



**Recruiting Future Educators, Present, and Future:
A Survey of Phi Delta Kappa's Future Educators Association**

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Table of Contents

Introduction	1
Are these programs working?	6
Method	7
Sample	7
Instrument	8
Results	10
1. About FEA schools	10
2. About FEA chapter members	16
3. The educational program of FEA chapters	16
4. About the chapter advisors	18
5. Data gathered by chapter members from teachers in FEA school districts	19
6. FEA chapter meetings and activities	20
7. About FEA chapters' current-year projects and activities	22
Discussion and Implications	24
References	27
Appendix A – Cover letter and questionnaire	28
Appendix B – Memo to FEA National Study Focus Group	39

List of Tables

1.1 Average number and range of students and teachers in FEA chapter schools	10
1.2 Organization of FEA chapter high schools	11
1.3 Settings of FEA chapter high schools	11
1.4 Economic status of school locations estimated by respondents	12
1.5 School setting by ethnic background—estimates by respondents	14
1.6 Community socio-economic status by ethnic background	15
3.1 FEA chapter activities	17
5.1 Teachers' future teacher organization experience while in high school	19
5.2 Teachers with no future teacher organization experience while in high school	20
6.1 [Meeting topics] A business meeting	21
6.2 [Meeting topics] A planning meeting to prepare for upcoming activities/events	21
6.3 [Meeting topics] A teacher or administrator sharing information about his/her profession	21
6.4 [Meeting topics] A discussion of an education article	21
6.5 [Meeting topics] Discussions about recent tutoring/teaching experiences of members	22
6.6 [Meeting topics] Reports of discussions of other education issues	22
7.1 Chapter services and activities	

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Executive Summary

Phi Delta Kappa (PDK) International's Future Educators Association (FEA) is the largest support organization for local high school future-teacher programs in the United States. Its reach extends to over 700 high schools, some of them in other countries. The purpose of this study was to explore overall program characteristics such as leadership, activities, demographics, plans for the future, and prior experience of local teachers with similar programs in their past.

A questionnaire was constructed in the spring of 2006, sent out for comment to national FEA leaders and local FEA leaders in and near St. Louis, Missouri. In September 2006, 716 questionnaires were mailed to FEA advisors. A second mailing to non-respondents was sent in December 2006, and an online response option was made available. Throughout the fall, winter and early spring 2006-2007, reminders were sent in newsletters and by e-mail from the FEA national office as well as from the researchers. There was a 14.7% return, signaling caution in the interpretation of the result.

We found that chapter leadership was stable and committed, that suburban and rural schools dominated the returns, and that school size ranged from 65 to 3700, with an average size of 1380. Over 70% of the responding schools were characterized by respondents as middle- and working-class economically. Teachers in school districts with FEA chapters, on the whole, did not have experiences in high school like FEA chapters, either because they did not exist in their schools, or because they did not take advantage of them.

Over half of the responding chapters organized one or more of the following programs for members: a) holding a teacher appreciation day, b) shadowing a teacher for a day, c) engaging in a community service project, d) tutoring younger students, or e) taking a field trip to a nearby college or university. Future plans of chapters included these five activities plus a) taking part in PDK's Walk for Education, b) presenting a certificate for local accomplishments in teaching, c) engaging in peer critiques of each other's teaching, d) having professional educators observe and coach members' teaching, and e) expecting members to recall and use pedagogical content knowledge.

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As Darling-Hammond and Berry indicated (1996), elementary and secondary schools in the United States will need to hire two million teachers in the decade following their prediction. As the first wave of career teachers in the "baby boomer" generation get ready to retire and enrollment increases, most urban and rural areas have shortages of teachers in certain subjects and levels, and of administrators. In the same year, Darling-Hammond and Berry (1996) predicted that by 2005 the nation's schools would be serving 54 million students, more children than ever before. (NCES projections exceeded that by nearly a million students.) (NCES 2007) The total number of teachers needed would grow to over 3.5 million from 2.5 million in 1980. Darling-Hammond and Berry also predicted that the need for more teachers of color would be especially critical, and schools in high-poverty locations already had difficulties in recruiting qualified teachers. Given these challenges, it seems ironic then, that in the same year (1996) the report of the National Commission on Teaching and America's Future proposed that by the year 2006, America would provide all students with what should be their educational birthright: access to competent, caring, and qualified teachers (*What matters most: Teaching for America's future*, 1996).

A decade after these predictions, we are now well into the 21st century, and one has to ask: Have these predictions proved to be correct? We are still struggling to get competent, caring, and qualified teachers into our schools just like we were ten years ago. It seems that there is still a critical shortage of high-quality teachers and most states struggle to fill the basic need for

certified teachers. At the same time, teacher education programs across the U.S. are experiencing declines in enrollment. Between 1976 and 1985, the number of high school graduates entering college with education as a major declined, and 90% of those who entered teacher education programs in the early 1990s were white (Hunter-Boykin, 1992). It seems that the challenges predicted in the past remain unresolved.

However, if students are to have access to competent teachers, schools must be able to recruit teachers who can master the basic structure of a discipline and help students reach their potential; that is, students need teachers who should be able to demonstrate that they know the subject they teach and that they have the skills to help their diverse student body reach challenging academic standards. Thus, teacher recruitment becomes an increasingly important issue for schools. Previous research on teacher hiring showed the use of highly variable certification standards and cumbersome procedures that discouraged the placement of the best teacher candidates (Darling-Hammond, Wise, & Klein, 1999). Regardless of whether this is still the case, the nation continues to encounter the challenge of recruiting qualified teachers, particularly minority teachers.

