IMPROVING TEACHER RETENTION IN A SOUTH CAROLINA SCHOOL DISTRICT

by

Christine Proctor Gunter

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

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APPROVED BY:

Carol Gillespie, Ph. D., Committee Chair

Amy Jones, Ed. D., Committee Member

ABSTRACT

The purpose of this applied study is to solve the problem of the teacher retention issue for a

school district in South Carolina and to design a solution to address the problem. A multi-method

design was used consisting of both qualitative and quantitative approaches. The first approach

was structured interviews with administrators. The interviews with administrators aimed to set

the foundation on their school's teacher retention and attrition and provided an outline for

supportive opportunities they offer early-career teachers. Surveys with early-career teachers

provided insight to their thoughts and feelings about their profession and school. The third

approach is to consult documents detailing teacher retention in an effort to gain specific school

district data on teacher retention and attrition, which provides information on each specific

school's data.

   Keywords: Retention, attrition, job satisfaction, job dissatisfaction, burnout.

Copyright Page (Optional)

Dedication

I would like to dedicate this work to my family for all of their support, encouragement, and prayers during this journey. To my parents, Trudy and Gerald Proctor, thank you for setting such a high standard for me. You both have worked tirelessly your entire lives to be the most upstanding, hardworking, and honest people I know. I am thankful for growing up in a household where a strong work ethic was the expectation. This degree would also not be possible without the countless hours you spent watching Walker so I could read and write. Your selflessness and reassurance provided me with countless opportunities to be the best version of myself, and for that I will forever be grateful. I pray I can continue to pass along what you have instilled in me for Walker.

To my husband, John, I am grateful we were on the journey of going back to school together. I am proud of both of us! What an accomplishment! God provided us these opportunities and I pray we use them wisely and for His will. I look forward to telling Walker all about our journeys.

To my sweet Walker, I pray you dream big dreams! I hope and pray this is an example to you that you can achieve anything you dream when you set goals. I cannot wait to see what God places on your heart to accomplish! I will support you with every step of your personal journey. I love you!

Acknowledgments

I would like to acknowledge everyone who has played a part in my education. First, my parents, who have set an exception example and instilled in me a continuous desire to work hard, set goals, and continue learning. I am grateful for mentors and professionals whom God has placed in my life to help direct, advise, and push me to keep going.

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Center for Educator Recruitment, Retention, and Advancement (CERRA)

Early Career Teacher (ECT)

CHAPTER ONE: INTRODUCTION

Overview

The teacher shortage is becoming a significant issue for schools across the country and seems to be continuing. More schools are noticing that there are not as many teachers entering the profession as there are exiting the profession. This is especially true for the early-career teachers who have a turnover rate of nearly 40% (Helms-Lorenz, van de Grift, & Maulana, 2016). The problem of the teacher shortage and early-career teacher retention needs researching so that a solution may be designed.

The purpose of this applied study is to solve the problem of the teacher shortage within a school district in South Carolina and to formulate a solution to address the problem. This study intends to assist one school district in hiring and retaining teachers and intends to prevent having to rehire the same positions frequently and provide consistency for the staff and students. This applied research study aims to solve the problem of the teacher shortage in a school district in the upstate of South Carolina. In order to work on a possible solution to solve the problem, the history of teacher retention in South Carolina must be reviewed.

Background

Historical Background

Attempting to solve the problem of a teacher shortage in one school district begins with understanding the history of the issue. In the state of South Carolina, there has been a decrease in the number of teachers who have completed a teacher education program, and an increase in the number of teachers who have left their teaching positions ("Key teacher data from CERRA's South Carolina annual educator supply and demand reports 2014-15 to 2018-19," (n.d.). During the 2001-2002 school year, the Center for Educator Recruitment, Retention, and Advancement

(CERRA) reported 6,554 teachers were hired, and only 5,050 teachers retired or left their teaching positions. By the 2005-2006 school year, 7,445 teachers were hired, and 5,574 teachers retired or left their teaching positions. In the 2009-2010 school year, there is a shift. The state of South Carolina hired 3,619 teachers, and 4,653 teachers retired or left their teaching position.

The CERRA report gives the specific number of teachers who have left and are no longer teaching in any South Carolina public school for the last five years. During the 2014-2015 school year, CERRA reported 4,108 teachers who left that school year and did not return to any South Carolina public school. Five years later, CERRA reported that 5,341 teachers left after the 2018-2019 school year and are no longer teaching in any South Carolina public school. During the 2014 school year, CERRA reported 2,060 candidates completed a teacher education program, but by the 2018 school year, the number had dropped to only 1,642 candidates.

This data shows the shortage growing each year, with fewer candidates choosing teacher education programs. It also shows an increase in the number of teachers leaving the profession each year. There are not as many people entering the educational profession as people are leaving. Looking at data specifically from the South Carolina school district, the teacher turnover rate has also increased through the years. CERRA defines teacher turnover as the teachers who leave and do not return to a teaching position. The school district had a turnover rate of 8.2 from the 2014 school year, and by the 2018 school year, that number increased to 9.6 ("Teacher Turnover in South Carolina," (n.d.).

"Within the first five years of novice teachers starting their professional paths in education, 50% move to another school district or leave the education profession all together" (Rumschlag, 2017, p. 22). Higher teacher turnover rates cost schools and districts hours and money training new teachers. "In recent years nearly half of the graduating teachers in North

America, Europe, Hong Kong, and Australia fill positions vacated by teachers who have left with

less than five years' experience" (Gallant & Riley, 2014, p. 562). "A report by the nonprofit

Learning Policy Institute found that teacher education enrollment dropped from 691,000 to

451,000, a 35 percent reduction, between 2009 and 2014" (Strauss, 2017, para 2). In addition to

half of the new teachers leaving schools, there are a smaller number of college students choosing

the education field (Rumschlag, 2017).

