



Survey Results -- Overview

Individual Responses

Initial Educator Survey 2007-2008: Teacher

Respondents: 751 displayed, 751 total **Status:** Open
Launched Date: 06/11/2008 **Closed Date:** N/A
Display:

1. Did you have an assigned mentor in this school year?

		Response Total	Response Percent
Yes		663	89%
No		85	11%
If "No", please check and proceed to question #21.			
		Total Respondents	741
		(skipped this question)	10

2. How often did you meet FORMALLY (specific appointment, observation, to work on activities, or to discuss your work) with your mentor?

		Response Total	Response Percent
Weekly		140	21%
Biweekly		54	8%
Monthly		112	17%
As needed		359	55%
		Total Respondents	658
		(skipped this question)	93

3. At your FORMAL meetings with your mentor, how much time did you typically spend together?

		Response Total	Response Percent
Less than .5 hour per week		333	51%
.5 hour to 1.0 hour per week		250	38%
1.25 hours to 2.5 hours per week		55	8%
2.75 hours or more per week		8	1%
1.25 hours to 2.5 hours biweekly		17	3%
		Total Respondents	656
		(skipped this question)	95

4. How often did you speak INFORMALLY (talking in hallway, email, phone calls) with your mentor?

		Response Total	Response Percent
Daily		308	47%
Weekly		149	23%
Biweekly		40	6%
Monthly		26	4%
As needed		142	22%
		Total Respondents	658

(skipped this question) 93





5. Were you offered any release time or substitute support to work with your mentor?

		Response Total	Response Percent
Yes		197	30%
No		471	71%
Total Respondents		661	
(skipped this question)			90

6. If you answered yes to question 5, did you use the release time/substitute support?

		Response Total	Response Percent
Yes		113	48%
No		129	55%
Total Respondents		235	
(skipped this question)			516

7. Was your mentor:

		Response Total	Response Percent
Located in the same school as you		532	81%
Located in the same district as you		124	19%
In another district		4	1%
Provided by an agency/organization outside my district		7	1%
Total Respondents		660	
(skipped this question)			91

8. My mentor is in a similar position/assignment as I am.

		Response Total	Response Percent
Yes		448	68%
No		221	33%
Total Respondents		662	
(skipped this question)			89

9. Did your mentor have current or recent experience in the same kind of teaching position you are in?

		Response Total	Response Percent
Yes		452	68%
No		216	33%
Total Respondents		661	
(skipped this question)			90

10. What was your mentor's main job?



		Response Total	Response Percent
Full-time teacher with no release time for mentoring		414	63%
Full-time teacher with release time to mentor		142	22%

Part-time teacher, part-time mentor		14	2%
Full-time mentor		34	5%
Retired Teacher		23	3%
Teacher in another district		0	0%
Other, please specify view		39	6%
		Total Respondents	659
		(skipped this question)	92

11. How often did your mentor observe you at your work?

		Response Total	Response Percent
1 time		88	13%
2 times		70	11%
3 or more times		184	28%
None		325	49%
If "None", please check and proceed to question #14.			
		Total Respondents	660
		(skipped this question)	91

12. Did you meet with your mentor to discuss the observations?

		Response Total	Response Percent
Yes		279	74%
No		106	28%
If "No", please check and proceed to question #14.			
		Total Respondents	378
		(skipped this question)	373

13. What was most helpful to you in the feedback discussion with your mentor?

View responses to this question [view](#)

Total Respondents **236**

(skipped this question) 515

14. How often did you observe your mentor at their work?

		Response Total	Response Percent
1 time		85	13%
2 times		55	8%
3 or more times		98	15%
None		428	65%
If "None", please check and proceed to question #17.			
		Total Respondents	659
		(skipped this question)	92

15. Did you meet with your mentor to discuss your observation of your mentor's work?

**Response
Total** **Response
Percent**



Yes		115	36%
No			
If "No", please check and proceed to question #17.		213	66%
		Total Respondents	321
		(skipped this question)	430

16. What was most helpful to you in the feedback discussion with your mentor following your observation of them at their work?

