The percentage was computed by adding the percentage of those assigning a score of 5 plus those assigning a score of 4 plus half of those assigning a score of 3.



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*Table 2.2: (Q4) Thinking about the Ethical Standards, use the same 5-point scale to rate how much you feel these Ethical Standards reflect your own individual values as a teacher?<sup>7</sup>*

Mean	5	4	3	2	1	DNK/REF
4.3	44	37	8	1	1	9

### **2.3. Lack of Familiarity for College’s Inquiry-based Resource for Standards**

While members are aware of the Ethical Standards and Standards of Practice, they are largely unfamiliar with the College’s inquiry-based resource for these Standards. Respondents were asked to rate their familiarity with the College’s inquiry-based resources for the Ethical Standards and Standards of Practice using a 5 point scale. Nearly three quarters (73%<sup>8</sup>) of members report being unfamiliar with the inquiry based resource, as shown in table 2.3. The average score is 2.1, well below the midpoint of 3.

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<sup>7</sup> French respondents (n=69) were asked Q4: “Thinking about the Standards of Practice and using a 5-point scale where 5 is very much and 1 is very little, how much would you say the Standards of Practice reflect the way you see yourself as a teacher?”. The scores were as follows: 19% (score of 5); 42% (score of 4); 15% (score of 3); 3% (score of 2); 6% (score of 1); 16% (Don’t know); and mean is 3.8.

<sup>8</sup> The percentage was computed by adding the percentage of those assigning a score of 1 plus those assigning a score of 2 plus half of those assigning a score of 3.





Table 2.3: (Q5) Using the 5-point scale, where 5 is very familiar and 1 not at all, how familiar are you with the College's inquiry-based resources for the Ethical Standards and Standards of Practice?

Mean	5	4	3	2	1	DNK/REF
2.1	3	8	21	23	39	5

### 3.0. Additional Qualifications

#### 3.1. Additional Qualification Are Valuable for Improving Teaching Practice. Family Obligation is Top Barrier Preventing Experienced Teachers from Enrolling; Cost Is Top Barrier Preventing Newer Teachers.

Teachers say that improving their teaching practice is the main reason for taking an additional qualification course. An overwhelming majority of respondents, 82%, chose "improving your teaching practice" when asked why they would take an AQ course, as shown in table 3.1a. Newer teachers are especially apt to take an AQ to improve their teaching practice (91%). The corresponding proportion among more experienced teachers is slightly lower (78%). Newer teachers are also approximately 50% more likely to say they would take an AQ to move up the salary grid (76% among newer teachers, 49% among those with more than 5 years of experience).

Respondents were asked about the main reasons to not enroll in AQ courses. Family obligation and cost emerge as the top two reasons, as shown in table 3.1b. The responses of experienced teachers differ slightly from those of those newer to the profession. Among more experienced teachers, family



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obligation comes forth as the top reason preventing enrollment (64%) while newer teachers are more apt to point to the cost of a course (65%).

*Table 3.1a: (Q12) Why...take additional qualification courses?<sup>9</sup>*

	All %	≤4 Years %	5+ Years %
To improve your teaching practice	82	91	78
To keep current with new research	70	76	68
To prepare for a new assignment	67	77	64
For personal interest	66	71	65
To move up the salary grid	56	76	49
UNPROMPTED Don't know/Refused	2	1	2

*Table 3.1b: (Q13) What are the main reasons that you would not take additional qualification courses? [RECORD ALL]?<sup>10</sup>*

	All %	≤4 Years %	5+ Years %
Family obligations	61	51	64
Cost of courses	56	65	54
Too busy with current teaching load	54	57	52
Too busy with extracurricular responsibilities	47	49	47
Courses I'm interested in are not available in my area	43	49	42
Already at top of salary grid	38	20	44
UNPROMPTED Don't know/Refused	4	3	4

<sup>9</sup> Percentage total may not add up to 100% because respondents were allowed to select more than one response without limitation.

<sup>10</sup> Percentage total may not add up to 100% because respondents were allowed to select more than one response without limitation.



### 3.2 AQ Courses Earn Strong Marks for their Use of Most Current Research for the Profession

Additional Qualification courses earn top marks from teachers in several categories and passing grades across the board. Respondents were asked to rate five aspects of the additional qualification course taken most recently. Use of the most current research in the field earns strong marks with a mean score of 4 on the 5 point scale, as shown in table 3.2.

