# Montana Educator Survey

A Snapshot of Educator Recruitment and Retention

January 2019

# Contents

Background:
The Montana Rural Educator Recruitment and Retention Task Force and RISE4MT sponsored a survey of all educators in the state to better understand teacher recruitment and retention in Montana schools. The survey was designed by Montana education leaders, and it was administered in spring 2018 by the Center for Research on Rural Education (CRRE) at Montana State University, with support from the RAND Corporation and REL Northwest. These slides supplement a full study that will be released in April 2019 and address the following research questions:

- *What do administrators perceive as the main challenges in recruiting and hiring teachers?*
- *What do educators consider the main factors that influence their decision to accept their current job?*
- *What fraction of educators intend to stay in their current position and school system for the 2018/19 school year?*

# Value of surveying the whole population of Montana educators

1) This is the most recent survey on this topic in Montana (spring 2018).

2) It had the highest number of responses for any teacher perception survey in the state, with about 1,400 respondents (17 percent).

3) Survey respondents were proportionately representative of school systems across the entire state, except in the case of independent elementary schools and schools with small enrollments.

4) This is the first superintendent survey of this kind, with a reliable response rate of 58 percent.

# Which Teachers Participated?

The following slides illustrate which groups of teachers responded to the survey. This should be kept in perspective when drawing conclusions. The number of respondents are presented for each graphic in this presentation.

Response rate = 17 percent

All questions were optional, so the number of respondents varies by survey item.

# Locale definitions

**Rural remote:** A census-defined rural territory that is more than 25 miles from an urbanized area and more than 10 miles from an urban cluster (NCES code 43). For example: Belfry School District

**Rural distant/fringe:** Rural distant is a census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster (NCES code 42). Rural fringe is a census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster (NCES code 41). For example: Sun River Valley School District

**Non-rural:** All urban, town, and suburban areas (NCES codes 11, 12, 13, 21, 23, 31, 32, 33). For example, Great Falls School District

# Who participated in the teacher survey, by locale?

Teacher Participant Locale

| % (n = 1873) | Rural: Remote | Rural: Distant/Fringe | Non-rural |
|---|---|---|---|
| | 19% | 12% | 68% |

■ Rural: Remote  ■ Rural: Distant/Fringe  ■ Non-rural
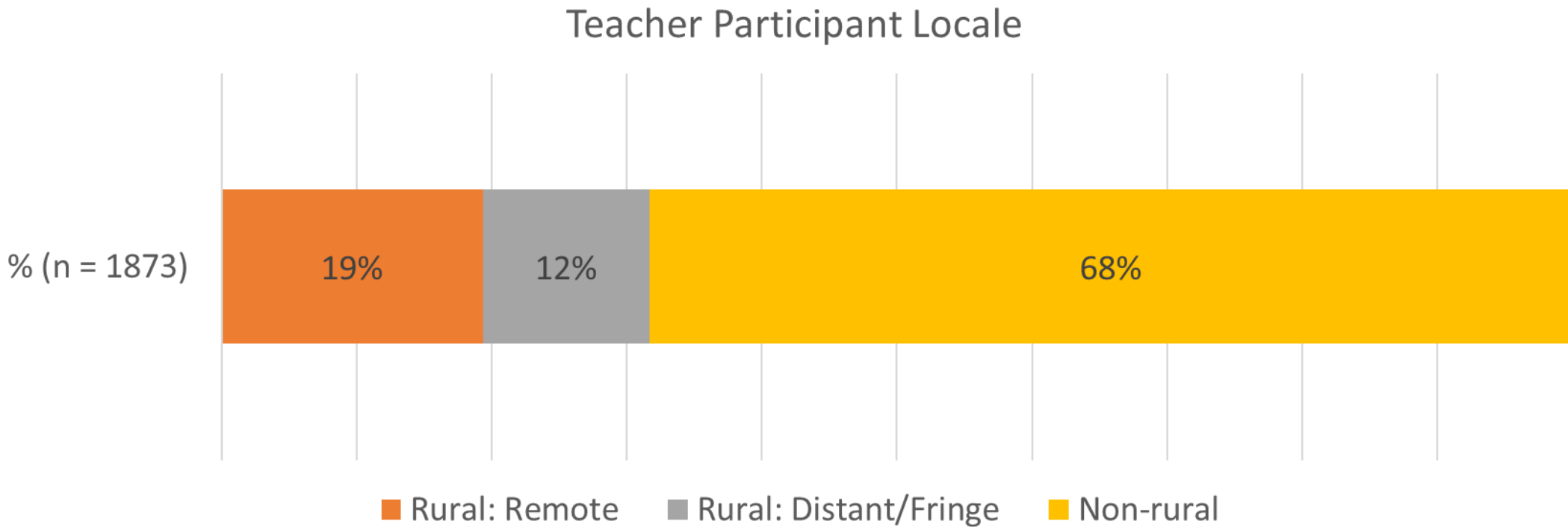
# School classifications

**IE:** Independent elementary schools

**Class C:** High school enrollment of less than 107

**Class B:** High school enrollment between 108 and 306

**Class A:** High school enrollment between 307 and 778

**Class AA:** High school enrollment of 779 or greater

# Who participated in the teacher survey, by school classification?



Teacher Participant School Classification

| % (n = 1902) | IE | C | B | A | AA |
|---|---|---|---|---|---|
| | 16% | 18% | 9% | 27% | 30% |
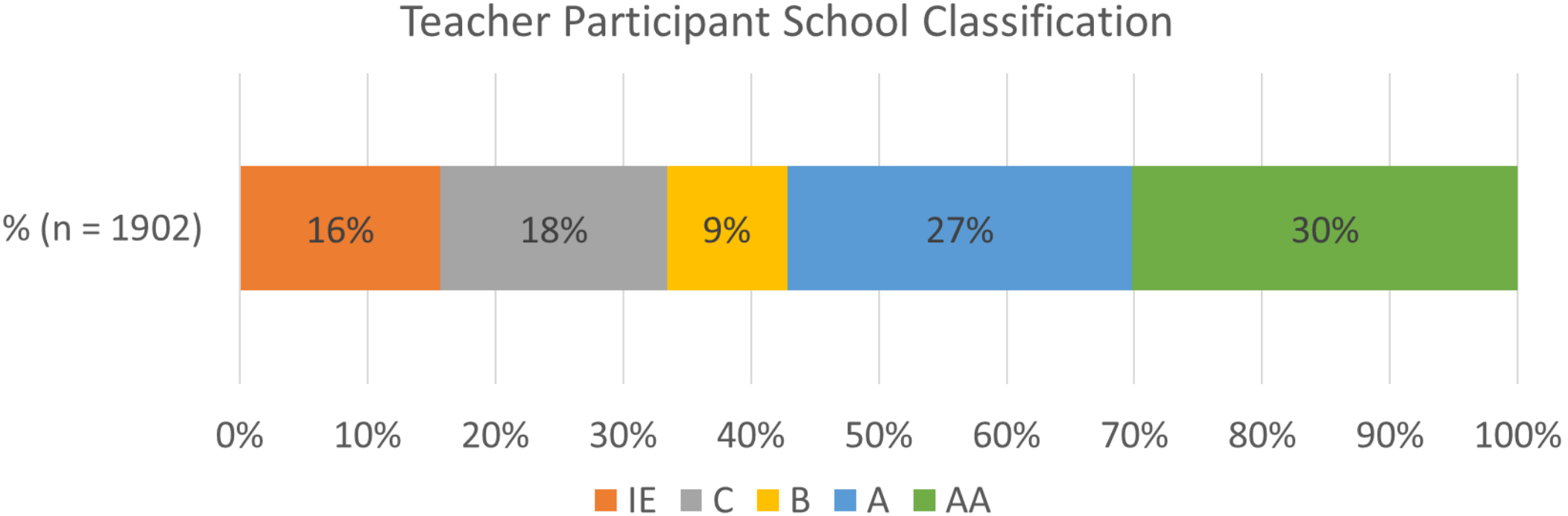
# Montana Association of School Superintendents (MASS) regions
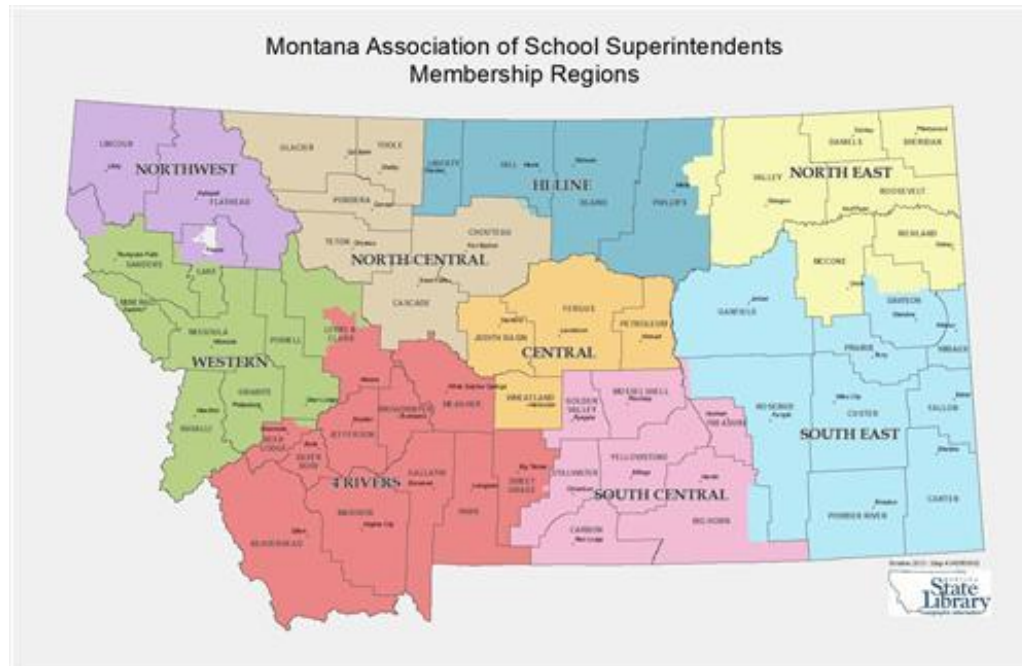


Montana established nine MASS regions 50 years ago. These regions have been used to help school administrators share information, organize, and advocate for schools in their region.

# Who participated in the teacher survey, by MASS region?



% (n = 1812): 19% | 3% | 6% | 11% | 22% | 6% | 13% | 4% | 16%

- 4 Rivers MASS Region
- Central MASS Region
- Hi-Line MASS Region
- North Central MASS Region
- Northeast MASS Region
- Northwest MASS Region
- South Central MASS Region
- Southeast MASS Region
- Western MASS Region
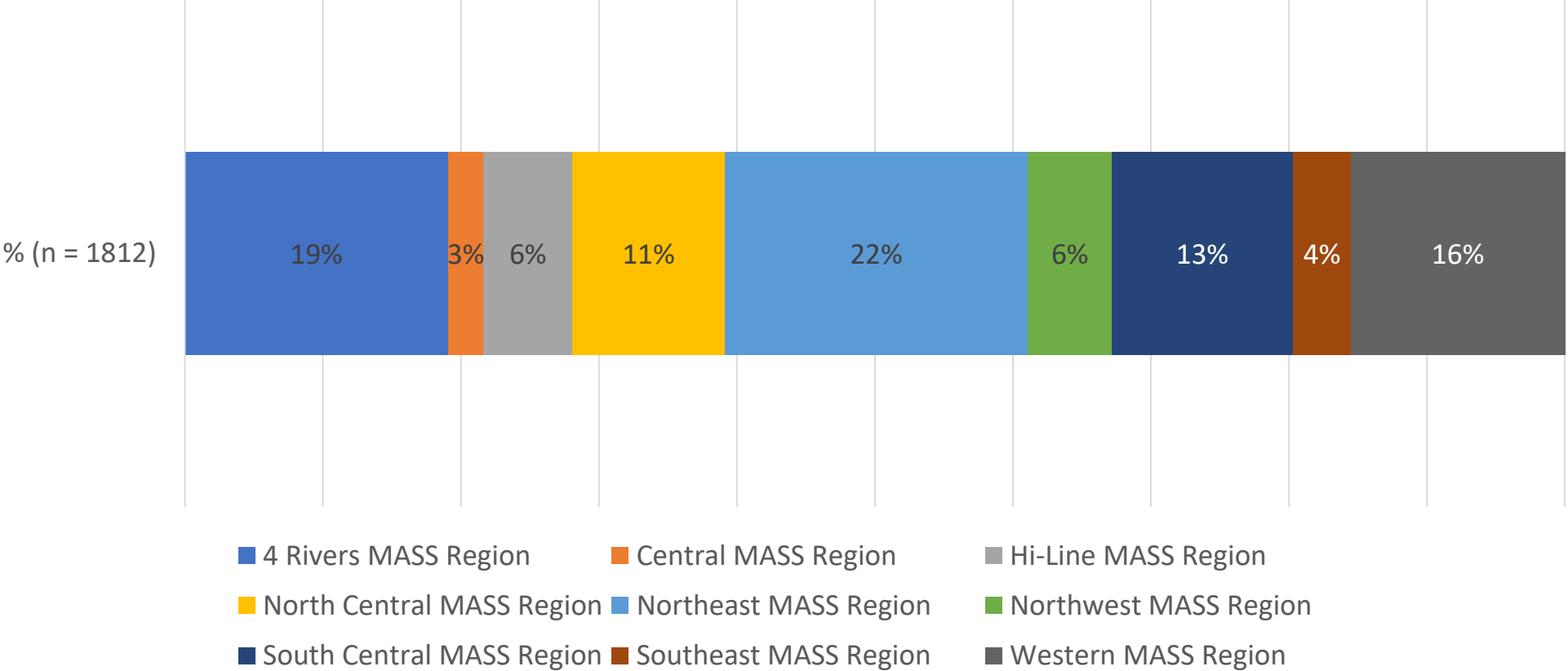
# How does teaching experience of participants vary by locale?