View responses to this question [view](#)

Total Respondents	92
(skipped this question)	659

17. How often did you observe other teachers at their work?

		Response Total	Response Percent
1 time		78	12%
2 times		93	14%
3 or more times		170	26%
None		327	49%
If "None", please check and proceed to question #20.			
		Total Respondents	661
		(skipped this question)	90

18. Did you meet with your mentor or the other teachers you observed to discuss the observations?







		Response Total	Response Percent
Yes		139	34%
No			
If "No", please check and proceed to question #20.		274	67%
		Total Respondents	406
		(skipped this question)	345

19. What was most helpful to you in the feedback discussion following your observation(s) of other teachers?

View responses to this question [view](#)

Total Respondents	112
(skipped this question)	639

20. During any of the observations, was an observation tool used to document the observation findings?

		Response Total	Response Percent
Observations did not take place		140	22%
An observation tool developed by the district for the initial educator/mentor program was used		90	14%
The district supervision/evaluation form was used		68	11%
An observation tool developed by someone outside the district was used		12	2%
No observation tool was used		288	45%
Other, please specify view		46	7%

Total Respondents 637
(skipped this question) 114

21. About how many hours of orientation sessions and support seminars focusing on initial educator topics did you participate in this year?

		Response Total	Response Percent
1-5 hours		182	28%
6-10 hours		130	20%
11-15 hours		96	15%
16 or more hours		151	24%
None		92	14%
If "None", please check and proceed to question #26.			

Total Respondents 642
(skipped this question) 109

22. In my school district/agency attendance at support seminars is:

		Response Total	Response Percent
Required		415	72%
Voluntary		172	30%

Total Respondents 578
(skipped this question) 173

23. Who conducted/facilitated the support seminars that focus on initial educator topics? Check all that apply.

		Response Total	Response Percent
Employing district, agency or private school		439	79%
CESA		114	21%
University/college		60	11%
On-line course		4	1%
License Renewal Support Center		9	2%
Private consultant		19	3%
Other, please specify view		46	8%

Total Respondents 553
(skipped this question) 198

24. The support seminars I attended took place: (check all that apply)

		Response Total	Response Percent
At my worksite		211	38%
Within 5 miles of my worksite		223	40%
Within 10 miles of my worksite		90	16%
More than 10 miles from my worksite		134	24%
Online		5	1%

Total Respondents 552
(skipped this question) 199

25. Did you have an opportunity to meet and network with other initial educators?

		Response Total	Response Percent
Yes		522	93%
No		46	8%
		Total Respondents	559
		(skipped this question)	192

Indicate how you were provided support in each of the topics listed. Check as many columns in each area as needed.

26.

Topics

	Mentor	District orientation or support seminars	Support seminar outside district	Educator Preparation Program	Did not receive Support	Response Total
Providing a friendly ear, reassuring you, commiserating with you about problems	68% (538)	33% (260)	5% (43)	9% (69)	7% (56)	794
Navigating school policies and procedures, handling district/school paperwork	56% (465)	43% (356)	1% (5)	8% (66)	10% (80)	828
Reporting grades	54% (405)	32% (239)	1% (7)	4% (30)	17% (126)	745
Understanding school culture/climate	58% (445)	33% (255)	2% (18)	9% (66)	14% (107)	762
Connecting you to district curriculum, instruction, and assessment resources	51% (411)	42% (342)	3% (25)	9% (72)	15% (124)	806
Total Respondents						635
(skipped this question)						116

Indicate how you were provided support in the following areas related to the Wisconsin Educator Standards.

27.

Topics

	Mentor	District orientation or support seminars	Support seminar outside district	Educator Preparation Program	Did not receive Support	Response Total
Using state model academic standards and curriculum frameworks in my content area(s) and developing my content knowledge (standard 1)	34% (262)	32% (247)	8% (63)	25% (199)	17% (131)	782
Understanding how children with broad ranges of ability learn and using instructional strategies that promote learning for a wide range of student abilities and developmental needs (standard 2)	35% (280)	33% (265)	11% (85)	27% (219)	12% (97)	799
Differentiating instruction for all learners (standard 3)	33% (272)	32% (266)	10% (85)	26% (217)	12% (95)	819
Differentiating instruction for English Language Learners (standard 3)	21% (143)	23% (163)	6% (43)	22% (154)	38% (264)	697
Differentiating instruction for Gifted and Talented students (standard 3)	23% (162)	24% (167)	6% (42)	21% (152)	35% (247)	710
Differentiating instruction for students with disabilities (standard 3)	30% (227)	27% (207)	9% (65)	27% (205)	22% (164)	758
Using a variety of instructional strategies and instructional materials to encourage critical	37% (297)	31% (249)	9% (71)	27% (218)	12% (95)	795

