

# Trends in Teacher Hiring

A Tennessee Educator Survey Snapshot

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## ABOUT THIS SNAPSHOT

In the 2018 Tennessee Educator Survey, we asked teachers in the first three years at their current schools to share their experience of being hired into Tennessee public schools. We use their responses to examine what the typical hiring process looks like for Tennessee teachers.<sup>1</sup>

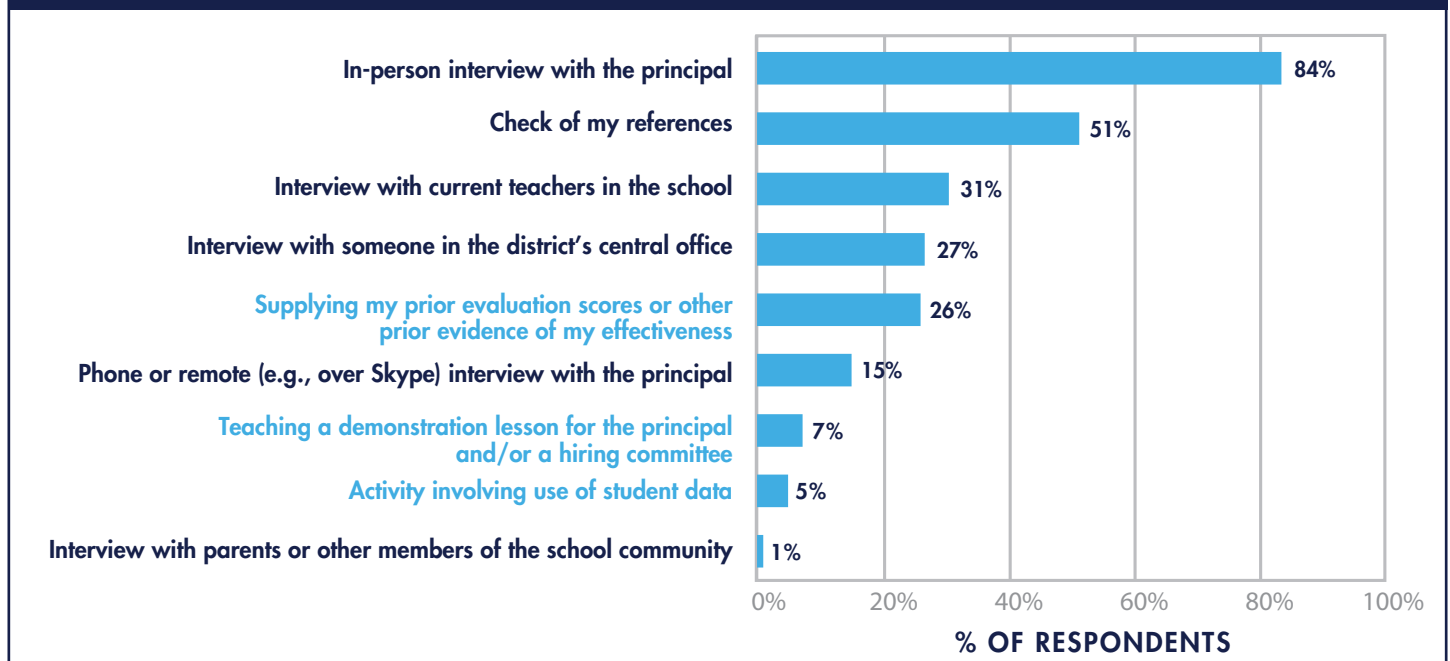
These trends matter as hiring is one of the most important duties of being a school leader, and good hiring practices can go a long way in driving a school to success. Yet, we don't know much about how teachers are hired across the state or what supports and preparation principals receive for making these critical decisions. TERA research to come will build on the general trends laid out below to look more deeply at these issues, and at how hiring practices relate to teacher effectiveness overall, as well as the distribution of effective teachers throughout the state.

## KEY TRENDS

### During the interview process, most teachers reported participating in an interview, but only a small percentage of teachers in Tennessee said they participated in performance-based tasks.