> Forty percent of undergraduate students who were once education majors change their
>
> majors before graduating. For those teachers who made it through education pedagogy
>
> and entered the profession, 9.5% of them left the classroom before the end of the first
>
> year. (p. 22)

This shows there is a great need to retain teachers in schools. The teacher shortage issue is

imperative to be studied and solved because it directly affects student achievement.

Social Background

Teachers who leave the profession do so for multiple reasons. They want more

autonomy, respect, and support (Schuck, Aubusson, Buchana, Varadharajan, & Burke, 2017).

Early-career teachers who leave the profession have also reported feeling unwelcomed at their

schools, having difficulty in forming relationships with staff, and receiving minimal support

from veteran teachers (Gallant & Riley, 2014). One form of support teachers often referred to is

from administrators and mentors, and early-career teachers in mentoring programs can often

determine if a teacher will stay (Jimerson, Choate, & Dietz, 2015). Novice teachers need support

and mentoring from veteran teachers to help them achieve success and therefore remain in the

profession (Thibodeaux, Labat, Lee, & Labat, 2015). All teachers need support, but the level of

support depends on their needs and will likely change throughout the course of their careers

(Gallant & Riley, 2014). Administrators who ensure new teachers are paired with experienced

mentors with a positive attitude can help retain early-career teachers.

Poor working conditions within the schools have been linked to higher rates of teacher

attrition (Burkhauser, 2017). These poor working conditions are defined as factors that include

lack of communication and collaboration, few opportunities for professional development,

student discipline problems, and lack of school resources and community support (Burkhauser,

2017). School administrators have a great influence on working conditions within the school, and

principals must be involved in their schools by communicating and meeting the needs of teachers

and students. By focusing on meeting the needs of teachers, administrators can increase their

teachers' retention rates within their school (Thibodeaux, et al., 2015).

Research also indicates a deficiency in teacher preparedness programs (Strauss, 2017).

This is especially apparent when it comes to teachers' beliefs about teaching before entering the

classroom compared to their lived experiences within the classroom. If their experiences were in

line with their prior beliefs, teachers would have more positive experiences. However, for others,

the differences in beliefs and experiences cause teachers to question and be challenged by

conflicting experiences (Nichols, Schutz, Rodgers, & Bilica, 2017).

Theoretical Background

Hierarchy of needs. Maslow's (1943) hierarchy of needs can assist when describing

teachers' satisfaction levels and their retention rates in schools. This can be applied to teachers

when their most basic needs are met first, and later, feelings of security and association have to

be achieved within the school system. Feeling a sense of belonging and purpose in a school

creates a higher satisfaction level and can impact teachers' decisions to stay in the profession

(Burke, Aubusson, Schuck, Buchanan, & Prescott, 2015). The higher a teacher can climb on

Maslow's scale, the more likely it is the teacher will continue to teach. Teachers who stay at the bottom of the scale are more likely to experience stress and burnout, which causes them to leave the profession or school. "Stressful situations resulting in teacher departures occur in all areas of teaching" (Fisher & Royster, 2016, p. 994).

      The self-determination theory. Another theory related to teacher retention is Ryan and Deci's (1985) self-determination theory. This theory examines motivation as a way to predict behavioral outcomes. The theory states that all humans have the innate need for competence, relatedness, and autonomy to grow and change. Competence is one's need for learning skills and developing mastery. The need for relatedness is the desire for one to belong and connect to others. The need for autonomy is the feeling of controlling one's own destiny (Power & Goodnough, 2018). Ryan and Deci (1985) believed that when people possess these three components, they become self-determined and will go on to pursue their interests and be self-motivated. Determining what motivates teachers in schools can help predict teachers' decisions to stay in the teaching profession. "Scholars have found a strong relationship between affective organizational commitment, defined as feeling emotionally attached to and having positive feelings of identification with an organization, and teachers' intentions to stay" (Thomas, Tuytens, Devos, Kelchtermans, & Vanderlinde, 2019, p. 135). Early-career teachers who feel like they belong to the school and to fellow teachers are more likely to stay in the profession because they feel connected. This, along with teachers' desire to learn skills, motivates them to continue in the profession past their early years (Power & Goodnough, 2018).

      The social identity theory of leadership. The Social Identity Theory originated from Henri Tajfel (1972) and was expanded by Michael Hogg (2001) into the Social Identity Theory of Leadership. It defines how successful a leader will be based on his ability to fit the norms of

the organization. Leaders who are considered "prototypical" are seen as effective. Leaders who

do not fit the norms of the organization are seen as ineffective. This leadership theory is based on

how leaders are perceived rather than their style of leadership or their qualities of leadership. The

Social Identity Theory of Leadership believes that leaders will only be successful if they exhibit

similar values, behaviors, and attitudes of the people who make up the organization. Hogg

(2001) stated the following:

> A well-researched consequence of liking is that it increases compliance with requests. If
>
> you like someone you are more likely to agree with them and comply with requests,
>
> suggestions, and orders. In this way, the most prototypical person is able to exercise
>
> leadership by having his or her ideas accepted more readily and more widely than ideas
>
> suggested by others. (p. 189)

Applying this theory to schools means it is critical for administrators to work diligently to build

relationships with the staff members. It also means teacher leaders in a building will only have

the respect of peers when they have spent the time to work with others and build rapport.

Building rapport and relationships ensure a leader's success within an organization.

Problem Statement

The problem is more teachers are leaving the classroom, and not enough teachers are

entering the field of education. "In the USA, 46% of new teachers left their job in the first five

years of service" (Perryman & Calvert, 2019, p. 2). This shows that almost half of the novice

teachers do not stay in the profession due to several reasons. Research shows that the most

common reasons for teachers to leave their teaching careers are low salaries, heavy workloads,

unsatisfactory working conditions, and the lack of preparation in teacher education programs

(Geiger & Pivovarova, 2018). Teachers transitioning schools or leaving the profession disrupts

the school environment. Morale levels at schools are also greatly reduced for students and

teachers alike (Gallant & Riley, 2014). Administrators and school districts must provide

important training, reduce stress and burnout, and support teachers to more effectively reduce

attrition.