*Table 3.2: (Q14) Please rate each of the following aspects of the most recent additional qualification course you took on a 5-point scale where 1 is a very low score and 5, a very high score. How would you rate... [RANDOMIZE]*

N=846 <sup>11</sup>	Mean	5	4	3	2	1	DNK/REF
Use of the most current research in the field at the time	4.0	33	39	17	4	3	5
Use of most current provincial legislation and policy initiatives at the time	3.9	31	31	18	6	3	11
Use of the best practices in instruction	3.9	28	36	20	6	3	7
The extent to which the standards of practice and the ethical standards formed part of the course instruction and discussion	3.6	22	28	22	9	7	12
The extent to which the course helped you establish networks with fellow teachers for ongoing dialogue and professional development	3.3	22	24	22	14	14	5

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<sup>11</sup> Respondents who have completed additional qualification courses: n=846 with a margin of error of 3.4 percentage points.



Other elements also earned strong scores. The use of the most current provincial legislation and policy initiatives and the best practices in instruction each earned a mean score of 3.9. The extent to which the Standards of Practice and the Ethical Standards formed part of the course instruction and discussion earned a score of 3.6. Meanwhile the extent to which the course helped establish networks with fellow teachers for ongoing dialogue and professional development received a mean score of 3.3.

### **3.3. Newer Teachers Favour Online Courses; Experienced Teachers Favour Traditional In-Class Courses**

Newer teachers and their more experienced counterparts have diverging needs with respect to the mode of AQ courses. A plurality (42%) of more experienced teachers prefer traditional in-class courses while a plurality (47%) of newer teachers prefer online version, as shown in table 3.3a. Blended courses with distance education and face-to-face instruction is the third most common choice among both cohorts, with experienced teachers favouring this option more than new ones (21% among experienced teachers, 14% among newer teachers).

*Table 3.3a: (Q10) How would you prefer to take an additional qualification course? [RANDOMIZE]*

	All %	≤4 Years %	5+ Years %
As a traditional in-class course	40	34	42
As an online course	34	47	30
As a blended course with distance education and face-to-face instruction	20	14	21
As a correspondence course	3	3	3
Undecided	0	0	0
UNPROMPTED Don't know/Refused	3	3	3



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Respondents were asked an open-ended question to understand which changes to the AQ courses have been helpful and which have been problematic. One theme to emerge was interest in online courses. Please find below a few comments from respondents in this regard:

Online resources have provided more flexibility for teachers to take AQ course.

I find that we can do them online much more convenient.

Online is extremely helpful.

The online courses. Convenient.

There are a lot more online courses which is good for somebody who lives in a small community like myself and has to travel to a university. The other thing that is positive with the on-line is that all the resources from the Ministry and the College of Teachers is available online as well.

Online learning.

Adding of online courses.

Availability of internet to take courses online.

Changes in location have been great and the online options are great. I also like the chat with other teachers on the online feature.

I like that some of them are going online. Being a stay at home mom means that having them online is very helpful.

More and more additional qualification courses online.

More options for online courses.

Course that came online [was] very helpful, given I was taking care of my kids at the time.

Offered online is good.

Online courses so people can take more stuff.

Online learning, convenient, accessible.



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Online. I've had some that are located not at universities and they have been easier to access.

That they're online.

Having some online.

The accessibility online.

The online courses have been helpful and convenient.

Teachers are enthusiastic about the possibility of AQ courses being offered through streaming video. When asked whether they would be more or less likely to enroll in a course provided through streaming video, 64% of respondents said they would be more likely to enroll, as shown in table 3.3b. Respondents who said they would be more likely to select a course with streaming video outnumber those who said they would be less likely by a factor of more than 2:1.

*Table 3.3b: (Q11) If you could take an AQ course provided through streaming video that you could access any time of the day or night, would you be more likely or less likely to enroll in that AQ? [ROTATE POLES]?*

	All %	≤4 Years %	5+ Years %
A lot more likely	31	34	30
Somewhat more likely	33	37	31
UNPROMPTED Remain about the same	7	8	7
Somewhat less likely	14	13	14
A lot less likely	13	7	15
UNPROMPTED Don't know/Refused	3	1	4



### 3.4. Moderate Awareness of College's Role in Governing AQ Courses

Members were asked to rate their awareness of the College's role in governing the additional qualification courses on a 5 point scale where 5 means very aware and 1, not at all aware. On balance, teachers report being reasonably well aware with a mean score of 3.1.