The interview process typically included different elements, but most of them consisted of some form of interview and a reference check. However, very few teachers reported that they were required to demonstrate their teaching skills, including submitting prior evaluation scores, or teaching a practice lesson.

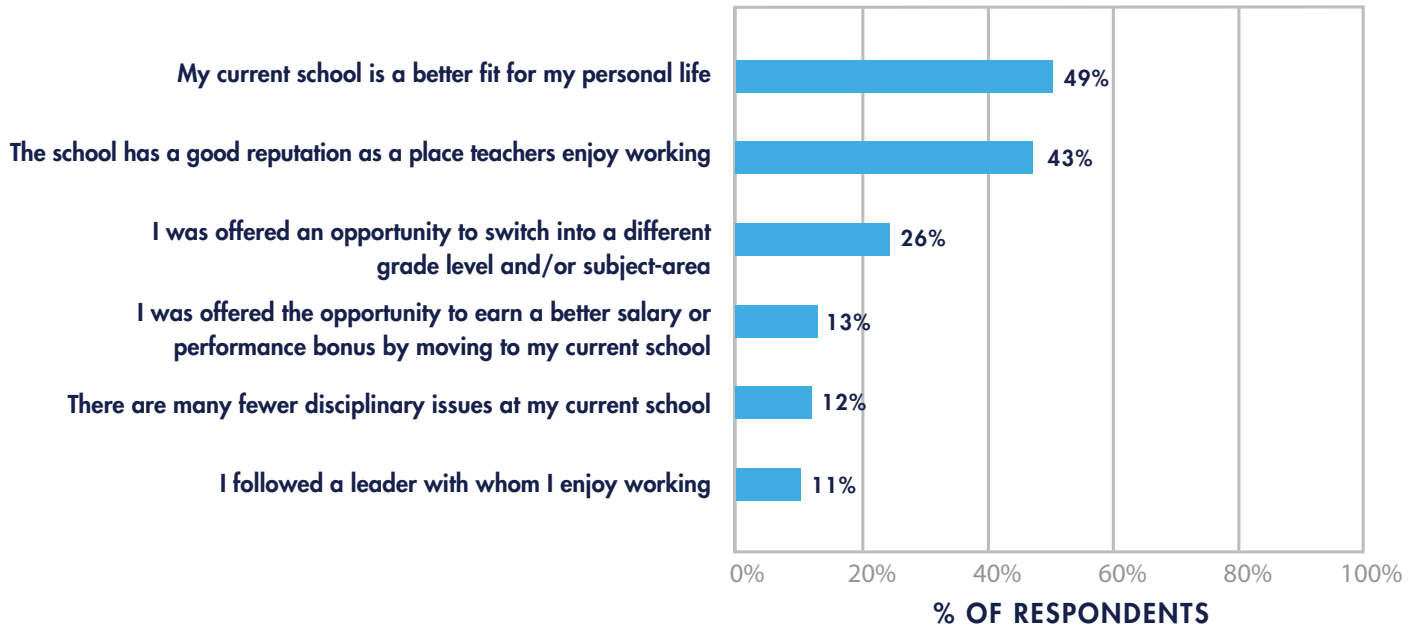
#### "WHICH OF THE FOLLOWING STEPS WERE PART OF THE HIRING PROCESS FOR THE JOB YOU ACCEPTED AT YOUR CURRENT SCHOOL?"