　　　The focus of this research is to use interviews, surveys, and documents from the school

district in the upstate of South Carolina to determine ways to solve the teacher shortage.

Interviewing principals about their leadership styles along with what they look for when hiring

and retaining teachers can give insight into what is working and what is not working in this

district. Giving early-career and veteran teachers anonymous surveys about their levels of

satisfaction and dissatisfaction in their schools, and this district can also provide important

information regarding the teacher shortage. This study aims to give administrators solutions to

assist early-career teachers and help them perfect their craft by providing them with the highest

level identified by Maslow (1943), which is self-actualization, to stay in the profession. Teachers

will either have a positive or negative perception of their administrators and their leadership

styles, which impacts their feelings towards staying in the profession (Jones & Watson, 2017).

Administrators' leadership styles affect teachers' levels of satisfaction or dissatisfaction.

Providing teachers with a positive and supportive leadership style will also benefit the students in

the classrooms by providing them with experienced teachers who are part of their community.

Giving students teachers who have higher levels of satisfaction will, in turn, provide a better

learning environment for the students. Another important group of stakeholders impacted by this

study is the community members of the school district in the upstate of South Carolina.

Attracting and retaining more high-quality teachers in this district will provide for a more united

community for this school district.

Purpose Statement

The purpose of this applied study is to solve the problem of the teacher shortage for a school district in South Carolina and to formulate a solution to address the problem. A multi-method design will be used, consisting of both qualitative and quantitative approaches. The first approach will use structured interviews with administrators. The second approach will use surveys of early-career teachers to collect data. The third approach will use documents displaying district data on teacher retention and attrition to gain additional data.

Significance of the Study

This study is significant to the school district and administrators of one school district in South Carolina to meet their goals of providing a better education for all students. This study serves to benefit teachers, students, parents, and community stakeholders within the school district. Students deserve to have an exceptional education, and a vital component of that is the teacher. Employees who feel unappreciated or undervalued possess more feelings of wanting to leave their job for another one (Okeke & Mtyuda, 2017). Higher rates of teachers' dissatisfaction cause higher rates of teacher burnout and attrition. "Each year, over one million teachers enter, exit, or transition between schools and districts in the United States, and this movement can wreak havoc on students, other teachers, school administrators, and the surrounding school community alike" (Geiger & Pivovarova, 2018, p. 605). Solving this issue can create a more peaceful, united, and prosperous school district and community. Otherwise, administrators will be forced to hire teachers who are less qualified just to fill a position with what is available, rather than hiring the right person for the position. With increased teacher attrition rates, school administrators are finding it hard to fill vacancies with highly qualified teachers (Rumschlag,

2017). Students can suffer due to the lack of qualified teachers entering the field and the higher rates of teachers leaving the profession.

This research is crucial because it impacts the communities and the future. Without adequate education, students will not be prepared for the workforce. Research shows that student achievement is affected by hiring and retaining highly qualified teachers (Young, 2018). Schools and districts are charged with preparing 21st-century learners to be college, career, and citizenship ready. Schools must provide quality teachers to ensure more tremendous student success. Otherwise, students will suffer if they do not have enough or adequate teachers assigned to them each year.

Research Questions

Central Question: How can the problem of the teacher shortage be solved in a South Carolina school district?

Sub-question 1: How would administrators in an interview solve the problem of the teacher shortage in a South Carolina school district?

Sub-question 2: How would quantitative survey data inform the problem of the teacher shortage in a South Carolina school district?

Sub-question 3: How would documents inform the problem of the teacher shortage in a South Carolina school district?

Definitions

1. *Burnout* - Burnout is emotional depletion, lack of motivation, and commitment (Rumschlag, 2017).

2. *Job dissatisfaction* - Job dissatisfaction is unpleasant, and most individuals are conditioned, probably even biologically-driven, to respond to unpleasant conditions by

searching for mechanisms to reduce dissatisfaction (Okeke & Mtyuda, 2017).

Unhappiness in the workplace leads to teachers leaving the school or profession.

3. *Job satisfaction* - Job satisfaction is a function of the balance between the
rewards/challenges provided by the job and the expected or desired rewards sought by the
individual (Kelly & Northrop, 2015).

4. *New teacher* - A new teacher is an individual beginning his or her career as a teacher and
being employed for three years or less (Green & Munoz, 2016).

Summary

The teacher shortage is an issue that must be solved before it gets worse. Fewer college students are entering the education field, which means schools, administrators, and districts must do everything possible to retain their teachers. The theories guiding this study are Maslow's (1943) hierarchy of needs, Ryan and Deci's (1985) self-determination theory, and Hogg's (2001) social identity theory of leadership as it relates to teacher retention and attrition in this school district in the upstate of South Carolina. Research shows administrators greatly impact teachers' decisions to stay or leave the school or profession. Administrators need to discover better ways to support new teachers, so they stay in the classroom. Students will show greater success by having experienced teachers every year (Kim & Seo, 2018).