*Table 3.4: (Q6) Using a 5 point scale where 1 means not at all aware and 5 means very aware to what extent are you aware of the College's role in governing the additional qualifications courses?*

Mean	5	4	3	2	1	DNK/REF
3.1	19	21	25	16	17	2

## 4.0. Associate Teaching

### 4.1 Nearly Half Have Been an Associate Teacher at Least Once; Most Will Do it Again, Especially Newer Teachers.

Nearly half of teachers surveyed (46%) reported having been an associate teacher at least once, as shown in table 4.1a. Among those who have been an associate teacher, 80%<sup>12</sup> have done so more than once, as shown in table 4.1b. Almost one-third (32%) report having been an associate teacher during

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<sup>12</sup> The percentage was computed by adding the percentage of those who been an associate teacher 2-3 times, with those who have done so 4-5 times and with those who have done so more than 5 times.



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the past year while four-fifths (80%) have been an associate teacher within the decade.

*Table 4.1a: (Q15) Turning now to the preparation of new teachers, I'd like to ask you some questions about associate teaching. Have you been an Associate Teacher?*

	All %	≤4 Years %	5+ Years %
Yes	46	8	58
No	53	90	41
UNPROMPTED Don't know/Refused	1	2	1

*Table 4.1b: (Q15B) And if so, how often?*

N=461 <sup>13</sup>	All %
Once	18
2 – 3 times	31
4 – 5 times	18
More than 5 times	32
UNPROMPTED Don't know/Refused	2

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<sup>13</sup> Respondents who have been an associate teacher: n=461 with a margin of error of 4.6 percentage points.





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*Table 4.1c: (Q16) [IF YES] When were you most recently an Associate Teacher?*

N=461 <sup>14</sup>	All %
Within the last year	32
Within the last three years	23
Within the last 10 years	25
Longer	18
UNPROMPTED Don't know/Refused	1

*Table 4.1d: (Q21) Are you likely to work as an associate teacher in the future? [ROTATE POLES]?<sup>15</sup>*

	All %	≤4 Years %	5+ Years %
Definitely	33	39	31
Probably	27	41	23
UNPROMPTED maybe	6	6	6
Probably not	13	8	15
Definitely not	19	3	24
UNPROMPTED Don't know/Refused	3	3	3

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<sup>14</sup> Respondents who have been an associate teacher: n=461 with a margin of error of 4.6 percentage points.

<sup>15</sup> Split Sample – Half of the respondents were asked Q21 after Q15 and the other half answered Q21 as Q21.



When asked if they are likely to work as an associate teacher in the future, 60% of respondents said they would probably or definitely do so, as shown in table 4.1d. Newer teachers are especially apt to volunteer for the position. Eighty percent of newer teachers said they would be an associate teacher again as compared with 54% of those with more than 5 years of experience.

## **4.2. Helping New Teachers Is the Best Reason to Be an Associate Teacher; The Extra Work, Best Reason Not to Be**

Helping new teachers get the best possible preparation is the most persuasive reason to volunteer as an associate teacher. Table 4.2a reveals the substantial margin that this reason has over eight other potential motivators. Forty-three percent of respondents chose helping new teachers as compared to 18% for giving back to the profession, the second highest reason. In third place, chosen by 17%, is the idea of refreshing their teaching practice.

Notably, financial compensation was not a motivator for becoming an Associate Teacher. Only 1% of teachers said that the stipend from the Faculty of Education was a reason to volunteer and only 4% cited the free tuition for AQ courses from some colleges as a motivator.

The extra work involved with being an associate teacher is the most persuasive reason not to be one. As shown in table 4.2b, 44% of those surveyed said the extra work was the greatest deterrent, followed by the disruption to their classroom (27%) and the lack of faculty support (13%).