thinking, problem solving, and performance skills (standard 4)							
Understanding individual and group motivation and behavior -Discussing ways of motivating students (standard 5)	39% (321)	30% (242)	8% (67)	25% (204)	13% (108)		820
Discussing ways to prevent/intervene in challenging behavior (standard 5)	43% (345)	30% (245)	7% (58)	24% (194)	13% (108)		805
Creating a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (standard 5)	38% (300)	31% (243)	8% (67)	26% (209)	14% (109)		795
Using verbal and nonverbal communication techniques, and instructional media and technology (standard 6)	35% (273)	30% (229)	8% (60)	27% (212)	16% (123)		776
Planning, designing, and delivering standards-based instruction (standard 7)	32% (244)	28% (216)	7% (51)	28% (216)	18% (135)		761
Analyzing lessons taught and reflecting on them to improve instruction (standard 7 and 9)	36% (277)	28% (215)	6% (44)	29% (219)	16% (124)		767
Using formal and informal assessment strategies to evaluate student achievement and inform instruction (standard 8 and 9)	35% (277)	30% (232)	8% (59)	27% (214)	14% (110)		783
Fostering relationships with colleagues, parents, and the community to support student learning (standard 10)	43% (354)	30% (241)	6% (52)	24% (199)	14% (116)		815
Acting with integrity, fairness and in an ethical manner (standard 10)	39% (299)	28% (218)	6% (45)	27% (210)	17% (134)		771
						Total Respondents	627
						(skipped this question)	124

28. From the list, **check which 3 topics** were the **most challenging** for you as an Initial Educator. Please choose only 1 First choice, 1 Second choice, and 1 Third choice.

	First choice	Second choice	Third choice	Response Total
Using state model academic standards and curriculum frameworks in my content area(s) and developing my content knowledge (standard 1)	31% (35)	30% (34)	38% (43)	112
Understanding how children with broad ranges of ability learn and using instructional strategies that promote learning for a wide range of student abilities and developmental needs (standard 2)	26% (32)	33% (40)	41% (51)	123
Differentiating instruction for all learners (standard 3)	43% (97)	27% (61)	30% (67)	225
Differentiating instruction for English Language Learners (standard 3)	40% (40)	26% (26)	33% (33)	99

Differentiating instruction for Gifted and Talented students (standard 3)	30% (33)	36% (40)	34% (37)	110
Differentiating instruction for students with disabilities (standard 3)	30% (38)	31% (39)	38% (48)	125
Using a variety of instructional strategies and instructional materials to encourage critical thinking, problem solving, and performance skills (standard 4)	20% (25)	36% (45)	44% (55)	125
Understanding individual and group motivation and behavior -Discussing ways of motivating students (standard 5)	23% (42)	48% (89)	30% (55)	186
Discussing ways to prevent/intervene in challenging behavior (standard 5)	51% (193)	27% (102)	22% (81)	376
Creating a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (standard 5)	22% (25)	44% (51)	34% (39)	115
Using verbal and nonverbal communication techniques, and instructional media and technology (standard 6)	20% (9)	39% (18)	41% (19)	46
Planning, designing, and delivering standards-based instruction (standard 7)	25% (26)	35% (36)	40% (41)	103
Analyzing lessons taught and reflecting on them to improve instruction (standard 7 and 9)	19% (13)	40% (27)	40% (27)	67
Using formal and informal assessment strategies to evaluate student achievement and inform instruction (standard 8 and 9)	27% (37)	40% (55)	34% (47)	139
Fostering relationships with colleagues, parents, and the community to support student learning (standard 10)	25% (31)	24% (29)	51% (62)	122
Acting with integrity, fairness and in an ethical manner (standard 10)	12% (2)	25% (4)	62% (10)	16
			Total Respondents	2089

29. From the list, **check which 3 topics** you felt **least prepared for** as an Initial Educator. Please choose only 1 First choice, 1 Second choice, and 1 Third choice.