CHAPTER TWO: LITERATURE REVIEW

Overview

The problem is more teachers are leaving the classroom, and not enough teachers are entering the field of education. Statistics show, "in the USA, 46% of new teachers left their job in the first five years of service (Perryman & Calvert, 2019, p. 2). The purpose of this applied study is to solve the problem of the teacher shortage for the school district in South Carolina and to formulate a solution to address the problem. Thoroughly examining the literature on the current teacher shortage reveals the great need to retain teachers because the issue of teacher retention is becoming a bigger issue each year. This is because, "more teachers are leaving than entering the profession. Ideally, beginning teachers would outnumber pensioners, not only to replace retiring teachers but also to offset the 25% to 40% turnover among beginning teachers within 5 years" (Helms-Lorenz, et al., 2016, p. 178). This chapter will focus on examining the motives of teachers' reasons for staying or leaving the profession. These reasons include levels of teacher dissatisfaction, working conditions, relationships with colleagues and mentors, principal leadership styles, professional development opportunities, teacher preparedness programs, and the demands of state testing. Frequently hiring teachers due to high turnover rates costs administrators time and money to interview, hire, train, and mentor the newly hired teachers. Reducing the turnover rate allows for more time to be spent working on student achievement within schools and districts. It also affords students more opportunities to be assigned to experienced classroom teachers. Research has shown that principals' leadership can have the biggest impact on whether teachers stay or leave the profession (Thibodeaux, et al., 2015), and principals must take that role seriously. Poor leadership can lead to greater levels of teacher attrition. If administrators can work to meet these needs of their early career teachers, they have

the potential to increase their teacher retention rates to help offset the deficit of potential teachers

entering the field of education.

A multi-method design will be used, consisting of both qualitative and quantitative

approaches. The problem is that too many teachers are leaving the classroom, and not enough

teachers are entering the field of education, thus impacting students and school climate. The

teacher shortage impacts student achievement, the school community, and school culture. One

study "indicated that, within the same school and during the same year, students' test scores were

lower by 7.4% to 9.6% of a standard deviation in math when substantial teacher turnover

occurred" (Young, 2018, p. 16). Students and their achievement are at a significant disadvantage

where there is a higher rate of teacher turnover. Administrators and principals have a direct

impact on teacher retention (Burke, et al., 2015). There is a great need to resolve the issue of the

teacher shortage and to retain highly qualified teachers in every building. Doing so will increase

student achievement, increase teachers' satisfaction levels, and provide a culture conducive to

supporting productive working relationships between teachers and staff. These all have an

impact on teachers' decisions to stay or leave the school or profession (Burke et al., 2015). These

reasons can be connected to theories developed by Abraham Maslow (1943), Albert Bandura

(1977), Richard Ryan, and Edward Deci (1985).

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Theoretical Framework

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Hierarchy of Needs

Abraham Maslow (1943) created a hierarchy of needs describing a tiered system of

human needs. At the bottom tier, the most basic needs of food, water, and shelter must be met.

Above those are one's need to be safe, and above that is one's need to belong and feel loved. The

next tier is one's self-esteem levels, and then once all of those needs are met - one can achieve

the self-actualization level. These needs must be met in this order before the next tier can exist.

This theory can be applied to teachers and their careers (Fisher & Royster, 2016).

Meeting the human needs of teachers can be an important part for administrators to consider

while running a school. The most stress and discontent in the teaching profession has been linked

to issues with people (Fisher & Royster, 2016). If administrators are aware of this potential area

of stress, they should work to foster an environment to help alleviate the stress by fostering better

relationships within the school. A behavior approach similar to Maslow's is appropriate and

needed to meet the needs of teachers and possibly increase their potential to stay in the

profession (Fisher & Royster, 2016). Principals can work diligently to provide and foster the

right environment for teachers to feel safe, create relationships with one another, and have high

levels of esteem and security in their positions. Early-career teachers must feel connected to

others within the school system (Hobson & Maxwell, 2016). Positive relationships that foster

professional, emotional and social support have the potential to fulfill needs and teachers'

attitudes about staying in the profession (Thomas, Tuytens, Moolenaar, Devos, Kelchtermans, &

Vanderlinde, 2019).

Self-efficacy Theory

Albert Bandura (1977) developed the Self-efficacy Theory, which is an individual's

belief or confidence in their ability to meet and achieve their goals. According to Bandura, self-

efficacy beliefs are determined through four experiences. First, a person's performance outcome

in a previous experience gives an idea about how well he will perform later. A person also

develops her self-efficacy level by vicarious experiences where she observes someone else and

compares her competence to the other person's competence and experience outcomes. Verbal

persuasion influences a person's self-efficacy by either encouraging or discouraging someone's ability to perform. Lastly, Bandura believes physiological feedback influences self-efficacy by sensations one's body experiences and how emotions are perceived. The self-efficacy theory states that the higher one's self-efficacy levels are, the better performance and outcomes will exist. For teachers, the higher their level of job satisfaction is, the higher their self-efficacy level is (Troesch & Bauer, 2017). Self-efficacy plays an important role in the classroom.

This theory applied to teaching involves goals a person will set for themselves. The higher levels of self-efficacy mean a person will set higher goals for themselves. Any perceived stress in the teaching profession greatly depends on a person's level of self-efficacy (Toresch & Bauer, 2017). Higher levels of self-efficacy in teachers also show how willing the teacher is to work through and persist when teaching becomes challenging (Toresch & Bauer, 2017). Higher levels of self-efficacy can lead to higher levels of teacher retention, and lower levels of self-efficacy can lead to higher levels of teacher attrition (Toresch & Bauer, 2017). The level of educators' self-efficacy impacts what they believe, their feelings, motivations, what activities they plan in their lessons, as well as their levels of effort and persistence when things become stressful or difficult (Colson, Sparks, Berridge, Frimming, & Willis, 2017). When administrators give professional development opportunities to teachers, the higher self-efficacy teachers will be more likely to participate with the purpose of fulfilling school goals and increasing to a more positive school climate (Veiskarami, Ghadampour, & Mottaghinia, 2017).

Self-Determination Theory

Richard Ryan and Edward Deci (1985) developed the Self-Determination Theory to examine motivation as a way to predict behavioral outcomes. The theory states that all humans have the innate need for competence, relatedness, and autonomy to grow and change.

Competence is one's need for learning skills and developing mastery. Ryan and Deci believe the

need for relatedness is the desire for one to belong and connect to others. The need for autonomy

is the feeling of controlling one's own destiny. Feeling competent will lead to more

internalization and regulation (Power & Goodnough, 2018). Ryan and Deci believe that when

people possess these three qualities, they become self-determined and will go on to pursue their

interests be self-motivated.