In dealing with this problem, a variety of local programs have been established to motivate high school students to enter the teaching profession. One highly successful program, the Rocket Corps at Richard Montgomery Senior High School in Rockville, Maryland, is a college preparatory initiative for students interested in the professional field of education. Rocket Corps students are actively recruited from the city's public junior high or middle schools and from the senior high school, and they enter the program as early as their eleventh grade year. Candidates are interviewed and screened by the program coordinator when they are sophomores or juniors, and upon acceptance, the students must commit to the behavioral and academic

requirements that the student will be expected to meet. The program coordinator provides guidance and governance for the overall administration of the Rocket Corps experiences, but all aspects of the program come under the leadership of the building principal and public school system administration.

Large cities have various versions of localized teaching academy programs in magnet school settings or career tracks within general high schools. There are 14 such programs in Los Angeles Unified School District high schools, New York City has several, and the Chicago Pipeline program, run jointly by Illinois State University (ISU) and Chicago Public Schools, links seven high schools with the teacher education program at ISU. The Los Angeles programs are coordinated by the school district's teaching Career Ladder professional development office.

Until recently, an Urban Teacher Academy Project (UTAP), coordinated jointly by the Council of the Great Cities Schools and Recruiting New Teachers, Inc., attempted to link urban high school teaching programs with each other nationally and to support urban programs that prepared high school students for careers in urban education (RNT 2000, Parks 2005).¹ One "grow your own" UTAP unit, this one in the greater Miami area, provides successful program graduates with a tuition-paid scholarship at one of the School Board's higher education partners, including: Broward Community College, Florida Atlantic University, Barry University, or Nova Southeastern University. While in college, the Urban Academy schools provide these teacher education majors with authentic environments for college-level field experiences, creating role models for Urban Academy students and helping to complete the recruitment cycle into professional education careers.

¹ Recruiting New Teachers, Inc. has since gone out of business, and The Council of the Great Cities Schools no longer coordinates the UTAP program.

The UTAP model works because it emphasizes locally trained teachers who want to return to work with and reach students in their own community's urban schools. The model is also effective in retaining teachers because of the continuing support provided to teachers at the pre-service, novice, and veteran stages of their career. A key component in the Broward County process is the Broward Teacher Fellowship (BTF). The BTF Scholarship fund was established in 2002. Scholarships are awarded based on the available income of the fund. Each student receiving a BTF scholarship agrees to come back and work in an Urban Academies school upon the completion of their college program. Los Angeles guarantees a teaching job for Teaching Academy graduates who complete initial certification and provides access to scholarships and part-time teacher assistant jobs while they are in college.

Another local program, unaffiliated with a national or state organization, is located at Ft. Dodge, Iowa's Community High School. Housed in their Department of Family and Consumer Sciences, the program emphasizes child development but students in the program assist classroom teachers in Ft. Dodge elementary schools for nine weeks, about an hour four days per week. On Mondays, they discuss what they are experiencing and learning by tutoring.

Several states have initiated pre-college teacher development programs for high school students. South Carolina's Teacher Cadet program is the oldest and most highly developed. Sponsored and coordinated by the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA), about 76% of South Carolina's high schools provide a curriculum and college-entrance advantages for students interested in a teaching career. Students learn about the profession of teaching through hands-on projects, studying about pedagogy, and working as cadet teachers.

Missouri's Division of School Improvement and Accreditation in its Department of Elementary and Secondary Education (DESE) reviews applications from high schools wishing to be designated A+ schools by DESE. Once approved through a three-year process, students from those schools who tutor 50 or more hours in elementary schools and graduate high school with 2.5 GPAs, 90% attendance records, and good citizenship records are eligible to receive free tuition and fees at any Missouri community college.

The Ohio Department of Education's Career-Technical and Adult Education division collaborated with K-12 teachers to develop a curriculum for high school students interested in teaching. Leaders then organized a fast-growing network of high schools that offered the curriculum. Nearly 90 Ohio high schools now belong to the network, up from about 25 at the beginning of the program four years ago.

Texas contains two programs that are coordinated on a state-wide basis and have purposes similar to FEA's: the Texas Association of Future Educators (T.A.F.E.), sponsored by the Texas Association of Secondary School Principals, and Texas Future Teachers of America, sponsored by the NEA affiliated Texas State Teachers Association. Nearly all of Kentucky's high schools are linked through their state education department with Phi Delta Kappa's Future Educators Association network.

Colleges and universities play an important part in this practice by sending representatives to talk about what is necessary to become a teacher--what classes to take in middle and high school and what is required of college students. Many schools have student teachers or interns in the classroom during the course of a school year, and these college students can make a big impression on their students. Teachers often ask them to talk to their students

about their decision to become a teacher, what teaching requires, and what they are learning through their classroom experience.

Local future teacher programs at middle or high schools make a concerted effort to encourage middle and high school students to consider the teaching profession while helping students think about their career options. Another informal program form is a tutoring program in which older students teach younger students. When older students work with younger students, not only do the younger students benefit academically, but the older students benefit as well. The older students must re-visit what they have learned in order to teach it, broadening and deepening this knowledge. The teaching experience helps them gain confidence in their own knowledge and abilities, and when they begin to think of themselves as teachers, they gain greater respect for their own teachers and now have the personal teaching experience to intelligently consider the teaching profession for a career.

Are these programs working?