	First choice	Second choice	Third choice	Response Total
Using state model academic standards and curriculum frameworks in my content area(s) and developing my content knowledge (standard 1)	50% (47)	24% (23)	26% (24)	94
Understanding how children with broad ranges of ability learn and using instructional strategies that promote learning for a wide range of student abilities and developmental needs	24% (20)	35% (29)	42% (35)	84

(standard 2)				
Differentiating instruction for all learners (standard 3)	36% (45)	32% (40)	33% (41)	126
Differentiating instruction for English Language Learners (standard 3)	53% (95)	27% (48)	21% (37)	180
Differentiating instruction for Gifted and Talented students (standard 3)	24% (38)	44% (69)	31% (49)	156
Differentiating instruction for students with disabilities (standard 3)	26% (36)	38% (54)	36% (51)	141
Using a variety of instructional strategies and instructional materials to encourage critical thinking, problem solving, and performance skills (standard 4)	24% (20)	34% (28)	41% (34)	82
Understanding individual and group motivation and behavior -Discussing ways of motivating students (standard 5)	20% (30)	47% (71)	33% (50)	151
Discussing ways to prevent/intervene in challenging behavior (standard 5)	51% (163)	28% (90)	20% (64)	317
Creating a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (standard 5)	19% (16)	34% (29)	48% (41)	86
Using verbal and nonverbal communication techniques, and instructional media and technology (standard 6)	14% (9)	32% (20)	54% (34)	63
Planning, designing, and delivering standards-based instruction (standard 7)	25% (20)	33% (26)	42% (33)	79
Analyzing lessons taught and reflecting on them to improve instruction (standard 7 and 9)	12% (6)	43% (21)	45% (22)	49
Using formal and informal assessment strategies to evaluate student achievement and inform instruction (standard 8 and 9)	26% (33)	33% (41)	41% (51)	125
Fostering relationships with colleagues, parents, and the community to support student learning (standard 10)	27% (32)	34% (40)	39% (46)	118
Acting with integrity, fairness and in an ethical manner (standard 10)	18% (4)	32% (7)	50% (11)	22
			Total Respondents	1873

30. From the list, **check which 3 topics** you felt your mentor **provided the most support**. Please choose only 1 First choice, 1 Second choice, and 1 Third choice.

	First choice	Second choice	Third choice	Response Total
Using state model academic standards and curriculum frameworks in my content area(s) and developing my content knowledge (standard 1)	58% (61)	20% (21)	23% (24)	106

Understanding how children with broad ranges of ability learn and using instructional strategies that promote learning for a wide range of student abilities and developmental needs (standard 2)	34% (31)	33% (30)	32% (29)	90
Differentiating instruction for all learners (standard 3)	43% (38)	27% (24)	30% (26)	88
Differentiating instruction for English Language Learners (standard 3)	45% (9)	35% (7)	20% (4)	20
Differentiating instruction for Gifted and Talented students (standard 3)	33% (7)	24% (5)	43% (9)	21
Differentiating instruction for students with disabilities (standard 3)	44% (31)	32% (23)	24% (17)	71
Using a variety of instructional strategies and instructional materials to encourage critical thinking, problem solving, and performance skills (standard 4)	34% (42)	35% (44)	31% (38)	124
Understanding individual and group motivation and behavior -Discussing ways of motivating students (standard 5)	22% (19)	40% (35)	38% (33)	87
Discussing ways to prevent/intervene in challenging behavior (standard 5)	44% (85)	29% (56)	27% (52)	193
Creating a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (standard 5)	23% (30)	43% (56)	34% (45)	131
Using verbal and nonverbal communication techniques, and instructional media and technology (standard 6)	24% (12)	24% (12)	52% (26)	50
Planning, designing, and delivering standards-based instruction (standard 7)	27% (32)	30% (35)	43% (50)	117
Analyzing lessons taught and reflecting on them to improve instruction (standard 7 and 9)	24% (30)	39% (48)	37% (45)	123
Using formal and informal assessment strategies to evaluate student achievement and inform instruction (standard 8 and 9)	19% (22)	40% (46)	40% (46)	114
Fostering relationships with colleagues, parents, and the community to support student learning (standard 10)	38% (83)	31% (69)	31% (69)	221
Acting with integrity, fairness and in an ethical manner (standard 10)	32% (37)	27% (31)	41% (48)	116
			Total Respondents	1672

31. Did you receive any of the following kinds of support during your first year of teaching? (check all that apply)

		Response Total	Response Percent
Reduced teaching schedule		24	6%
Reduced number of preparations		27	7%
Common planning time with teachers in your subject		196	48%
Extra classroom assistance such as aide time		100	25%
Regular supportive communication with your principal, other administrators, or department chair		289	71%
Total Respondents		407	
(skipped this question)			344

