



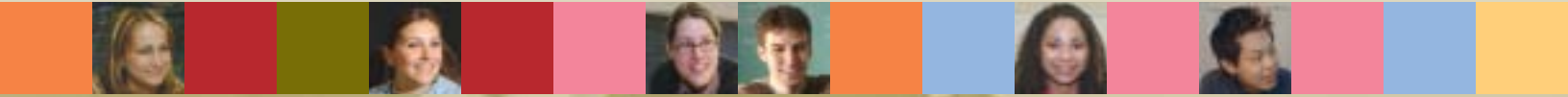
# Transition TO **Teaching**

New Teachers of 2001 and 2002  
Report on their First Two Years of  
Teaching in Ontario

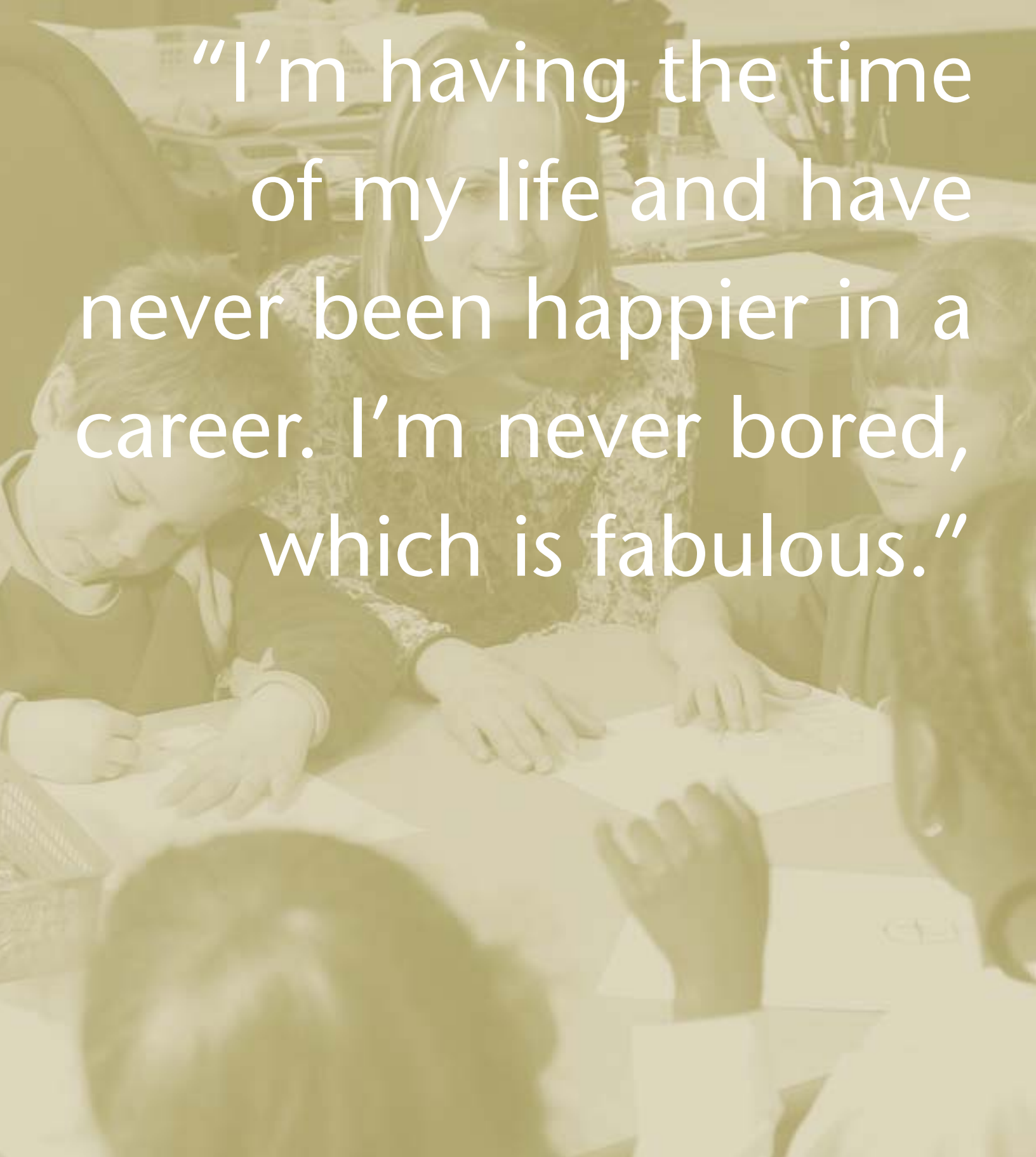
**MAY, 2003**



Ontario College of Teachers



“I’m having the time of my life and have never been happier in a career. I’m never bored, which is fabulous.”





Ontario's teachers are some of the most knowledgeable and qualified educators in the world.

Their passion for improving the lives of their students through quality learning is unparalleled. Their dedication to doing a job well is second to none. Choosing to become a teacher is a decision of the heart as well as the mind. Those who commit to teaching commit to making a difference in society – one student at a time.

Unfortunately, the commitment to teachers themselves, especially those in the formative years of their careers, isn't as strong as it should be.

The Ontario College of Teachers, the licensing and self-regulatory body for the teaching profession, has found that novice teachers are struggling to cope despite their optimism and hard work.

As part of its five-year *Transition to Teaching* study, the College found that teachers lack orientation programs, mentoring and classroom resources. Many are hired too late or, within weeks of starting, are shifted to a new class, a new grade or a new school. And they get the hardest assignments. Survival becomes their top priority.

The study found that almost every new teacher did get a teaching job, although many moved through several before finding a regular position that was also a good match for their qualifications. Virtually everyone intends to remain in teaching.

These teachers are looking for survival skills. They identify mentoring as a priority. They want help with the practicalities: managing the classroom, evaluating students' work, planning lessons, communicating with parents. They need help, advice and time from experienced teachers.

Although mentoring programs are scarce and lack the resources needed to be particularly successful, the new teachers do get an impressive amount of informal support from their colleagues, principals and vice-principals.

The study found that the altruistic motives that led these teachers to choose their profession remain their reasons for teaching. Almost all say they intend to continue teaching, although many expect to change jobs.

Despite this optimism, the study concludes that, by the second year of teaching, about 18 per cent may be at risk of leaving the profession. These teachers express dissatisfaction with their teaching experience to date. Many express a loss of confidence in their teaching skills. They express dissatisfaction with their assignments, frustration with what they call the politics of the profession or concern about the lack of resources and support to them as new teachers.

The College is grateful to the teachers who took the time to complete these lengthy surveys and who generously provided comments that helped to bring their responses to life. More than 70 per cent of both survey groups said they would participate in future studies, proving their interest and commitment to the teaching profession.

**The College mailed surveys to 6,223 teachers who were just completing their first and second years of teaching in Ontario. Precisely 27.5 per cent responded. This response rate makes the survey results accurate within 3<sup>1</sup>/<sub>2</sub> percentage points, 19 times out of 20. Almost all included thoughtful comments about their experiences.**

The College is tracking the 2001 and 2002 teacher education graduates to find out:

- how many new teachers are hired as teachers
- what kinds of teaching positions they find
- the rate at which new teachers leave the profession and why
- whether their experience at the faculties of education has prepared them well
- what kinds of supports they need
- how the College and school boards can retain these new teachers.

Frank McIntyre  
*Ontario College of Teachers*



## Getting hired

Almost all the 2001 and 2002 teacher education graduates got teaching jobs, although many did not immediately find full-time regular positions. Many were hired late. Some, even if hired early, didn't know what their assignments would be, cutting into or eliminating their preparation time. Although just about everyone did find a job, many express their frustration with the hiring process.