Teacher Participant Reported Teaching Experience, by Locale

| Locale | 0-2 years | 3-5 years | 6-10 years | 11-15 years | 16+ years |
|---|---|---|---|---|---|
| ALL (n = 1838) | 6% | 13% | 19% | 17% | 45% |
| Rural: remote (n = 353) | 7% | 16% | 19% | 13% | 45% |
| Rural: distant/fringe (n = 221) | 10% | 18% | 18% | 13% | 42% |
| Non-rural (n = 1231) | 5% | 11% | 19% | 18% | 46% |

■ 0-2 years  ■ 3-5 years  ■ 6-10 years  ■ 11-15 years  ■ 16+ years
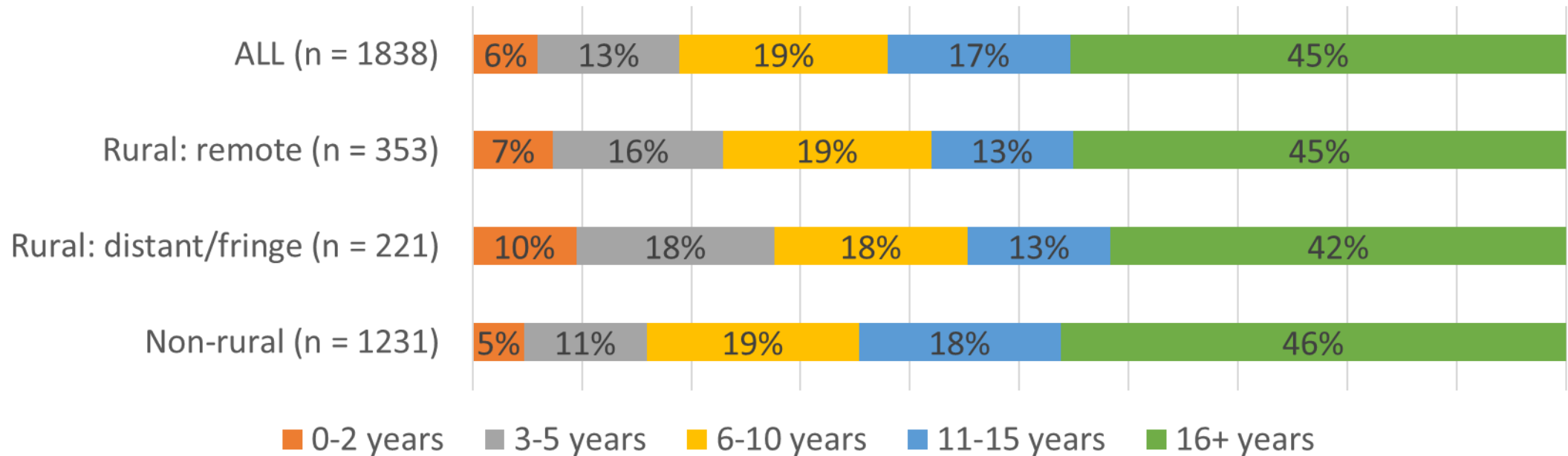
# How does the proportion of teacher participants first licensed in Montana vary by locale?



77%

77%

80%

77%

■ ALL (n = 1687)  ■ Rural: remote (n = 326)  ■ Rural (n = 212)  ■ Non-rural (n = 1149)
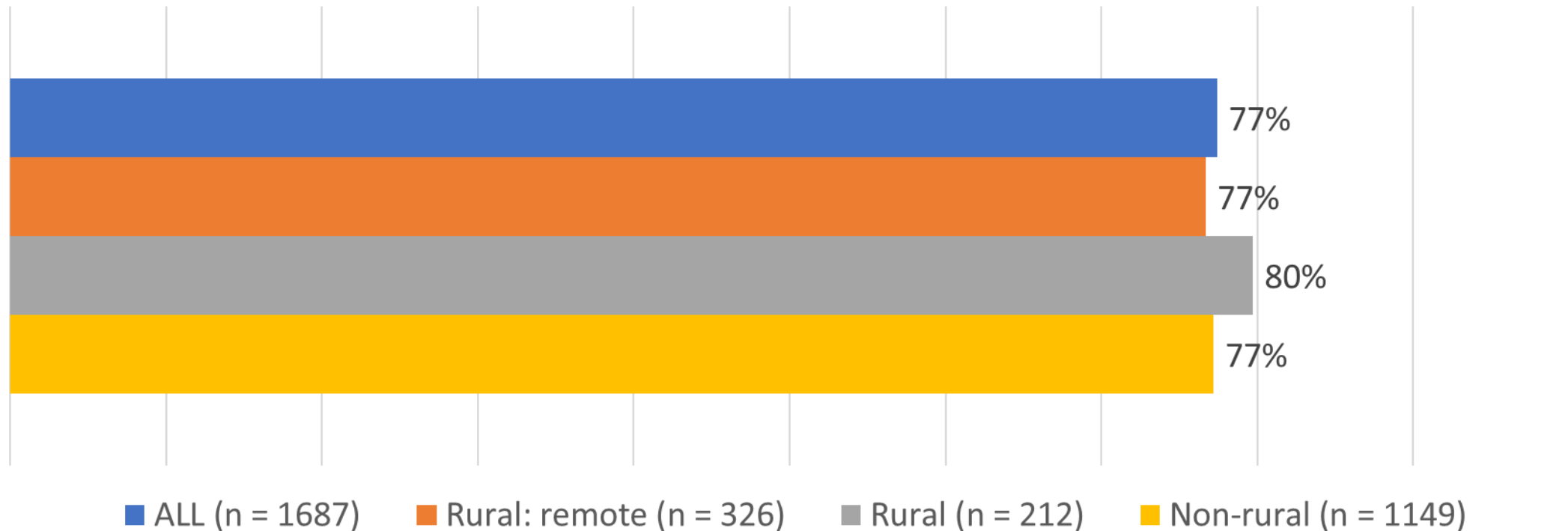
# Recruitment: Factors for Teachers

Response rate = 17 percent

All questions were optional, so the number of respondents varies by survey item.

# Why teachers applied for—and ultimately accepted—their current position
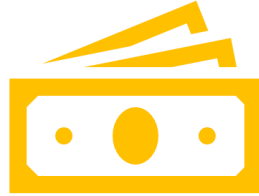
Regardless of locale, region, or experience, the top three reasons educators **applied** for their position were *salary*, whether they *grew up in the community*, and *forgiveness of student loan debt*.

However, reasons for **accepting** their position did not necessarily align with the reasons they applied. The top reason for ultimately accepting a position was whether the school was *close to where they lived*.

This was followed by *a match with grade/subject preference* and *class size* (for rural locales) and *salary* and *match with grade/subject preference* (for non-rural locales).

# How do factors that teacher participants considered when *applying* for their current job vary by experience? (1/2)



| | Salary | Grew up in community | Forgiveness of student loan(s) | Went to school in this community | Professional development |
|---|---|---|---|---|---|
| ALL (n = 1620) | 60% | 30% | 27% | 21% | 18% |
| 0-2 years (n = 92) | 59% | 34% | 26% | 26% | 28% |
| 3-5 years (n = 204) | 65% | 32% | 31% | 18% | 22% |
| 6-10 years (n = 298) | 62% | 30% | 32% | 22% | 22% |
| 11-15 years (n = 263) | 65% | 33% | 30% | 20% | 15% |
| 16+ years (n = 722) | 57% | 29% | 22% | 21% | 15% |

# How do factors that teacher participants considered when *applying* for their current job vary by experience? (2/2)



Signing bonus: ALL 16%, 0-2 years 14%, 3-5 years 17%, 6-10 years 14%, 11-15 years 17%, 16+ years 16%

Opportunities to move up career ladder: ALL 15%, 0-2 years 20%, 3-5 years 15%, 6-10 years 15%, 11-15 years 16%, 16+ years 14%

Housing assistance: ALL 8%, 0-2 years 4%, 3-5 years 8%, 6-10 years 10%, 11-15 years 6%, 16+ years 8%

Professional learning communities: ALL 7%, 0-2 years 12%, 3-5 years 16%, 6-10 years 8%, 11-15 years 7%, 16+ years 4%

Access to technology: ALL 7%, 0-2 years 12%, 3-5 years 9%, 6-10 years 9%, 11-15 years 8%, 16+ years 5%

Legend: ALL (n = 1620), 0-2 years (n = 92), 3-5 years (n = 204), 6-10 years (n = 298), 11-15 years (n = 263), 16+ years (n = 722)

# What are the most endorsed factors teacher participants considered when *applying* for their current job?

| Rural Remote (n = 310) | Rural Distant/Fringe (n = 197) | Non-Rural (n = 1,089) |
|---|---|---|
| - Salary | - Salary | - Salary |
| - Forgiveness of student loan(s) | - Forgiveness of student loan(s) | - Grew up in community |
| - Signing bonus | - Grew up in community | - Forgiveness of student loan(s) |
| - Grew up in community | - Professional development | - Went to school in this community |
| - Housing assistance | - Signing bonus | - Professional development |
| - Professional development | - Opportunities to move up career ladder | - Opportunities to move up career ladder |
| - Went to school in this community | - Went to school in this community | - Signing bonus |
| - Relocation assistance | - Professional learning communities | - Professional learning communities |

# What are the most endorsed factors teacher participants considered when *accepting* their current job?

| Rural Remote (n = 321) | Rural Distant/Fringe (n = 199) | Non-Rural (n = 1,116) |
|---|---|---|
| - Close to where I live<br>- Match with grade/subject preference<br>- Class size<br>- Close to where I grew up<br>- Salary<br>- Partner preference<br>- School reputation<br>- Benefits | - Close to where I live<br>- Match with grade/subject preference<br>- Class size<br>- School reputation<br>- Close to where I grew up<br>- Salary<br>- Partner preference<br>- Colleagues | - Close to where I live<br>- Salary<br>- Match with grade/subject preference<br>- Close to where I grew up<br>- Benefits<br>- School reputation<br>- Partner preference<br>- Student teaching location |

# Recruitment and Hiring: Administrator Perspectives

Principal survey response rate = 19 percent

Superintendent survey response rate = 58 percent

All questions were optional, so the number of respondents varies by survey item.

# Areas of need

Similar to the findings in the *Critical Quality Educator Shortages* report, positions in special education, music, mathematics, elementary education, and science were the most difficult to fill. A composite data element representing career and technical education (CTE) is also presented and shows a high demand for these positions.

The majority of superintendents across all categories report that barriers to filling these positions is much more difficult than it was five years ago.

How much of a role do principals and superintendents have in recruiting and hiring staff members?

Percentage of participants who indicated they have *some* or a *substantial* role in hiring (as opposed to *none* or *little*) for the following positions:



| | Teachers | School specialists | School classified staff | Athletic staff |
|---|---|---|---|---|
| Principals | 97% | 80% | 97% | 59% |
| Superintendents | 90% | 83% | 84% | 73% |
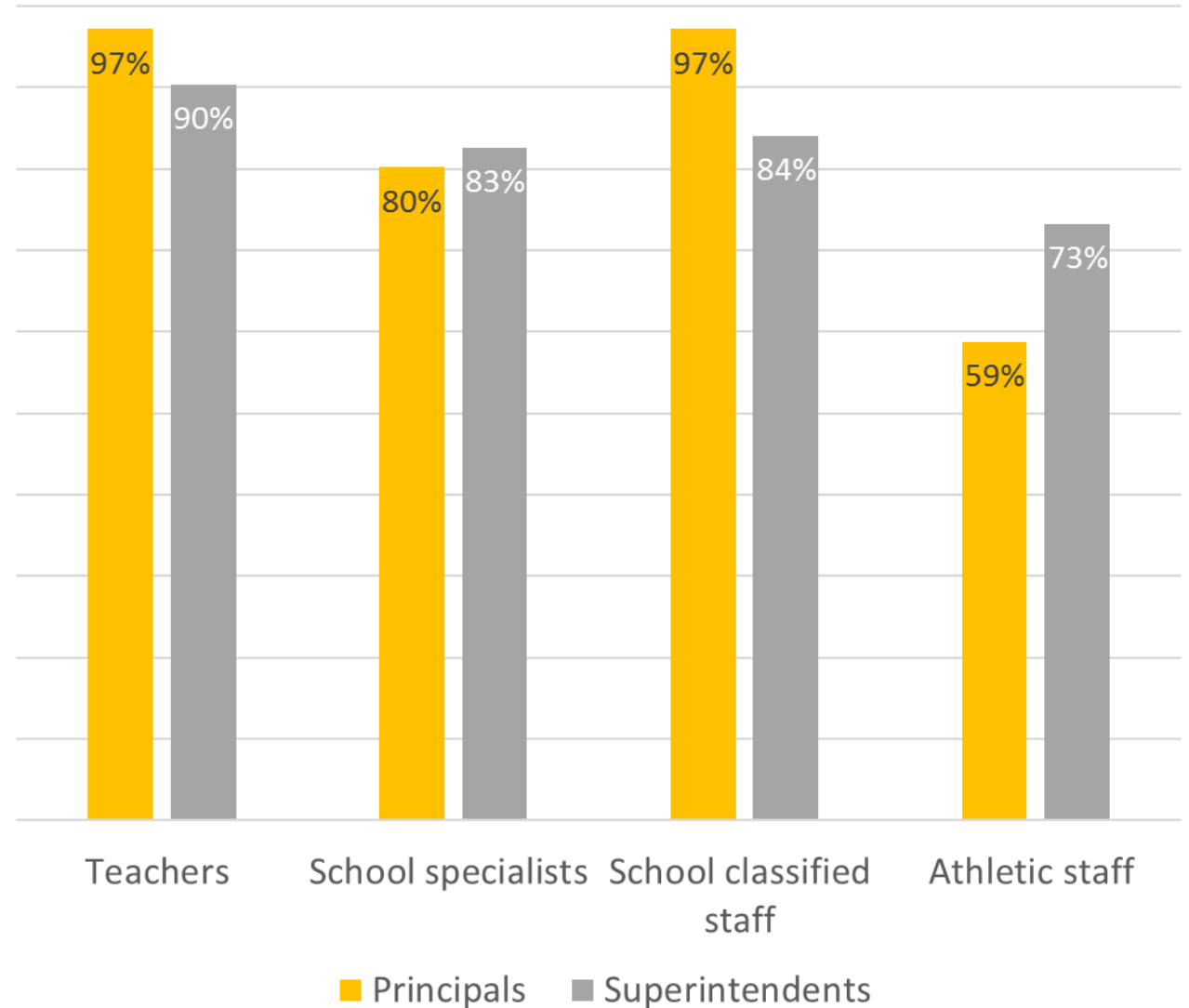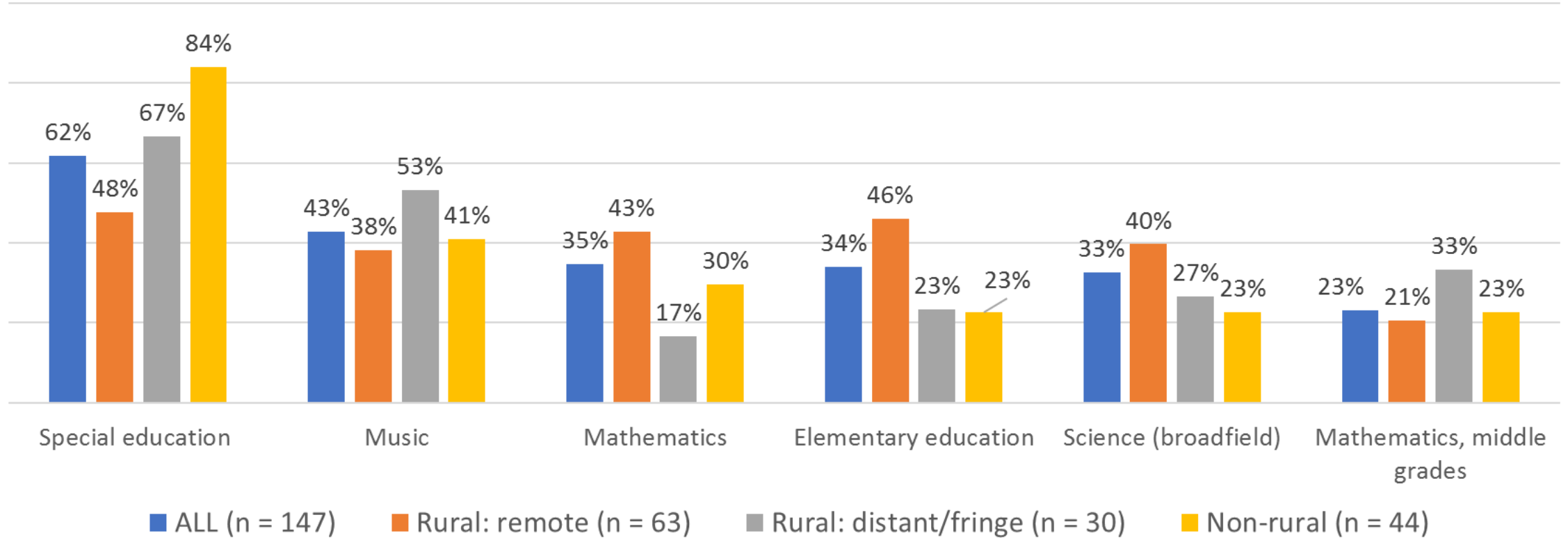
Only endorsement areas with 10% or more overall superintendents indicating *Yes* are shown.