> According to Ryan and Deci, there are two types of motivation – intrinsic and extrinsic.

All humans have different levels of each influencing them to act; however, intrinsic motives

produce a higher sense of well-being and an overall general sense of happiness. There are also

two differences within the self-determination theory that impact motivation. First, causality

orientations deal with how people orient to the environment they are in and their level of self-

determination. Aside from how one is inherently self-determined, life goals influence motivation.

Goals such as personal development can be intrinsic, or goals such as wealth or fame can be

extrinsic, but either way, they affect one's motivation. Another way to look at these behaviors is

to view them as either non-self-determining or self-determining behaviors. Generally, self-

determining behaviors are done because of intrinsic motives for satisfaction, thus showing full

autonomous control. Non-self-determined behaviors are done because they have to be and lack

complete autonomous control. These behaviors should be viewed on a continuum because most

people have a mixture of both extrinsic and intrinsic motivators.

> In a school setting, these are important things for administrators to keep in mind.

Intrinsically, self-determined motives and behaviors will produce a greater sense of well-being in

employees. It is vital for early-career teachers to have professional development opportunities

that will enhance their effectiveness as an educator (Hobson & Maxwell, 2016). Administrators

and principals must realize the importance of providing opportunities for teachers to feel

competency, relatedness, and autonomy within the school environment, so they will have a

higher probability of staying in the field (Hobson & Maxwell, 2016). Competency can be shown

through positive classroom observations and reaffirming teachers throughout the school year.

Relatedness comes by providing teachers with opportunities to build relationships with one

another by sharing their successes and their struggles in a comfortable setting. It is also important

for principals to provide autonomy for teachers within their classrooms rather than having them

feel like they have no choice in their teaching.

Social Identity Theory of Leadership

The Social Identity Theory originated from Henri Tajfel (1972) and was expanded by

Michael Hogg (2001) into the Social Identity Theory of Leadership. It defines how successful a

leader will be based on his ability to fit the norms of the organization. Leaders who are

considered "prototypical" are seen as effective. Leaders who do not fit the norms of the

organization are seen as ineffective. This leadership theory is based on how leaders are perceived

rather than their style of leadership or their qualities of leadership. Principals, as leaders, can and

should be mindful of the workplace issues, view it from different perspectives, and be flexible in

solutions presented to the teachers (Ford & Ware, 2016). This allows teachers to have input and

autonomy, as well. The Social Identity Theory of Leadership believes that leaders will only be

successful if they exhibit similar values, behaviors, and attitudes of the people who make up the

organization. Hogg (2001) stated the following:

> A well-researched consequence of liking is that it increases compliance with requests. If
>
> you like someone you are more likely to agree with them and comply with requests,
>
> suggestions, and orders. In this way, the most prototypical person is able to exercise

leadership by having his or her ideas accepted more readily and more widely than ideas

suggested by others. (p. 189)

This theory on leadership shows the importance of how relatable an administrator must be to

their staff in a school setting. When well-working relationships are established, the staff

members will be more likely to follow their administrators' vision for the school by showing

support. Administrators that support teachers' learning invests in the long-term goals of the

school and increase teachers' satisfaction and retention levels (Ford & Ware, 2016). This support

for administrators and their vision will allow for a more united, family atmosphere where

administrators are supportive to teachers, and teachers are supportive to administrators.

Based on the different theories behind teachers, the literature gives specific reasons for

teachers to possibly leave the profession. Reasons for teachers wanting to leave are based on

their levels of dissatisfaction, working conditions, relationships and mentors, principals'

leadership styles, professional development opportunities, teacher preparedness programs, and

demands of state testing.

Related Literature

Teacher Dissatisfaction

Teachers' levels of dissatisfaction can influence the students they teach. Teachers who

are dissatisfied find themselves unhappy and lacking passion. This impacts the students in their

classes. Okeke and Mtyuda (2017) conducted a qualitative research study interviewing and

analyzing data to find an understanding of teachers' job dissatisfaction. They found that teachers

related their levels of dissatisfaction to overcrowded classes, a lack of resources, and feelings of

a lack of student discipline. Focus groups and individual interviews were conducted using a

sample size of 12 secondary school teachers, and the Narrative Analysis Model (2003) was used

to analyze the data by codes and themes. Teachers said they felt the overcrowded classrooms caused them to have a lack of discipline and management. Teachers also felt that if they were going to be more effective in the classroom, they needed a higher sense of fulfillment and self-actualization in their schools and within themselves. Teacher dissatisfaction leads to an increase in teacher burnout (Iancu, Rusu, Marioiu, Pacurar, & Maricutoiu, 2017). Higher levels of dissatisfaction can lead to multiple consequences that have a negative effect on the school and classroom. These negative consequences develop into an increase in absenteeism, depression, and anxiety among teachers, which reduces the quality of instruction within the classroom (Iancu et al., 2017). Burnout symptoms also negatively impact teachers' health, job turnover rates, and work performance (Klusmann, Richter, & Lüdtke, 2016).

Teachers' levels of satisfaction depend on many factors. It is common for teachers to leave when they don't feel supported, feel ineffective in their overall job, and feel they do not meet the needs of their students (Martin, Buelow, Hoffman, 2015). Green and Monoz (2016) conducted a correlational design research study collecting data from first to third-year teachers in a large, urban school district that experiences high turnover rates. 1,273 teachers were used in this sample population, and 638 elementary, middle, and high school teachers returned the survey. The researchers found the main reasons for satisfaction were class size, resources, participation in decision-making, administrative support all impact teachers' working conditions, which in turn affects teacher retention. Administrators who make improving teacher morale levels help reduce teacher burnout and can help retain high-quality teachers (Gonzalez, Peters, Orange, & Grigsby, 2016). Green and Monoz (2016) noted that teacher preparedness programs must offer multiple opportunities to observe master teachers before entering the profession. They also noted the importance of administrators observing, supporting, and giving feedback to new

teachers during their first few years to continue improving their skills. This feedback can lead to opportunities for professional development, which has an impact on teachers' burnout and exhausting levels (Iancu, et al., 2017).