In March, 2003, 93 per cent of the 2002 teacher education graduates were teaching. It went up to 96 per cent for the 2001 graduates. An additional two to three per cent of each group had taught at some time since their graduation.

Of the first-year teachers, 55 per cent have regular positions, 25 per cent are long-term occasional, and 15 per cent are daily occasional teachers. More second-year teachers are in regular positions, 79 per cent. Nine per cent are in long-term occasional positions and seven per cent are daily occasional.

Of the first-year teachers, 74 per cent are teaching full-time. Of the second-years, 86 per cent are full time.

The survey also found that the number of regular teaching positions immediately available to new teachers appeared to decline. In 2001, 53 per cent of new teachers were first hired for regular positions. The next year the number was down to 42 per cent.

Despite what the numbers show about hiring success, many respondents express uncertainty and insecurity. They are confused about the hiring process and frustrated with late hiring, bumping in mid-year from one classroom to another, and piecing together part-time jobs to make up a full teaching load.

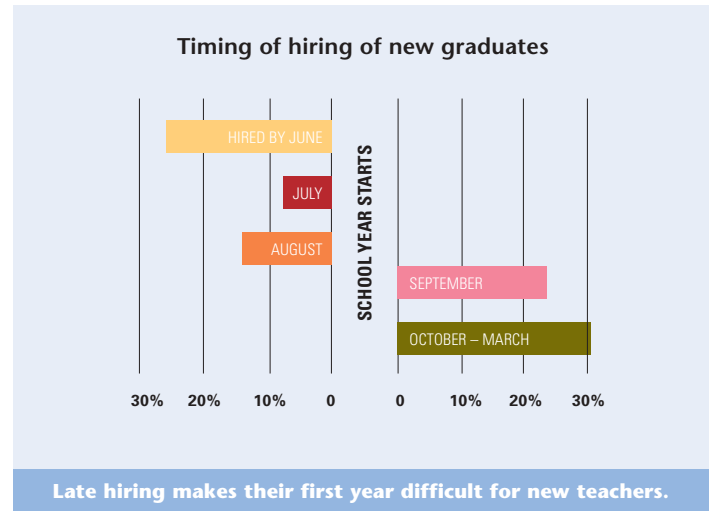
Many remarked on the apparent need for inside knowledge or connections in order to get a job. They found some boards far less ready than others to hire.

It appeared that most expected it to be easy to get a regular position in their subject by July. Getting a job was more difficult than they thought.

As one first-year teacher wrote, "Each board has their own hiring process, and you get very confused."

Another noted, "It is highly stressful and competitive, and the interview process seemed so rushed when it finally happened."

Among first-year teachers, only 27 per cent had jobs by the end of June. Another 21 per cent were hired by the end of August and a further 22 per cent during September. The remaining 30 per cent got their current jobs in October or later in the school year.



Many point to frustrations with how the system appears to work against timely hiring decisions. As one respondent said, "Obtaining a job was hard because my district school board has budget problems that led to late recruitment."

Another challenge for many is the need to patch together a full teaching load with combinations of part-time regular and long-term occasional assignments, or even daily occasional assignments from more than one school board. As one first-year teacher noted, "My board posted 100 positions, but unfortunately very few of them were full time. Many were .1, .2 and .3 positions. In order to get full time, I had to take two different .5 assignments in different towns. Travelling between towns during my lunch break was difficult, especially when the weather was bad."

## Changing jobs and assignments

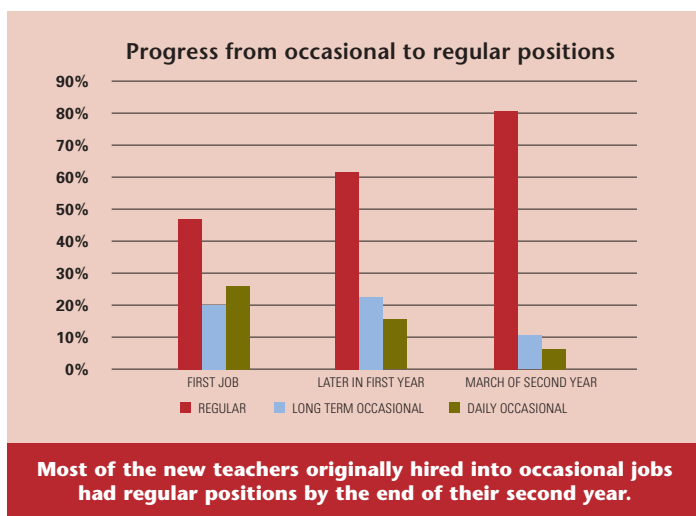
Frequent changes in position and in assignment marked the teachers' first two years, making life more stressful and cutting into their preparation time. Most of these changes, however, resulted in new teachers moving into long-term or regular positions that better matched their qualifications. The majority of first-year teachers get the more challenging assignments, however.

"I was hired in the second-last week of August and was bumped through four different grade level positions before

school started. These changes were not voluntary, but they did end up changing my status from long-term occasional to regular status.”

New teachers often moved from supply to long-term to regular positions, even within the same year. One describes how this happens: “I gave my resume to the principal of a school in June following graduation, supplied for the same principal in September, was called for a long-term occasional position on October 15, and a regular full-time position became available to me in December.”

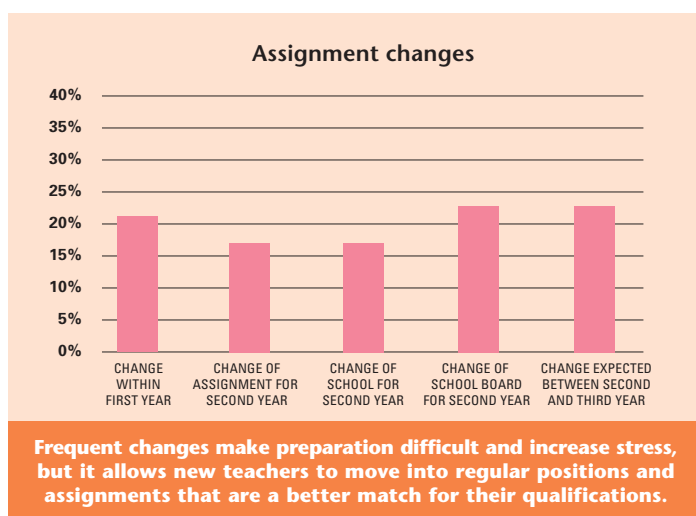
Among 2001 new teachers, 29 per cent who had been hired as daily or long-term occasional teachers moved into regular jobs during their first year. Most of them had settled into regular teaching positions by the end of their second year.



More than half of the first-year teachers anticipate a job change for their second year. Among second-year teachers, 21 per cent reported a change from occasional or term employment into a regular teaching position within their first year. More than half of them also reported a change in assignment (17 per cent), schools (23 per cent) or even school boards (12 per cent) between their first and second year. Thirty-seven per cent of this group anticipates more change before their third year of teaching.

In their second year, teachers find their job a better match to their qualifications. Forty-four per cent of first-years reported an excellent match compared to 53 per cent of second-years. The match is unsatisfactory for 4.6 per cent of first-years and still for 3.3 per cent of second-year teachers.

Some first-year teachers have tough assignments – combined grades, province-wide testing years, diverse secondary



assignments with many different classes to prepare for, classes with difficult behavioural issues and special education or French as a Second Language assignments. Often they do not have enough training or resources for the assignment.

Some are coping with more than one tough assignment. As one first-year teacher notes, “Most of the jobs available were special education, split grades or half-time positions. I am at one school in the morning doing English as a Second Language for Grades 6 to 8. In the afternoon I am at another school teaching Grades 1 to 6 special education. I am taking Special Education, Part 1 (additional teacher training) at the same time.”

