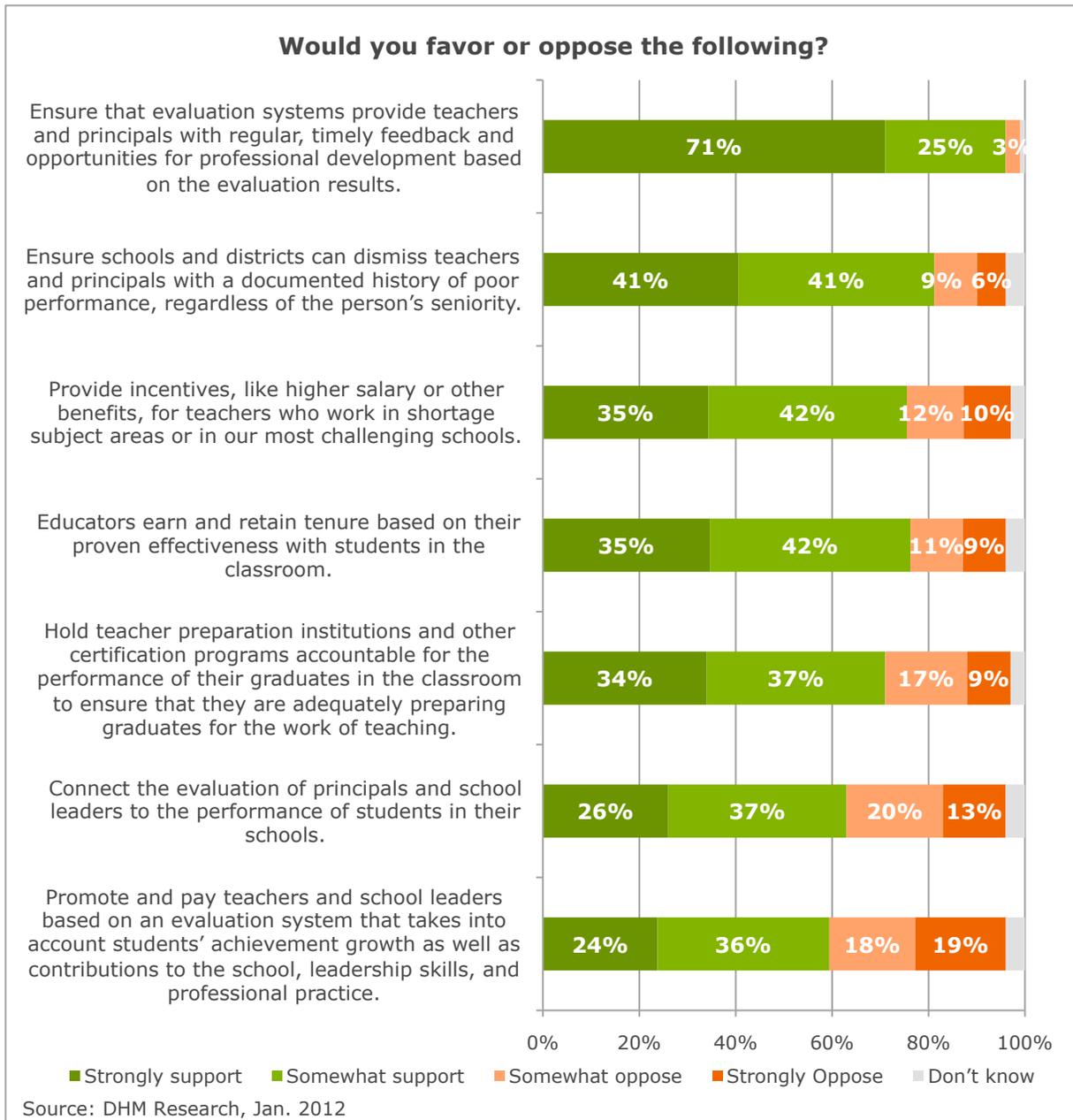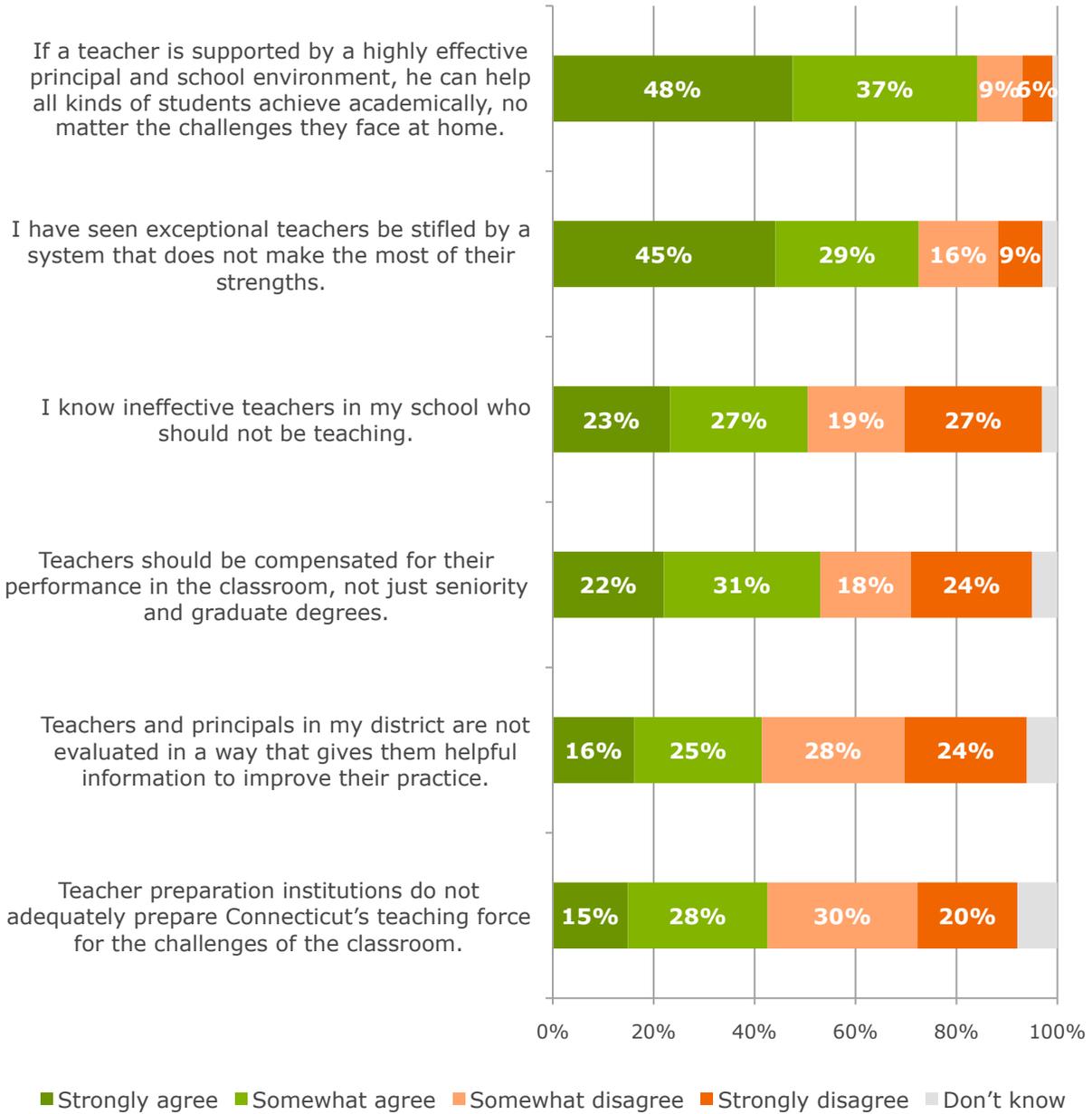**ConnCAN Educator Survey**
January 10-12, 2012; N=400; CT teacher list
12 minutes; Margin of error +/- 4.9%
DHM Research