Stercke, Goyette, and Robertson (2015) examined ten strategies to increase teachers' happiness to retain them at schools and in the field of education. They gave three different themes to supporting teachers' happiness. The first theme is giving new teachers educational advising and orientation to clarify any misconceptions and to provide them a realistic perspective. Secondly, Stercke, Goyette, and Robertson suggest teaching mindfulness to new teachers by practicing well-being, positive mindsets, and assigning teachers to mentors to early-career teachers. "Assigning mentors to teachers in their first year of teaching helped new teachers know the district's expectations and helped ease the frustrations that many new teachers felt" (Young, 2018, p. 20). Supporting new teachers with a trained, positive mentor allows early-career teachers to have a safe person to go to when they need it. Stercke, Goyette, and Robertson expand on mindfulness by encouraging high levels of emotional intelligence. They suggest teachers have professional development opportunities to familiarize teachers with systemic thinking to increase emotional intelligence levels.

Improving teachers' levels of happiness and satisfaction have the ability to increase teachers and their willingness to stay at the school or in the profession. Teachers who have higher levels of emotional exhaustion will leave the profession earlier (Droogenbroeck & Spruyt, 2014). They will also be absent more often, which leads to less teaching time and lower student achievement (Klusmann, Richter, & Lüdtke, 2016). Higher levels of satisfaction increase teachers' levels of happiness, which can influence students in the classroom (Iancu, et al., 2017).

Without those needs being met, teachers will be more likely to leave the school or the profession

entirely, which can be detrimental to the students (Thomas, et al., 2019).

An important factor when considering teacher satisfaction levels is the level of job

embeddedness the early-career teachers have. Job embeddedness highlights the degree of

teachers' work experiences, responsibilities, roles, and relationships with others. The higher the

job embeddedness, the more likely a teacher will stay in the profession (Shibiti, 2019). This

shows the importance of early-career teachers getting involved and plugging into their school

and their school's vision. Administrators and other teachers can assist early-career teachers as

they begin their careers.

Teacher working conditions. The working conditions of teachers affect their stress

levels. Teachers' decisions about staying or leaving the profession are dependent on the

conditions of their school, and this is most noted in early-career teachers who are adjusting to

their school and their own professional practice (Redding & Henry, 2018). Poor working

conditions result in teachers being unhappy and wanting change, either in their school or their

career (Droogenbroeck & Spruyt, 2014). Geiger and Pivovarova (2018) conducted a mixed-

methods research study analyzing how teachers felt about their working conditions and attrition

rates. The sample size for this research included 1479 Arizona teachers. 313 teachers participated

in the optional Likert scale survey. Of the 1479 teachers, there was a retention rate of 68.1%, and

they rated their schools' working conditions as satisfactory. They also acknowledge the

importance of mentoring and how it impacted their decision to stay. Of the teacher surveys,

23.4% of surveys related to school morale, and 20.9% discussed the school leadership. Out of

those responses, almost 75% of them had a negative tone. Findings for this research imply the

importance of mentoring, effective leadership, and providing quality professional development

opportunities to improve novice teachers' levels of happiness with their working conditions and increase teacher retention (Zee & Koomen, 2016).

Students and their behaviors also affect teachers' working conditions. Student discipline impacts teachers' working conditions as well and influences teachers' decisions to stay or leave the profession (Harrell, Thompson, & Brooks, 2018). Students exhibiting constant poor behaviors result in teachers' stress levels increasing and burnout causing teachers to leave (Zee & Koomen, 2016). "Hostile behavior exhibited by students comprise school culture and raise the stress levels of teachers throughout the day" (Holmes, Parker, & Gibson, 2019, p. 28). This unnecessary additional stress placed on teachers is another unfavorable issue of working conditions and can cause feelings of dissatisfaction which may lead to higher attrition rates in schools. Administrators showing more support for teachers in working diligently to decrease student discipline referrals can increase teachers' levels of satisfaction with their working conditions. Administrators can implement school-wide behavior incentives, so all students and teachers feel rules and consequences are enforced. Administrators can also communicate with the classroom teachers often about students and consistent discipline issues. Students with severe discipline issues are negatively correlated with teachers who make plans to remain in the teaching profession (Harrell, Thompson, & Brooks, 2018). Careful attention should be given to early-career teachers to assist them with any discipline issues. First-year teachers who experience student discipline issues in their classrooms are more likely to leave the profession (Harrell, Thompson, & Brooks, 2018). Administrators can help resolve this issue by helping early-career teachers learn how to handle discipline issues when they arise.

Teachers who have a part in decision making within the school also show an increase in working conditions. This shared or distributed leadership model allows teachers to have a voice

in matters that pertain to them. Teachers' career decisions are linked to opportunities they have to collaborate with other teachers working towards the same goals while also having a voice in decisions made (Podolsky, Kini, Bishop, & Darling-Hammond, 2017). Allowing this opportunity provides teachers with empowerment and more job satisfaction and can lead to teachers staying in the school and profession longer. Administrators should enable cooperation, innovation, and shared decision making among the teachers to create an increase in teachers' autonomy levels to gain more trust and increase the school climate (Ford & Ware, 2016). It also gives teachers the feeling that their opinions and thoughts are valued by school administrators. It creates mutual respect between the two working parts of a school. "The significant association between distributed leadership and teachers' job satisfaction implies teachers' roles in decision-making within the school setting relates to their attitudes regarding both the school site and the teaching profession, with a greater bearing on attitudes toward their workplaces" (Torres, 2019, p. 120). Administrators wanting to increase teachers' levels of satisfaction regarding their working conditions should allow for a distributed leadership mentality where teachers have a voice and can share in the decisions impacting their schools (Podolsky, et al., 2017).