32. Did you have a support seminar that addressed the development of the PDP?

		Response Total	Response Percent
Yes		459	75%
No		154	25%
If "No", please check and proceed to question #35.			
Total Respondents		610	
(skipped this question)			141

33. The PDP development support seminar I attended was:

		Response Total	Response Percent
Developed and presented by my district		261	58%
Developed and presented by a CESA		125	28%
Developed and presented by an agency outside my district		70	15%
Total Respondents		453	
(skipped this question)			298

34. The PDP development support seminar I attended was:

		Response Total	Response Percent
Very helpful		217	48%
Somewhat helpful		205	45%
Not helpful		35	8%
Total Respondents		454	
(skipped this question)			297

35. Did your mentor provide support to you in reflecting for your PDP or writing your PDP goals?

		Response Total	Response Percent
Yes		244	40%
No		363	60%
Total Respondents		604	
(skipped this question)			147

36. To what extent do you feel you have been prepared/trained/educated on how to develop a PDP plan to advance to the professional educator stage?

		Response Total	Response Percent
Very prepared		129	21%
Somewhat prepared		310	51%
Not prepared		174	29%
Total Respondents		610	
(skipped this question)			141

37. From what source(s) did you learn that your Initial Educator License would need to be advanced to the Professional Educator license through the PDP process? (check all that apply)

		Response Total	Response Percent
My college/university preparation program informed me		375	61%
The DPI informed me when I received my Initial Educator License		85	14%
My district informed me		124	20%
I do not know what I need to do to advance my license		29	5%
Total Respondents		610	
(skipped this question)			141

38. Where would you go to find resources for completing a PDP?

		Response Total	Response Percent
My district		293	48%
My building administrator		121	20%
My mentor		222	36%
My college/university preparation program		192	31%
My professional organization		50	8%
CESA		151	25%
DPI Website		432	71%
Other, please specify view		74	12%
Total Respondents		611	
(skipped this question)			140

39. Please identify two or more Wisconsin Educator Standards you plan to address in your PDP






















		Response Total	Response Percent
Teachers know the subjects they are teaching.		178	30%
Teachers know how children grow.		93	15%
Teachers understand that children learn differently.		326	54%
Teachers know how to teach.		121	20%
Teachers know how to manage a classroom.		176	29%
Teachers communicate well.		79	13%
Teachers are able to plan different kinds of lessons.		244	41%
Teachers know how to test for student progress.		136	23%
Teachers are able to evaluate themselves.		89	15%
Teachers are connected with other teachers and the community.		99	16%
Total Respondents		601	
(skipped this question)			150

40. If you have developed your PDP goal, please write your goal on the lines below (25 words or less).


View responses to this question [view](#)

Total Respondents 215
(skipped this question) 536

41. If you have selected your PDP goal approval team, please indicate the university/college your Institute of Higher Education (IHE) representative is from.




		Response Total	Response Percent
UW-Eau Claire		16	8%
UW-Green Bay		8	4%
UW-La Crosse		7	3%
UW-Madison		6	3%
UW-Milwaukee		9	4%
UW-Oshkosh		18	9%
UW-Parkside		4	2%
UW-Platteville		7	3%
UW-River Falls		2	1%
UW-Stevens Point		19	9%
UW-Stout		4	2%
UW-Superior		1	0%
UW-Whitewater		6	3%
Edgewood College		1	0%
Beloit College		1	0%
Cardinal Stritch University		23	11%
Carroll College		4	2%
Carthage College		2	1%
Concordia University-Wisconsin		5	2%
Viterbo College		7	3%
Lakeland College		1	0%
Lawrence University		0	0%
Maranatha Baptist Bible College		0	0%
Marian College		1	0%
Marquette University		3	1%
Mount Mary College		1	0%
Northland College		0	0%
Ripon College		2	1%
St. Norbet College		2	1%
Wisconsin Lutheran College		1	0%
Urban Education Fellows Program		0	0%
NTEC		1	0%
PAVE		0	0%
NORDA		0	0%
Other		45	22%
Total Respondents		204	
(skipped this question)			547

42. If you have written your PDP, which component of the writing process did you find most challenging?












		Response Total	Response Percent
Description of school and teaching situation		8	3%
Goal Statement		56	19%
Rationale for Goal		39	13%