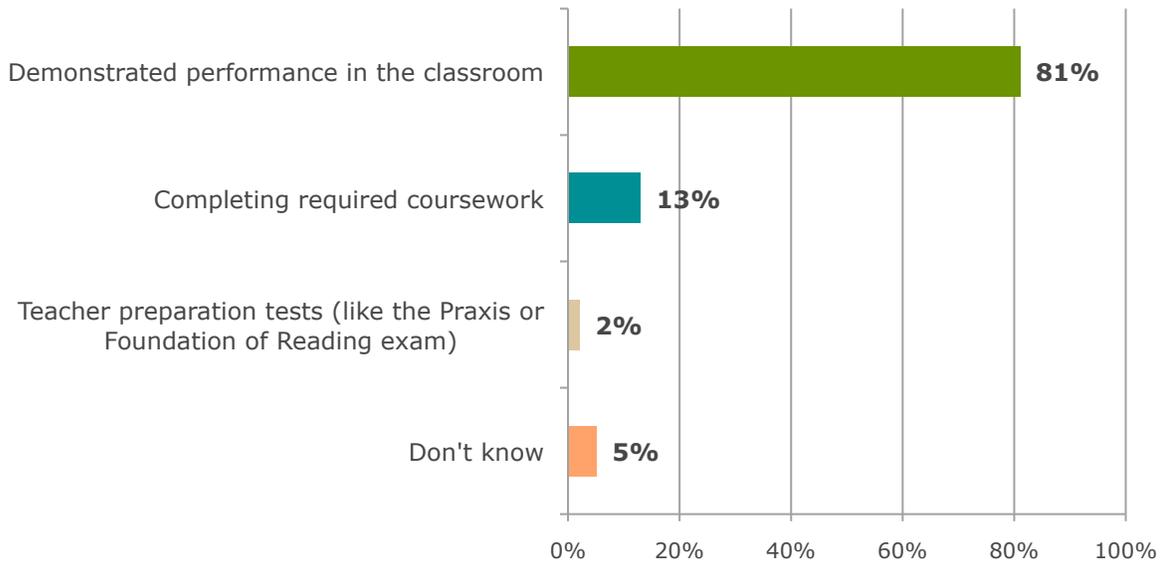# Section 1. Opinions on school staffing policies