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*Table 4.2a: (Q17-18) [ALL RESPONDENTS] Speaking personally, which of the following 8 reasons to volunteer as an Associate Teacher do you find most persuasive? Which is the second most persuasive reason to volunteer as an Associate Teacher?  
[RANDOMIZE]*

	Most Persuasive %	Second Persuasive <sup>16</sup> %
To help new teachers get the best possible preparation	43	20
To give back to my profession	18	22
To refresh my own teaching practice by learning new ideas from recent graduates	17	24
To gain experience as a mentor	6	7
Enjoy working with teacher educators at the faculty of education	5	8
To get some help in my classroom	4	8
Free tuition for additional qualification courses	4	6
The stipend from the faculty of education	1	3
UNPROMPTED Don't know/Refused	3	4

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<sup>16</sup> Question wording 2009: (Q18) [ALL RESPONDENTS] Which is the second most persuasive reason to volunteer as an Associate Teacher? [OPTIONAL PROMPT] [RANDOMIZE IN SAME ORDER AS Q17]



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*Table 4.2b: (Q19-20) [ALL RESPONDENTS] What is the most persuasive reason for not working as an associate teacher? What is the second most persuasive reason for not working as an associate teacher? [RANDOMIZE]*

	Most Persuasive %	Second Most Persuasive <sup>17</sup> %
Too much extra work	44	28
Disrupts my classroom	27	27
Faculty support is inadequate	13	14
Compensation is not worth it	10	19
Faculty does not appreciate my input	6	13
UNPROMPTED Don't know/Refused	31	45

N.B.: The percentages above the shaded line are based on the number of respondents who volunteered valid responses, while the percentage below the shaded line is based on the total number of respondents.

## 5.0. Elections

### 5.1. Time and Being Away from School are Top Deterrents from Running for Council; Newer Teachers are More Apt to See Lack of Knowledge of the Process as a Deterrent

Members were asked a force-choice question to reveal which of six possible reasons might explain the dearth of candidates for Council. Time and travel requirements of the position emerged as the first and second reasons.

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<sup>17</sup> Question wording 2009: (Q20) What is the second most persuasive reason for not working as an associate teacher? [RANDOMIZE IN SAME ORDER AS Q19]



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Forty percent of respondents said more teachers do not become candidates because of too many other commitments, as shown in table 5.1. Twenty-three percent said teacher don't run for Council because the position requires too much time away from school.

Newer teachers and teachers with more experience are divided as to the third reason for the lack of candidates. Teachers with more than 5 years of experience are more apt to say the College is not relevant to teachers, while newer teachers are more apt to cite a lack of knowledge about the process as a reason not to get involved with Council.

*Table 5.1: (Q22) Turning now to the recent College elections, the College of Teachers recently held an election to fill the 23 seats on the College Council reserved for members of the teaching profession. 17 of those 23 positions were filled by acclamation because only one candidate stood for election. Which of the following reasons is the best explanation for why more teachers don't run to represent their peers on the College Council?<sup>18</sup>*

	All %	≤4 Years %	5+ Years %
Teachers have too many other commitments	40	39	40
Serving on the College Council would require too much time away from school	23	27	21
The College is not relevant to teachers	15	6	17
Many teachers don't know how to run or get involved with Council	13	22	10
Only federation-endorsed candidates will win the election	3	1	4
The nomination form is too complex and time-consuming	3	2	3
UNPROMPTED Don't know/Refused	5	3	5

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<sup>18</sup> Split Sample – Half of the respondents were asked the Election questions followed by the Publication Ban questions, the other half were asked in the reverse order.



## **5.2. Lack of Information about the Candidates Seen as Top Reason for Low Voter Turnout**

A lack of information about the candidates is believed to be the top reason why more members did not vote in the last election. As shown in table 5.2, more than half of respondents (53%) said they believe members did not vote because they did not know enough about the candidates.

The College's relevancy to its members was the second most frequently selected reason with 23%. Teachers who are more experienced are twice as likely (26% vs 13%) as their younger counterparts to cite the College's relevancy to its members as a cause of low voter turn out.

*Table 5.2: (Q23-24) Only 2.2 per cent of College members voted in the Council election. Of the following six reasons, which one explains best why more teachers didn't vote? [RANDOMIZE]? Which is the second best explanation for why more teachers didn't vote?*

	Best Explanation			Second Best Explanation <sup>19</sup>
	All %	≤4 Years %	5+ Years %	%
Don't know enough about the candidates	53	62	50	22
The College is not relevant to teachers	23	13	26	16
Only want to vote for candidates in my own region or school system	11	11	11	18

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<sup>19</sup> Question wording 2009: (Q24) Which is the second best explanation for why more teachers didn't vote? [OPTIONAL PROMPT RANDOMIZE BUT KEEP SAME ORDER AS Q23]?