# How do superintendents report their difficulty in filling CTE positions, by locale?
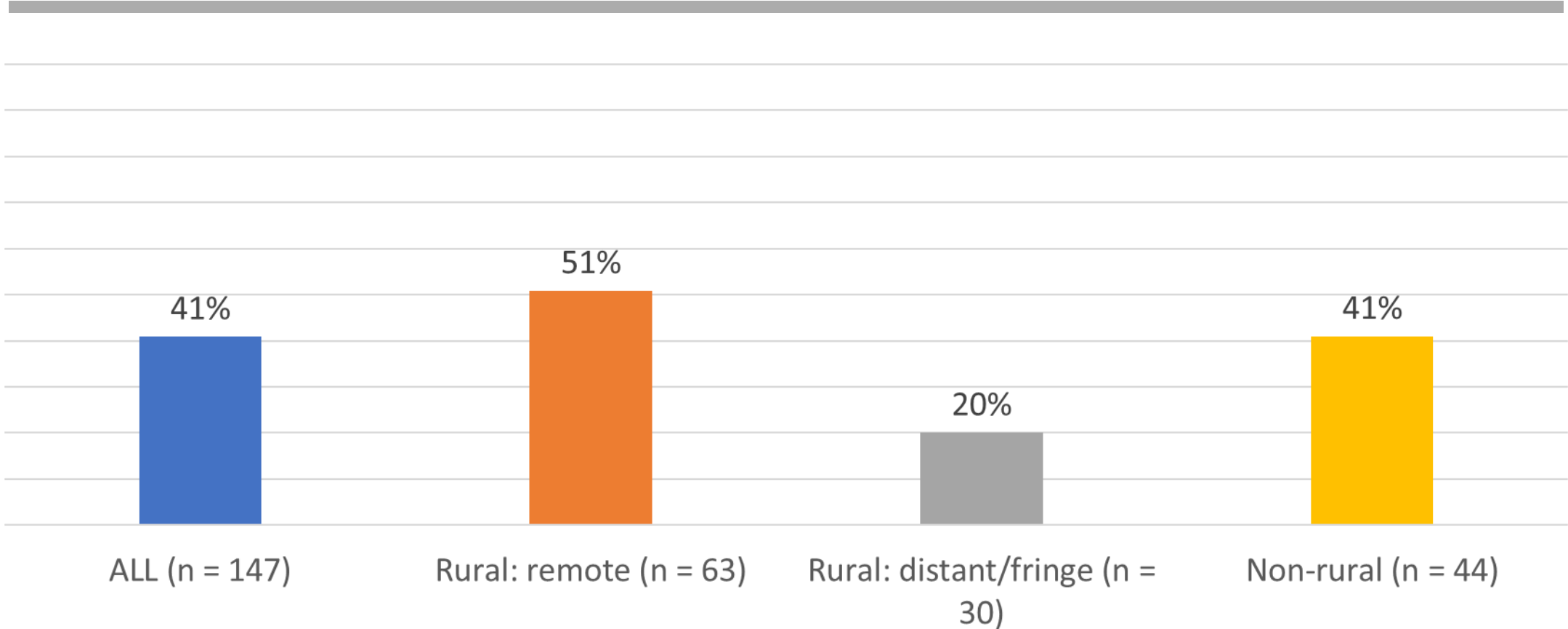


Bar chart:
- ALL (n = 147): 41%
- Rural: remote (n = 63): 51%
- Rural: distant/fringe (n = 30): 20%
- Non-rural (n = 44): 41%

# How do the barriers to hiring that *superintendent* participants report vary by system locale? (1/2)

# How do the barriers to hiring that *superintendent* participants report vary by system locale? (2/2)



Chart showing percentages by category and system locale:

**Sufficient funding to hire new teachers**
- ALL (n = 156): 63%
- Rural: remote (n = 69): 72%
- Rural: distant/fringe (n = 32): 68%
- Non-rural (n = 45): 49%

**Location of our district**
- ALL (n = 156): 52%
- Rural: remote (n = 69): 73%
- Rural: distant/fringe (n = 32): 35%
- Non-rural (n = 45): 31%

**Benefits compared to other districts**
- ALL (n = 156): 44%
- Rural: remote (n = 69): 52%
- Rural: distant/fringe (n = 32): 39%
- Non-rural (n = 45): 27%

Legend: ■ ALL (n = 156)  ■ Rural: remote (n = 69)  ■ Rural: distant/fringe (n = 32)  ■ Non-rural (n = 45)
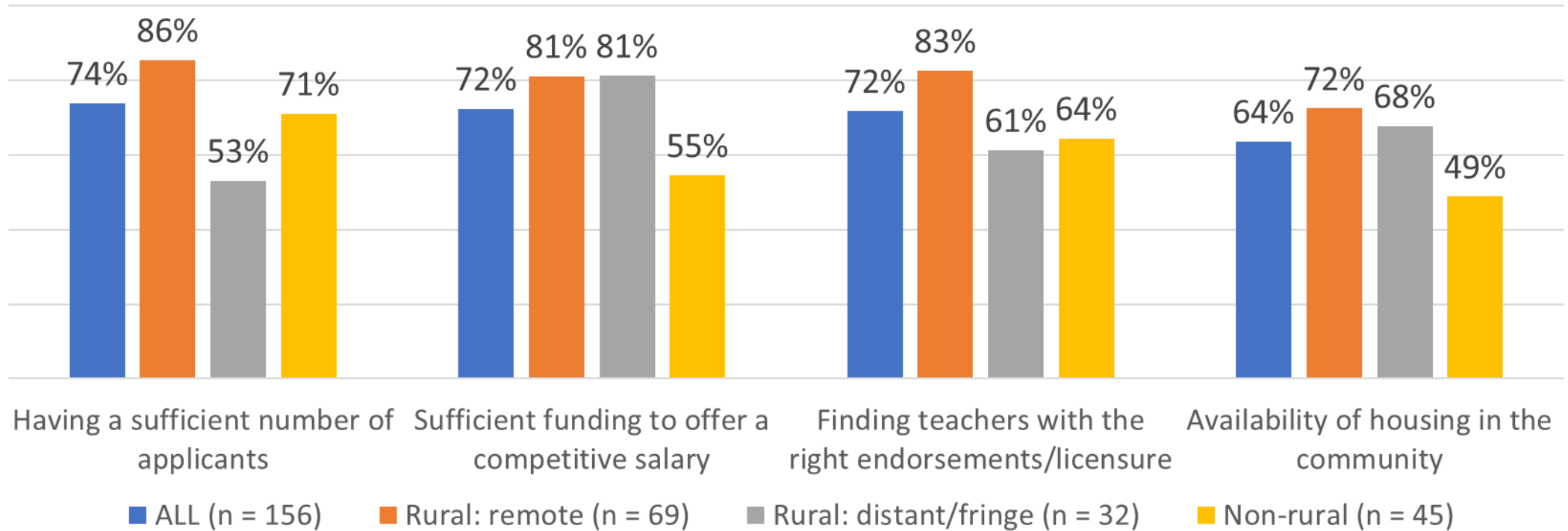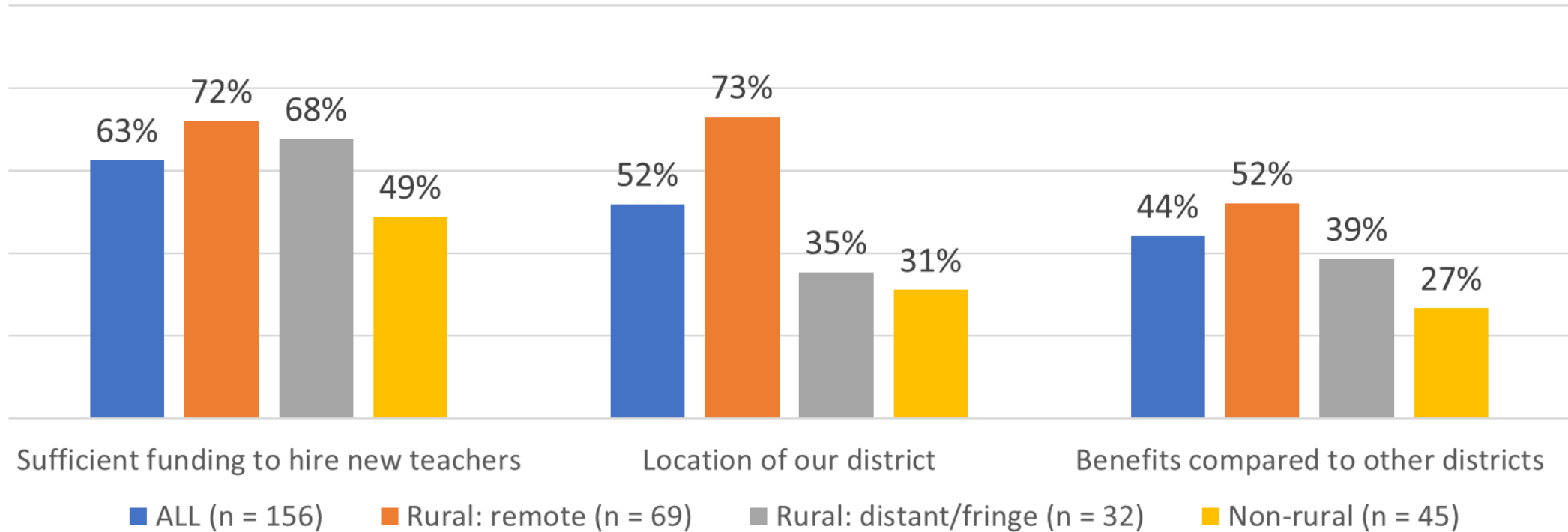
# How do superintendents feel the challenge of recruiting teachers has changed over the last five years, by *locale*?
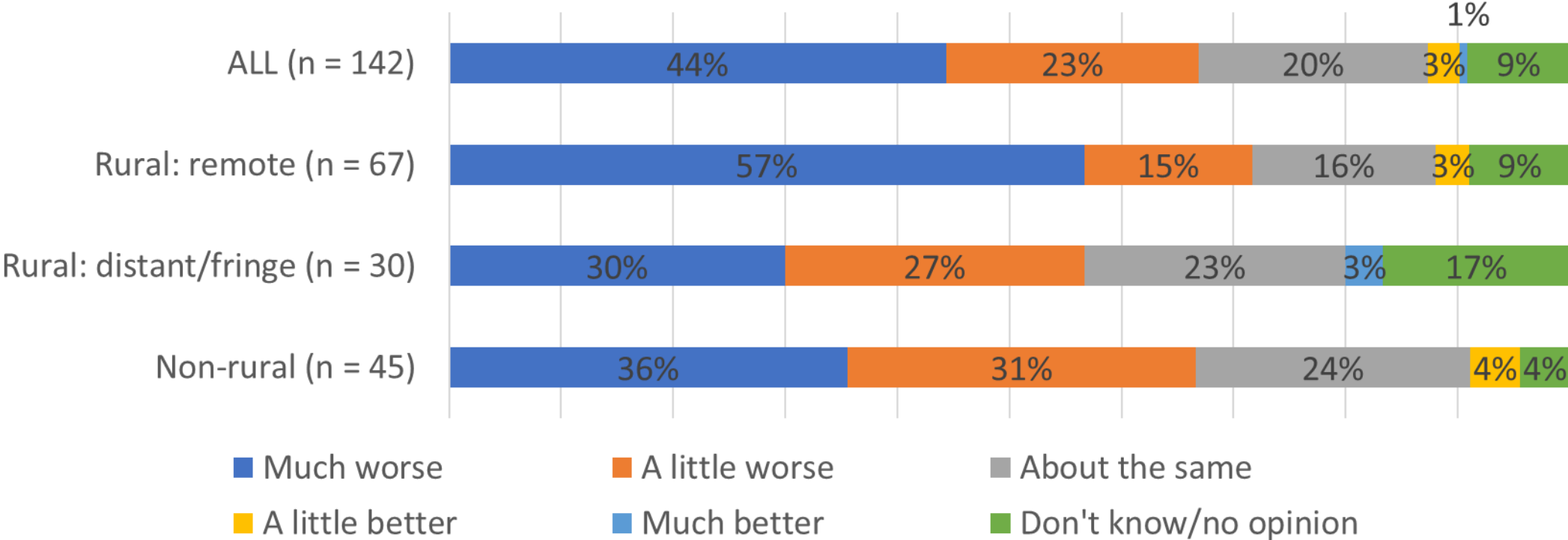


| | Much worse | A little worse | About the same | A little better | Much better | Don't know/no opinion |
|---|---|---|---|---|---|---|
| ALL (n = 142) | 44% | 23% | 20% | 3% (1%) | | 9% |
| Rural: remote (n = 67) | 57% | 15% | 16% | 3% | | 9% |
| Rural: distant/fringe (n = 30) | 30% | 27% | 23% | | 3% | 17% |
| Non-rural (n = 45) | 36% | 31% | 24% | 4% | | 4% |

**Legend:** Much worse · A little worse · About the same · A little better · Much better · Don't know/no opinion

27

# How do superintendents feel the challenge of recruiting teachers has changed over the last five years, by *classification*?