Of the first-year elementary teachers, the majority have a combined grade (21 per cent), rotary or a double home room (12 per cent), or a special assignment (20 per cent). Only 47 per cent have a single-grade home room. This percentage goes up to 53 for teachers in their second year.

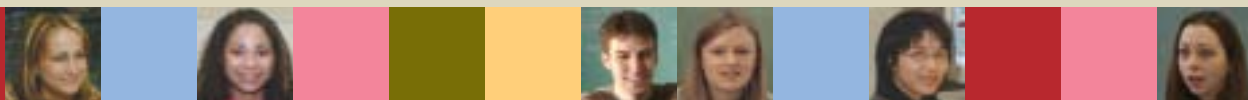
Of the first-year secondary teachers, 20 per cent have five or more different courses to prepare. The number is similar for second-year teachers.

## Supports for teachers in their new jobs

Formal supports for the new teachers, such as orientation programs, school board in-service training, mentoring programs and classroom resources, appear to be insufficient or non-existent. On the other hand, new teachers report that their school administrators and colleagues give them a high level of informal support.

Sixteen per cent of the second-year teachers and 18 per cent of the first-year teachers had no orientation from their board. Only



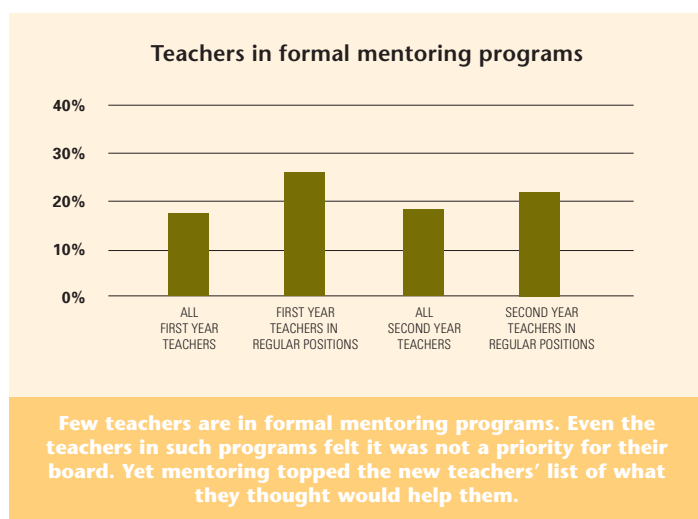


one quarter of the teachers rated the orientation program as satisfactory. Another 30 per cent rated it somewhat satisfactory and about 17 per cent said it was somewhat unsatisfactory. About 10 per cent rated it unsatisfactory.

Many respondents pointed out that there was no orientation for those who were hired late or for occasional teachers.

As one teacher said, “I just got thrown in two weeks after school started, with no preparation time, no guidance from administration; it was basically sink or swim. I’m still trying to learn to float.”

About 18 per cent of the first-year and second-year teachers were in a mentoring program. Of those, less than half found it satisfactory. Even among first and second-year teachers who hold regular teaching positions, only 27 per cent of the first-year teachers and 21 per cent of second-years had the support of formal mentoring. Again, of those who did have mentoring, only about half found their experience satisfactory.



The new teachers thought mentoring was not a priority with their board. As one first-year teacher reported, “The formal mentoring program has not really been helpful as the time to be ‘mentored’ is not worked into our schedule, either for the mentor or the mentee.”

Yet, new teachers list mentoring as their top priority for what would help them in their first year. These teachers respect and want to learn from the experience of their peers. They want to collaborate, get feedback on their teaching and observe others teaching. They ask for time to plan and reflect on teaching practice, to get help seeing the “big picture” with teachers in grades above and below their own.

“Mentoring would be so wonderful. Time management is really difficult, classroom organization is very difficult, and parents can be very unsupportive. It would be great to have someone help when setting up the classroom in August. It would be ideal to work side by side for the first year.”

Although formal mentoring programs are scarce, and many times viewed as not particularly successful, the teachers rate highly the informal support of individual colleagues, principals and vice-principals.

Of the first-year teachers, 58 per cent rate the support they got from principals and vice-principals as satisfactory, and 73 per cent rate the support from colleagues as satisfactory. Only two per cent rate it unsatisfactory. The second-year teachers rank support from colleagues the same (72 per cent satisfactory) and report only slightly less support (52 per cent) from principals and vice-principals.

In their first year, 51 per cent are satisfied or somewhat satisfied with their board in-service programs. But 20 per cent had no in-service training. Only 10 per cent of the second-year teachers still report having no board in-service programs. Their rate of satisfaction is somewhat higher than the first-year teachers, 61 per cent.

Fifty-eight per cent of first-year teachers are unsatisfied or somewhat unsatisfied with their classroom resources. The comparable figure for second-year teachers is 55 per cent.

Many told stories of what they had to buy for their class. “It is very hectic and expensive to teach a combined class, with very limited classroom resources. I had to purchase 35 books for book study,” one teacher wrote.

Others expressed gratitude for the materials the previous teacher had left.

## Settling into teaching

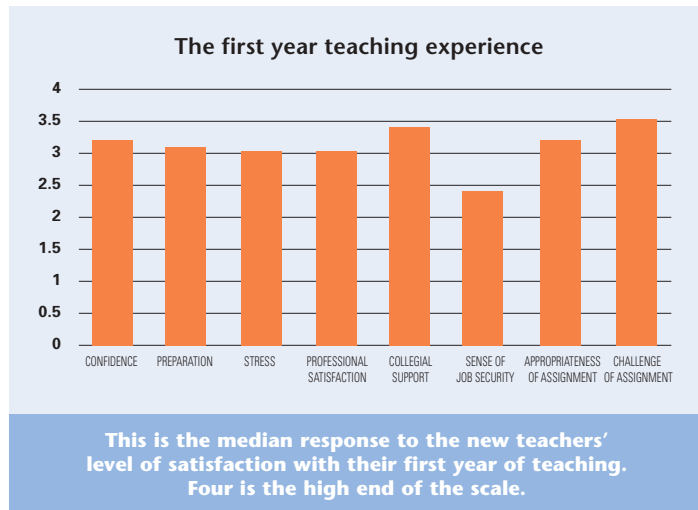
New teachers tend to feel high levels of stress and that their jobs are insecure. These factors improve during their second year, as they gain experience and move into regular and long-term positions. They find that their practice teaching was a better preparation for teaching than their course work.

Despite the insecurities, they are optimistic about their future as teachers.

Overall, 34 per cent of the first-year teachers thought their faculty of education preparation for teaching was satisfactory.

Another 40 per cent rated it somewhat satisfactory. Only four per cent were unsatisfied. More expressed satisfaction with the practice teaching (63 per cent) than with the courses they took (21 per cent). Only one per cent found the practice teaching unsatisfactory compared to 12 per cent for the courses.

Near the end of their first year of teaching, 38 per cent rate their confidence as high and 31 per cent rate their preparedness as high. Half say their confidence is somewhat high and 52 per cent say that about their preparedness. Only two per cent rate their confidence as low. Three per cent rate their preparedness as low.



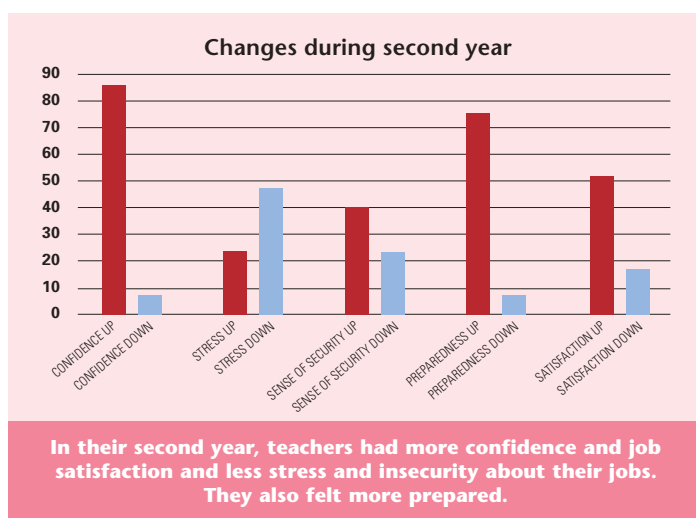
At the end of their second year, 85 per cent say they have gained confidence, and 76 per cent say they are more prepared. Seven per cent say they have less confidence than the previous year and nine per cent feel less prepared.