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	Best Explanation			Second Best Explanation <sup>19</sup>
	All %	≤4 Years %	5+ Years %	%
Federation-endorsed candidates are going to win anyway	5	3	5	11
Candidates I would have voted for were acclaimed	3	2	3	8
Don't have computer access to the College's online voting system	1	2	1	4
UNPROMPTED Don't know/Refused	5	6	5	22

Since the College is still in its infancy, the difference in opinion between newer and more experienced teachers with respect of the College's relevancy may represent an opportunity for the College. It stands to reason that as more teachers begin their careers interacting with the College, with time a greater percentage of the members may feel more connected to the organization and therefore more inclined to run for Council and vote in elections.

## **6.0. Publication Ban**

### **6.1 Strong Support for Allowing Publication Ban by Disciplinary Panel to Protect Victims and Vulnerable Witnesses**

Members were asked if the College of Teachers' disciplinary panel should have the right to impose publication bans to protect the identities of victims or



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vulnerable witnesses. As illustrated in table 6.1, the majority of respondents (68%) definitely or probably support such a ban.

*Table 6.1: (Q25) Turning now to a slightly different subject, the College of Teachers is like regulatory bodies for other professions like doctors, lawyers and engineers in the way it hears cases about teacher misconduct or incompetence. Most regulatory bodies have the legal right to impose publication bans to protect the identities of victims or vulnerable witnesses. The College of Teachers does not. Should College of Teachers disciplinary panels have the right to ban newspapers, radio, TV or Internet reporting of some information from College hearings?  
[ROTATE POLES]?*

	%
Definitely	39
Probably	29
UNPROMPTED Maybe	3
Probably not	15
Definitely not	11
UNPROMPTED Don't know/Refused	3





## 7.0. Labour Mobility

### 7.1 Teachers are Slightly Inclined to Consider Moving to Another Province as a Result of New Rules Recognizing Their Certificates Inter-Provincially

Half of respondents said they would consider moving to teach in another province if their credentials were immediately recognized in another province. Teachers were asked to rate how much the removal of barriers to teacher certification would make them consider a move to teach in another province on a 5 point scale where 5 means very much and 1, not at all. Overall, members assign a mean score of 3.2, with half of the respondents assigning a score of 4 or greater as shown in table 7.1

*Table 7.1: (Q26) Turning now to a slightly different subject, the College of Teachers is currently implementing an agreement signed by all of Canada's provinces and territories that will require provinces to recognize a teacher's professional credentials, or license, on a certificate-for-certificate basis. This will make it easier for educators – whether classroom teachers or administrators – to move from province to province and have their certification recognized without barriers. On a 5-point scale where 5 is very much and 1 is not at all, how much would the removal of barriers to teacher certification make you consider a move to teach in another province?*

Mean	5	4	3	2	1	DNK/REF
3.2	35	15	12	8	29	2



## 8.0. Professionally Speaking

### **8.1. *Professionally Speaking* Read for Ideas for Use in the Classroom, News about the Profession, and Stories about Other Teachers; Could Benefit from More Information on What the College Is and Does.**

Teachers were presented with a list of reasons for reading *Professionally Speaking*, and asked to rate each using a 5 point scale. The strongest reasons for reading the magazine are to get ideas that teachers can apply to their own classroom and to receive news about teaching and education. These reasons each earn a mean score of 3.7, as shown in table 8.1a. Newer teachers are especially apt to read the magazine for ideas to use in the classroom with 71% of newer teachers assigning a score of 4 or greater as compared to 55% among those with more than five years of experience. Newer teachers are also more likely to read the magazine for career planning information with 49% assigning a score of 4 or greater as compared to 32% among more experienced teachers.

All reasons for reading *Professionally Speaking* earn mean scores above the mid-point except for “information on what the College is and does, like the work of different committees or board members.” This reason for reading *Professionally Speaking* receives a mean score of 2.6 on the 5 point scale.