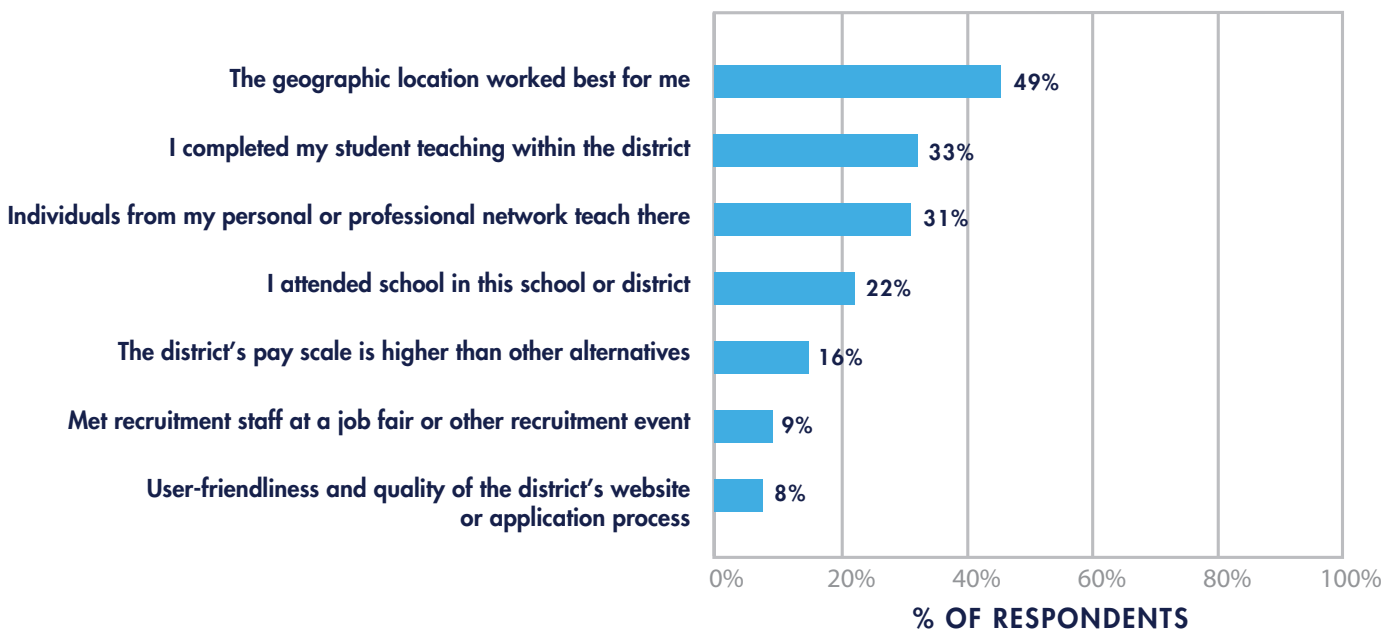
## Teachers in Tennessee choose where they will work primarily based on personal preferences.

Though teachers have many different reasons for choosing schools, the 2018 survey showed a few trends in criteria for school selection. The data shown below are from survey questions administered to early career teachers and veteran teachers who have recently switched schools. Both groups cited mainly personal reasons for choosing a school, such as geographic location and access to personal or professional networks.