Another aspect of teacher working conditions is having access to the necessary materials and supplies. Teachers are more effective, and retention rates increase when they feel they have adequate materials for teaching their students (Podolsky, et al., 2017). Contrarily, not having the right materials for teaching students, becomes frustrating to teachers. Early-career teachers especially have not had years of collecting materials over time, as more experienced teachers do. When lacking materials, teachers sometimes have to compensate by purchasing their own materials, and this is a contributing factor in teachers' decisions to stay or leave the profession (Newberry & Allsop, 2017). Teachers' morale levels decrease when they have to spend hundreds

of dollars of their own money to compensate for the lack of materials needed in their classrooms (Podolsky, et al., 2019). Administrators can combat this issue by polling teachers to ask what materials are needed if the funds are available. Teachers can also rank what materials are a top priority and the most needed. This allows teachers to have a voice and builds trust between the teachers and administration, while also showing them the administrator wants the teachers to have the tools they need to do their best job.

   Salary and wages. Teachers' decisions about their future in education can also depend on their compensation (Liang & Akiba, 2015). Teachers have given the reason of lower salaries as a reason to leave the profession, especially within districts that have lower wages such as those in higher poverty areas (Podolsky, et al., 2017). Early-career teachers earn roughly 20 percent less than other college graduates (Podolsky, et al., 2017). Teachers report they do not receive enough compensation for the hours they week per week, and this low pay is linked to teachers leaving the profession (Newberry & Allsop, 2017). Low salaries can be discouraging to early-career teachers, mainly when they use their salary to pay for classroom materials as well (Newberry & Allsop, 2017). They find they must continue earning degrees to increase their pay; however, they are earning less with a portion of their income being used towards continuing education tuition and books. Salary is a factor when people consider pursuing a career in education (Harrell, Thompson, & Brooks, 2018). Teachers are more likely to leave the profession when they have the opportunity to attain a higher-paying job (Podolsky, et al., 2019). This means teachers sometimes look outside of other educational positions to find a higher paying job opportunity. One way to combat the temptation of looking elsewhere for more pay, school districts and states can offer pay incentives to not only attract but retain highly-qualified teachers. Research shows that pay incentives are more effective at improving the performance of

the teacher workforce when the incentives are built into the teachers' base salary and permanent

rather than bonuses that may not be removed at the end of a school year (Liang & Akiba, 2015).

The permanent increase has the potential to draw more candidates to the education field instead

of candidates looking outside of education for higher-paying jobs. Increasing teachers' salaries is

one way school districts and administrators can impact teacher retention in a positive way.

Relationships and Mentors

An important role in the retention of early-career teachers is the availably and the quality

of having a mentor assigned to them (Burke, et al., 2015). Research shows that when a novice

teacher spends more time with their mentor who teaches the same subject, the novice teacher has

higher student gains in mathematics and reading compared to their colleagues who have spent

less time with their mentor (Bastian & Marks, 2017). Early-career teachers have a great

dependency on the relationships they form, and this is especially true when it applies to mentors.

There is a positive relationship between early-career teacher outcomes and mentoring when a

strong relationship is formed (Bastian & Marks, 2017). When early-career teachers feel support

from others, they exhibit a higher rate of resilience during difficult times and are less likely to

leave the profession (Newberry & Allsop, 2017). The attachments early-career teachers form

with colleagues is critical (Redding & Henry, 2018). First-year teachers who have great support

during the year grow to become competent teachers, and first-year teachers who lack support

develop poorly and are more likely to leave the profession (Podolsky, Kini, Darling-Hammond,

& Bishop, 2019). New teachers may not know anyone in the school, so the first bonds formed

are between the early-career teacher and the assigned mentor. Mentors provide encouragement,

reflection, support, and opportunities for professional development (Burke, et al., 2015). The

importance of early-career teachers building relationships is vital because research shows that

people are more willing to stay in their professions if they have supportive and validating

relationships with coworkers (Newberry & Allsop, 2017). This shows the great responsibility

administrators have in choosing and assignment mentors to new teachers. This growing

relationship may set the tone for the attitude developed by the early-career teacher. Contagious

burnout occurs when one burned-out teacher influences another teacher to feel burned out (Kim,

Youngs, & Frank, 2017). If administrators are not involved with their teachers, they may not

realize the true attitudes and feelings of the teachers on the staff. This can be detrimental to

early-career teachers if they are assigned a mentor who is burned out or has a poor attitude.

However, contrary to this, when administrators are involved with their staff, they are able to

make better placement choices with mentors and early-career teachers. This can help

administrators retain early-career teachers when positive mentors are assigned to them (Burke, et

al., 2015). Early-career teachers and their mentors must have personalities that will work well

together to ensure a more successful outcome (Jones, 2016). This can be a difficult task when

administrators hire a new teacher; however, administrators should know their mentors'

personalities and help when making a match between the two. Early-career teachers' long-term

success depends greatly on them building personal and professional relationships with their

colleagues (Newberry & Allsop, 2017).

Mentors' attitudes are important, but what they teach in relation to the early-career

teacher is also important. Higher quality mentoring occurs when the mentor and early-career

teacher teach the same subject (Pogodzinski, 2015). This allows for a common element between

the two and a foundation for the relationship to develop. It is also another example of a challenge

that could be presented and worked through with the help of an experienced mentor. The novice

teacher and mentor are able to have critical conversations with each other, where the mentor has

experiences to use as they work together. Without having support from colleagues, early-career

teachers can experience a challenging and draining school climate (Burke, et al., 2015).

Not only are assigned mentors important to early-career teachers, but administrators can

help foster positive relationships with other teachers in their school. Research has shown teachers

are social, and their actions and success depend greatly on their social networks (Lane &

Sweeny, 2018). When teachers in the school possess a collaborative attitude where they work

together, teachers are more likely to remain in the profession and school (Podolsky, et al., 2019).

