



REPORT:

**EDUCATION JOB SEARCH ROUND TABLES
AND
TEACHER JOB SEARCH SURVEY**

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Education Job Search Round Tables

1. In which county did you complete you teacher internship?

New Hanover, Brunswick, Pender Counties, out of state

2. How long did it take to find your first teaching job after graduation?

3-7 months was the average amount of time it took to find their first teaching job. Most said it took all summer to get a job (graduated in May) and several said they weren't hired until 2 days before school started in August, and others were hired after school started. This is not uncommon in the teaching field. One teacher said she had an interview in April but didn't get the call for the job until July.

3. How many resumes did you send out?

Too many to count...mailed them, hand delivered to all schools in a county, emailed the principal.

4. How many interviews did you take part in prior to being hired for your first teaching job?

2 – 10...numbers varied depending on subject and grade level

5. What tools/resources did you utilize in finding your first teaching position?

- Professional Networking
- Internet
- Email
- Newspaper
- County Central Office Personnel
- UNCW Career Center
- UNCW Advisor
- Administration and/or Mentor Teacher at Internship Site

6. What did you find to be the greatest challenge in finding your first teaching job?

- Not knowing anyone in the county
- Difficult finding a job in New Hanover County, but Internship Supervisor helped him
- There were no openings, so had to take a teacher assistant job first
- Keeping in touch with principals – they don't return calls or emails, even after interviews
- Handing out resumes was very discouraging, so staying positive was a challenge
- The process for hiring is a long one, so staying patient was a challenge. Had in interview in April, but didn't get hired until July
- Keeping organized
- Biggest challenge is keeping from being discouraged

7. What tool/resource do you think helped you the most in your job search?

Networking! See list in #6 – all were helpful to some extent

8. What advice would you offer future teachers as they search for a teaching position?

- Volunteer – get other “teaching” experiences to make yourself more marketable
- Email resumes to principals and personalize cover letter to each one
- Portfolios are good to use in the interview, but not as important for high school teachers (according to HS teachers at this session)
- Typically interviews are with a panel of 3 school members: principal, vice principal, and chair person
- Do your research – know about the principal and school
- If necessary, take a teaching assistant job first to get experience
- Do your observations and be involved with them – they are important ways to learn
- Visit as many schools as possible
- Network!!! Networking was key to getting jobs. Meet other teachers in the county.
- Keep on top of the principals
- Drop off resumes at every school. Suggest dropping them off in the morning, or call in advance to see if the principal is going to be around
- Always follow up with email or phone call
- Know how to answer the question “why do you want to work here.”
- Go to interview with positive attitude

- In the interview, make yourself stand out. “why should we hire you?” is a common question and great time to show your motivation for teaching and your experiences
- Show your heart for teaching
- Don’t hide the fact that you still need to learn – be open about it but don’t harp on it
- Don’t just go by vacancies posted online – don’t wait for a job to be posted to send your resume and cover letter to the principal
- Get your physical and TB shot while job searching...that way it’s taken care of before you get the job
- During your teaching internship, spend time with administration and get them to observe you several times. Set meetings with them and do a mock interview.
- Trust your gut – go with your instinct when selecting a job
- Get out into the schools before doing internship – show your face, volunteer
- Market yourself and schmooze with front office staff
- Do anything to get your foot in the door – apply to substitute teach
- Keep going on interviews, even if you “bagged one – keep at it
- Organize yourself. Keep tabs on web postings and make a spreadsheet to keep track of resumes sent, calls made, emails sent, visits made, interviews, names of people you interviewed, dates of thank you cards sent
- Bring portfolio and know what’s in it. Use it to reference questions about lesson plans or classroom management, etc
- Prepare for interview questions on classroom management, parent involvement, potential scenarios
- Know the school!!
- If offered a job, take it!!!
- Have a technology lesson plan you can talk about in the interview
- Sample interview question: if a child is failing, what will you do? You should say you would provide everything possible to help the student and keep a positive attitude
- Be ready to talk about curriculum and NC Standard Course of Study
- Be patient for jobs – many times groups of positions open at one time
- In interviews, talk about positive behavior management and how you use technology to enhance construction