Are these formal or informal future teacher programs successful in fostering an intention among high school students to become teachers? Research questions about teacher development addressed in the literature focus almost exclusively on college-level certification and early career issues of teachers. In this study, however, we examine a somewhat different aspect of the future teacher issue. Specifically we will describe the activities of future teacher programs in which high school students are coached to be future teachers: the content of the educational experiences offered by well-nurtured middle and high school teaching programs—course requirements, tutoring patterns, how achievement awards are earned, intentions of students after high school graduation, etc.

This study is one of over two dozen explorations of the pre-college teaching experience conducted by The Hoenny Center, an independent not-for-profit research and development organization located in St. Louis. The Hoenny Center investigates how teaching abilities in preK-12 students grow and they design materials and processes for improving these abilities. The Hoenny Center maintains two foci: 1) improving teaching in the general population of preK-12 students, and 2) challenging and preparing students to move toward teaching as a career choice if they are especially effective in helping others learn and feel rewarded by it.

The study presented here is funded by The Hoenny Center. It was conducted by the Center and University of Missouri-St. Louis scholars with the collaboration of Phi Delta Kappa's Future Educators Association (FEA), Erin Young, Director. Although the FEA program is widespread, our background research suggests that there have been no studies that document FEA chapter processes and program contents. The FEA program is a respected and growing program that deserves a rigorous descriptive look at how students' teaching abilities are being strengthened and challenged through FEA chapter programs. Through this study, we intend to present a picture of the status of current FEA practices so that future directions can be better planned and similar programs can be more adequately evaluated.

Method

Sample

A survey questionnaire was sent out in fall 2006 to 716 FEA chapter leaders or advisors that were on the current list of FEA as of September 10, 2006. Some FEA chapters are in schools outside the US; they also were included in the mailing. Chapter advisors were asked to fill out

the mailed questionnaire and to return it in pre-paid envelop. Usable responses were received from 112 FEA chapter leaders, a 15.6% return

Instrument

The survey questionnaire was developed by J. Terry Gates and Mary E. Bickel of The Hoenny Center and Lloyd Richardson and Cody Ding of the University of Missouri - St. Louis. FEA Director Erin Young provided frequent and valuable input on the various drafts. The questionnaire was divided into seven parts and asked for information from chapter advisors: (1) about their school, (2) about their FEA chapter members, (3) about their chapter's educational program, (4) about the chapter's main advisor, (5) about the advisor's FEA leadership history, (6) about FEA chapter meetings and activities, and (7) about their FEA chapter's current-year projects and service activities. In addition, it involved FEA student members in surveying the teachers in their school districts about their own high school experiences with future-teacher clubs. The questionnaire consists of about 50 questions and takes approximately 20 minutes to complete. The questionnaire items are designed to describe the current practices and processes of future teacher program in all FEA chapters. The introductory letter and a copy of the questionnaire are included in Appendix A.

The questionnaire drafting process began in March 2006, following Phi Delta Kappa approval of the project. Drafts were mailed and e-mailed in early May 2006 to six FEA advisors near St. Louis, the Missouri state FEA coordinator, and an FEA advisor in Chicago who provided early information about the FEA program at Chicago's Community Links High School. (See Appendix B.) These advisors were invited to a May 18 focus group meeting on the questionnaire. None attended. Their input was then solicited by e-mail or phone. We received input on the draft over the phone from one of the local group and from the FEA advisor in

Chicago. Development of the questionnaire continued throughout the summer by the main drafting group. UM-St. Louis Institutional Review Board approval was sought and received in May 2006.

The questionnaire was completed in early September, a deadline of November 1 was established, and the questionnaire format was finalized. To encourage completions by advisors, it was decided that The Hoenny Center would offer three cash prizes of \$200 to be awarded in a drawing among those whose completed questionnaires were received on or before November 1, and Phi Delta Kappa contributed merchandise awards to the drawing. This information was included in the cover letter (Appendix A).

The questionnaire and cover letter were duplicated, and a stamped business-return envelope was printed for returns. When the questionnaire packages were ready to mail, an updated mailing list of FEA chapter advisors was received from FEA. Questionnaires were mailed on September 15, 2006 to 716 chapter advisors. Erin Young, FEA Director, included reminders about the survey to advisors in periodic newsletters and e-mail notes in early August and throughout the survey period.

By November 1, 90 returns were received. A second mailing, to non-respondents, was made on December 15 to over 600 chapter advisors, and an electronic version of the questionnaire was created and sent to all non-respondents with e-mail addresses. As of September 15, 2007 an additional 21 responses came in. This final report is based on 112 usable questionnaires in hand on that date.

Results

In the following sections, we describe the results of each section from the survey. The analyses are descriptive in nature so that we can have a better overview of FEA programs across the chapters in the FEA.² The numbered headings in this section of the report coincide with headings used in the questionnaire itself.

1. About FEA schools

In this set of analyses, we examined the number of currently active members of FEA chapters, the grade level and gender of members, economic and racial diversity of FEA high schools, and the number of FEA members who plan to major in teacher education program in the college. The results are presented in each table listed below.

Table 1.1 below shows average number and range of students and teachers in the chapter schools.

Table 1.1 Average number and range of students and teachers in FEA chapter schools

Descriptive Statistics				
	N	Minimum	Maximum	Mean
How many students in your high school?	110	65.00	3700.0	1380.436
How many teachers in your high school?	111	7.00	300.0	96.657
Valid N	110			

² The term "valid" appears in a number of these tables. It refers merely to the usable responses to a questionnaire item or sub-item.