Chart showing responses by classification:

| Classification | Much worse | A little worse | About the same | A little better | Much better | Don't know/no opinion |
|---|---|---|---|---|---|---|
| ALL (n = 142) | 44% | 23% | 20% | 3% | 1% | 9% |
| IE (n = 36) | 31% | 14% | 31% | | 3% | 22% |
| C (n = 49) | 59% | 22% | 10% | 4% | | 4% |
| B (n = 25) | 64% | 16% | 16% | 4% | | |
| A (n = 20) | 30% | 30% | 20% | 5% | | 15% |
| AA (n = 12) | 8% | 50% | 42% | | | |

Legend:
- Much worse
- A little worse
- About the same
- A little better
- Much better
- Don't know/no opinion
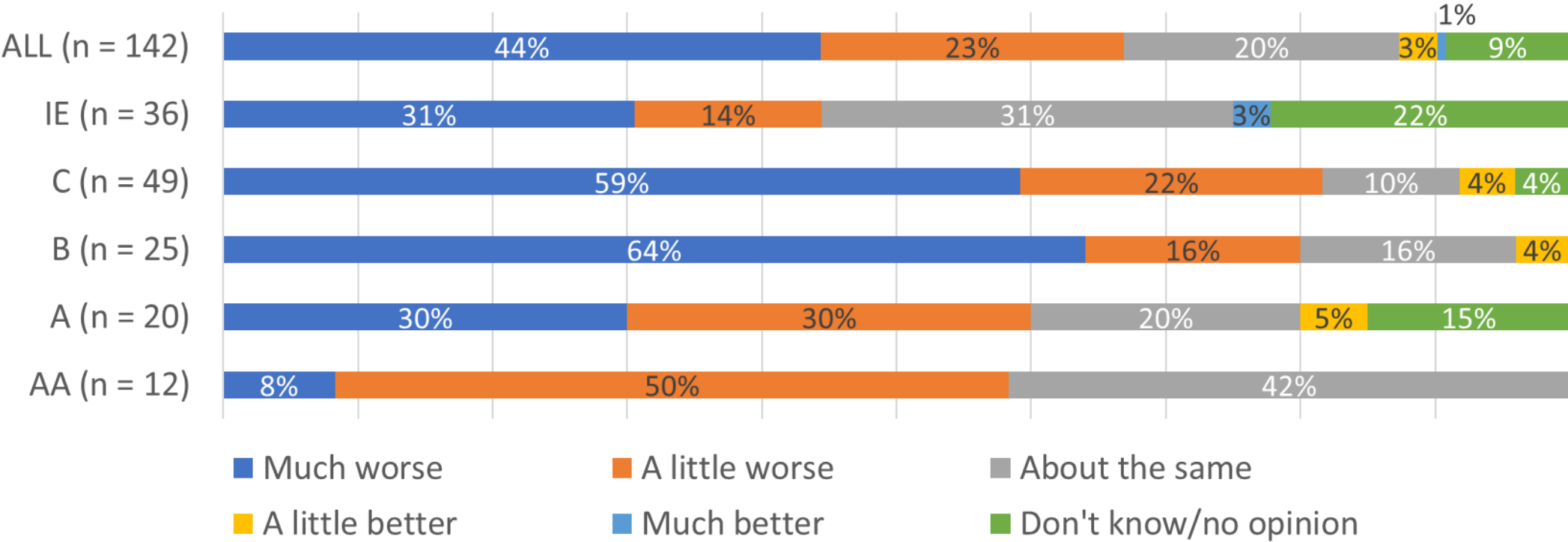
# Teacher Job Satisfaction

Response rate = 17 percent

All questions were optional, so the number of respondents varies by survey item.

# How does general teacher satisfaction differ from satisfaction with salary and benefits?

The majority of teachers are generally satisfied with their position, with the only exception being teachers in rural locales who have less than five years of experience. The majority of teachers who are generally satisfied with their position also feel supported and encouraged by their administrators.

Although the majority of teachers are also satisfied with their *benefits*, they are not satisfied with their *salary*, regardless of experience or locale. This is especially true for teachers in rural locales who have less than five years of experience.

Correlations could be drawn by examining the differences between factors motivating teachers to apply vs. why they ultimately accepted their position (slide 19), especially when looking at the differences between rural and non-rural locales. They may accept the position, but they're still not happy with their salary. This may be a motivating factor to consider when examining teachers' intent to stay (slide 45).

How does teacher participant satisfaction vary by role?

31
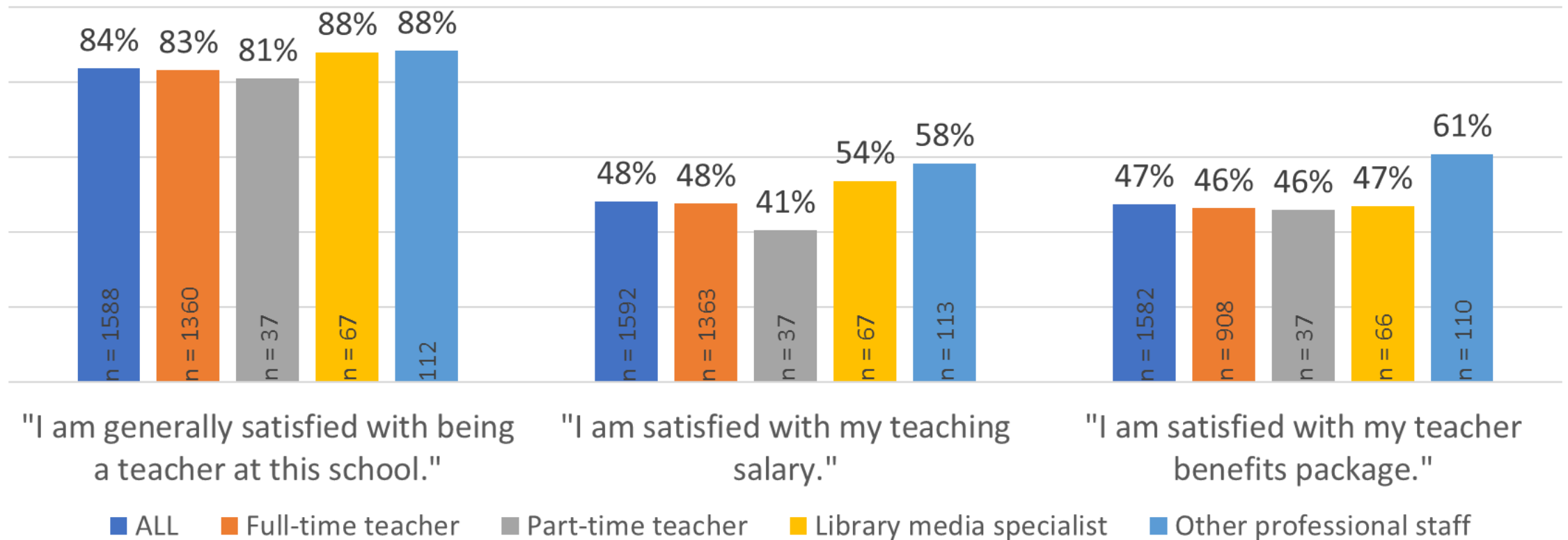
How does *general* teacher participant satisfaction vary by teaching experience and locale?

**0-2 years**
- Rural: remote — 61% (n = 18)
- Rural: distant/fringe — 88% (n = 17)
- Non-rural — 85% (n = 47)

**3-5 years**
- Rural: remote — 67% (n = 46)
- Rural: distant/fringe — 67% (n = 36)
- Non-rural — 88% (n = 118)

**6-10 years**
- Rural: remote — 83% (n = 60)
- Rural: distant/fringe — 71% (n = 31)
- Non-rural — 84% (n = 194)

**11-15 years**
- Rural: remote — 85% (n = 41)
- Rural: distant/fringe — 83% (n = 24)
- Non-rural — 85% (n = 187)

**16+ years**
- Rural: remote — 85% (n = 140)
- Rural: distant/fringe — 85% (n = 81)
- Non-rural — 86% (n = 488)

Legend: Rural: remote ■ Rural: distant/fringe ■ Non-rural ■
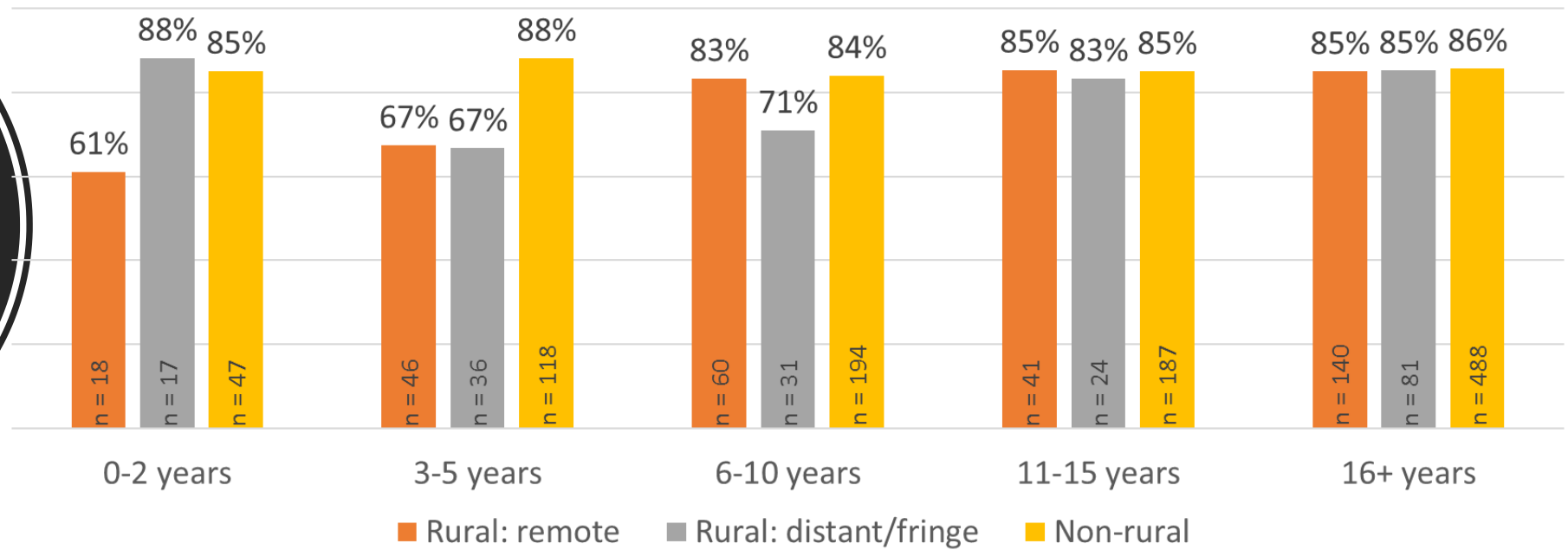
# How do reported *full-time** teacher participants' salaries vary by locale?



| | ALL | Rural: remote | Rural: distant/fringe | Non-rural |
|---|---|---|---|---|
| Average | $50620 | $42882 | $45003 | $54201 |
| n | 1520 | 297 | 188 | 1011 |

*Full-time regular and full-time itinerant teachers were included.

33

# How do reported *full-time** teacher participants' salaries vary by teaching experience?
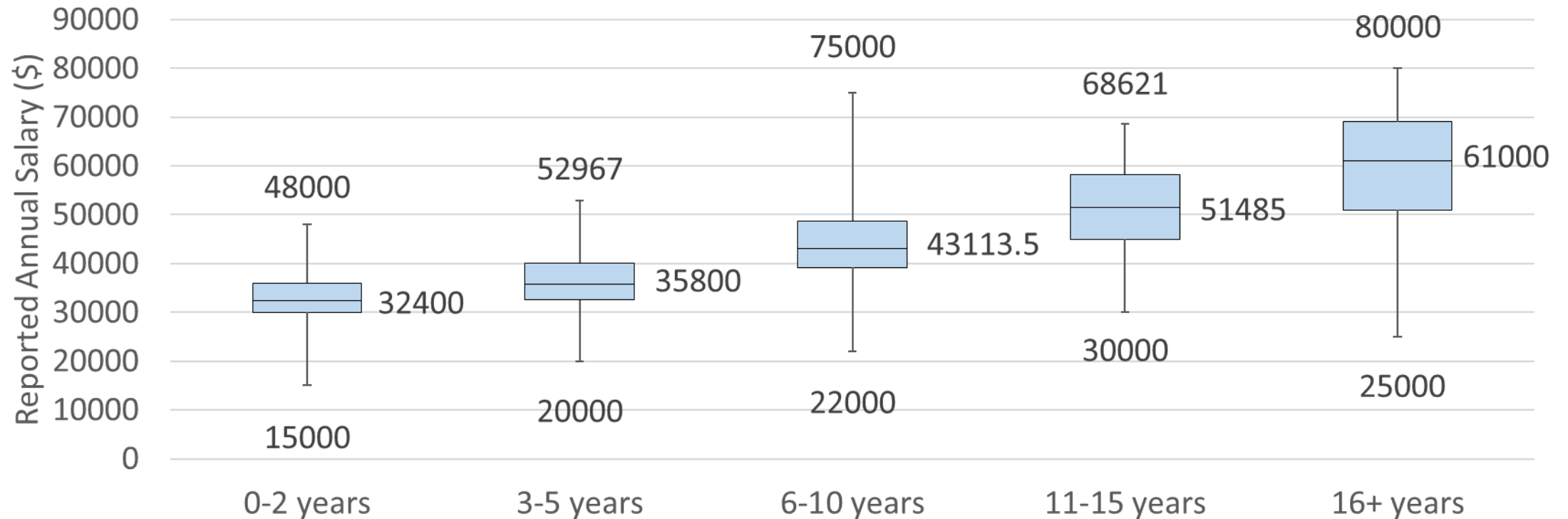


| | 0-2 years | 3-5 years | 6-10 years | 11-15 years | 16+ years |
|---|---|---|---|---|---|
| Average | $33214 | $36554 | $43896 | $51574 | $59683 |
| n | 87 | 201 | 290 | 247 | 666 |

*Full-time regular and full-time itinerant teachers were included.

34

# How does median reported salary by teaching experience categories vary by locale?



Median Reported Annual Salary ($) vs. Reported Teaching Experience (Years)