9. Do you have any other comments you would like to share?

- During the internship, be sure to listen to feedback from your partnership teacher and supervisor and be diplomatic
- Be sure to take advantage of all resources (mentor teacher) available to you. Don’t act like you know it all
- Don’t reinvent the wheel – use lessons that are out there already (from mentor, partnership teacher, etc)
- Biggest challenges: on-level courses regular classroom management, discipline, discipline with special kids
- The job is challenging and very hard, but it’s very rewarding
- Go to grad school – you not only learn from the books and professors, but you learn from your classmates who are/were also teachers
- In high school, be prepared to teach both honors and regular classes
- Use your mentor teacher or other teachers to vent when necessary
- Have plans A, B, C and D – expect the unexpected!!
- In New Hanover County, don’t do extra stuff your first three years. Concentrate on your classroom and learning
- Be professional. Dress professionally for the classroom and the interview
- Develop good communication skills
- Get experience in different grade levels
- Use of assessments – pre and post – how will it drive instruction
- Get a mentor!

Teacher Job Search Survey Report

SURVEY OVERVIEW

- ▶ The purpose of the survey was to collect data that will ultimately help current education students understand the job search process and develop their job search strategies.
- ▶ This survey was administered from April 15– June 30, 2009
- ▶ Of the 344 teachers who participated in this online study, the following percentages represent the year in which they earned their teaching degree.
 - 2008 – 7% of participants
 - 2007 – 9% of participants
 - 2006 – 10% of participants
 - 2005 – 12% of participants
 - Other – 62% of participants

- ▶ Gender Data:
 - 85% of participants are female
 - 15% of participants are male
- ▶ Race/Ethnicity Data:
 - 88% of participants are White/Caucasian
 - 5% of participants are African American/Black
 - 1% of participants are Asian/Asian American/Pacific Islander/Native Hawaiian
 - 1% of participants are Hispanic/Latino
 - 1% of participants are Multiracial
 - 1% of participants are Native American/American Indian/Alaskan Native
 - 3% of participants chose not to respond

FILTERED DATA

The remainder of this report is filtered by the amount of experience acquired by the teachers who participated in this survey. The first section represents the results of those who received their teaching certification in 2005 through 2008 (38%), and the final section represents the cumulative results of all of the teachers who completed this survey (100%).

QUANTITATIVE DATA - SUMMARY

The quantitative findings from this survey indicate that the teacher job search process has stayed fairly consistent over the past four years. The greatest differences were found in 2006 when 41% of participants sent out more than ten resumes prior to finding their first teaching position, and 31% of participants found a job within a month of graduating. This compares to 21% of the total population who sent out more than ten resumes and 42% of the total population who were hired within a month of graduation. The majority of all respondents utilized county central office personnel (35%), their internship site staff (25%), and the Internet (25%) as resources in finding their first teaching position. Students also claimed that the University and County Job Fairs served as excellent resources in their job search. Furthermore, 64% of all participants took part in one to two interviews prior to being hired.

NEW TEACHER (2005-2008) QUANTITATIVE DATA – SURVEY RESULTS

Listed below is nine of the multiple choice questions included in this survey, along with the results of those teachers who received their teaching certification in 2005 through 2008.

• In which county did you complete your teacher internship?

	2008	2007	2006	2005
New Hanover	22%	19%	22%	5%
Pender	5%	26%	6%	15%
Brunswick	13%	3%	0%	17%
Onslow	4%	0%	0%	0%
Columbus	0%	10%	6%	5%
Bladen	0%	0%	0%	0%
Duplin	4%	0%	0%	5%
Sampson	39%	13%	6%	19%
Other	13%	29%	60%	34%

• How long did it take you to find your first teaching job after graduation?