Table 1.2 Organization of FEA chapter high schools

School Organization	Percent
All grades under one administration	93.3%
Several smaller high schools under one roof	2.9%
Ungraded	0.0%
School without walls	1.0%
Charter school	1.0%
Magnet school	2.9%
Career academy or vocational school	3.8%
Other	4.8%

Table 1.3 Settings of FEA chapter high schools

	Frequency	Percent
Rural	24	22.9
Rural city	25	23.8
Suburban	34	32.4
Inner-ring	10	9.5
Urban/large city	8	7.6
Total	101	96.2
Left blank	4	3.8
Total	105	100.0

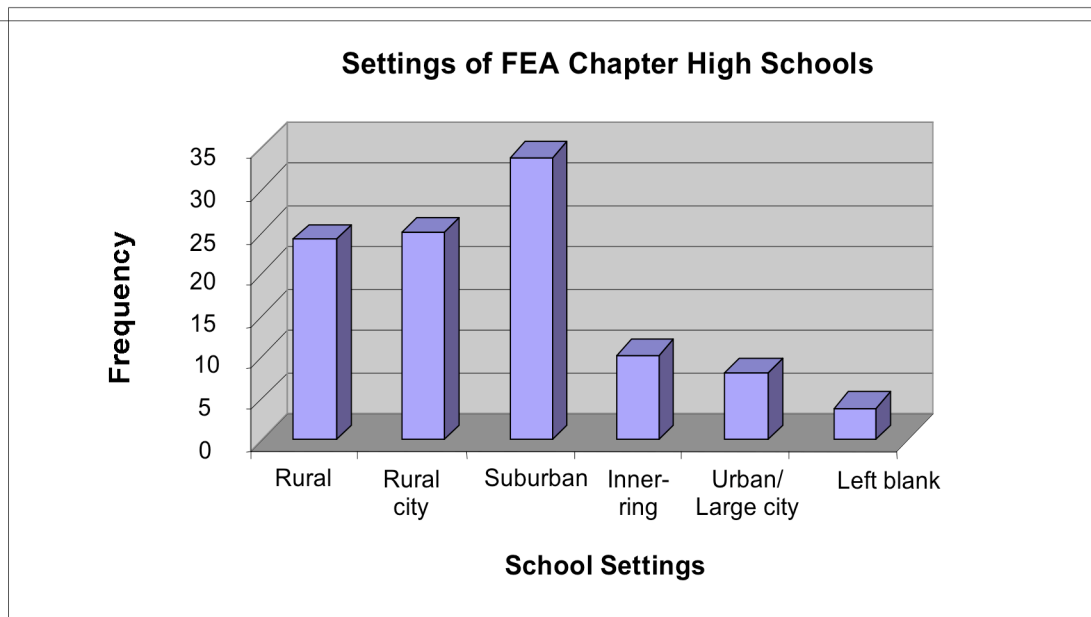
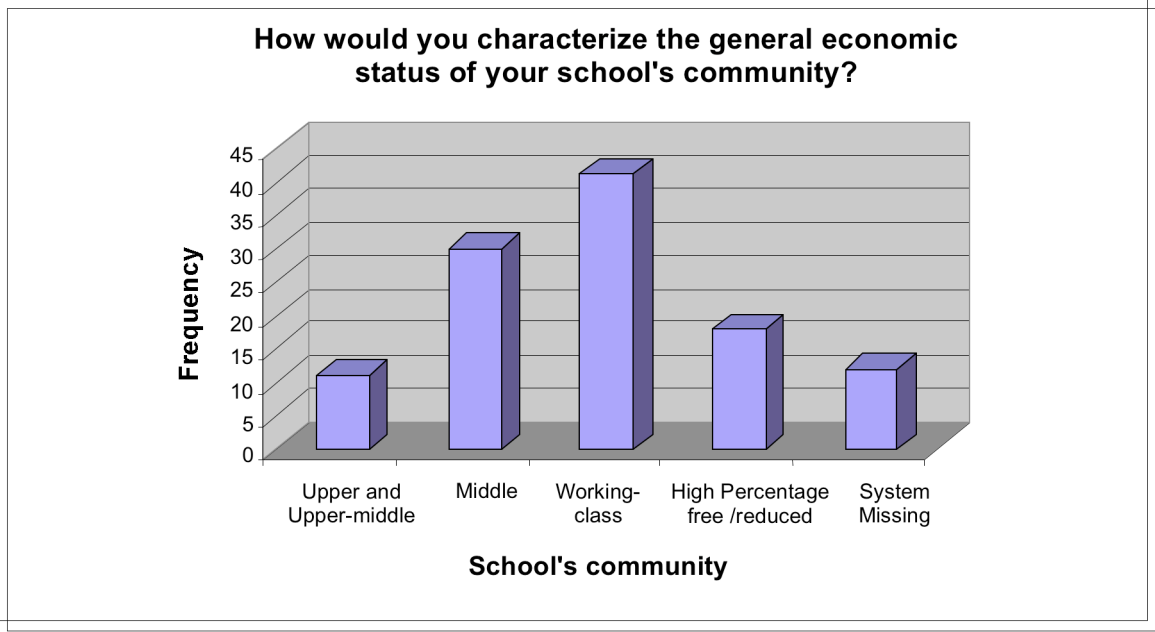


Table 1.3 shows that over 90% of FEA schools were located outside of an urban core. The sample contains a percentage of rural and rural-city participants (46.7%) that roughly equals the national percentages of schools in towns and rural areas (44%). Suburban and inner-ring suburbs in our sample (41.9%), however, exceeds the national percentage (29%) by over 12%. This suggests that, compared with national distributions of school districts, the FEA sample is weighted toward suburban and rural school districts.