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*Table 8.1a: (Q27) Turning now to the College magazine, Professionally Speaking, please rate the following reasons for reading Professionally Speaking on a 5 point scale where 1 means not at all persuasive reason to read it and 5, highly persuasive reason. [RANDOMIZE]?*

	Mean	5	4	3	2	1	DNK/REF
Ideas that I can apply in my own classroom							
All	3.7	32	28	19	11	8	3
≤4 Years	4.0	40	31	17	5	4	3
5+ Years	3.5	29	26	20	12	10	3
News about teaching and education							
All	3.7	26	35	25	7	6	2
≤4 Years	3.8	26	39	25	5	4	3
5+ Years	3.7	26	34	25	7	6	1
Stories about what colleagues are doing in other schools							
All	3.6	25	35	22	9	8	2
≤4 Years	3.7	26	33	23	10	5	3
5+ Years	3.6	25	36	21	8	8	2
News of developments in the profession							
All	3.6	23	37	25	8	6	2
≤4 Years	3.8	21	45	23	3	5	3
5+ Years	3.6	23	34	26	9	6	1
News about professional events							
All	3.1	13	25	32	17	12	2
≤4 Years	3.3	11	31	34	16	6	3
5+ Years	3.1	14	23	32	17	13	2



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	Mean	5	4	3	2	1	DNK/REF
Information about products and services							
All	3.1	12	25	30	18	13	3
≤4 Years	3.2	14	29	27	21	7	3
5+ Years	3.0	12	24	31	16	15	3
Help in my day-to day work							
All	3.0	17	20	26	16	18	3
≤4 Years	3.3	21	23	27	16	10	3
5+ Years	2.9	15	19	26	16	21	3
Career-planning information							
All	3.0	12	25	28	17	16	3
≤4 Years	3.4	14	35	30	13	6	3
5+ Years	2.9	11	21	28	18	19	3
Disciplinary reports in the blue pages							
All	2.8	16	17	24	16	26	3
≤4 Years	3.1	17	22	26	16	17	4
5+ Years	2.7	15	15	24	16	28	2
Information on what the College is and does, like the work of different committees or board members							
All	2.6	6	16	30	25	21	3
≤4 Years	2.8	6	18	33	28	11	4
5+ Years	2.6	5	16	29	24	24	2

## 8.2 The Magazine Is an Important Professional Resource for Teachers

The magazine appears to be an important resource for teachers. As shown in table 8.2, three quarters of respondents say that after having read the



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magazine they have discussed the information with a colleague or friend. Two-thirds have kept a magazine for reference and have gone to the website for more information. More than three fifths have applied an idea from the magazine in their classroom.

*Table 8.2: (Q28) Which of the following action(s), if any, have you taken after reading an article or advertisement in Professionally Speaking? [RANDOMIZE] [RECORD ALL]?<sup>20</sup>*

	All %
Discussed the information with a colleague or friend	75
Kept the magazine for reference	67
Visited a web site	67
Applied an idea in my classroom	61
Attended a course	17
Attended an event/attraction	17
Purchased a product/service	17
Called for more information	13
Considered writing a letter to the editor	10
UNPROMPTED Don't know/Refused	7

### **8.3. Half Plan for Field Trips All Year Round; Museums and Outdoor Education Centers are Top Destinations**

Most teachers say that they plan for field trips and class activities all year round. As shown in table 8.3a, 55% report planning for field trips across the school year. Only 17% say that they plan for field trips in the fall of the current

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<sup>20</sup> Percentage total may not add up to 100% because respondents were allowed to select more than one response without limitation.



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year, 14% that they plan in the summer for that fall, and 9%<sup>21</sup> conducting their planning more in advance.

*Table 8.3a: (Q29) Turning now to classroom planning, which of the following best described when you plan class activities and field trips?*

	%
All year round	55
Mainly in the fall for the current year	17
Mainly in the summer for the next school year	14
Mainly in the spring for the following year	6
Mainly in the fall for the following year	2
Mainly in the winter for the following year	1
Other	5
IF VOLUNTEERED No longer teaching/not responsible for planning field trips	14
UNPROMPTED Don't know/Refused	2

N.B.: The percentages above the shaded line are based on the number of respondents who volunteered valid responses, while the percentage below the shaded line is based on the total number of respondents.