Legend: Rural: remote — Rural: distant/fringe — Non-rural
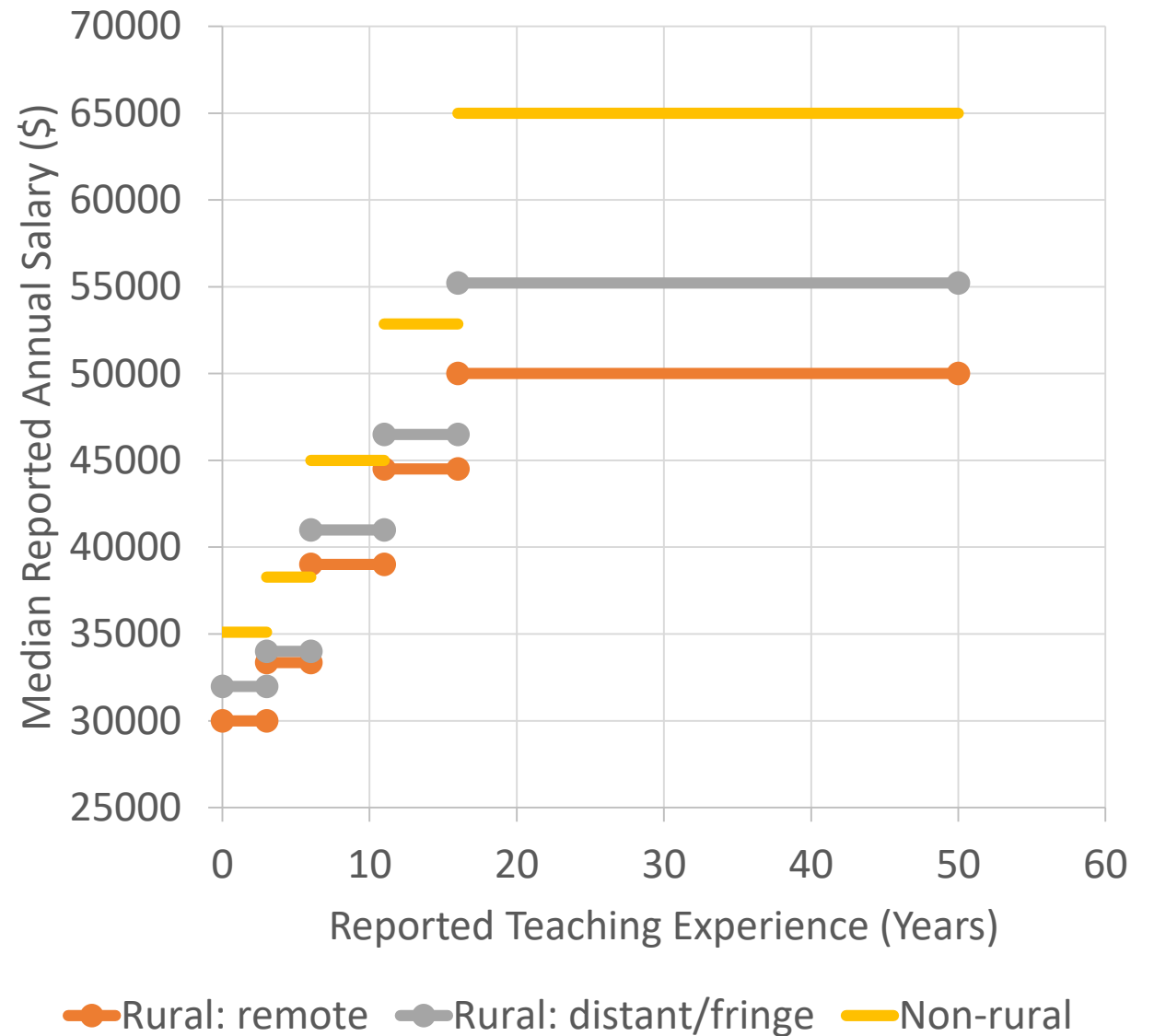
Although all salaries increase over time, note the blue circles indicating incidences where teachers in non-rural locations are making more money with less experience.
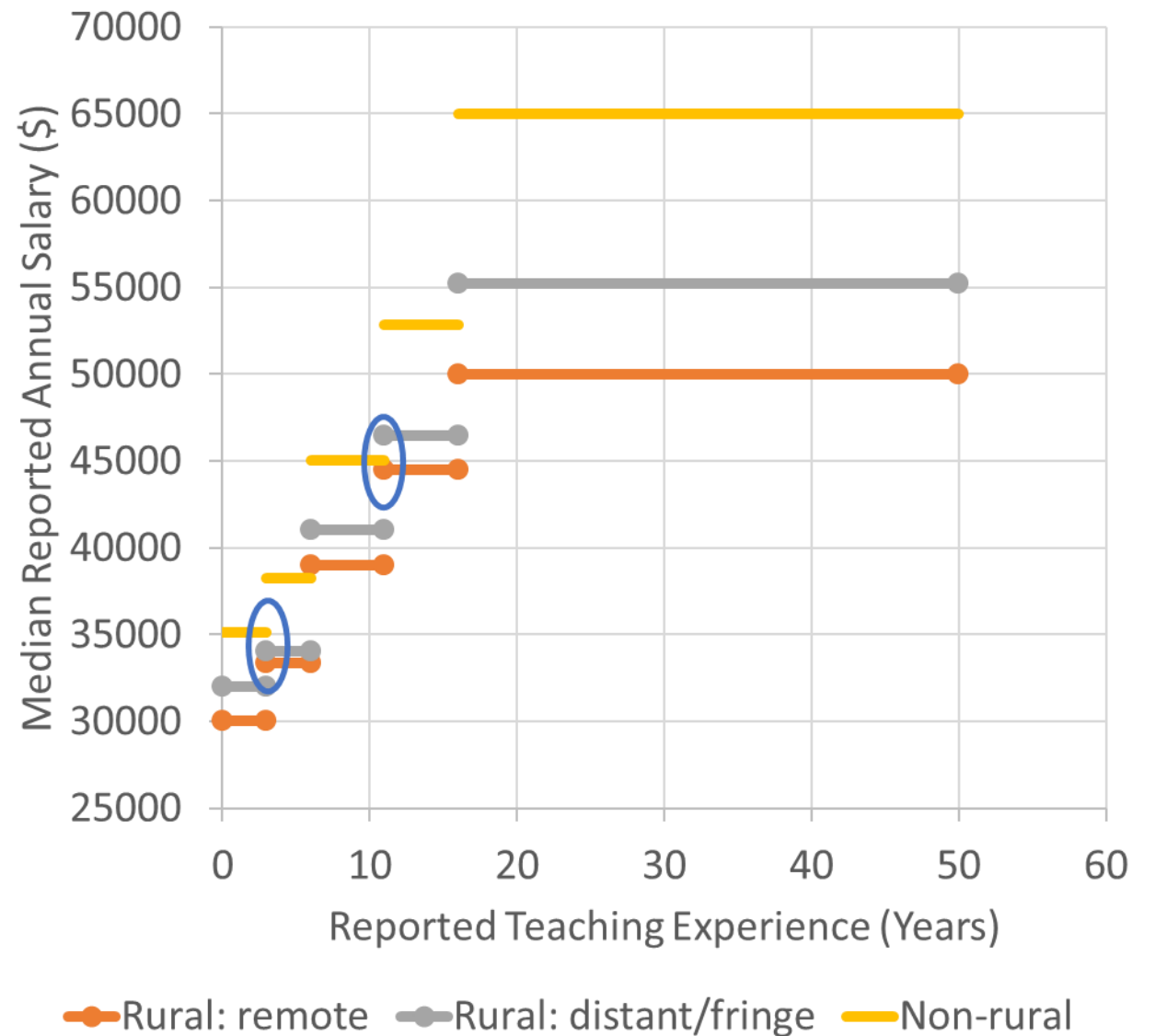
# How does the relationship between salary and experience vary by locale?

Reported annual salary vs. reported teaching experience is plotted and color-coded by locale. Each dot is an individual response.

The line of best fit for each locale is shown. Note that when the slopes of two lines are parallel—like between Non-Rural and Rural Distant/Fringe—the increase in salary is similar over years of experience. The outliers are teachers in Rural Remote locales, whose salaries are increasing at a slower pace than their colleagues in other locales.



**Full-time Teacher Experience vs. Salary**

Legend:
- Rural: remote
- Rural: distant/fringe
- Non-rural

X-axis: Reported Teaching Experience (Years)
Y-axis: Reported Annual Salary ($)
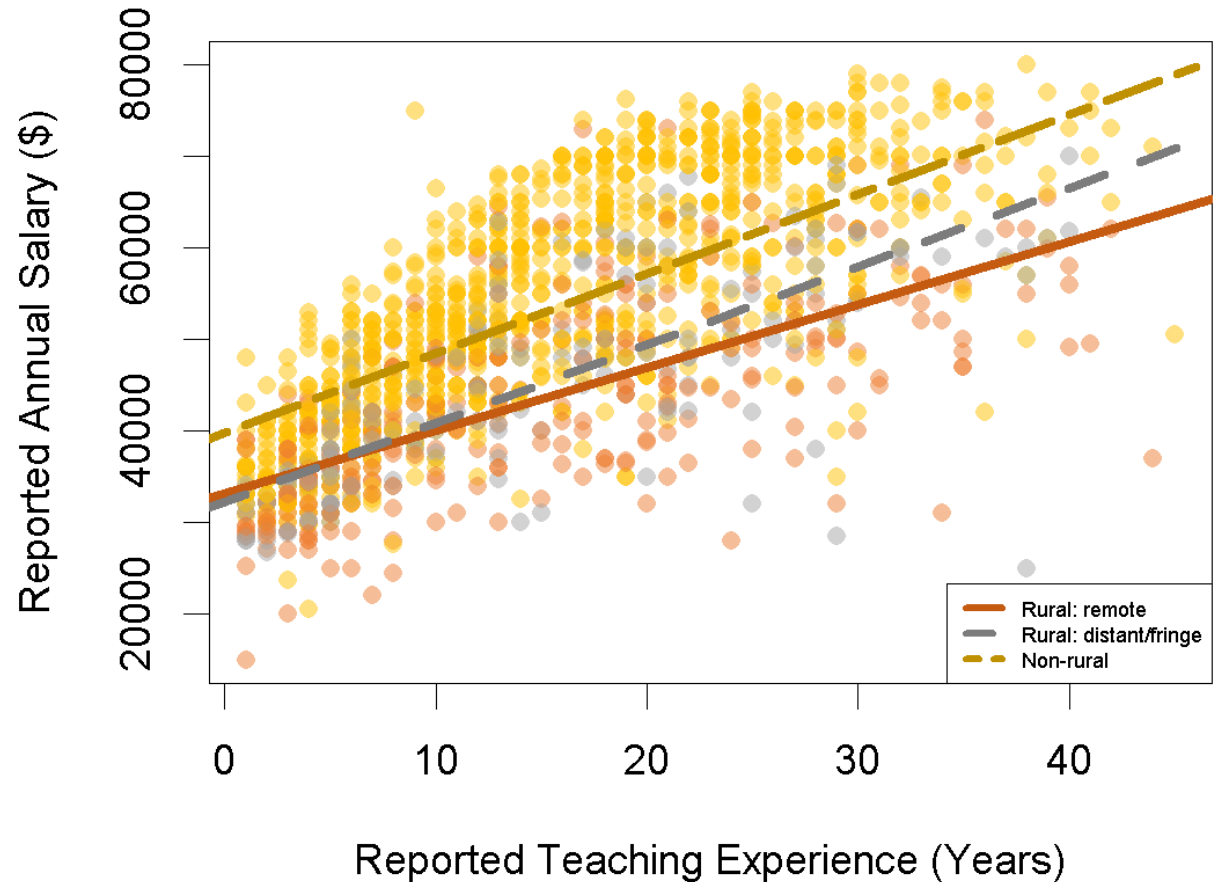
How does teacher participant satisfaction *with salary* vary by teaching experience and locale?

**0-2 years**
- Rural: remote — 16% (19)
- Rural: distant/fringe — 29% (n = 17)
- Non-rural — 34% (n = 47)

**3-5 years**
- Rural: remote — 37% (n = 46)
- Rural: distant/fringe — 17% (36)
- Non-rural — 42% (n = 118)

**6-10 years**
- Rural: remote — 38% (n = 60)
- Rural: distant/fringe — 35% (n = 31)
- Non-rural — 45% (n = 194)

**11-15 years**
- Rural: remote — 54% (n = 41)
- Rural: distant/fringe — 29% (n = 24)
- Non-rural — 53% (n = 187)

**16+ years**
- Rural: remote — 52% (n = 140)
- Rural: distant/fringe — 37% (n = 81)
- Non-rural — 59% (n = 491)

Legend: ■ Rural: remote  ■ Rural: distant/fringe  ■ Non-rural
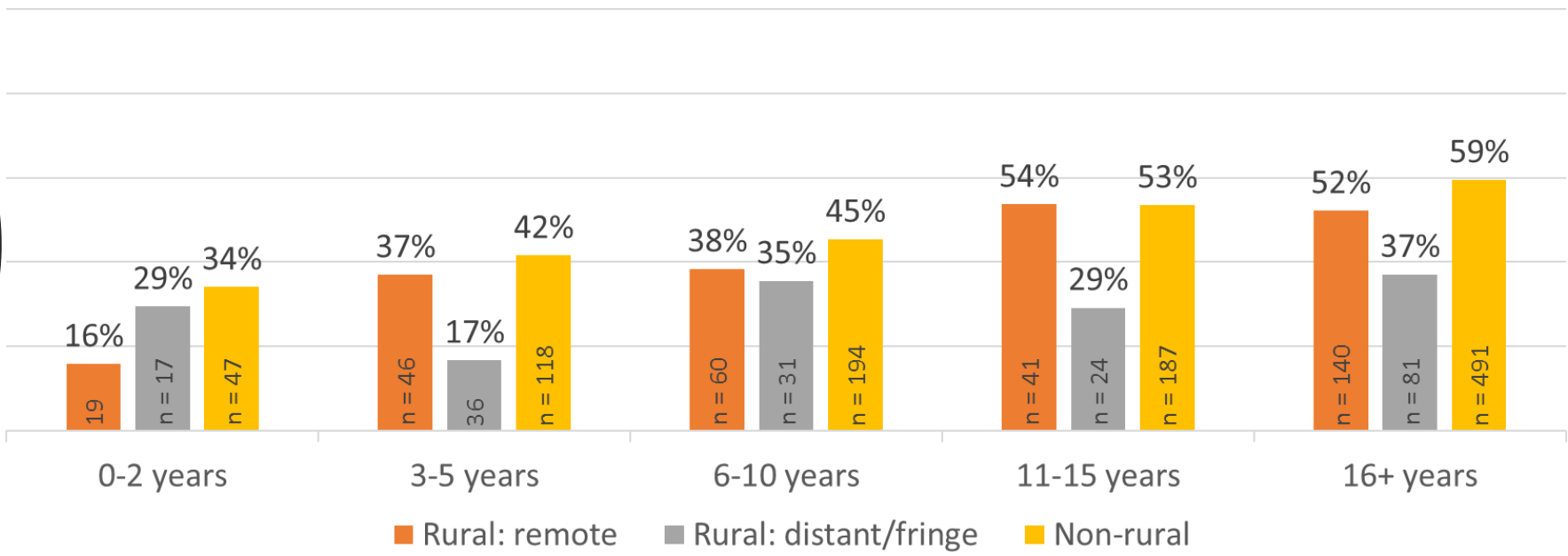
How does teacher participant satisfaction *with benefits* vary by teaching experience and locale?

| | 0-2 years | 3-5 years | 6-10 years | 11-15 years | 16+ years |
|---|---|---|---|---|---|
| Rural: remote | 63% (n = 19) | 59% (n = 46) | 52% (n = 60) | 45% (n = 42) | 60% (n = 140) |
| Rural: distant/fringe | 50% (n = 16) | 31% (n = 36) | 48% (n = 31) | 39% (n = 23) | 30% (n = 79) |
| Non-rural | 38% (n = 47) | 44% (n = 117) | 42% (n = 193) | 43% (n = 187) | 51% (n = 485) |

■ Rural: remote   ■ Rural: distant/fringe   ■ Non-rural
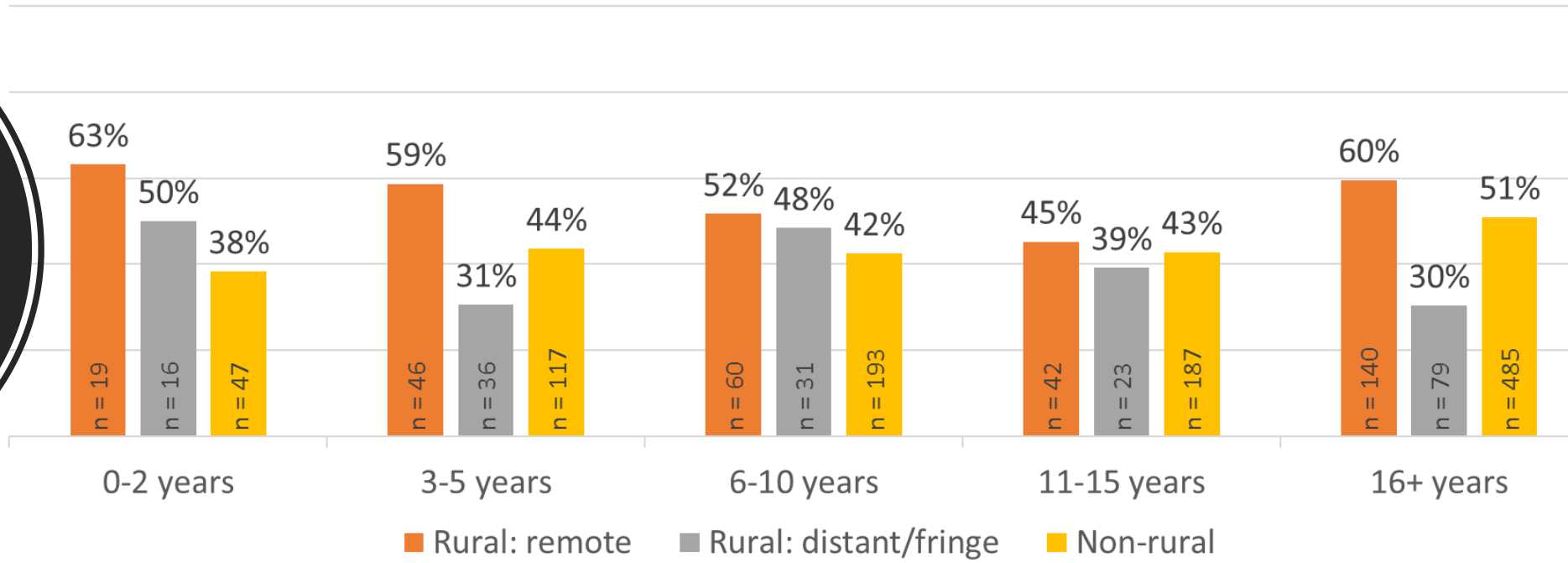
# How do teachers who are generally satisfied with their job perceive their administration's support/encouragement?