These results bear out the teachers' frequent comments about the importance of gaining more classroom experience.

Seventy-one per cent of the first-year teachers report a high or somewhat high stress level. Half of the second-year teachers report the stress went down this year. Another 23 per cent report more stress in their second year.

Just under half of the first-year teachers feel a sense of insecurity about their job. That insecurity declines in the second year, with 40 per cent saying they feel more secure in their jobs. Still, 21 per cent report feeling less secure about their jobs.

Despite the stress and insecurity, 77 per cent of first-year teachers rank their professional satisfaction as high or somewhat high. This improves, with 51 per cent saying



they have more professional satisfaction in their second year. However, 17 per cent say they are less satisfied.

Most teachers, 80 per cent, are optimistic about their future at the end of their first year. This continues to rise in the second year, with 42 per cent saying they are more optimistic. However, 20 per cent of second years report less optimism.

Their comments illustrate their enthusiasm for teaching.

"It's tough work and a lot of work, inside and outside the classroom. You have to love it. Good thing that I do. Can't wait for next year."

"I'm having the time of my life and have never been happier in a career. I'm never bored, which is fabulous."

Many express confidence that they are overcoming the stress of their assignments and their political environment.

"I was extremely nervous as I entered the Intermediate division as a Primary-Junior teacher. However, I couldn't be more happy. This has been and continues to be an amazing and rewarding experience."

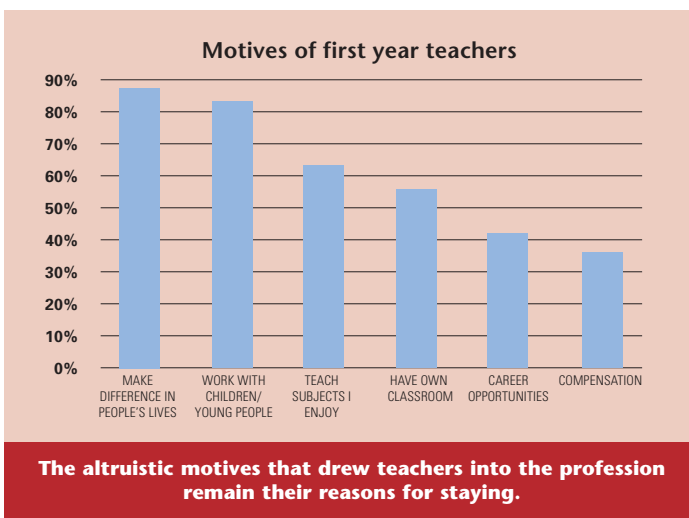
"Amidst the stress of the politics of teaching, I would not choose any other career. The students make my job worthwhile and provide motivation for me."

"It's been a roller coaster of ups and downs, thankfully mostly ups. The good news is that I will never have to experience my first year of teaching again."

What motivated them to choose teaching continues to motivate these first and second-year teachers to stay in the

profession. Then and now, they choose the profession for altruistic reasons.

First-year teachers list the following as very important reasons for entering teaching: making a difference in people's lives (86 per cent), working with children or young people (80 per cent), and teaching subjects they enjoy (59 per cent). These remain at about the same levels of importance as reasons to stick with teaching.



With experience, however, other factors gain importance as motivators. Having their own classroom was important to 46 per cent before they entered teaching and to 56 per cent at the end of their first year. Career opportunities (35 per cent) and compensation (27 per cent) are also somewhat more important at the end of the first year, going to 41 and 36 per cent respectively.

"I have more personal fulfillment from teaching than I ever imagined. I feel it is a privilege to do what I do. I love it."

"I thoroughly enjoy my classes and students. With experience, I know that the stress and preparation will decrease and I will be able to really focus on my students to enable them to succeed which is, in my opinion, the goal of any teacher. I feel so lucky to be able to make somewhat of a difference in my students' lives."

Similar patterns and comments are evident in the responses of second-year teachers.

Overall, almost half (47 per cent) of the first-year teachers report their experience is satisfactory and another 39 per cent thought it somewhat satisfactory. Despite the stresses many reported, almost all (96 per cent) intend to teach next

year. Virtually all of the others expect to return to teaching. The numbers are similar for second-year teachers.

## Professional development needs

New teachers' priorities for professional development are focused on survival skills and practical knowledge.

The first-year teachers assign a high priority to learning more about classroom management (60 per cent), evaluation techniques (53 per cent), lesson planning (48 per cent), instructional methods (48 per cent), subject knowledge (47 per cent), and communicating with parents (41 per cent). Forty-three per cent listed observation and feedback on their teaching practice as a high priority.

The second-year teachers have the same top two priorities: classroom management (up to 64 per cent) and evaluation techniques (down to 49 per cent). Their next priority is instructional methods (48 per cent), then subject knowledge (47 per cent), and communicating with parents (43 per cent). Lesson planning, at 37 per cent, dropped in priority as they gained experience. Getting observation and feedback on teaching practice was also lower, down to 32 per cent.

"New teachers are expected to just know what to do when. Some guidance is needed. First and second-year teachers should not need to feel so alone and stressed."

"Teaching is a multi-task job that can be exhausting. There is a great deal of pressure on teachers to be perfect in all aspects. We need help in subject areas, communication, professional development, assessment and special education in the regular classroom."

## Supply and long-term occasional teachers

More than half of first year teachers started the school year as daily supply or long term occasional teachers. About 15 per cent of the new teachers were still supplying in March of their first year. Others did not obtain regular teaching positions until well into the school year.

The daily supply role can be isolating and demoralizing. As one first-year teacher reported, "It has been difficult bouncing from school to school, and very isolating. I am not a part of any one group, so it is hard to stay current."

Repeatedly, teachers said orientation, mentoring and support that might have been available to teachers hired into regular



positions before September were nonexistent for those hired after the year began or for occasional positions.

Many report piecing together part-time and supply jobs across schools and even across boards, increasing the number of lessons they have to prepare and making the task of getting oriented even more difficult.

Supply teachers face additional obstacles in their professional development. As one supply teacher who has regular assignments at one school noted, "First consideration for workshop places is given to regular teachers. If I want to do professional development I sacrifice a day's pay, plus I must pay a fee for my attendance."

## Teachers at risk of leaving

Ontario Teachers' Pension Plan data from 1993 to 1999 reveal that 20 to 30 per cent of new plan members withdraw from the pension plan with less than three years enrollment.

Although these surveys found that almost all teachers expressed their intention of remaining in the profession, it also found indications that about 18 per cent of new teachers are at risk of leaving the profession.

These teachers express dissatisfaction with their teaching experience to date. Many express a loss of confidence in their own teaching skills.

"I do not think it is beneficial to assign a brand new teacher all applied level courses. It makes your teaching experience difficult when you have to deal with so many behaviour problems. I feel a bit disinterested in the teaching profession right now, given my assignments. I feel like I am not using my knowledge and ability to its potential. Instead, I feel like I am doing the students a disservice by teaching subjects I am not confident in."

These at-risk teachers express strong dissatisfaction with their assignments, exhaustion with the long hours required, frustration with the politics of their profession or with the lack of adequate resources and mentoring support. They also express a sense of hurt about what they see as a lack of respect and recognition for their efforts, both within the profession and in the general public.