Plan for assessing and documenting your goal		146	50%
Plan to meet your goal		45	15%
Total Respondents		291	
(skipped this question)			460

43. If you have completed the PDP goal approval process, did you:

		Response Total	Response Percent
Meet face-to-face with the PDP team		66	32%
Complete the goal approval process electronically		101	49%
Complete the goal approval process by mail		42	20%
Total Respondents		206	
(skipped this question)			545

44. What is your current assignment? Check all that apply.

		Response Total	Response Percent
Early Childhood – Regular Education		29	5%
Early Childhood – Special Education		15	3%
Elementary – Regular Education		148	27%
Elementary – Special Education		48	9%
Middle School – Regular Education		102	19%
Middle School – Special Education		25	5%
High School – Regular Education		153	28%
High School – Special Education		30	5%
PK-12 Regular Education		16	3%
PK-12 Special Education		5	1%
Other, please specify view		65	12%
Total Respondents		547	
(skipped this question)			204

45. My school location is best described as:

		Response Total	Response Percent
Urban		135	25%
Suburban		197	36%
Rural		219	40%
Total Respondents		548	
(skipped this question)			203

46. Please estimate the demographics of your classroom or your teaching load:

		Response Total
view Total students in my classroom or in my teaching load:		542
view Number of minority students in my class or in my teaching load		531
view Number of English Language Learners in my class or in my teaching load		521
view Number of students receiving Free or Reduced Lunch in my class or in my teaching load		470





[view](#) Number of students with disabilities in my class or in my teaching load 521
Total Respondents 2585

47. Identify the public school district, agency, private school, other, in which you work




















	Response Total	Response Percent
view Public school district/Agency/Private school 	535	74%
Total Respondents	532	
(skipped this question)		219









In which CESA is your school district/agency/private school located?

48. [Click here](#) for CESA Map.

	Response Total	Response Percent
CESA 1 	128	24%
CESA 2 	72	13%
CESA 3 	13	2%
CESA 4 	29	5%
CESA 5 	42	8%
CESA 6 	68	13%
CESA 7 	53	10%
CESA 8 	21	4%
CESA 9 	41	8%
CESA 10 	34	6%
CESA 11 	36	7%
CESA 12 	5	1%
Total Respondents	539	
(skipped this question)		212

49. Identify the university, college, or alternative route to licensure program that endorsed you for Initial licensure.

	Response Total	Response Percent
UW-Eau Claire 	41	8%
UW-Green Bay 	14	3%
UW-La Crosse 	21	4%
UW-Madison 	37	7%
UW-Milwaukee 	29	6%
UW-Oshkosh 	47	9%
UW-Parkside 	5	1%
UW-Platteville 	15	3%
UW-River Falls 	16	3%
UW-Stevens Point 	50	9%
UW-Stout 	18	3%
UW-Superior 	4	1%
UW-Whitewater 	46	9%
Edgewood College 	9	2%
Beloit College	0	0%
Cardinal Stritch University 	15	3%
Carroll College 	11	2%
Carthage College 	7	1%
Concordia University-Wisconsin 	20	4%
Viterbo College 	11	2%






Lakeland College		2	0%
Lawrence University		2	0%
Maranatha Baptist Bible College		1	0%
Marian College		13	2%
Marquette University		3	1%
Mount Mary College		3	1%
Northland College		1	0%
Ripon College		5	1%
St. Norbet College		8	2%
Wisconsin Lutheran College		1	0%
Urban Education Fellows Program		0	0%
NTEC		3	1%
PAVE		0	0%
NORDA		6	1%
Out of State		66	13%
		Total Respondents	527
		(skipped this question)	224

50. If you answered "Out of State" in the previous question, please indicate the name of the institution or organization that endorsed you.

View responses to this question [view](#)

Total Respondents 77
(skipped this question) 674

51. How long do you plan to remain an educator?

		Response Total	Response Percent
As long as I am able		340	62%
Until I am eligible for retirement		96	17%
Will probably continue unless something better comes along		38	7%
Definitely plan to leave as soon as I can		7	1%
Undecided at this time		72	13%
		Total Respondents	550
		(skipped this question)	201

52. If you answered "definitely plan to leave as soon as I can" to question 51, please explain your reason(s) for leaving teaching:

View responses to this question [view](#)

Total Respondents 19
(skipped this question) 732