### VETERAN TEACHERS WHO SWITCHED SCHOOLS



### EARLY CAREER TEACHERS WHO SWITCHED SCHOOLS



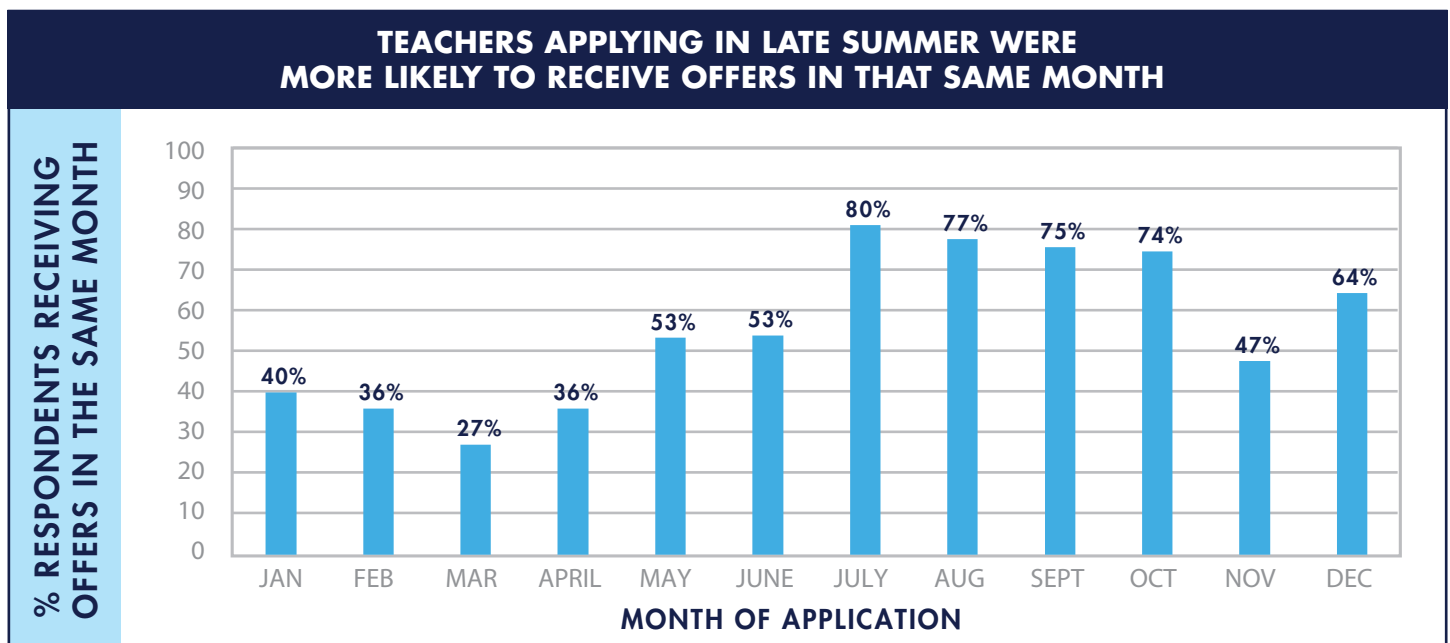
## In general, teachers in Tennessee tend to apply to more than one job and weigh multiple job offers before making a decision.

Teachers seemed to fall into three general categories when they applied for jobs. Some applied to only one school and received an offer from that school; others applied to multiple schools and accepted the first offer they received; and still others applied to multiple schools, received multiple offers, and weighed them before selecting a school.



## The hiring window for Tennessee teachers is most active during the spring and summer months.

In general, survey respondents reported submitting applications and receiving offers of employment during all 12 months, but roughly 70 percent of teachers reported applying for their current schools between April and July. Additionally, about 80 percent of teachers received offers of employment within at least one month of applying, though the promptness of schools' offers depended on when teachers applied.



*1 Data for this snapshot are from teachers randomly assigned to the "Educator Workforce" module of the TES who have been working in their current schools for three or fewer years. This section was taken by teachers who have either been working in education for three years or less or who have been at their current schools for three years or less. This was one of three such modules offered to teachers, mostly at random—as such, this is not representative of the full sample of teachers who took the 2018 Tennessee Educator Survey.*



## NEXT STEPS FOR RESEARCH

Results from this snapshot show that teacher hiring practices may vary widely across schools and districts in Tennessee. Over the next year, TERA will take a deeper look at these differences in hiring practices, and begin to unpack barriers principals face when hiring, strategies they currently employ to make these decisions, and how districts might be better able to support and prepare principals to make effective hiring decisions. As part of these analyses, we will also examine how hiring practices relate to teacher effectiveness and the distribution of effective teachers across schools in Tennessee.

## ABOUT THIS SERIES

*The Tennessee Educator Survey is an annual joint effort by the Tennessee Department of Education and the Tennessee Education Research Alliance (TERA) to gather information about schools across the state. Open to all teachers, administrators, and certified staff, the survey is a way for educators to provide feedback about what's working and where improvements can be made in areas like school climate, educator evaluation, and other state initiatives. Survey responses directly inform state research and decision-making processes and are a tool for schools and districts to inform their practice.*

*In this series, TERA will provide a broad look at responses and trends from 2018 in several key areas relating to educators in Tennessee. Topics include job satisfaction, hiring patterns, growth and professional learning, educator evaluation, aspects of school support roles (assistant principals and instructional coaches), and more.*