"Society can be very critical of the teacher. An immense amount of pressure is applied to teachers, and yet it is one of the hardest professions. My total life revolves around my job. I have no training in the areas of my assignments. There are

no textbooks designed to coincide with the course profile. There is very little personal time I have to myself. For example, I spent the March break sewing aprons for the hospitality class to save the school money."

Although 96 per cent of first-year teachers report they will teach next year, seven per cent say they will teach outside Ontario. Four in five plan to return to Ontario. However, some report being concerned about the stresses and the lack of suitable assignments. They think career prospects may be better outside the province.

As one first year Technological Studies teacher commented, "With constrained budgets in Ontario, technology courses are the first to get cut. England, Scotland and New Zealand support their technology programs. I have greater opportunity to teach tech outside Ontario where tech teachers are supported and the program is considered an integral part of a high school curriculum."

## Who are these new teachers?

The teachers who responded to the 2003 survey are representative of the 2001 and 2002 graduates from Ontario's 10 faculties of education and from seven U.S. border colleges.

Consecutive programs, one-year teacher education following undergraduate study, (at 92 per cent) and concurrent programs, teacher education done along with undergraduate study, (eight per cent) were in the mix. Thirteen per cent were French language program graduates.

Just more than one-half of the teachers hold initial Primary-Junior certificates. Seventeen per cent graduated from Junior-Intermediate programs and 28 per cent from Intermediate-Senior. The remaining four per cent are Technological Studies teachers.

A third of the respondents are age 30 or older. Twenty per cent of returns came from male teachers, the same proportion that occurs among teacher education candidates.



## Background and Sampling

This is the second year of a five-year study, Transition to Teaching, done by the Ontario College of Teachers with funding from the Ontario Ministry of Education.

The study is designed to measure the rate at which new teachers leave the Ontario education system and to find information that government, boards, universities and the College can use in developing policies and programs to help retain them.

In March 2003, the Ontario College of Teachers mailed surveys to 3,015 teachers who graduated from teacher education in 2002 and to 3,208 teachers who graduated in 2001. All teachers in the samples had joined the College of Teachers by 2003 and were in good standing with the College. About 95 per cent of Ontario teacher education graduates join the College in the first two years following graduation.

Researchers drew the names at random from the 6,645 graduates in 2001 of the 10 Ontario faculties of education and from the 1,117 new Ontario teachers the same year from six colleges in New York State near the Ontario border (Canisius, Daeman, D'Youville, Medaille, Niagara, and State University of New York) and from the University of Maine.

The sample included half of those who had taken the Ontario French language program, half of the U.S. border-college graduates, and one third of the graduates of the Ontario English language program. The Ontario graduates were segregated into divisions (Primary-Junior, Junior-Intermediate, Intermediate-Senior and Technological Studies) for the random sampling.

Researchers used the same approach with respect to the 6,954 teachers who graduated in Ontario in 2002 and the 1,376 new teachers of that year from the U.S. colleges.

The College mailed surveys to 39 per cent of each year for a total of 6,223. Although no follow-up mailing or phone calls were made, 755 (25 per cent) of the 2001 new teachers and 957 (30 per cent) of the 2002 group returned the surveys.

With these return rates, the results reported can be relied upon to be an accurate reflection of the populations sampled within 3½ percentage points, 19 times out of 20.

The complete questionnaires and the results follow in the appendix.

The questions for the two survey instruments are included in this appendix, together with summary percentages and response rates for closed questions.

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# Appendix



# First-year teacher Survey – 2002 Graduates

Please check the most appropriate responses to each question below

## Employment Update

1. Have you been employed as a full-time, part-time or occasional teacher at any time during the 2002-03 school year?

Yes 95.3% No 4.7% Total Responses: 957

2. If yes, what type of job was your first teaching job following graduation from your B.Ed. program

Regular teaching position	41.9%
Long-term occasional position	20.9
Other limited term contract	3.3
Occasional or supply teaching	30.2
Other (please specify)	3.7

Total Responses: 957

3. Are you now employed as a teacher?

Yes 93.3% No 6.7% Total Responses: 953

4. If yes, what type of teaching job is your current job?

Regular teaching position	55.3%
Long-term occasional position	25.1
Other limited term contract	3.2
Occasional or supply teaching	15.0
Other (please specify)	1.5

Total Responses: 856

5. In what month and year were you hired for your current teaching job?

By June 2002	27.3%
July 2002	7.6
August 2002	12.8
September 2002	21.9
October to December 2002	13.2
January 2003 or later	17.2

Total Responses: 877

6. Is your current teaching job full-time or part-time?

Full-time	74.3%
Part-time	25.7

Total Responses: 880

7. In what geographic location is your current teaching job?

Greater Toronto Area	36.3%
Central Ontario	9.6
Eastern Ontario	15.6
Southwestern Ontario	23.4
Northeastern Ontario	6.7
Northwestern Ontario	5.1
Outside Ontario	3.3

Total Responses: 871

8. What is the employer type for your current teaching job?

English language public school board	60.9%
English language Catholic school board	24.0
French language public school board	2.7
French language Catholic school board	7.3
Independent or private school	3.7
Other	1.4

Total Responses: 861

9. Please use this space for any observations you wish to make on the process of obtaining a teaching job in the first year of your career

## Teaching Assignments

10. If your current job is a secondary school teaching job, what are your main assignments?

Science	20.5%
English	20.3
Mathematics	13.6
Technological Studies	9.8
History	7.5
Physical Education	4.0
Other	24.3

Total Responses: 261

### How many different course preparations do you have?

1	5.0%
2	23.2
3	40.2
4	11.6
5	10.0
6 or more	10.0

Total Responses: 259

### How suitable are these assignments for your first year of teaching?

#### 11.If your current job is an elementary school teaching job, what is the main type of assignment and what grade(s) are you teaching?

General assignment, single grade home room	46.9%
General assignment, combined grade	21.6
Rotary assignment	10.7
Double home room	1.2
Specialized assignment	12.4
Other assignments	7.2

Total Responses: 377

#### Specialized assignments:

French as a Second Language	36.2%
Special Education	26.1
Music	10.0
Other	27.7

Total Responses: 69

#### Grade (s) you teach

Kindergarten	4.2%
1	17.3
2	11.0
3	9.9
4	12.6
5	13.1
6	15.7
7	8.4
8	7.9

Total Responses: 191 single grades  
350 multiple grades

### How suitable are these assignments for your first year of teaching?

### 12.How does your current job match your teacher education qualifications?

Excellent match	44.4%
Good match	34.3
Fair match	16.7
Unsatisfactory match	4.6

Total Responses: 867

#### Main reason for your description of the match

### 13.Please use this space for any observations you wish to make on the process of being assigned to teaching positions in the first year of your career.

## First Year Experience

### 14.On a scale of 1 to 4 from satisfactory to unsatisfactory, how would you describe your overall experience of your first year of teaching to date?