Museums and outdoor education centres are the most popular destinations that teachers have gone to or would consider taking their students to. Sixty-nine percent of teachers said they have gone to a museum with their class and 83%

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<sup>21</sup> Those conducting their planning more in advance include 2% who say they plan in the fall for the following year, 1% who plan in the winter for the following year and 6% who plan in the spring for the following year.



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would consider going in the future. Sixty-eight percent report visiting an outdoor education centre while 80% would consider going in the future.

Going to a ballet or dance performance revealed the greatest gap between those teachers who have actually taken their class to a performance and those who would consider doing so in the future. Twenty-seven percent of respondents report having gone to a ballet/dance with their class while 61% affirm that they would consider doing so in the future.

*Table 8.3b: (Q30) Speaking of field trips, please tell me if you have gone to any of the following locations and whether you would consider doing so in the future? RECORD FOR EACH WHETHER GONE (YES/NO) AND WHETHER WOULD CONSIDER (YES/NO) [RANDOMIZE]?*

	Gone to			Consider doing so in future		
	Yes %	No %	DNK/REF %	Yes %	No %	DNK/REF %
Museums	69	30	1	83	13	5
Outdoor education centres	68	31	1	80	15	5
Parks/gardens	61	38	1	75	20	5
Science centres	60	39	1	78	18	5
Landmarks	56	43	1	75	20	5
Art galleries	46	53	1	74	21	5
Concerts	46	53	1	66	29	5
Private companies	41	58	2	65	29	6
Movies (IMAX)	38	61	1	60	35	6
Ballet/dance	27	73	1	61	34	5



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	Gone to			Consider doing so in future		
	Yes %	No %	DNK/REF %	Yes %	No %	DNK/REF %
Consumer shows (for example, the Royal Winter Fair)	21	78	1	50	44	6

#### **8.4. Members Influence a Variety of Supply Purchases**

Teachers were asked which school supplies they purchased or recommended for purchasing for their classrooms or schools. Teachers' influence appears to span a variety of supplies, as shown in table 8.4. The vast majority of teachers either purchase or recommend for purchasing books (82%), office supplies (75%), writing utensils (73%), CD ROMS/Videos/DVDs (72%), art supplies (66%), writing paper (66%), presentation equipment (61%) and computer software (60%).

*Table 8.4: (Q31) What school supplies do you purchase or recommend for purchase? [PROMPT AND RECORD EACH] [RANDOMIZE]?<sup>22</sup>*

	%
Books	82
Office supplies	75
Writing utensils	73
CD ROMS/Videos/DVDs	72
Art supplies	66

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<sup>22</sup> Percentage total may not add up to 100% because respondents were allowed to select more than one response without limitation.





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	%
Writing paper	66
Presentation equipment	61
Computer software	60
Computer hardware	50
Gym equipment	47
Science/lab equipment	46
Supplies or equipment for family studies /technological studies	45
Musical instruments	40
Sheet music	29
UNPROMPTED Not responsible for purchasing	10
UNPROMPTED Don't know	# <sup>23</sup>

### **8.5. Sources of Information about the College—Annual Certificate Mailing, Colleagues, Magazine and Website are Most Useful**

Teachers were asked to rate six sources of information about the College using a 5 point scale where 1 means not at all useful and 5, very useful. The annual certificate mailing receives the highest mean score of 3.7, followed by speaking with colleagues (mean score 3.6) and *Professionally Speaking* magazine (mean score 3.6). The College's website also receives a strong mean score of 3.4 on the 5 point scale.

Newer teachers are especially apt to find speaking with colleagues to be a useful source of information, assigning a mean score of 3.9. This compares with a mean of 3.6 among all teachers as a whole. By the same token, new teachers

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<sup>23</sup> A pound symbol (#) denotes a cell entry that rounds to zero.



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are more likely to find the College’s website useful, assigning a mean score of 3.7 as opposed to 3.4 among all teachers.