Table 1.4 Economic status of school locations estimated by respondents

How would you characterize the general economic status of your school's community?

	Frequency	Percent	Valid Percent	Cumulative Percent
Upper and upper-middle	11	9.8	11.0	11.0
Middle	30	26.8	30.0	41.0
Working-class	41	36.6	41.0	82.0
High % of free/reduced price lunch	18	16.1	18.0	100.0
Total usable responses	100	89.3	100.0	
Missing	12	10.7		
Total	112	100.0		



The results show that majority of respondents estimated that chapter schools are located in communities of middle or working-class households.

Table 1.5 School setting by ethnic background—estimates by respondents

			African American Percentage	Hispanic/ Caribbean Percentage	Native American Percentage	Asian-American/Pacific Islander Percentage	Caucasian/ White Percentage
	N	Valid	2.0	2.0	3.0	2.0	2.0
		Missing	2.0	2.0	1.0	2.0	2.0
	Mean	20.0	35.5	0.3	0.5	44.0	
	Mode	10.00(a)	1.00(a)	0.0	.00(a)	20.00(a)	
Rural	N	Valid	25.0	24.0	23.0	24.0	25.0
		Missing	1.0	2.0	3.0	2.0	1.0
	Mean	23.5	6.8	2.2	0.7	67.3	
	Mode	1.0	1.0	0.0	0.0	98.00(a)	
Rural city	N	Valid	23.0	23.0	22.0	22.0	23.0
		Missing	3.0	3.0	4.0	4.0	3.0
	Mean	13.7	6.3	2.2	1.7	66.7	
	Mode	1.0	2.0	0.0	.00(a)	61.0	
Suburban	N	Valid	33.0	33.0	31.0	33.0	33.0
		Missing	4.0	4.0	6.0	4.0	4.0
	Mean	11.5	10.1	0.7	5.6	72.7	
	Mode	5.0	1.00(a)	0.0	2.0	70.00(a)	
Inner-ring	N	Valid	8.0	8.0	7.0	8.0	8.0
		Missing	2.0	2.0	3.0	2.0	2.0
	Mean	33.3	17.9	0.9	4.3	42.6	
	Mode	4.00(a)	2.0	0.0	1.0	1.90(a)	
Urban/large city	N	Valid	9.0	9.0	8.0	8.0	9.0
		Missing	0.0	0.0	1.0	1.0	0.0
	Mean	47.8	11.1	0.9	2.5	40.1	
	Mode	5.00(a)	10	0	0	80	

(a) Multiple modes exist. The smallest value is shown

Table 1.6 Community socio-economic status by ethnic background (estimated by respondents)

			African American Percentage	Hispanic/ Caribbean Percentage	Native American Percentage	Asian-American/ Pacific Islander Percentage	Caucasian/ White Percentage
.Not specified	N	Valid	9	9	10	9	9
		Missing	3	3	2	3	3
		Mean	23.3	5.1	0.7	11.8	58.5
		Mode	2.0(a)	2.0	0.0	0.0	7.0(a)
Upper and upper-middle	N	Valid	11	11	11	11	11
		Missing	0	0	0	0	0
		Mean	9.1	10.4	0.7	2.5	71.9
		Mode	10.0	0.0	0.0	0.0	20.0(a)
Middle	N	Valid	27	27	24	26	27
		Missing	3	3	6	4	3
		Mean	12.0	8.3	0.9	2.9	73.4
		Mode	5.0	1.0	0.0	1.0	78.0
Working-class	N	Valid	35	34	32	34	35
		Missing	6	7	9	7	6
		Mean	19.3	6.6	2.8	1.3	70.3
		Mode	1.0	2.0	0.0	0.0	30.00(a)
High Percentage free/reduced lunch	N	Valid	18	18	17	17	18
		Missing	0	0	1	1	0
		Mean	39.6	19.1	0.6	2.3	35.9
		Mode	1.0(a)	0.0	0.0	0.0	.0(a)

(a) Multiple modes exist. The smallest value is shown

The percentages in Table 1.6 show that most chapter students are from middle- and working-class background. African-American students had the highest percentage for free/reduced lunch. These numbers seemed to indicate that FEA chapters mainly work with potential future educators with such SES background.

2. About FEA chapter members

Among the total reported number of currently active members in the sample of 2,391, there were 1,127 in 12th grade, 839 in 11th grade, 468 in 10th grade, and 363 in 9th grade.³ Among the current 12th grade members, 532 students (23%) intended to major in education. It was also reported that 440 students who graduated from participating schools in 2006 intended to major in education. Regarding the economic and racial characteristics of the chapter members, 89% of chapter advisors reported that chapter members reflect the economic diversity of the school community, and 63% reported that chapter members reflected the racial diversity of the school community.

3. The educational program of FEA chapters

Thirteen items related to educational experiences in FEA chapter programs are tabled below, along with the response patterns. In each item, the "n=[x]" entry indicates the number of responses for that item. Blank responses account for the differences between the "n" number and the totals tabulated below. The questionnaire asked:

"Below are some descriptions of activities for students interested in teaching.

Please circle the choice after each item that best reflects your chapter's *current* educational program."

³ We cannot explain the discrepancy between the total number of FEA members by grade (2681) and the total number of members reported by respondents (2304) in Question 1 on the survey. This study, then, represents between 2304 and 2681 high school students.