Would you favor or oppose the following?

Ensure that evaluation systems provide teachers and principals with regular, timely feedback and opportunities for professional development based on the evaluation results.
- 71% / 25% / 3%

Ensure schools and districts can dismiss teachers and principals with a documented history of poor performance, regardless of the person's seniority.
- 41% / 41% / 9% / 6%

Provide incentives, like higher salary or other benefits, for teachers who work in shortage subject areas or in our most challenging schools.
- 35% / 42% / 12% / 10%

Educators earn and retain tenure based on their proven effectiveness with students in the classroom.
- 35% / 42% / 11% / 9%

Hold teacher preparation institutions and other certification programs accountable for the performance of their graduates in the classroom to ensure that they are adequately preparing graduates for the work of teaching.
- 34% / 37% / 17% / 9%

Connect the evaluation of principals and school leaders to the performance of students in their schools.
- 26% / 37% / 20% / 13%

Promote and pay teachers and school leaders based on an evaluation system that takes into account students' achievement growth as well as contributions to the school, leadership skills, and professional practice.
- 24% / 36% / 18% / 19%

Legend: ■ Strongly support ■ Somewhat support ■ Somewhat oppose ■ Strongly Oppose ■ Don't know

Source: DHM Research, Jan. 2012

Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of the following statements?