	2008	2007	2006	2005
Hired prior to graduation	29%	38%	18%	25%
Less than 1 month	21%	19%	13%	40%
1 – 2 months	29%	14%	23%	5%
3 – 4 months	14%	10%	14%	10%
5 – 6 months	0%	0%	9%	0%
6 – 11 months	7%	10%	5%	5%
1 – 2 years	0%	0%	9%	10%
More than 2 years	0%	9%	9%	5%

• How many resumes did you send out?

	2008	2007	2006	2005
1 - 2	22%	43%	23%	25%
3 - 4	14%	29%	4%	25%
5 - 6	21%	5%	32%	15%
7 - 8	14%	5%	0%	10%
9 - 10	0%	0%	0%	10%
More than 10	29%	19%	41%	15%

• To which county/ies did you send your resumes? (Respondents checked all that applied.)

	2008	2007	2006	2005
New Hanover	22%	19%	22%	5%
Pender	5%	26%	6%	15%
Brunswick	13%	3%	0%	17%
Onslow	4%	0%	0%	0%
Columbus	0%	10%	6%	5%
Bladen	0%	0%	0%	0%
Duplin	4%	0%	0%	5%
Sampson	39%	13%	6%	19%
Other	13%	29%	60%	34%

• How many interviews did you take part in prior to being hired for your first teaching job?

	2008	2007	2006	2005
1 - 2	57%	81%	41%	80%
3 - 4	36%	9%	36%	10%
5 - 6	7%	5%	14%	5%
7 - 8	0%	0%	9%	0%
9 - 10	0%	0%	0%	5%
More than 10	0%	5%	0%	0%

• Were you hired to teach in the same county in which you completed your internship?

	2008	2007	2006	2005
Yes	57%	52%	32%	30%
No	43%	48%	68%	70%

• If yes, were you hired to teach in the same school in which you completed your internship?

(This table only includes responses from those who answered "yes" to the previous question.)

	2008	2007	2006	2005
Yes	100%	63%	71%	67%
No	0%	37%	29%	33%

• In which county were you hired for your first teaching position?

	2008	2007	2006	2005
New Hanover	31%	29%	30%	12%
Pender	15%	36%	25%	35%
Brunswick	8%	7%	0%	6%
Onslow	0%	0%	0%	6%
Columbus	23%	7%	20%	12%
Bladen	0%	0%	0%	0%
Duplin	0%	0%	0%	0%
Sampson	23%	14%	0%	12%
Other	0%	7%	25%	17%

• **What tools/resources did you utilize in finding your first teaching position?**

(Respondents checked all that applied.)

	2008	2007	2006	2005
Professional Networking	0%	9%	8%	19%
Internet	14%	30%	21%	27%
Email	5%	0%	19%	5%
Newspaper	0%	4%	4%	8%
County Central Office Personnel	9%	4%	15%	11%
UNCW Career Center	10%	9%	4%	3%
UNCW Advisor	10%	4%	2%	5%
Administration and/or Mentor Teacher at Internship Site	38%	18%	12%	11%
Other	14%	22%	15%	11%

ALL TEACHERS – QUANTITATIVE DATA

Listed below are the same nine multiple choice questions from this survey, along with the responses of ALL teachers who participated in this survey. The responses are listed in descending order based on the frequency of each response.

• **In which county did you complete your teacher internship?**

- Other – 39%
- New Hanover – 21%
- Columbus – 12%
- Pender – 11%
- Sampson – 9%
- Brunswick – 4%
- Duplin – 2%
- Onslow – 1%
- Bladen – 1%

• **How long did it take to find your first teaching job after graduation?**

- I was hired prior to graduation. – 21%
- Less than 1 month – 21%
- 1 – 2 months – 20%
- 3 – 4 months – 11%
- More than 2 years – 8%
- 6 – 11 months – 7%
- 1 – 2 years – 7%
- 5 – 6 months – 5%

• **How many resumes did you send out?**

- 1 – 2 resumes – 34%
- More than 10 resumes – 21%
- 3 – 4 resumes – 17%
- 5 – 6 resumes – 16%
- 7 – 8 resumes – 7%
- 9 – 10 resumes – 5%

• **To which county/ies did you send your resumes?** (Respondents checked all that applied.)