Table 3.1 FEA chapter activities

Educational Activities	Do you do this now?		If you circled "no," did you do this recently? Do you plan to do this soon?	
	YES	NO	Did recently	Will do soon
14a. FEA members tutor younger students. (n=112)	66 (59%)	38 (34%)	6%	2.7%
14b. Our current members register for a high school course in tutoring that meets during the school day. (n=104)	27 (26.4%)	84 (74.3%)	0.0%	4.5%
14c. Our members can use tutoring to fulfill service-learning credits required by our school (n=112)	46 (41%)	62 (55%)	0.0%	11%
14d. Our FEA chapter expects members to have specific knowledge about teaching, and we assess students on this knowledge. (If yes, please enclose a copy.) (n=112)	45 (42.9%)	56 (53.3%)	0.0%	10.5%
14e. Our members meet periodically to discuss their tutoring experiences. (n=105)	54 (48%)	53 (47%)	3.6%	8.9%
14f. All members take a tutoring course and tutor younger students as a requirement while taking that course. (n=112)	14 (12.5%)	96 (85.7%)	3.8%	9.6%
14g. A for-credit tutoring course is required before our students can begin tutoring. (n=112)	3 (2.7%)	109 (97.3%)	0.0%	3.6%
14h. Professional educators observe and evaluate our members' tutoring. (If yes, please enclose a copy of your assessment tools.) (n=105)	20 (18%)	89 (79.5%)	1.0%	10.7%
14i. Our chapter presents a certificate or other type of award to members who complete our requirements. (n=112)	45 (40%)	62 (55.4%)	0.9%	13.4%
14j. Our members observe and comment on each others' teaching in a facilitated group setting. (n=112)	33 (29.5%)	70 (62.5%)	0.0%	12.5%
14k. FEA students are enrolled in classes about teaching for which they can receive college credit. (n=105)	32 (28.6%)	77 (68.8%)	0.0%	9.8%
14l. Our chapter members "shadow" or observe teachers as part of our program. (n=105)	87 (77.7%)	19 (17%)	4.5%	13.4%
14m. Our members are paid for tutoring time within the school district. (n=105)	6 (5.8%)	104 (93.4%)	0.0%	2.7%

This table shows variations in how chapters conduct educational programs. About three-fourths (78%) of the chapters provide "shadowing" experiences. Members of 60% of chapters tutor younger students, and 49.5% of chapters facilitate discussions among their members about their tutoring experiences. Several questions asked advisors for information about course work related to teaching (14b, 14f, 14g, and 14k), and an average of 17.8% of chapters connect their activities in various ways with such courses. But the main theme seemed to indicate that tutoring and "shadowing" are the principal strategies for engaging members with teaching. Other items on the list were absent from most chapters' programs. A few chapter advisors indicated that some of these opportunities were being planned for addition to their programs soon: tutoring, service credits, expecting specific knowledge, evaluations, awards, and shadowing were in the plans for over 10% of the respondents.

4. About the chapter advisors

We asked for information about certain characteristics of the chapter advisor: years of teaching, years as advisor, their plans for continuing to be a chapter advisor in the future, and if advisors received any extra pay for their duties as an advisor. The data showed that respondents on average had been an advisor for 3 years, and had been teaching in their buildings for 9 years. Seventy-nine percent (78%) of the advisors plan to stay on as advisor until they retire, and 15% indicated that they would only stay on for 3 years. Twelve percent (12%) of advisors indicated that they taught "for-credit" tutoring courses in their schools, and 46% of them received extra pay as chapter advisor.

5. Data gathered by chapter members from teachers in FEA school districts

FEA chapter advisors were asked to have their members survey the teaching faculty in the chapter school districts. Of the 105 schools responding to the study, 76 chapters surveyed and reported information about the teachers in chapter schools. A total of 1,907 teachers were surveyed and provided the chapter members with information. (This number [1,907] was used to calculate percentages in the table below.) The following table contains information about the question the students asked and the responses obtained.

Table 5.1 Teachers' future teacher organization experience while in high school

From student interview reports: Teachers with "yes" responses	No. of schools	No. of teachers	Percent of teachers interviewed
28a In a Future Educators Assoc. chapter (formerly Future Educators of Amer.)	27	86	4.5%
28b In Future Teachers of America (FTA) club.	44	119	6.2%
28c In a Teacher Cadet program.	7	10	0.5%
28d In a Teaching Academy program.	3	3	0.2%
28e In a service-learning requirement where they tutored younger students.	17	72	3.8%
28f In a state-sponsored program such as Missouri's A+ tutoring program.	0	0	0.0%
28g In an elective course in tutoring or teaching NOT connected with a club.	7	13	0.7%
28h In another type of future-teacher club.	11	14	0.7%

Of those responding to question 28a-1, 86 teachers (4.5%) had been in an FEA chapter while in high school and they were distributed among 27 schools in the survey. An additional 6.2% (119)

from 44 schools had been in the FTA in high school. Only 3.8% (72) from 17 schools had been in a Teacher Cadet program in high school such as South Carolina's.

Table 5.2 Teachers with no future teacher organization experience while in high school

	From student interview reports: Teachers with "no" responses	No. of schools	No. of teachers	Percent of teachers interviewed
28i	Chose not to join my high school's future-teacher organization.	30	107	5.6%
28j	Had no such organization to belong to in high school.	65	1087	57.0%
28k	Was committed to other activities more important ... times conflicted.	40	184	9.6%
28l	Other reason	41	212	11.1%

Of the teachers responding to questions 28a-l, 57% (1087) from 65 schools attended high schools in which there was no FEA chapter or other future-teacher organization.