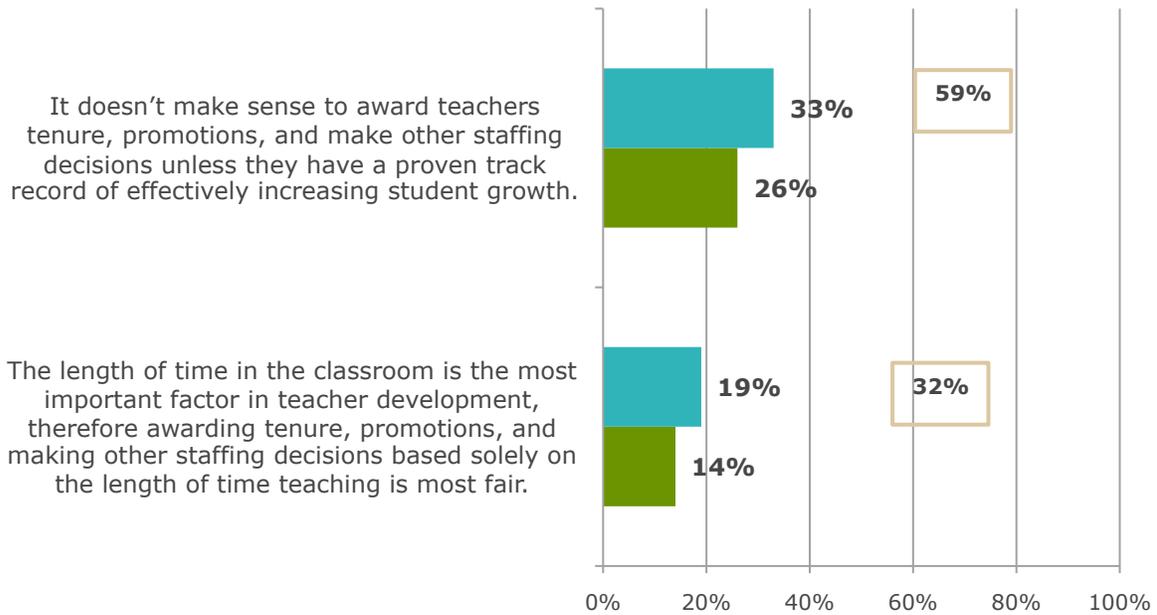| Statement	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
If a teacher is supported by a highly effective principal and school environment, he can help all kinds of students achieve academically, no matter the challenges they face at home.	48%	37%	9%	6%
I have seen exceptional teachers be stifled by a system that does not make the most of their strengths.	45%	29%	16%	9%
I know ineffective teachers in my school who should not be teaching.	23%	27%	19%	27%
Teachers should be compensated for their performance in the classroom, not just seniority and graduate degrees.	22%	31%	18%	24%
Teachers and principals in my district are not evaluated in a way that gives them helpful information to improve their practice.	16%	25%	28%	24%
Teacher preparation institutions do not adequately prepare Connecticut's teaching force for the challenges of the classroom.	15%	28%	30%	20%

■ Strongly agree ■ Somewhat agree ■ Somewhat disagree ■ Strongly disagree ■ Don't know