Generally satisfied (n = 1326)

*(Somewhat or strongly agreed with "I am generally satisfied with being a teacher at this school.")*

| | |
|---|---|
| 7% | Strongly disagree |
| 12% | Somewhat disagree |
| 34% | Somewhat agree |
| 47% | Strongly agree |

■ Strongly disagree  ■ Somewhat disagree  ■ Somewhat agree  ■ Strongly agree
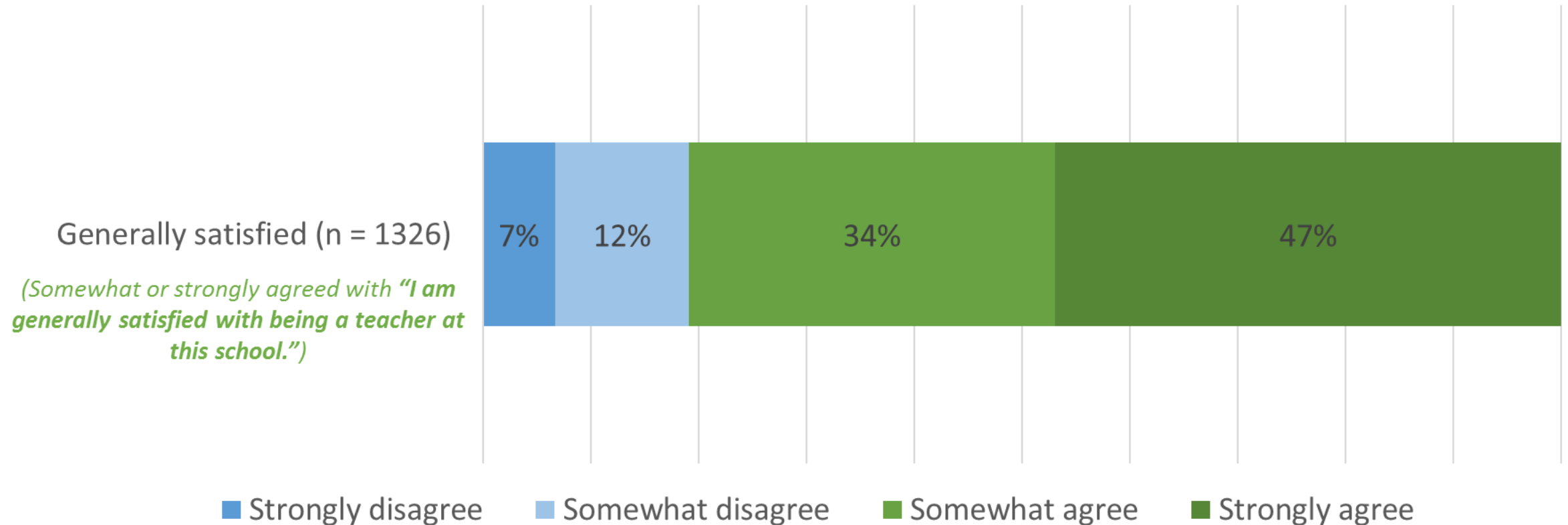
How do teacher participant perceptions of leadership support and collegiality vary by locale?

**"There is a great deal of cooperative effort among staff."**
- ALL: 69% (n = 1589)
- Rural: remote: 62% (n = 314)
- Rural: distant/fringe: 69% (n = 197)
- Non-rural: 72% (n = 1057)

**"There is shared belief among staff about the central mission of the school."**
- ALL: 81% (n = 1592)
- Rural: remote: 75% (n = 313)
- Rural: distant/fringe: 81% (n = 197)
- Non-rural: 83% (n = 1062)

**"Staff members are recognized for a job well done."**
- ALL: 62% (n = 1584)
- Rural: remote: 54% (n = 313)
- Rural: distant/fringe: 53% (n = 195)
- Non-rural: 66% (n = 1056)

**"My principal enforces the rules/backs me up when I need it."**
- ALL: 71% (n = 1585)
- Rural: remote: 66% (n = 311)
- Rural: distant/fringe: 66% (n = 195)
- Non-rural: 73% (n = 1061)

Legend: ALL | Rural: remote | Rural: distant/fringe | Non-rural

# Retention: Perceptions of Teacher Turnover and Intention to Stay

Response rate = 17 percent

All questions were optional, so the number of respondents varies by survey item.

# Will our teachers stay in their positions?

The majority of teachers, regardless of locale, do not view teacher turnover as a major problem. Indeed, over 80 percent of teachers with more experience and those working in non-rural locales are planning to stay in their current position next year.

However, more than 20 percent of less experienced teachers and those working in rural remote and rural distant/fringe areas report that they are looking for other work in the coming year. This is most pronounced for new teachers with less than three years of experience; almost 40 percent of these teachers are looking for other jobs.

# How do perceptions of the magnitude of the *teacher turnover* problem vary by locale?



| | Not a problem | Minor problem | Moderate problem | Serious problem |
|---|---|---|---|---|
| ALL (n = 1574) | 45% | 28% | 16% | 11% |
| Rural: remote (n = 311) | 39% | 25% | 23% | 14% |
| Rural: distant/fringe (n = 193) | 39% | 31% | 18% | 13% |
| Non-rural (n = 1051) | 48% | 28% | 14% | 10% |

# How does teacher participant intent to stay vary by experience and locale?



Bar chart showing teacher intent to stay percentages by years of experience and locale.

| Experience | Rural: remote | Rural: distant/fringe | Non-rural |
|---|---|---|---|
| 0-2 years | 35% (n=26) | 57% (n=212) | 50% (n=58) |
| 3-5 years | 54% (n=39) | 57% (n=23) | 73% (n=91) |
| 6-10 years | 54% (n=83) | 59% (n=56) | 67% (n=286) |
| 11-15 years | 67% (n=46) | 69% (n=29) | 71% (n=227) |
| 16+ years | 69% (n=159) | 72% (n=92) | 73% (n=567) |

Legend: Rural: remote | Rural: distant/fringe | Non-rural

# How does teacher participant intent to stay vary by MASS region?



Teachers

- 80% — ALL (n = 1584)
- 83% — 4 Rivers MASS Region (n = 282)
- 74% — Central MASS Region (n = 39)
- 83% — Hi-Line MASS Region (n = 101)
- 85% — North Central MASS Region (n = 163)
- 79% — Northeast MASS Region (n = 340)
- 74% — Northwest MASS Region (n = 92)
- 77% — South Central MASS Region (n = 202)
- 84% — Southeast MASS Region (n = 69)
- 78% — Western MASS Region (n = 227)
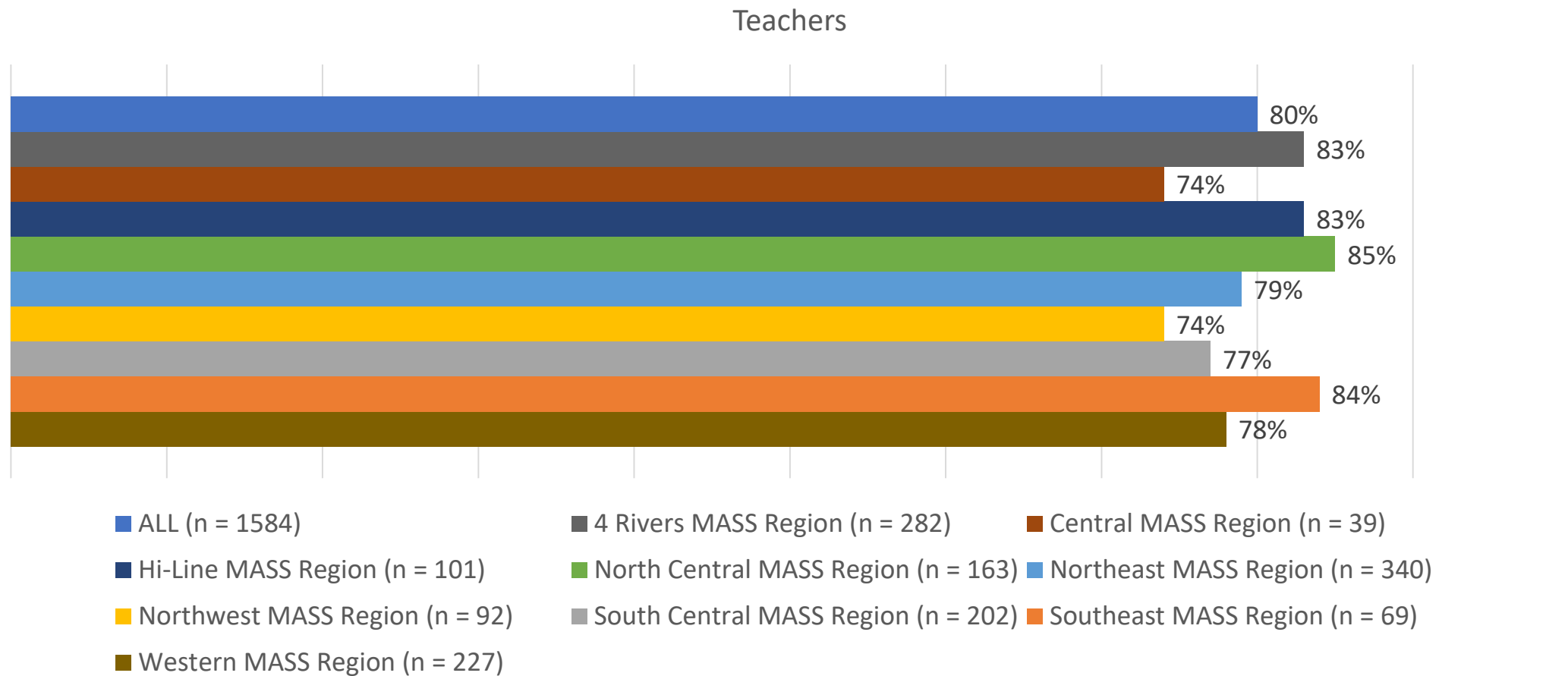
# How does teacher participant intent to stay vary by school classification?



Horizontal bar chart showing teacher participant intent to stay by school classification:
- ALL (n = 1584): 80%
- IE (n = 252): 80%
- C (n = 290): 72%
- B (n = 143): 78%
- A (n = 432): 84%
- AA (n = 467): 83%
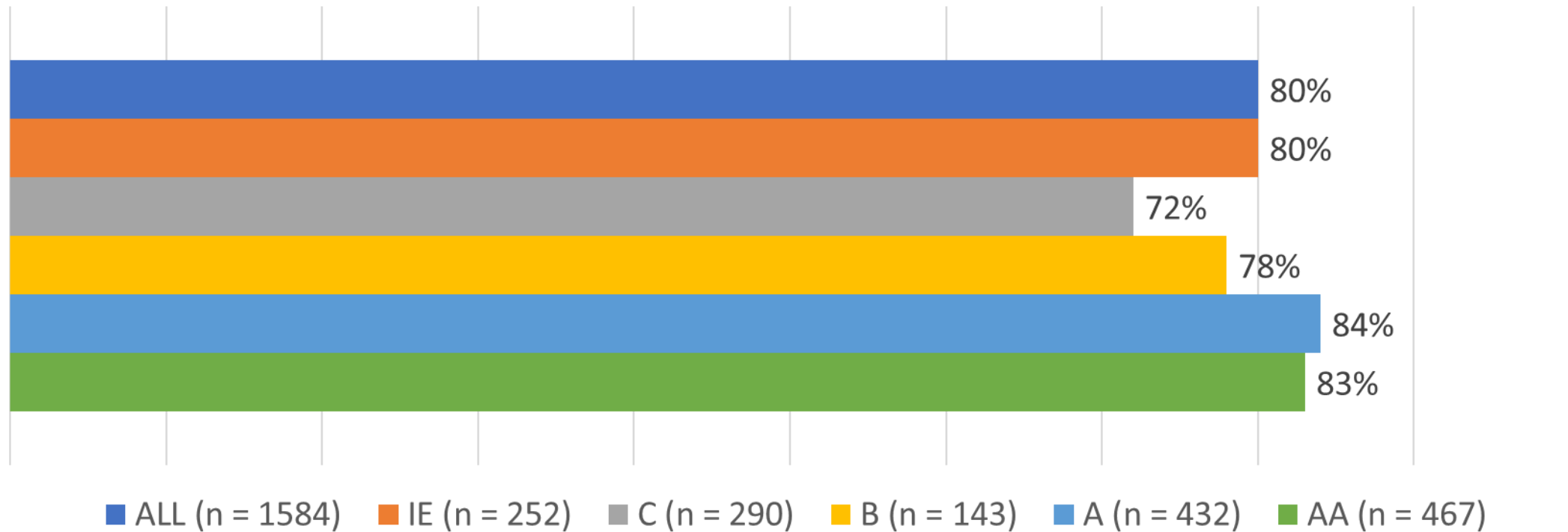
# Teacher Recruitment and Hiring Strategies

Teacher survey response rate = 17 percent  |  Principal survey response rate = 19 percent  |  Superintendent survey response rate = 58 percent