6. FEA chapter meetings and activities

Thirty-six percent (37%) of the advisors reported that they had chapter meetings once a month, 32% had chapter meetings twice a month, and 14.1% had chapter meetings once a week. Eighteen percent (18%) of advisors reported that they had chapter meetings at varying times such as either once a week or once a month. The meetings are held typically after school (44%), but 33% of meetings are held during school hours. Only 16% of chapters held meetings before morning classes begin. Often a student officer conducted the meeting (56%), but 27% of the meetings were chaired by advisors or other teachers, and 12% by both advisors and students. The meetings on average lasted about 30 minutes, with a range of from 10 to 135 minutes.

The topics of the meetings varied. The following tables show what had been discussed at the meeting:

Table 6.1 A business meeting

	Frequency	Percent	Cumulative Percent
Blank	2	1.8	1.8
No	48	42.9	44.6
Yes	62	55.4	100.0
Total	112	100.0	

Table 6.2 A planning meeting to prepare for upcoming activities/events

	Frequency	Percent	Cumulative Percent
Blank	2	1.8	1.8
No	6	5.4	7.1
Yes	104	92.9	100.0
Total	112	100.0	

Table 6.3 A teacher or administrator sharing information about his/her profession

	Frequency	Percent	Cumulative Percent
Blank	2	1.8	1.8
No	67	59.8	61.6
Yes	43	38.4	100.0
Total	112	100.0	

Table 6.4 A discussion of an education article

	Frequency	Percent	Cumulative Percent
Blank	2	1.8	1.8
No	92	82.1	83.9
Yes	18	16.1	100.0
Total	112	100.0	

Table 6.5 Discussions about recent tutoring/teaching experiences of members

	Frequency	Percent	Cumulative Percent
Blank	2	1.8	1.8
No	68	60.7	62.5
Yes	42	37.5	100.0
Total	112	100.0	

Table 6.6 Reports or discussions of other education issues

	Frequency	Percent	Cumulative Percent
Blank	2	1.8	1.8
No	77	68.8	70.5
Yes	33	29.5	100.0
Total	112	100.0	

These data show that planning activities and chapter business were the most frequently reported topics of chapter meetings. Teaching or educational topics were less important as topics in meetings of the participating chapters.

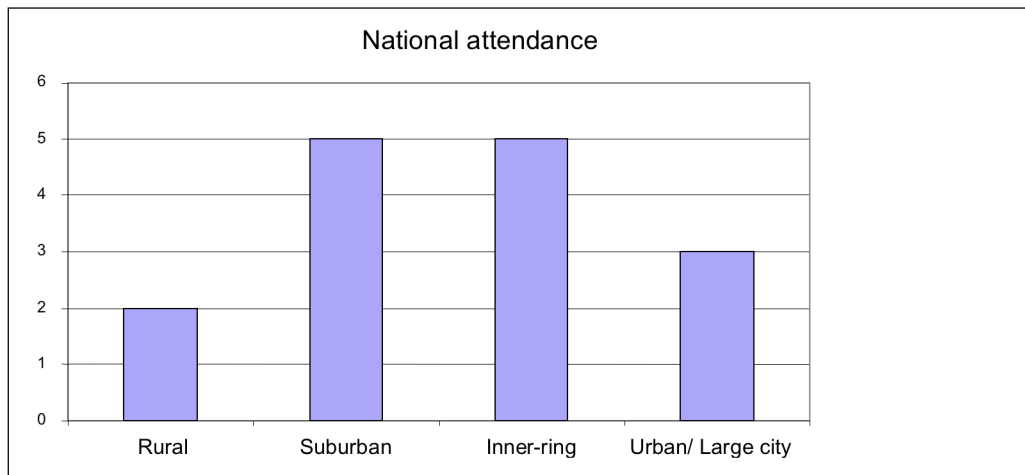
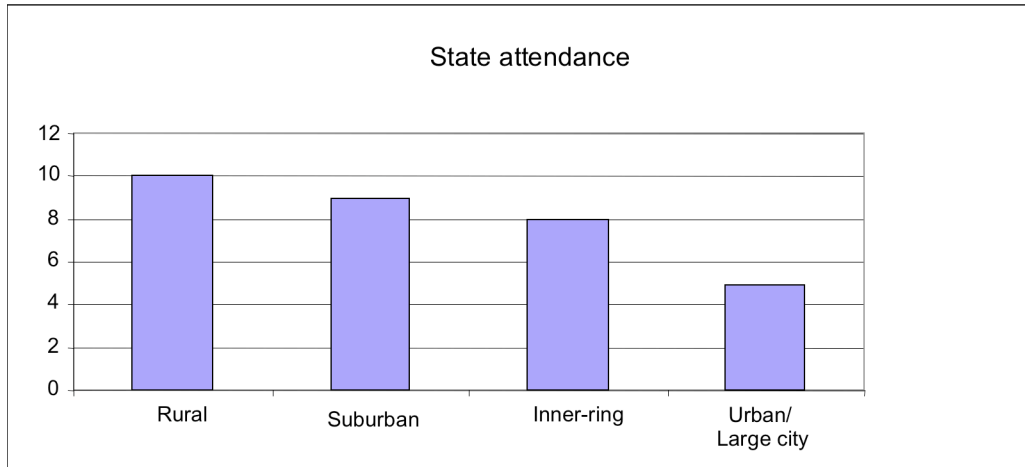
7. About FEA chapters' current-year projects and activities

We also asked advisors about the activities conducted in the current year. The table below shows the frequency and percentage data on these activities. As before, "n=[x]" indicates the number of responses for each item; discrepancies between totals and "n" indicate the number of blank or unusable responses. We asked: "After each item, please circle the response that best describes your situation."