Source: DHM Research, Jan. 2012

What do you think should matter most to renewing or furthering teacher certification beyond the initial certification level?
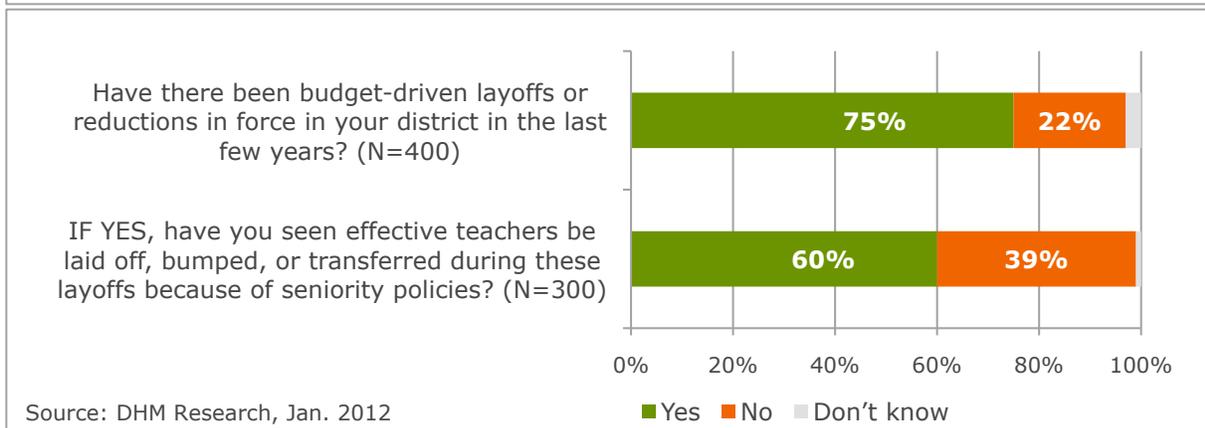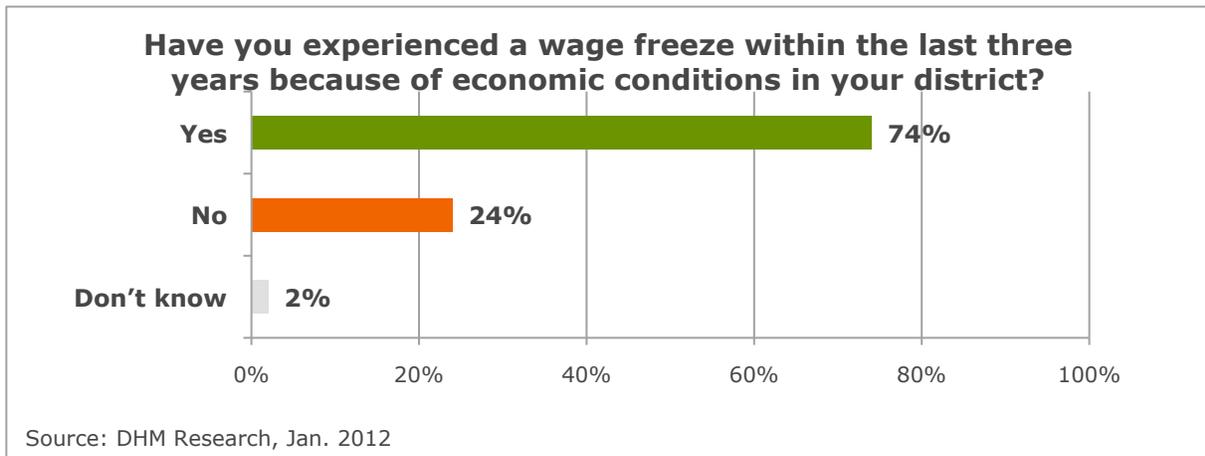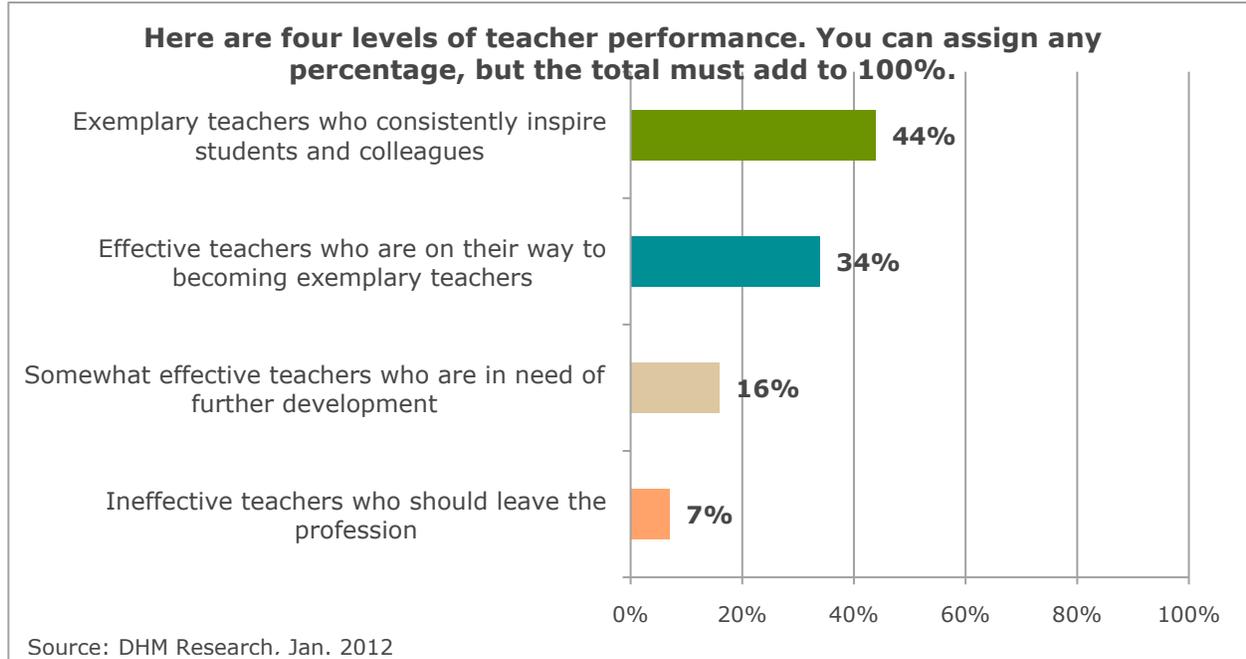
Demonstrated performance in the classroom	**81%**
Completing required coursework	**13%**
Teacher preparation tests (like the Praxis or Foundation of Reading exam)	**2%**
Don't know	**5%**