Satisfactory	48.7%
Somewhat satisfactory	35.1
Somewhat unsatisfactory	12.3
Unsatisfactory	3.8

Total Responses: 890

#### Main reason for your rating of your experience to date

### 15.Are you participating in a formal mentoring program designed for new teachers?

Yes 17.7 % No 82.3% Total Responses: 888

#### If yes, what organization sponsored this program?

School board	78.2%
Teacher federation	3.0
Other	18.8

Total Responses: 133

### What has been the most valuable part of this program to you professionally?



**16. On a scale of 1 to 4 from satisfactory to unsatisfactory, how would you rate each of the following supports to your first year of teaching?**

	SATISFACTORY	SOMEWHAT SATISFACTORY	SOMEWHAT UNSATISFACTORY	UNSATISFACTORY	NOT APPLICABLE	TOTAL RESPONSES
ORIENTATION	23.9%	29.2%	17.6%	11.1%	18.2%	883
FORMAL MENTORING PROGRAM	7.9	10.7	7.6	11.5	62.2	884
CLASSROOM RESOURCES	20.6	37.4	24.2	12.7	5.1	888
BOARD IN-SERVICE	20.1	31.6	19.6	8.4	20.3	874
ADDITIONAL QUALIFICATION COURSES	18.3	20.0	7.7	5.6	48.4	874
PRINCIPAL/ VICE-PRINCIPAL	58.5	24.8	9.3	3.4	4.0	891
COLLEAGUES	73.3	18.7	4.6	1.6	1.9	895
FAMILY/FRIENDS	83.4	12.0	1.6	0.8	2.2	890

**Other important supports**

**Comments on your ratings**

**17. On a scale of 1 to 4 from satisfactory to unsatisfactory, how would you describe your preparedness for teaching following your teacher education program?**

Satisfactory	34.7%
Somewhat satisfactory	40.9
Somewhat unsatisfactory	19.8
Unsatisfactory	4.6
<i>Total Responses: 905</i>	

**Main reason for your rating:**

**18. How would you describe the practice teaching component of your teacher education as preparation for your career as a teacher?**

Satisfactory	63.4%
Somewhat satisfactory	28.9
Somewhat unsatisfactory	6.5
Unsatisfactory	1.2
<i>Total Responses: 948</i>	

**19. How would you describe the Faculty of Education courses in your teacher education program as preparation for your career as a teacher?**

Satisfactory	21.6%
Somewhat satisfactory	37.1
Somewhat unsatisfactory	29.2
Unsatisfactory	12.1
<i>Total Responses: 941</i>	

**20. How do you rate each of the following in describing your experience as a teacher this year?**

	HIGH	SOMEWHAT HIGH	SOMEWHAT LOW	LOW	TOTAL
CONFIDENCE	37.8%	49.5%	10.9%	1.8%	928
PREPAREDNESS	31.3	51.9	14.0	2.7	926
STRESS	39.3	31.8	21.3	7.7	927
PROFESSIONAL SATISFACTION	36.1	41.5	17.5	5.0	926
SUPPORT FROM COLLEAGUES	56.1	30.7	9.7	3.5	927
SENSE OF JOB SECURITY	20.6	26.3	23.1	30.0	921
APPROPRIATENESS OF ASSIGNMENT	44.7	36.5	13.3	5.5	910
CHALLENGE OF ASSIGNMENT	57.2	34.9	6.1	1.7	919
OPTIMISM FOR YOUR PROFESSIONAL FUTURE	47.5	33.2	13.2	6.2	926

**21. On a scale of 1 to 4 from high priority to low priority, how would you rate each of the following for further emphasis in your professional development priorities?**

	HIGH PRIORITY	SOMEWHAT HIGH	SOMEWHAT LOW	LOW PRIORITY	TOTAL
OBSERVATION AND FEEDBACK ON TEACHING PRACTICE	43.4%	37.3%	15.3%	4.1%	931
INSTRUCTIONAL METHODS	48.2	41.1	8.9	1.8	933
CURRICULUM AND LESSON PLANNING	48.0	37.1	12.2	2.7	933
FURTHER TEACHING SUBJECT KNOWLEDGE	47.5	34.8	12.0	5.6	930
CLASSROOM MANAGEMENT	60.2	26.7	9.6	3.5	937
EVALUATION TECHNIQUES	52.8	36.4	8.8	2.0	934
REPORTING AND COMMUNICATING WITH PARENTS	41.6	39.7	14.6	4.1	931

**Other (specify)**

**22. How important were each of these factors in attracting you to a teaching career?**

	VERY IMPORTANT	SOMEWHAT IMPORTANT	SOMEWHAT UNIMPORTANT	UNIMPORTANT	TOTAL
WORK WITH CHILDREN OR YOUNG PEOPLE	79.9%	16.6%	2.7%	0.8%	942
TEACH SUBJECTS THAT I ENJOY	59.7	28.7	9.0	2.5	944
HAVING OWN CLASSROOM	46.3	30.2	15.0	8.5	941
MAKE A DIFFERENCE IN PEOPLE'S LIVES	86.4	12.2	1.3	0.2	946
CAREER OPPORTUNITIES	34.7	39.3	19.4	6.6	943
PORTABILITY OF SKILLS, TRAVEL OPPORTUNITIES	20.0	24.5	28.5	27.0	941
COMMUNITY LEADERSHIP	23.3	39.0	25.7	11.9	940
COMPENSATION, BENEFITS, PENSION CONSIDERATIONS	27.3	37.1	24.9	10.7	943

**Other (please specify)**

**23. How important are each of these factors in motivating you as a teacher today?**

	VERY IMPORTANT	SOMEWHAT IMPORTANT	SOMEWHAT UNIMPORTANT	UNIMPORTANT	TOTAL
WORK WITH CHILDREN OR YOUNG PEOPLE	82.5%	14.6%	2.4%	0.5%	930
TEACH SUBJECTS THAT I ENJOY	63.3	29.1	5.8	1.8	928
HAVING OWN CLASSROOM	56.2	23.5	13.3	7.0	927
MAKE A DIFFERENCE IN PEOPLE'S LIVES	86.5	12.2	1.2	0.1	931
CAREER OPPORTUNITIES	40.9	36.3	16.4	6.4	928
PORTABILITY OF SKILLS, TRAVEL OPPORTUNITIES	22.6	26.0	25.4	26.0	924
COMMUNITY LEADERSHIP	26.5	36.8	24.2	12.5	925
COMPENSATION, BENEFITS, PENSION CONSIDERATIONS	36.6	40.0	15.1	8.2	925

**Other (please specify)**

**24. What are the top two things that you see as priorities that would further advance your professional career as a teacher?**

**25. What are two things that you would like to see changed that would increase your job satisfaction as a teacher?**

## Career Plans

**26. If you are now teaching, do you plan or hope to change teaching positions for the 2003-04 school year?**

Yes 54.2% No 45.8% Total Responses: 869

**If yes, please explain why**

**27. If you are not now teaching, why are you not teaching?**

I was not able to find a suitable teaching position 35.1%  
 I have deferred teaching until a later date 23.4  
 I do not plan to be a teacher at any time in the future 1.2  
 Other (please specify) 40.3  
 Total Responses: 77



**28. If you are not now teaching, what are you doing instead of teaching?**

Further study	15.9%
Travel	1.4
Work at another occupation	44.9
Family responsibilities	13.0
Other, please specify	24.6

*Total Responses: 69*

**29. Do you plan to teach in the 2003-04 school year?**

Yes, in Ontario	89.4%
Yes, outside Ontario	7.0
No	3.7

*Total Responses: 848*

**If outside Ontario, why?**

**30. If you do not plan to teach next year, do you expect to return to teaching in the future?**

Yes 93.6% No 6.4% *Total Responses: 47*

**31. If you plan to teach outside Ontario next year, do you expect to return to teaching in Ontario in the future?**

Yes 78.4% No 21.6% *Total Responses: 74*

**32. If you answered 'no' to any of questions 29, 30 or 31, please explain your main reason for your choice.**

**33. Further comments you wish to make regarding your first year of teaching:**

**Please take a moment to provide some demographic information**

**Initial teacher education program**

**Faculty of Teacher Education**

Brock	6.3%
Lakehead	6.3
Laurentian	5.2
Nipissing	6.9
Ottawa	15.2
Queen's	8.4
OISE / UT	16.6
Western	8.3
Windsor	7.6
York	8.9
Canisius	1.2
Daeman	1.2
D'Youville	4.5
Medaille	0.8
Niagara	1.3
SUNY (New York)	1.2