Table 7.1 FEA chapter services and activities

This Year's Projects and Service Activities	Will you do this in the current school year?		If you circled "no," did you do this recently? Do you plan to do this soon?	
	YES	NO	Did recently	Will do soon
35a. Our chapter holds at least one teacher appreciation activity. (n=105)	92 (87.6%)	4 (3.8%)	1.9%	8.6%
35b. Our chapter takes part in the Phi Delta Kappa International Walk for Education. (n=105)	16 (15.2%)	80 (76.2%)	2.9%	15.2%
35c. Our chapter collaborates with the local Phi Delta Kappa chapter on service projects, fundraising, or other activities. (n=105)	12 (11.4%)	79 (75.2%)	0.0%	15.2%
35d. Our chapter conducts a community service project to benefit our community or school. (n=105)	74 (70.5%)	20 (19.0%)	1.0%	10.5%
35e. Our chapter sends a delegation to a state or regional FEA conference. (n=105)	35 (33.3%)	59 (56.2%)	1.9%	8.6%
35f. Our chapter sends a delegation to the national FEA conference. (n=105)	18 (17.1%)	64 (61.0%)	1.9%	7.6%
35g. Our chapter takes a field trip to a college or university. (n=105)	62 (59.0%)	30 (28.6%)	3.8%	9.5%

Based on these results, it seems that the most popular chapter activities were a field trip to a college [61%] and a community service project [72%]. Additionally, 10% of the chapters indicated they had recently or will soon take a field trip to a college; 11% of the chapters indicated they had recently or will soon conduct a community service project. One-third (33.0%) of the chapters send a delegation to state or regional FEA conferences and 18% send a delegation to the national FEA meeting. Attendance by Setting is shown in the next two graphs:



The data suggest that chapters in attendance at state conventions somewhat reflect the estimated settings of the chapters in this study. However, attendance at national conventions represents more urban and fewer rural chapters than respondents' estimates in this study.

We asked if there was an FEA program in the middle school or junior high school that feeds the high school that sponsored the FEA program profiled in the questionnaire. Only 9% of the chapters have a FEA middle school chapter from which to recruit high school members.

Discussion and implications

The findings of these preliminary analyses begin to reveal two major trends: a) overall, the data showed the chapters had fairly stable and committed leadership from advisors, and b)

although 60.0% of chapters engaged their members in tutoring, and an even higher percentage (78.1%) of chapters provided "shadowing" experiences for members, most activities and meeting topics were geared towards projects and involvements tangentially related to teaching skill development or to the experiential content of teacher education. By far the most popular activities seemed to be a "teacher appreciation day" (87%)—with another 11% indicating they had recently or will soon have such an activity—and community service projects (70.5%).

If there were a "typical" chapter program, reflecting the activities reported by over 50% of the chapters in this survey, their yearly activities would rank as follows:

1. Hold at least one teacher appreciation activity (survey ques. no. 35a).
2. Chapter members "shadow" or observe teachers as part of the FEA program (no. 14l).
3. Conduct a community service project to benefit the community or school (no. 35d).
4. Chapter members tutor younger students (no. 14a).
5. Take a field trip to a college or university (no. 35g).

Two of these (shadowing and tutoring) are standard pre-service teacher education program practices because these directly challenge the commitment and the teaching capacities of students intending to be teachers. It was interesting to us that the limited time those FEA program leaders have with their members each week or month would be taken up in planning for teacher appreciation, community service, and college field trip activities rather than activities more closely related to teacher development.

Looking at the "will do soon" columns in the tables related to questions 14 and 35 gives a look forward for FEA, to view trends and expand support capacities for chapter leaders in advance of demand. Over 10% of chapter leaders reported that they don't do the following activities now but will be doing the activities soon (in rank order, with the highest at 15.2%):

1. Take part in the Phi Delta Kappa International Walk for Education (no. 35b).
2. Collaborate with the local PDK chapter on service projects, fund raising, or other activity (no. 35c).
3. Present a certificate or other type of award to members who complete our requirements (no. 14i).
4. Have members "shadow" or observe teachers as part of the program (no. 14l).
5. Have members observe and comment on each other's teaching in a facilitated group setting (no. 14j).
6. Use tutoring to fulfill service-learning credits required by the school (no. 14c).
7. Conduct a community service project to benefit the community or school (no. 35d).
8. Have professional educators observe and evaluate members' tutoring (no. 14h).
9. Expect members to have specific knowledge about teaching and assess them on this knowledge (no. 14d).

Again, the near-future plans for chapter programs include a mix of service and teacher education activities.

Because of the low return rate of the questionnaire (about 14.7%), these results cannot confidently portray what happens in FEA chapters. The interpretation should proceed with care. However, it does provide an indication of the current status of responding FEA members and their FEA-related activities and can provide FEA leaders important information for planning and evaluation. It can also provide a basis for replicating this study, adapting its demographic features as part of an ongoing process of gathering more information about FEA chapters' settings and adopting its programmatic features as part of a yearly review of the FEA program.

St. Louis, Missouri
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