- New Hanover County – 51%
- Pender County – 49%
- Other – 39%
- Brunswick County – 34%
- Columbus County – 21%
- Sampson County – 14%
- Onslow County – 12%
- Bladen County – 12%
- Duplin County – 12%

• **How many interviews did you take part in prior to being hired for your first teaching job?**

- 1 – 2 interviews – 64%
- 3 – 4 interviews – 26%
- 5 – 6 interviews – 7%
- 7 – 8 interviews – 2%
- 9 – 10 interviews – less than 1%
- More than 10 interviews – less than 1%

• **Were you hired to teach in the same county in which you completed your internship?**

- Yes – 39%
- No – 61%

• **If yes, were you hired to teach in the same school in which you completed your internship?** (This table only includes responses from those who answered “yes” to the previous question.)

- Yes – 55%
- No – 45%

- **In which county were you hired for your first position?**
 - Pender – 28%
 - Other – 28%
 - New Hanover – 18%
 - Columbus County – 12%
 - Sampson County – 5%
 - Brunswick – 4%
 - Onslow County – 2%
 - Bladen County – 2%
 - Duplin County – 1%

- **What tools/resources did you utilize in finding your first teaching position?** (Check all that applied.)
 - County Central Office Personnel – 35%
 - Other – 35%
 - Administration and/or Mentor Teacher at Internship Site – 25%
 - Internet – 25%
 - Professional Networking – 18%
 - Newspaper – 12%
 - Email – 11%
 - UNCW Career Center – 10%
 - UNCW Advisor – 5%

QUALITATIVE DATA - SUMMARY

The qualitative data below suggest there are multiple challenges that teachers face prior to finding their first teaching job. A large majority of respondents attributed the lack of teaching positions to funding and budget cuts, which they deemed as the largest barrier to finding a position. However, other challenges include the negative stigma that is placed on applicants who have little teaching experience, the obstacles involved in the interview process, and finding a position that is desirable to the applicant. The advice that participants offered in order to overcome these challenges include being patient, persistent, and open-minded while searching for a job. Additionally, networking with other professionals, presenting oneself in a professional manner, applying for multiple positions, and thoroughly preparing for the interview were all highly recommended.

QUALITATIVE DATA – SURVEY RESULTS

Listed below are the open-ended questions included in this survey, along with the most common responses to these questions in descending order based on the frequency of the response. For each of these response categories, two representative quotes are included.

What did you find to be the greatest challenge in finding your first teaching job?

- *Lack of teaching positions available*
 - “At the time, there were not many teaching positions available. Some of the others I graduated with had to leave this area to find jobs and it took them more than 2 years to get hired.”
 - “Finding an open position in my area of certification.”
- *Lack of job experience*
 - “Lack of experience hindered my job search...administrators wanted teachers that had classroom experience beyond the internship.”
 - “Principals were looking for candidates with more experience in the classroom than I had...however, if you can't get hired, you can't get experience!”
- *Getting an interview*
 - “Getting an interview or getting anyone to respond to my resume or application. Also, knowing the "right" way to go about getting a job was unclear. You were supposed to just send your resume to the county, but I later found out that you'll never get a job that way.”
 - “Getting an interview....be persistent but not annoying.”
- *The interview process*
 - “Preparing for the interview process...making sure I had everything I needed (portfolio, extra copy of resume, references, dressed professionally, etc.)”
 - “Interviewing was hard for me because I did not have much experience in education except for my internship.”
- *Finding a job in my certification area*
 - “My greatest challenge was not finding a job in the area I wanted to teach in. You have to go where the jobs are!”
 - “I did not wish to teach high school special education and the first two positions offered were for high school. Therefore, the biggest challenge was finding one in the desired grade span.”
- *Finding a job in an ideal location*
 - “Finding a job that was close to home”
 - “locations that worked for family”
- *Deciding which school is the most suitable for me*
 - “I think the hardest part is knowing whether or not a school will be a good fit for you. I was offered two jobs at the same time and didn't know which to choose because the one I had done my internship there, the other, I didn't know a thing about. I chose the one that I was more familiar with but sometimes question if I did the right thing. I wish I would have gotten more information about the schools and their styles before I applied.”