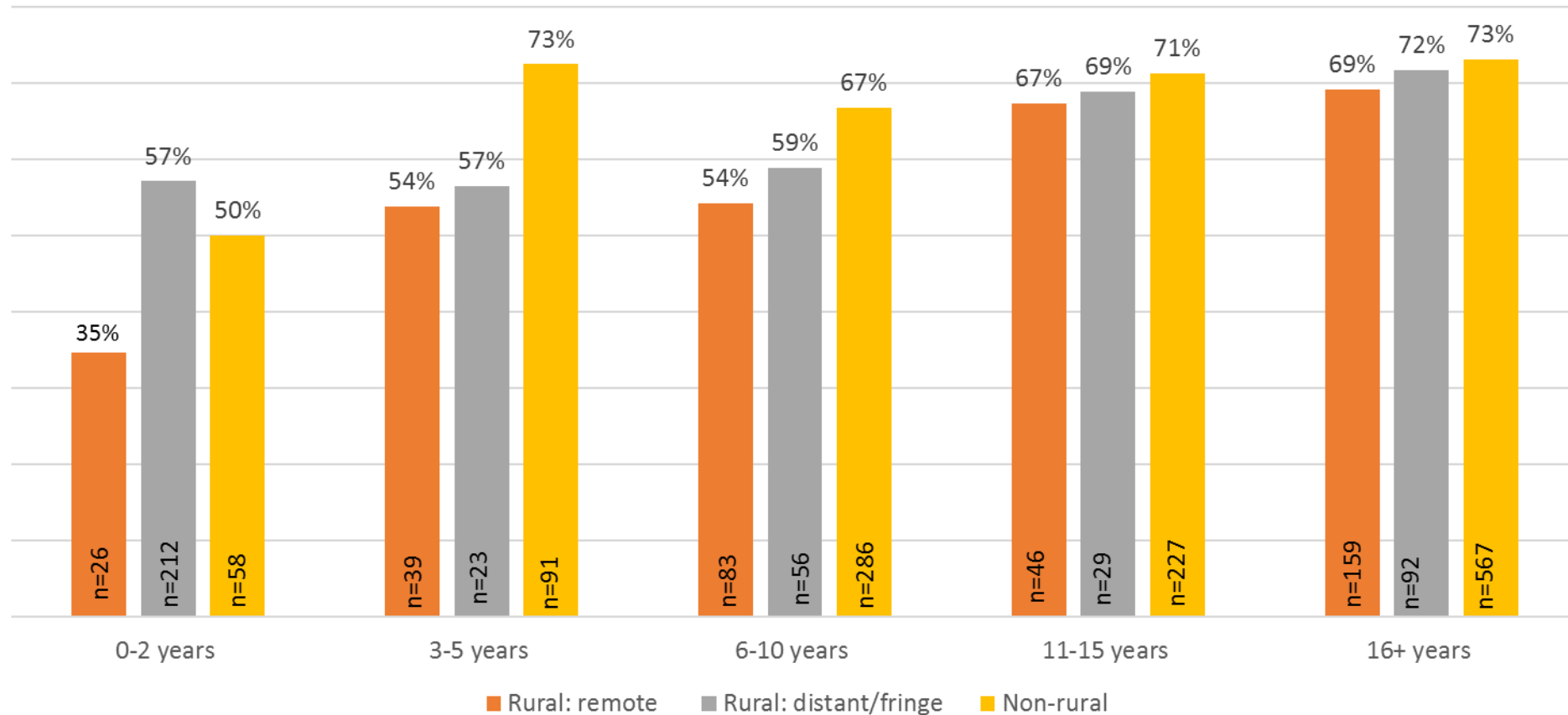All questions were optional, so the number of respondents varies by survey item.

# Using incentives to fill vacancies

The top three incentives most frequently used for recruitment by both principals and superintendents are *formal induction/mentoring*, offering a *higher salary* than other districts, and providing *opportunities to move up the career ladder*.

However, teachers inconsistently report being provided a mentor, except in the AA districts.

When vacancies still exist after recruitment efforts, administrators primarily choose to fill the gaps with teachers who are not fully certified.

Among teachers in more rural locales, proximity to where they grew up was more frequently cited than salary as a reason they accepted their current job. Given this, administrators may wish to continue examining how grow-your-own initiatives can incentivize their own students to become teachers.

# What recruitment incentives are being used by *superintendents* and *principals*?



| Incentive | Superintendents | Principals |
|---|---|---|
| Formal induction/mentoring | 51% | 57% |
| Higher salary than other districts | 33% | 50% |
| Opportunities to move up career ladder | 25% | 29% |
| Stipends for participating in professional development | 18% | 20% |
| Housing assistance | 22% | 11% |
| Structured opportunities for introducing new teachers to the community | 17% | 3% |
| Finder's fee to existing staff for new referrals | 2% | 0% |

Superintendents (n = 129)    Principals (n = 76)

# How does access to a mentor for teacher participants vary by experience and school classification?



| | 0-2 years | 3-5 years | 6-10 years | 11-15 years | 16+ years |
|---|---|---|---|---|---|
| **ALL** | 43% (n = 82) | 52% (n = 180) | 56% (n = 269) | 53% (n = 220) | 27% (n = 585) |
| **IE** | 31% (n = 16) | 62% (n = 26) | 52% (n = 50) | 60% (n = 25) | 31% (n = 91) |
| **C** | 21% (n = 19) | 26% (n = 39) | 36% (n = 44) | 26% (n = 23) | 16% (n = 98) |
| **B** | 25% (n = 8) | 63% (n = 16) | 57% (n = 21) | 53% (n = 19) | 16% (n = 56) |
| **A** | 58% (n = 24) | 49% (n = 41) | 68% (n = 72) | 50% (n = 68) | 34% (n = 167) |
| **AA** | 67% (n = 15) | 64% (n = 58) | 57% (n = 82) | 61% (n = 85) | 29% (n = 173) |
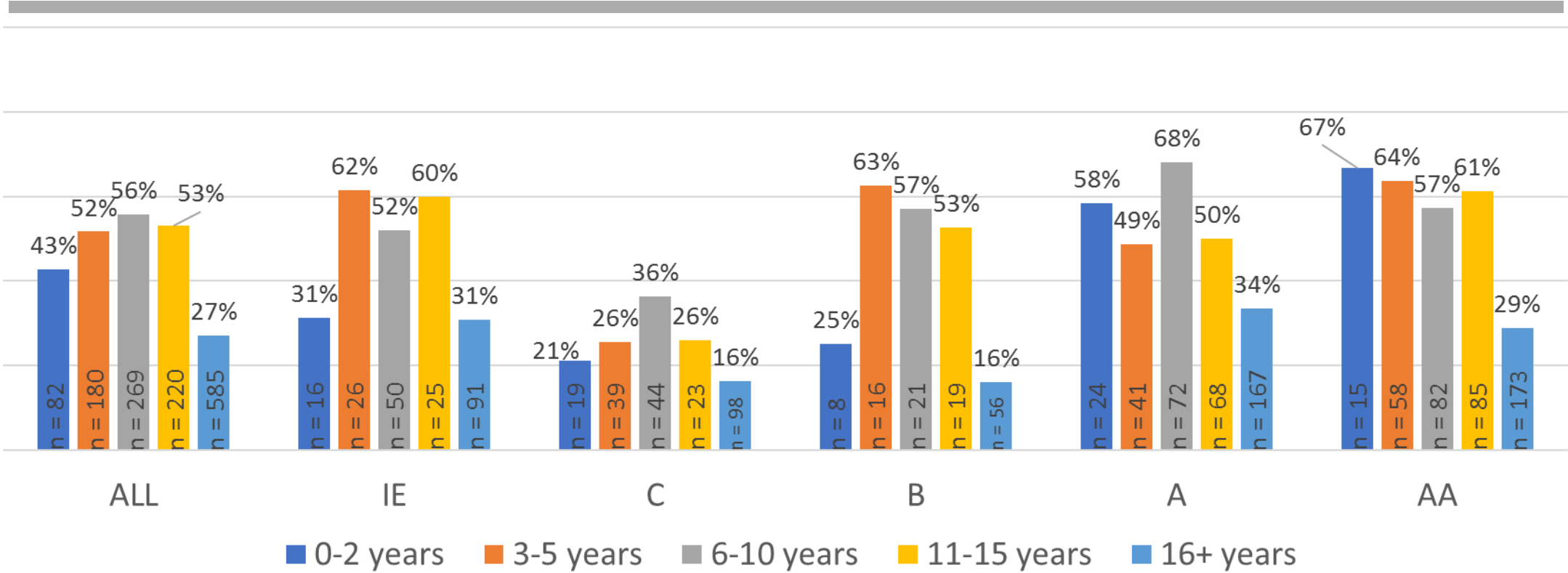
# How do the *superintendent* reported strategies to fill vacancies vary by system locale?



Assign not fully credentialed teachers to classes — ALL 54%, Rural: remote 63%, Rural: distant/fringe 48%, Non-rural 47%

Hire long-term substitutes — ALL 27%, Rural: remote 19%, Rural: distant/fringe 14%, Non-rural 44%

Increase class sizes — ALL 24%, Rural: remote 19%, Rural: distant/fringe 24%, Non-rural 30%

Hire short-term substitutes — ALL 12%, Rural: remote 13%, Rural: distant/fringe 5%, Non-rural 16%

Legend: ALL (n = 138), Rural: remote (n = 64), Rural: distant/fringe (n = 21), Non-rural (n = 43)

# How does *superintendent* reporting of grow-your-own programs vary by school classification?



Bar chart showing percentages by school classification:
- 48%
- 52%
- 43%
- 55%
- 47%

Legend: ALL (n = 132) | IE (n = 29) | C (n = 46) | B (n = 22) | A (n = 17) | AA (too few respondents)
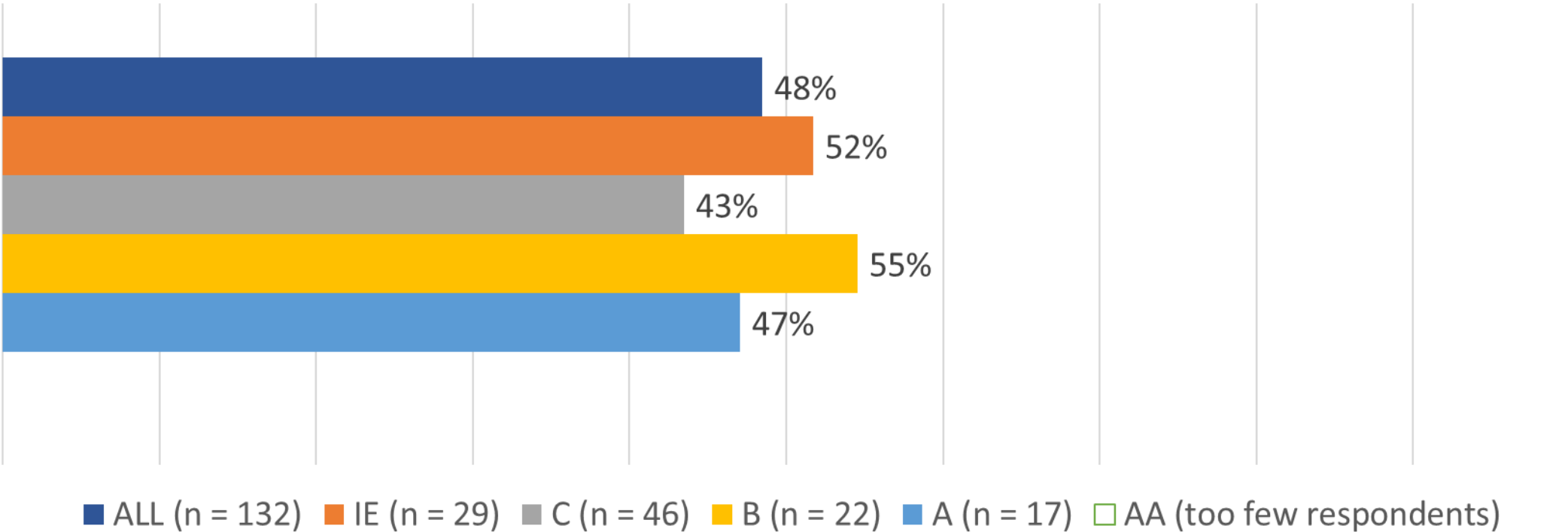
# Principals and Superintendents: Environment and Intention to Stay

Principal survey response rate = 19 percent

Superintendent survey response rate = 58 percent

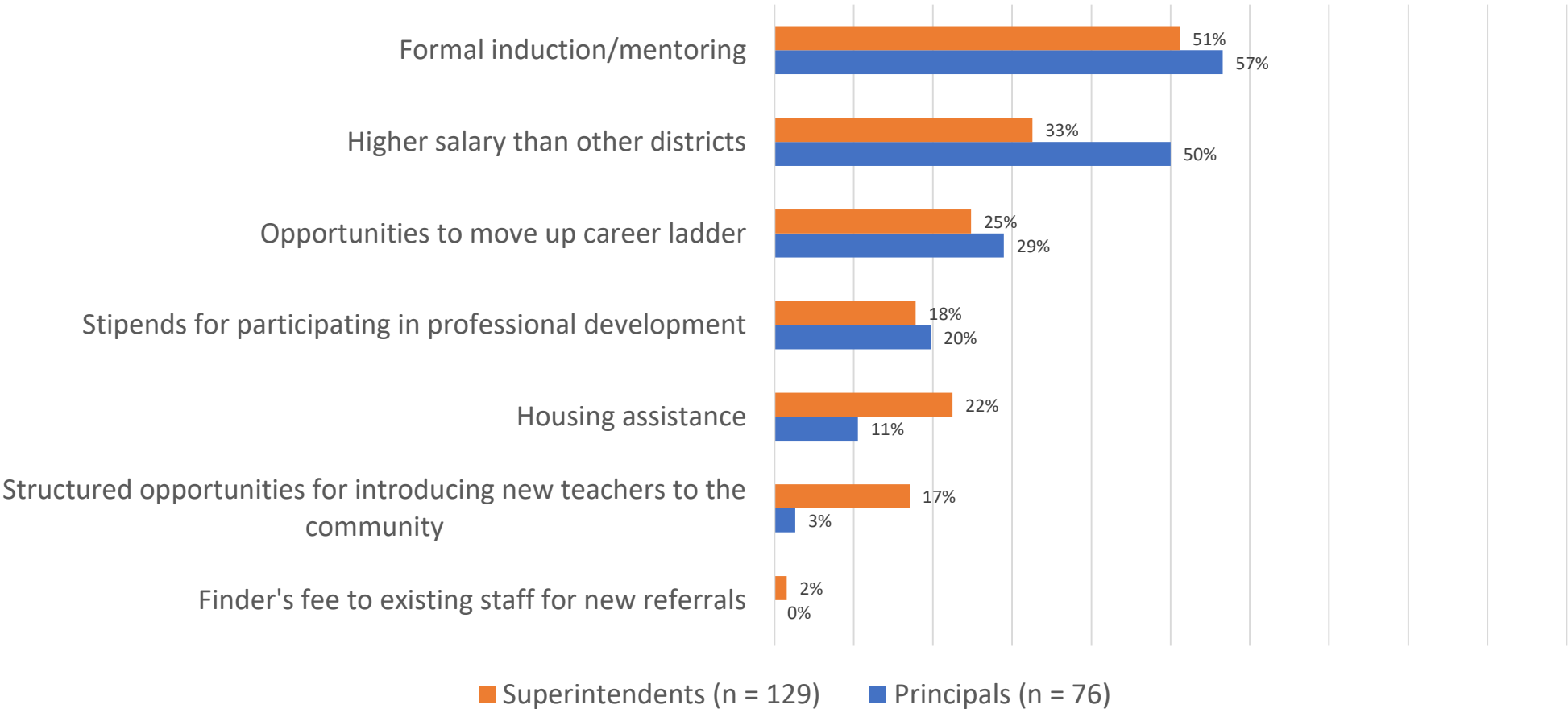All questions were optional, so the number of respondents varies by survey item.