*Table 8.5: (Q32) Thinking now about getting and receiving information about and from the College, how would you rate each of the following sources of information about the College? Please use a 5 point scale where 1 means not at all useful and 5, very useful. [RANDOMIZE]*

	Mean	5	4	3	2	1	DNK/REF
<b>The Annual Certificate mailing</b>							
All	3.7	37	22	19	9	11	2
≤4 Years	3.7	31	27	22	8	8	3
5+ Years	3.6	39	20	18	10	12	2
<b>Speaking with colleagues</b>							
All	3.6	35	24	21	9	11	1
≤4 Years	3.9	36	29	22	6	5	2
5+ Years	3.6	35	22	20	9	13	1
<b>Professionally Speaking magazine</b>							
All	3.6	27	32	26	8	7	1
≤4 Years	3.8	26	36	29	5	3	2
5+ Years	3.6	27	31	25	9	8	1
<b>The College’s website</b>							
All	3.4	25	26	23	12	11	3
≤4 Years	3.7	30	33	18	13	5	1
5+ Years	3.3	23	24	24	12	13	4
<b>E-mails from the College</b>							
All	3.0	14	24	26	13	20	4
≤4 Years	3.2	13	31	27	14	12	3
5+ Years	2.9	15	22	25	12	22	4



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	Mean	5	4	3	2	1	DNK/REF
Information provided by other organizations							
All	2.6	6	17	31	19	22	6
≤4 Years	2.9	5	19	40	18	13	5
5+ Years	2.6	6	16	29	19	25	7

With respect to the College's website and online services specifically, respondents were asked how they could be improved or made more useful. A few of their suggestions include:

Add job postings to the website rather than having to check out each school.

There should be more online resource availability, as a way to communicate with other teachers in similar grades to myself. I would like to exchange ideas in course content, to be placed on message boards. Also they should have an online library to upgrade our own lessons and resources, for mutual sharing by other teachers.

They need a hook. Check out the website for this reason. E-mails are too verbose. Target specific things. Something on the website for math teachers. Check this out this month. What are you interested in hearing about, check off. Then when you get e-mails only the things that apply. I have to spend too much time sifting. It's serviceable but not attractive to teachers. It's so bureaucratic, not educational. It's too removed from what teachers want to become better teachers.

It should be more representative of the geography of Ontario. We're not the same. The things that work and are available in Metropolitan area like Toronto and the things that are necessary for the area are not the same. If the Ontario Teachers Colleges wants to address all the teachers



in Ontario equitably, there ought to be some appreciation that this geography makes a difference to the delivery in the classroom. They can put things on there that apply to the East or the North-West. If everything is about teachers and classrooms, you have to understand that your province is not the same everywhere and that those things you provide on the website should facilitate wherever they are at and doing the best that they could and appreciate who they are.

Create a broader range of articles; articles that deal with all subject areas, not just literacy but all subjects... and tips for new teachers; give strategies that work... classroom management.

## 9.0. Conclusion

The most important conclusions are as follows:

- An opportunity exists to support teachers in their use of the Ethical Standards and Standards of Practice - Lack of familiarity with the College's inquiry-based resource on the standards coupled with reported use of the Standards being somewhat higher than reported familiarity suggests that teachers may be willing to learn more about the Standards;
- More AQ courses should be offered online – On the margin, members as a whole prefer traditional in-class courses. However, newer members, who are more likely to take AQ courses, prefer on-line courses;
- Teachers selflessly embrace mentorship and associate teaching – Members are motivated to become an associate teacher to help new teachers succeed and give back to the profession. Increased community recognition



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for their work, perhaps through the magazine, might encourage more teachers to volunteer;

- Low voter turn-out and a dearth of candidates for Council may improve with time - As more teachers begin their careers interacting with the College, with time a greater percentage of the members may feel more connected to the organization and therefore more inclined to run for Council and vote in elections;
- Teachers are sensitive to the rights of victims and vulnerable witnesses – Members are persuaded to allow the disciplinary panel the right to ban publications to protect the victims of crime;
- Half of teachers might consider moving out of province with the removal of interprovincial barriers to teaching, few will likely do so - When surveyed, half of teachers said they would consider moving out of province should their credentials be recognized elsewhere. In practice, moving great distances is a significant undertaking for any professional and few teachers will likely leave; and,
- Professionally Speaking is an important resource for teachers and offers value for advertisers - With three quarters of teachers discussing magazine with their peers and two-thirds keeping the magazine on file for reference, it's clear that teachers pay close attention to the magazine. Advertisers benefit from a readership that takes an active interest in each page and refers to past issues repeatedly.