*Total Responses: 912*

**Format of teacher education program:**

Consecutive Program (after academic degree)	92.0%
Concurrent Program (concurrent with academic degree)	8.0

*Total Responses: 920*

**Divisions:**

Primary-Junior	50.8%
Junior-Intermediate	17.9
Intermediate-Senior	26.8
Technological Studies	4.6

*Total Responses: 945*

**If JI or IS, your initial Teaching Subject(s)**

English	14.5%
History	14.5
Geography	9.2
Mathematics	8.6
Biology	8.0
Science – General	5.7
Physical Education	5.4
French	5.1
Chemistry	4.7
Individual in Society	3.2
Music	3.1
Physics	2.9
Business Studies	2.5
Other	2.6

*Total Responses: 424*

**Language of Teacher Education Program**

English 86.8%    French 13.2%    *Total Responses: 903*

**Additional teacher education**

**Additional Basic Qualification(s) you completed since your B.Ed. degree**

**Additional Qualifications completed****Year of Birth**

1946 – 1969	23.8%
1970	1.8
1971	3.0
1972	2.7
1973	4.6
1974	5.9
1975	5.6
1976	8.5
1977	13.3
1978	22.7
1979	8.0
1980	0.1

*Total Responses: 930*

Male 21.3%    Female 78.7%    *Total Responses: 943*

**Are you willing to participate in additional surveys or a focus group session to further explore your experience in preparing for and entering the teaching profession? If yes, please complete the contact information below:**

Yes 70.3%    No 29.7%    *Total Responses: 899*

**Name**

**Mailing Address**

**Telephone**

**E-mail**

## Second-year teacher Survey – 2001 Graduates

Please check the most appropriate responses to each question below

### Employment Update

1. Have you been employed as a full-time, part-time or occasional teacher at any time since graduating from your B.Ed. program?

Yes 99.1% No 0.9% Total Responses: 753

2. If yes, what type of job was your first teaching job following graduation

Regular teaching position	53.2%
Long-term occasional position	19.7
Other limited term contract	1.6
Occasional or supply teaching	23.2
Other (please specify)	2.3

Total Responses: 745

3. If you taught in the 2001-02 school year, what type of job was your main teaching job that year?

Regular teaching position	64.2%
Long-term occasional position	20.7
Other limited term contract	1.8
Occasional or supply teaching	11.2
Other (please specify)	2.2

Total Responses: 718

4. Are you now employed as a teacher?

Yes 96.2% No 3.8% Total Responses: 755

5. If yes, what type of job is your current teaching job for the 2002-03 school year?

Regular teaching position	79.4%
Long-term occasional position	9.7
Other limited term contract	1.5
Occasional or supply teaching	7.0
Other (please specify)	2.4

Total Responses: 718

6. Did you change assignments, schools or school boards between the 2001-02 and 2002-03 school years?

Changed assignments in the same school	17.7%
Changed schools	23.2
Changed school boards	12.4
No change	46.7

Total Responses: 677

7. If you reported a change under question 6, why did you make the change?

8. In what month and year were you hired for your current teaching job?

By June 2002	72.6%
July 2002	2.7
August 2002	6.0
September 2002	7.8
October to December 2002	3.9
January 2003 or later	7.0

Total Responses: 705

9. Is your current teaching job full-time or part-time?

Full-time	86.8%
Part-time	13.2

Total Responses: 711

10. In what geographic location is your current teaching job?

Greater Toronto Area	34.2%
Central Ontario	8.2
Eastern Ontario	17.2
Southwestern Ontario	28.7
Northeastern Ontario	4.1
Northwestern Ontario	4.8
Outside Ontario	3.0

Total Responses: 711



### 11. What is the employer type for your current teaching job?

English language public school board	59.7%
English language Catholic school board	26.0
French language public school board	2.3
French language Catholic school board	6.8
Independent or private school	3.9
Other (please specify)	1.4

Total Responses: 709

### 12. Please use this space for any observations you wish to make on the process of obtaining a teaching job in the first two years of your career

## Teaching Assignments

### 13. If your current job is a secondary school teaching job, what are your main assignments?

Science	16.9%
Mathematics	11.1
English	9.4
Technological Studies	7.3
History	6.0
Geography	5.8
French	4.1
Business Studies	3.6
Physical Education	3.4
Other	32.4

Total Responses: 217

### How many different course preparations do you have?

1	6.1%
2	21.6
3	41.8
4	10.8
5	7.0
6 or more	12.7

Total Responses: 213

### How suitable are these assignments for you

### 14. If your current job is an elementary school teaching job, what is the main type of assignment and what grade(s) are you teaching?

General assignment, single grade home room	53.1%
General assignment, combined grades	18.4
Rotary assignment	7.4
Double home room	1.9
Specialized assignment	14.0
Other assignments (please describe)	5.2

Total Responses: 709

### Grade (s) you teach:

Kindergarten	14.3%
1	11.8
2	11.0
3	11.8
4	9.0
5	11.4
6	11.8
7	9.8
9	9.0

Total Responses: 245 single grades 102 multiple grades

### How suitable are these assignments for you

### 15. How does your current job match your teacher education qualifications?

Excellent match	53.3%
Good match	31.4
Fair match	11.9
Unsatisfactory match	3.3

Total Responses: 688

### Main reason for your description of the match

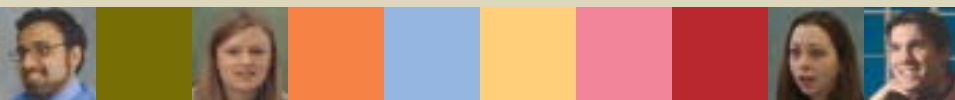
### 16. Please use this space for any observations you wish to make on the process of being assigned to teaching positions in the first two years of your career.

## First and Second Year Experience

### 17. On a scale of 1 to 4 from satisfactory to unsatisfactory, how would you describe your overall experience of your teaching career to date?

Satisfactory	47.2%
Somewhat satisfactory	38.9
Somewhat unsatisfactory	10.0
Unsatisfactory	3.8

Total Responses: 737



Main reason for your rating of your experience to date

### 18. Did you participate in a formal mentoring program designed for new teachers?

Yes 18.6% No 81.4% Total Responses: 731

#### If yes, what organization sponsored the mentoring program?

School board	77.7%
Teacher federation	5.4
Faculty of Education	6.9
Other	10.0

Total Responses: 130

#### What was the most valuable part of this program to you professionally?

### 19. On a scale of 1 to 4 from satisfactory to unsatisfactory, how would you rate each of the following supports to your teaching career to date?

	SATISFACTORY	SOMEWHAT SATISFACTORY	SOMEWHAT UNSATISFACTORY	UNSATISFACTORY	NOT APPLICABLE	TOTAL RESPONSES
ORIENTATION	24.8	32.0	17.1	9.9	16.2	727
FORMAL MENTORING PROGRAM	9.3	10.5	8.0	12.6	59.7	724
CLASSROOM RESOURCES	19.1	35.8	25.2	16.6	3.3	729
BOARD IN-SERVICE	22.5	39.1	17.8	10.5	10.1	724
ADDITIONAL QUALIFICATION COURSES	24.7	26.8	9.3	6.8	32.4	720
PRINCIPAL/ VICE-PRINCIPAL	52.0	29.8	11.2	4.8	2.2	731
COLLEAGUES	71.9	21.1	5.1	1.1	0.8	729
FAMILY/FRIENDS	81.5	14.5	2.3	1.0	0.7	724

Other important supports (please list)

Comments on your ratings

### 20. How do you rate each of the following in describing your experience as a teacher this year as compared with last year?