0%   20%   40%   60%   80%   100%

Neither of these statements might match your opinion exactly but which one statement comes closer to your point of view?

It doesn't make sense to award teachers tenure, promotions, and make other staffing decisions unless they have a proven track record of effectively increasing student growth.
33%
26%
59%

The length of time in the classroom is the most important factor in teacher development, therefore awarding tenure, promotions, and making other staffing decisions based solely on the length of time teaching is most fair.
19%
14%
32%

0%   20%   40%   60%   80%   100%

Source: DHM Research, Jan. 2012

■ Somewhat agree   ■ Strongly agree

Section 2. Experiences in school

Here are four levels of teacher performance. You can assign any percentage, but the total must add to 100%.

Exemplary teachers who consistently inspire students and colleagues — **44%**

Effective teachers who are on their way to becoming exemplary teachers — **34%**

Somewhat effective teachers who are in need of further development — **16%**

Ineffective teachers who should leave the profession — **7%**

Source: DHM Research. Jan. 2012

Have you experienced a wage freeze within the last three years because of economic conditions in your district?

Yes — **74%**

No — **24%**

Don't know — **2%**

Source: DHM Research, Jan. 2012

Have there been budget-driven layoffs or reductions in force in your district in the last few years? (N=400) — **75%** Yes, **22%** No

IF YES, have you seen effective teachers be laid off, bumped, or transferred during these layoffs because of seniority policies? (N=300) — **60%** Yes, **39%** No

Source: DHM Research, Jan. 2012

■ Yes ■ No ■ Don't know

What are the biggest challenges for Connecticut's public school teachers in general or for your own success as a teacher in Connecticut? (open ended)

Response Category	N=400
Lack of funding	16%
Support from parents/guardian/home	13%
Meeting the needs of individual students	8%
Students motivation/getting students to learn	7%
Class size	7%
Not enough classroom time	6%
Students behavior/discipline	6%
Testing requirements	5%
Too many rules/regulations for teachers	5%
Not enough resources	4%
Economic gap between low income districts and education quality	4%
All other responses	2% or less
Nothing/None	2%
Don't know	1%

What could state policy makers do to help support public school teachers? (open ended)

Response Category	N=400
Provide more funding	37%
Give teachers more support/appreciation	24%
Listen to teachers/what they have to say	13%
Provide adequate professional development	12%
More emphasis on teaching students	10%
Too many rules/regulations for teachers	10%
More resources (technology/books)	9%
Less focus on assessments/tests	9%
Hold parents/guardians accountable	8%
Observe classrooms/schools	8%
Evaluate teacher performance/conduct performance review	6%
Hire more qualified teachers	6%
Reform state curriculum	6%
Keeping class size down	5%
Evaluate schools	4%
Hold administrators accountable	3%
Reform No Child Left Behind	3%
Meeting the needs of individual students	3%
More support with student discipline	3%
Support for lower income school districts	3%
Teacher mentorships	3%
All other responses	2% or less
Nothing/None	3%
Don't know	4%

Section 3. Survey Demographics

How many total years have you been teaching?