# What about our administrators?

Overall, administrators report feeling generally satisfied with their jobs, and much like the perceived impact of teacher turnover, leadership turnover is generally not seen as a large problem.

Superintendents, in particular, feel supported by their staff to do their job, although more than half report feeling like politics and controversy make the job difficult.

Regarding their intent to stay in their position next year, slightly more than 20 percent of principals report looking for new jobs—except in rural distant/fringe locales, where 44 percent are looking for other opportunities. A similar trend is seen with superintendents, with the exception of non-rural superintendents, 30 percent of whom are looking for other opportunities.

# Hoes does overall satisfaction of Montana educators vary by role?



Teacher (n = 1588) — 84%
Principal (n = 93) — 95%
Superintendent (n = 124) — 91%
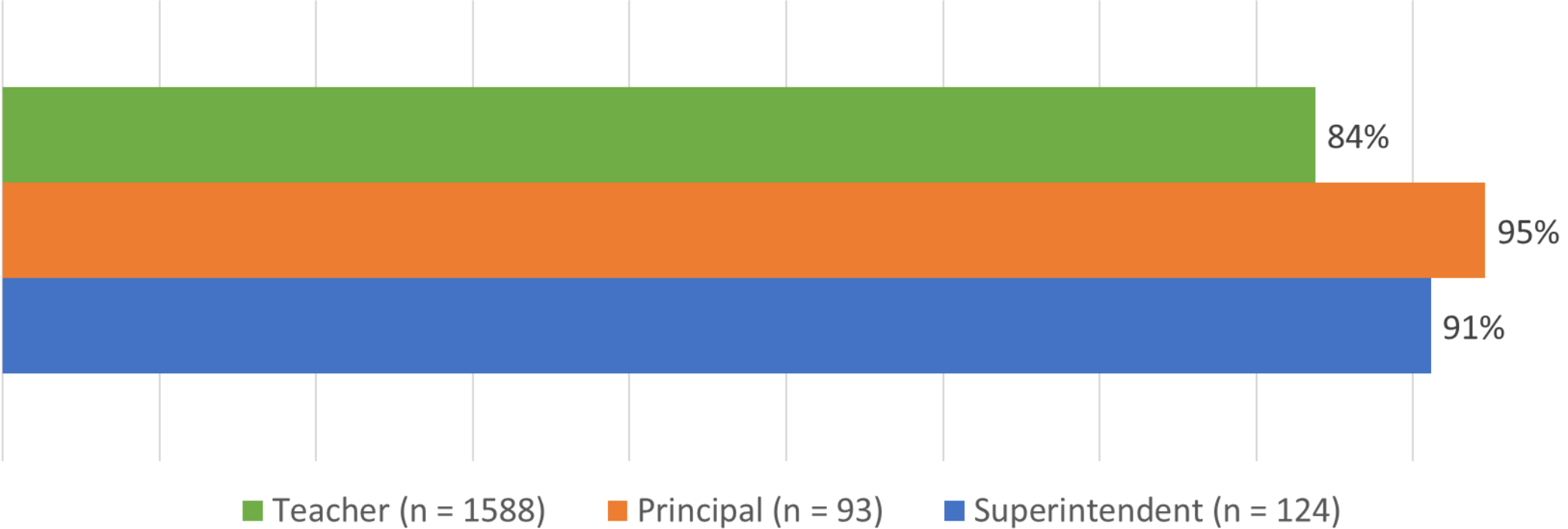
# How do perceptions of the magnitude of the *leadership turnover* problem vary by locale?



| | Not a problem | Minor problem | Moderate problem | Serious problem |
|---|---|---|---|---|
| ALL (n = 1576) | 40% | 33% | 17% | 10% |
| Rural: remote (n = 309) | 30% | 27% | 24% | 19% |
| Rural: distant/fringe (n = 193) | 31% | 29% | 21% | 19% |
| Non-rural (n = 1054) | 45% | 35% | 14% | 6% |
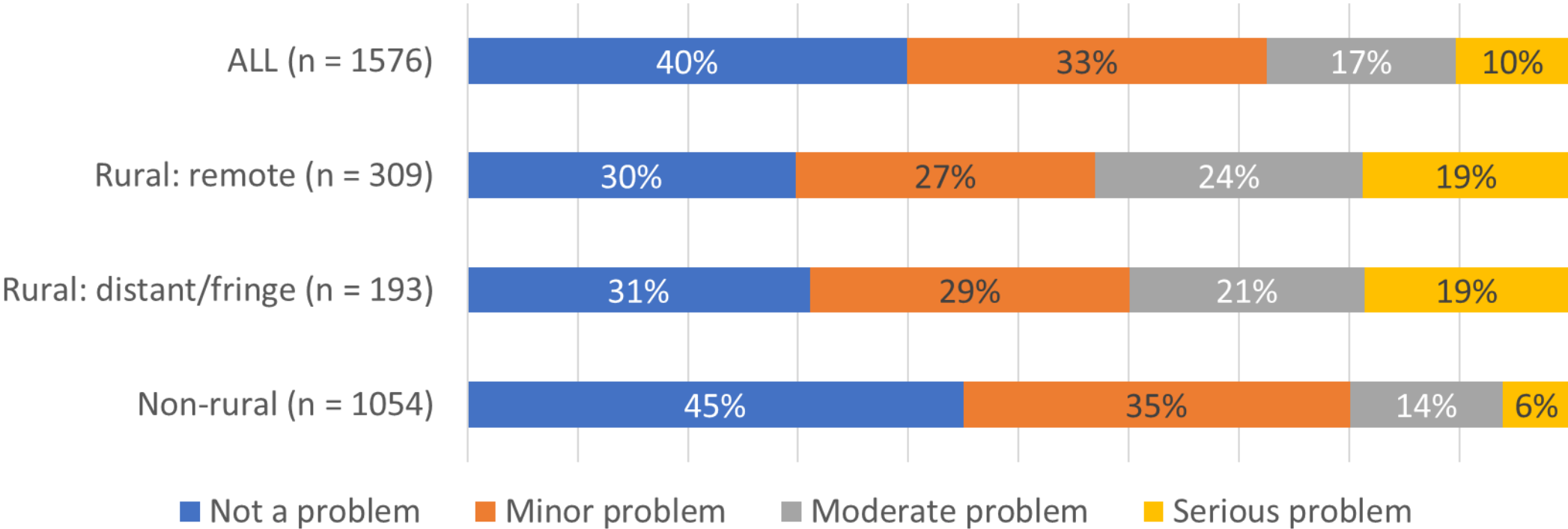
How do *superintendent* perceptions of working conditions vary by locale?

**I often feel lonely and isolated in my job.**
- ALL: 39% (n = 126)
- Rural: remote: 43% (n = 60)
- Rural: distant/fringe: 37% (n = 27)
- Non-rural: 33% (n = 30)

**Politics and controversy make being a superintendent in this district difficult.**
- ALL: 59% (n = 123)
- Rural: remote: 59% (n = 59)
- Rural: distant/fringe: 56% (n = 27)
- Non-rural: 61% (n = 28)

**I receive the support I need from my staff to lead this district successfully.**
- ALL: 90% (n = 125)
- Rural: remote: 93% (n = 60)
- Rural: distant/fringe: 81% (n = 27)
- Non-rural: 93% (n = 29)

Legend: ■ ALL  ■ Rural: remote  ■ Rural: distant/fringe  ■ Non-rural

# How does *principal* participant intention to stay vary by *locale*?

| Group | Percentage |
|-------|-----------|
| ALL (n = 137) | 77% |
| Rural: remote (n = 43) | 79% |
| Rural: distant/fringe (n = 16) | 56% |
| Non-rural (n = 47) | 77% |

Legend: ALL (n = 137), Rural: remote (n = 43), Rural: distant/fringe (n = 16), Non-rural (n = 47)

# How does *principal* participant intention to stay vary by *experience*?



ALL (n = 137) — 77%
0-2 years (n = 20) — 85%
3-5 years (n = 19) — 79%
6-10 years (n = 21) — 81%
11-15 years (n = 14) — 64%
16+ years (n = 16) — 81%

# How does *superintendent* intention to stay vary by *locale*?



- 78% — ALL (n = 138)
- 79% — Rural: remote (n = 62)
- 83% — Rural: distant/fringe (n = 29)
- 70% — Non-rural (n = 37)

■ ALL (n = 138)   ■ Rural: remote (n = 62)   ■ Rural: distant/fringe (n = 29)   ■ Non-rural (n = 37)

# How does *superintendent* intention to stay vary by *experience*?



Bar chart showing superintendent intention to stay by experience:
- ALL (n = 138): 78%
- 0-2 years (n = 33): 79%
- 3-5 years (n = 45): 73%
- 6-10 years (n = 29): 72%
- 11+ years (n = 20): 90%

# Teachers: Perceptions of Work Environment

Response rate = 17 percent

All questions were optional, so the number of respondents varies by survey item.

How do teacher participants' perceptions of their influence on school policy vary by school classification?

**Establishing curriculum**
- ALL: 65% (n = 1597)
- IE: 60% (n = 255)
- C: 75% (n = 290)
- B: 76% (n = 141)
- A: 61% (n = 436)
- AA: 63% (n = 475)

**Setting performance standards**
- ALL: 54% (n = 1585)
- IE: 57% (n = 251)
- C: 60% (n = 292)
- B: 61% (n = 141)
- A: 47% (n = 433)
- AA: 53% (n = 468)

**Determining PD content**
- ALL: 44% (n = 1595)
- IE: 45% (n = 253)
- C: 46% (n = 291)
- B: 44% (n = 142)
- A: 42% (n = 434)
- AA: 43% (n = 475)

**Setting discipline policy**
- ALL: 36% (n = 1596)
- IE: 43% (n = 254)
- C: 35% (n = 292)
- B: 40% (n = 141)
- A: 35% (n = 435)
- AA: 32% (n = 474)

Legend: ALL, IE, C, B, A, AA

How do teacher participants' perceptions of classroom autonomy vary by school classification? (1/2)

**Selecting teaching techniques**
- ALL: 91% (n = 1273)
- IE: 91% (n = 199)
- C: 94% (n = 246)
- B: 93% (n = 114)
- A: 90% (n = 335)
- AA: 89% (n = 379)

**Evaluating and grading students**
- ALL: 90% (n = 1227)
- IE: 89% (n = 186)
- C: 95% (n = 242)
- B: 88% (n = 115)
- A: 88% (n = 326)
- AA: 90% (n = 358)

**Determining amount of hw assigned**
- ALL: 90% (n = 1285)
- IE: 90% (n = 204)
- C: 92% (n = 236)
- B: 89% (n = 112)
- A: 88% (n = 341)
- AA: 90% (n = 392)

Legend: ALL, IE, C, B, A, AA

How do teacher participants' perceptions of classroom autonomy vary by school classification? (2/2)



**Disciplining students**
- ALL: 74% (n = 1273)
- IE: 76% (n = 199)
- C: 81% (n = 246)
- B: 81% (n = 114)
- A: 72% (n = 335)
- AA: 69% (n = 379)

**Selecting content/skills to teach**
- ALL: 64% (n = 1227)
- IE: 54% (n = 186)
- C: 83% (n = 242)
- B: 65% (n = 115)
- A: 63% (n = 326)
- AA: 57% (n = 358)

**Selecting textbooks/inst materials**
- ALL: 53% (n = 1285)
- IE: 46% (n = 204)
- C: 74% (n = 236)
- B: 62% (n = 112)
- A: 54% (n = 341)
- AA: 41% (n = 392)

Legend: ALL, IE, C, B, A, AA

How do teacher participants' perceptions of problems vary by system locale? (1/2)

| | Poverty | Students come to school unprepared to learn | Student absenteeism | Lack of parental involvement | Student apathy | Student tardiness | Teacher burnout |
|---|---|---|---|---|---|---|---|
| ALL | 72% (n = 1565) | 70% (n = 1565) | 70% (n = 1565) | 67% (n = 1563) | 59% (n = 1550) | 57% (n = 1565) | 53% (n = 1562) |
| Rural: remote | 57% (n = 312) | 63% (n = 312) | 53% (n = 312) | 59% (n = 311) | 55% (n = 307) | 41% (n = 313) | 58% (n = 311) |
| Rural: distant/fringe | 68% (n = 194) | 71% (n = 194) | 63% (n = 192) | 66% (n = 193) | 56% (n = 192) | 56% (n = 193) | 53% (n = 193) |
| Non-rural | 77% (n = 1059) | 72% (n = 1059) | 76% (n = 1061) | 69% (n = 1059) | 60% (n = 1051) | 62% (n = 1059) | 52% (n = 1058) |

How do teacher participants' perceptions of problems vary by system locale? (2/2)

| | Poor student health | Teacher turnover | Turnover in school leadership | Student class cutting | Students dropping out | Teacher absenteeism |
|---|---|---|---|---|---|---|
| ALL | 37% (n = 1558) | 27% (n = 1556) | 27% (n = 1554) | 27% (n = 1555) | 21% (n = 1555) | 18% (n = 1559) |
| Rural: remote | 30% (n = 311) | 43% (n = 309) | 36% (n = 311) | 16% (n = 311) | 18% (n = 312) | 18% (n = 311) |
| Rural: distant/fringe | 38% (n = 193) | 40% (n = 193) | 30% (n = 192) | 20% (n = 192) | 17% (n = 191) | 16% (n = 193) |
| Non-rural | 39% (n = 1054) | 20% (n = 1054) | 24% (n = 1051) | 31% (n = 1052) | 23% (n = 1052) | 18% (n = 1055) |

# What are teacher participants' recent professional learning experiences?



School/district workshops on content or instruction — 67%
Informal support from peers — 59%
Common planning time with other staff — 54%
Workshops by regional curriculum consortia — 35%
Montana Teacher Learning Hub courses — 21%
Instruction coaching — 17%
MBI Summer Institute — 16%
Release time to observe other teachers — 16%
MEA-MFT conference — 8%
MCEL — 3%
MCTM Annual Summit — 1%

# What are teacher participants' professional learning wants and needs?



| Category | Percentage |
|---|---|
| Subject/content area | 40% |
| Differentiating instruction | 38% |
| Family and community engagement | 33% |
| Integrating technology into instruction | 32% |
| Closing achievement gaps | 28% |
| Special education - Students with disabilities | 28% |
| Classroom management | 27% |
| Student assessment | 26% |
| Reading strategies | 24% |
| Methods of teaching | 20% |
| Special education - Gifted and talented | 17% |
| Culturally responsive teaching | 16% |
| Challenges of multi-grade classrooms | 12% |
| Meeting the needs of English learners | 9% |

# How does teacher participant commute time vary by locale?



Legend:
- Less than 10 minutes (blue)
- From 10 to 30 minutes (orange)
- From 30 minutes to 1 hour (gray)
- More than 1 hour (yellow)

| Locale | Less than 10 minutes | From 10 to 30 minutes | From 30 minutes to 1 hour | More than 1 hour |
|---|---|---|---|---|
| ALL (n = 1666) | 36% | 7% | 56% | 1% |
| Rural: remote (n = 323) | 31% | 10% | 58% | 2% |
| Rural: distant/fringe (n = 199) | 50% | 13% | 37% | |
| Non-rural (n = 1120) | 35% | 5% | 59% | 0.3% |