	MORE	LESS	ABOUT THE SAME	TOTAL RESPONSES
CONFIDENCE	85.7	7.5	6.8	711
PREPAREDNESS	76.3	9.0	14.6	710
STRESS	23.0	47.9	29.1	708
PROFESSIONAL SATISFACTION	50.7	17.4	31.8	708
SUPPORT FROM COLLEAGUES	36.1	17.6	46.3	706
SENSE OF JOB SECURITY	39.9	23.2	36.8	706
APPROPRIATENESS OF ASSIGNMENT	36.6	16.7	46.7	705
CHALLENGE OF ASSIGNMENT	41.0	17.1	41.9	702
OPTIMISM FOR YOUR PROFESSIONAL FUTURE	41.9	21.1	37.1	707

### 21. On a scale of 1 to 4 from high priority to low priority, how would you rate each of the following in your personal professional development priorities?

	HIGH PRIORITY	SOMEWHAT HIGH	SOMEWHAT LOW	LOW PRIORITY	TOTAL RESPONSES
OBSERVATION AND FEEDBACK ON TEACHING PRACTICE	32.6	42.1	17.6	7.6	726
INSTRUCTIONAL METHODS	48.3	41.0	8.6	2.1	729
CURRICULUM AND LESSON PLANNING	37.5	41.6	14.1	6.7	728
CLASSROOM MANAGEMENT	64.3	24.7	6.9	4.1	728
FURTHER TEACHING SUBJECT KNOWLEDGE	47.0	36.0	12.1	5.0	726
EVALUATION TECHNIQUES	48.9	38.2	9.5	3.4	728
REPORTING AND COMMUNICATING WITH PARENTS	43.0	40.0	11.7	5.2	725

Other (specify)

## 22. How important was each of these factors in attracting you to a teaching career?

	VERY IMPORTANT	SOMEWHAT IMPORTANT	SOMEWHAT UNIMPORTANT	UNIMPORTANT	TOTAL
WORK WITH CHILDREN OR YOUNG PEOPLE	78.1	17.3	3.9	0.7	739
TEACH SUBJECTS THAT I ENJOY	57.9	30.5	8.8	2.8	738
HAVING OWN CLASSROOM	41.7	30.7	15.4	12.2	736
MAKE A DIFFERENCE IN PEOPLE'S LIFE	83.3	13.6	2.0	1.1	738
CAREER OPPORTUNITIES	32.6	37.9	20.2	9.3	739
PORTABILITY OF SKILLS, TRAVEL OPPORTUNITIES	20.4	24.0	24.8	30.8	738
COMMUNITY LEADERSHIP	19.0	41.4	22.9	16.7	737
COMPENSATION, BENEFITS, PENSION CONSIDERATIONS	24.9	39.2	24.2	11.7	732

### Other (please specify)

## 23. How important are each of these factors in motivating you as a teacher today?

	VERY IMPORTANT	SOMEWHAT IMPORTANT	SOMEWHAT UNIMPORTANT	UNIMPORTANT	TOTAL
WORK WITH CHILDREN OR YOUNG PEOPLE	80.1	15.6	3.7	0.7	732
TEACH SUBJECTS THAT I ENJOY	65.0	27.2	5.6	2.2	731
HAVING OWN CLASSROOM	50.6	26.9	12.2	10.3	729
MAKE A DIFFERENCE IN PEOPLE'S LIFE	83.4	13.7	2.1	0.8	730
CAREER OPPORTUNITIES	36.7	35.0	18.1	10.2	728
PORTABILITY OF SKILLS, TRAVEL OPPORTUNITIES	24.8	23.1	25.2	26.9	731
COMMUNITY LEADERSHIP	24.9	36.3	23.2	15.6	730
COMPENSATION, BENEFITS, PENSION CONSIDERATIONS	37.2	36.8	17.6	8.4	726

### Other (please specify)

## 24. What are the top two things that you see as priorities that would further advance your professional career as a teacher?

## 25. What are two things that you would like to see changed that would increase your satisfaction as a teacher?

## Career Plans

### 26. If you are now teaching, do you plan or hope to change teaching positions for the 2003-04 school year?

Yes 37.1% No 62.9% Total Responses: 703

#### If yes, please explain why

### 27. If you are not now teaching, why are you not teaching?

I was not able to find a suitable teaching position 19.6%  
 I am taking time away from teaching 6.5  
 I do not plan to be a teacher at any time in the future 2.2  
 Other (please specify) 71.7  
 Total Responses: 46

### 28. If you are not now teaching, what are you doing instead of teaching?

Further study 17.1%  
 Work at another occupation 22.0  
 Family responsibilities 39.0  
 Other, please specify 22.0  
 Total Responses: 41

### 29. Do you plan to teach in the 2003-04 school year?

Yes, in Ontario 91.3%  
 Yes, outside Ontario 5.6  
 No 3.2  
 Total Responses: 665

#### If outside Ontario, why?

### 30. If you do not plan to teach next year, do you expect to return to teaching in the future?

Yes 90.9% No 9.1% Total Responses: 33

### 31. If you plan to teach outside Ontario next year, do you expect to return to teaching in Ontario in the future?

Yes 78.8% No 21.2% Total Responses: 52

32. If you answered 'no' to any of questions 29, 30 or 31, please explain your main reason for your choice.

33. Further comments you wish to make regarding your teaching career to date:

## Please take a moment to provide some demographic information

### Initial teacher education program

#### Faculty of Teacher Education

Brock	9.1%
Lakehead	5.2
Laurentian	3.5
Nipissing	5.9
Ottawa	17.0
Queen's	6.9
OISE / UT	11.2
Western	11.6
Windsor	8.2
York	9.3
Canisius	1.0
Daeman	0.3
D'Youville	6.9
Maine	0.7
Medaille	1.7
Niagara	0.8
SUNY (New York)	0.7

Total Responses: 707

#### Format of teacher education program:

Consecutive Program (after academic degree)	90.6%
Concurrent Program (concurrent with academic degree)	9.4

Total Responses: 715

#### Divisions:

Primary-Junior	51.6%
Junior-Intermediate	16.4
Intermediate-Senior	29.2
Technological Studies	2.8

Total Responses: 719

#### If JI or IS, your initial Teaching Subject(s)

History	12.4%
English	11.1
Geography	9.0
Mathematics	8.6
Science – General	8.1
Biology	7.3
French	6.9
Physical Education	6.8
Chemistry	4.5
Business Studies	3.6
Individual in Society	3.2
Music	2.6
Dramatic Arts	2.3
Other	13.6

Total Responses: 202

#### Language of Teacher Education Program

English 87.3% French 12.7% Total Responses: 709

#### Additional teacher education

Additional Basic Qualification(s) you completed since your B.Ed. degree

#### Additional Qualifications completed

#### Year of Birth

1946 – 1969	22.8%
1970	2.8
1971	4.3
1972	5.0
1973	4.7
1974	6.0
1975	7.0
1976	13.1
1977	23.7
1979	10.8

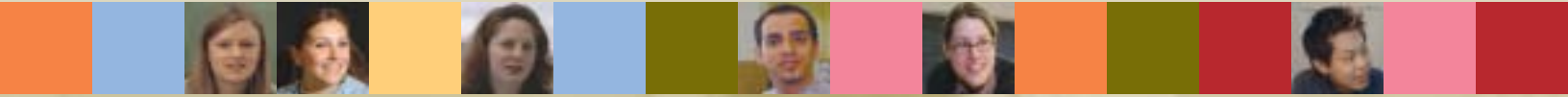
Total Responses: 718

Male 19.6% Female 80.4% Total Responses: 724

Are you willing to participate in additional surveys or a focus group session to further explore your experience in preparing for and entering the teaching profession? If yes, please complete the contact information below:

Yes 70.3% No 29.7% Total Responses: 693

Name  
Mailing Address  
Telephone  
E-mail



“I have more personal fulfillment from teaching than I ever imagined. I feel it is a privilege to do what I do. I love it.”