Response Category	N=400
< 6 years	22%
6-10 years	17%
11-20 years	30%
> 20 years	31%
Mean	15.7

How many years have you been teaching in Connecticut?

Response Category	N=400
< 5 years	19%
5-10 years	24%
11-20 years	31%
> 20 years	26%
Mean	14.4

Assignment Category

Response Category	N=400
Elementary	35%
English	10%
World Languages	6%
Social Science	7%
Math and Science	19%
The arts	10%
Other subject areas	2%
Vocational and adult education	7%
Administrator	5%

How did you get certified? Traditional teacher preparation program, alternative route to certification (which one?), or something else?

Response Category	N=400
Traditional teacher preparation program	84%
Alternative route to certification	3%
Something else	3%
Refused	2%

What is your highest degree level related to your job?

Response Category	N=400
Four year college degree	8%
Master's degree	80%
Doctorate or professional degree	12%
Refused	1%

What kind of public school do you teach in? (traditional public school, charter, magnet, technical, other)

Response Category	N=400
Traditional public school	83%
Charter school	2%
Magnet school	8%
Technical school	3%
Other	2%
Refused	1%

Do you currently teach in an urban, suburban, or rural district?

Response Category	N=400
Urban	39%
Suburban	46%
Rural	14%
Refused	2%

Gender

Response Category	N=400
Male	27%
Female	73%

What is your age?

Response Category	N=400
20-24	3%
25-34	26%
35-44	20%
45-54	27%
55-64	23%
65+	2%
Refused	1%

What is your race or ethnicity?

Response Category	N=400
White	90%
Asian or Pacific Islander	1%
Black or African-American	2%
Hispanic	3%
Two or more races/other	2%
Refused	2%

About this survey

Davis, Hibbitts & Midghall, Inc. (DHM Research) conducted a telephone survey of Connecticut teachers and administrators to determine their opinions on education reform in the state.

Research Methodology: Between January 10 and 12, 2012, DHM Research conducted a telephone survey of 400 teachers and administrators that took an average of 12 minutes to administer. This is a sufficient sample size to assess opinions generally and to review findings by multiple subgroups, including gender, length of experience, and assignment categories.

The sample used for the random survey started with a list of 51,000 education professionals obtained from the Connecticut State Department of Education. For this study, certain types of education professionals were excluded from the sample list (e.g., school librarians). The final sample was drawn from a list of approximately 26,000 full-time classroom teachers and administrators (5% of the sample) with home phone numbers.

In gathering responses, a variety of quality control measures were employed, including questionnaire pre-testing and validations. For a representative sample, quotas were set by age, gender, education, and assignment category. Quota levels were set by the percentages determined from Connecticut Education Data and Research (CEDaR).

Percentages in the report and annotated questionnaire are rounded to the nearest whole number. Due to rounding, when percentages are added together the total may not equal the exact sum of the combined parts.

Statement of Limitations: Any sampling of opinions or attitudes is subject to a margin of error. The margin of error is a standard statistical calculation that represents differences between the sample and total population at a confidence interval, or probability, calculated to be 95%. This means that there is a 95% probability that the sample taken for this study would fall within the stated margins of error if compared with the results achieved from surveying the entire population.

For a sample size of 400, the margin of error for each question falls between +/-2.8% and +/-4.9%, at the 95% confidence level. The reason for the difference lies in the fact that, when response categories are relatively even in size, each is numerically smaller and thus slightly less able – on a statistical basis – to approximate the larger population.

DHM Research: DHM Research has been providing opinion research and consultation throughout the United States for over three decades. The firm is non-partisan and independent and specializes in research projects to support public policy-making. www.dhmresearch.com