- “Deciding where I wanted to teach, there were no challenges per se. I had more offers than I could actually consider.”

What advice would you offer future teachers as they search for a teaching position?

- *Be patient*
 - “BE PATIENT! Sometimes it takes awhile for positions to become available, I got my job just a few weeks before the new school year started, but it was well worth the wait!!!”
 - “Don’t get discouraged when it takes a little while to get hired. Just keep trying.”
- *Be persistent*
 - “Be persistent and continue to send out your resume each month, even if you have already sent one.”
 - “Be persistent, talk to people in person, follow up phone calls, thank you notes after interviews, be prepared, and be yourself.”
- *Network*
 - “Get involved as a volunteer at a local school and community activities geared towards children. Networking is the key.”
 - “I think doing a great job during your student teaching is an awesome way to get your foot in the door. Networking and volunteering at school is another way. It is usually who you know and not what you know.”
- *Make personal appearances in the schools in which you are applying*
 - “Go to individual schools and give your application a personal touch. Put a face with a resume!!!”
 - “Hand-carry resumes and letters of interest - deliver them in person! Ask to speak to an administrator, if one is available, and hand it directly to them. Do research on the schools you are applying to - know what you are talking about if you go for an interview!”
- *Be open-minded*
 - “Be open minded. Sometimes the situation we think we would like best isn’t our favorite; sometimes the situations we believe we wouldn’t like, turn out to be the best growing opportunities!”
 - “Be open-minded to all grade levels in your certification area and schools outside of the ones in which they interned”
- *Dress, speak, and act professionally*
 - “Dress and speak professionally, follow-up every contact/interview with a short letter expressing appreciation and interest in the position”
 - “Study hard, learn much, and remember first impressions DO count. If you are looking for a job you need to be “on” at all times--in dress and in attitude.”
- *Apply for multiple positions and be flexible*
 - “Apply everywhere. Don’t be too picky starting off.”
 - “Don’t limit your options. Apply at various school systems.”
- *Send out multiple resumes*
 - “Send out as many resumes as possible. I was still receiving phone calls in August about vacancies.”
 - “Send resumes to more than one county. Go out and meet the principals at the schools you have applied for.”
- *Prepare for your interview*
 - “Practice your interviews with other peers and consultants”
 - “Make a teaching portfolio. Include in your portfolio a philosophy statement and evidence of work you have completed in the education field. Be patient and go to a lot of schools.”

Additional Comments:

- “Don’t give up easily once you have a job. I have taught 30+ years and not all of them have been great. The bad years made the good ones seem wonderful. DO NOT teach the same grade forever. I have always enjoyed changing grades, schools - but within the same great county. Always take more class than required - being a constant student helps you teach.”
- “I think this is one of the important professions in the world. Those who do decide to do it should have the love for it.”
- “I was actually offered a position at every place I applied to, special education certification goes a LONG way. Specialize in SOMETHING! Do not just get an elementary license. You need to be SPECIAL. Reading, special education, science, math, technology, and some kind of specialty will help you stand out among the other applicants.”
- “I would advise teachers looking for a position to attend the job fairs that are conducted in the counties in which they would like to get a position. Also consider taking an interim position to get your foot in the door.”
- “If you’re a good teacher and you love to teach, someone will see that eventually. But remember....just because you graduated in May doesn’t mean the school year is over for the county public schools. Something will happen....just maybe not right away!”
- “Remember that teaching isn’t just a job. That first year when you think everything is going wrong, it’s not. Let your students know that your truly care about them and everything else will follow.”