The social network early-career teachers can impact how they handle the challenges of teaching.

The ways they handle these situations are influenced by their peers, which shows the importance

of early-career teachers forming positive relationships within their schools. This network of

teachers can provide resources and experience to the early-career teachers, which will help them

have a more positive outlook. Early-career teachers can feel more satisfied with their career

choice when they feel like they are able to handle challenges by using their network of fellow

teachers as a support system (Podolsky, et al., 2019).

Principal Leadership Style

Another area of teacher dissatisfaction entails the principals' leadership styles influencing

satisfaction levels. "Leadership styles impact the perceptions of educators in a positive or

negative manner, and the leadership style is identified by the behaviors it encapsulates" (Jones &

Watson, 2017, p. 45). Administrators must know that their actions impact their teachers. One of

the most significant predictors of early-career teachers' intentions to stay in the school or

profession is closely linked to how they feel about their principals (Burke, et al., 2015). Support

from administrators is one of the main factors determining whether teachers stay or leave the

profession (Podolsky, et al., 2017). Teachers want to feel trusted as professionals by their

administrators (Newberry & Allsop, 2017). This conflict between teachers and other teachers or

administrators is closely linked to teachers leaving the profession (Newberry & Allsop, 2017).

Positive relationships between teachers and positive relationships with administrators has an

impact on increasing teacher retention. Teachers expect their administrators to provide them with

emotional, environmental, and instructional support, but teachers who remain in the profession

feel emotional and environmental support as being the most important and valuable to them

(Podolsky, et al., 2019). Providing teachers with positive experiences, and showing support of

them creates a more positive influence. Positive experiences for teachers may include providing

authentic professional development opportunities, giving positive feedback from observations,

and allowing teachers to have voices and be teacher leaders within the building. Teachers value

principals who communicate with them (Podolsky, et al., 2019). Administrators who do not

provide positive experiences for teachers causes higher levels of dissatisfaction and mistrust

within the teachers. This has the potential to influence teachers' decisions to leave the school or

the profession. "Principal leadership had the strongest bearing on whether teachers would remain

in the teaching profession" (Thibodeaux, et al., 2015, p. 244). Principals and administrators have

a great influence and impact on teacher retention and attrition (Burke, et al., 2015). "Because

teacher turnover directly affects student achievement, keeping highly qualified and effective

teachers on-board is important, and a myriad of researchers argued that to do this, school leaders

need to support quality teaching" (Young, 2018, p. 19). Supporting quality teaching involves

observing teachers and being involved in the learning processes in the classroom. "When school

building administrators focused on authentic student success and were supportive of teachers'

professional growth and development, teachers were more likely to stay at the school" (Holmes,

Parker, Gibson, 2019, p. 29). Administrators must also consistently provide quality feedback to

teachers, so a clear picture is defined for what is expected in the classrooms. Principals must provide teachers with a detailed, meaningful, and goal-oriented professional development calendar allowing teachers the opportunity to learn and apply the necessary skills for 21st-century learning. "Retention was higher in schools where teachers viewed the principal as a strong instructional leader, schools where teachers expressed high levels of trust in their principal, and schools where teachers reported having notable influence over school decisions" (Player, Youngs, Perrone, & Grogan, 2017, p. 331). Principals and the leadership skills they possess make a statement to teachers. These skills and actions determine how willing a teacher is to stay at the school or in the profession.

Another critical leadership style of principals is their level of openness and willingness to listen to teachers. Dictatorship styles of leadership do not allow for approachability, and teachers crave that feeling. "Providing a positive work environment was a way to retain teachers, as was having competent administrators who had an open-door policy for meeting with teachers" (Young, 2018, p. 20). Teachers are more likely to remain in the profession when they feel they have influence over school policies (Podolsky, Kini, Darling-Hammond, & Biship, 2019). Administrators who allow their early career teachers to share in the leadership of the school have a higher probability of increasing teacher retention. Schools are places for relationships to be built between students, teachers, and the entire faculty. Administrators must also show they believe relationships are important in how they treat and respect the faculty, students, and families. Inadequate support from administrators leads to an increase in teacher attrition (Burke, et al., 2015). How principals treat others affects them, and this impacts teachers' decisions to stay or leave the profession.

Principals' feedback from observations also is shown to influences teachers' and their decisions to remain in the teaching profession. Teachers crave positive reinforcement from administrators and want their administrators to set high and explicit expectations (Podolsky, et al., 2019). Low performing teachers who are given negative feedback and increased supervision from principals are likely to experience less satisfaction and want to leave the profession (Vagi, Pivovarova, & Barnard, 2017). This shows that principals and administrators can have a great influence on teachers in their buildings. Teachers who are higher performing and receive more positive feedback from administrators feel more satisfied with their career choice and remain in the profession (Vagi, Pivovarova, & Barnard, 2017). An argument could be made from these points that administrators can help to oversee teachers' decisions in their future careers at the school.

Professional Development Opportunities

Professional development provides opportunities for early-career teachers to develop their craft and skills from other professionals, which makes them feel more successful (Burke, et al., 2015). Schools with high levels of collaborative work environments with high expectations of professional learning have a positive effect on teacher retention rates (Podolsky, et al., 2019). Teachers thrive in a school culture that promotes growth and allows teachers to share setbacks in a trusting environment because it allows for continued collaboration among teachers (Allen, 2018). Research shows that the least effective teachers are the ones who are the most likely to leave the profession (Redding & Henry, 2018). Teachers who have unsuccessful students feel discouraged, and this discouragement increases the likelihood of teachers leaving the profession (Newberry & Allsop, 2017). Administrators have an important role in the school to know the needs of the teachers in the building. Professional working environments increase teachers'

attitudes and morale levels, which can have a positive impact on teacher retention rates

(Podolsky, et al., 2019). Teachers' needs must be fully articulated through administrator

engagement with early-career teachers (Paor, 2016). Teachers' skills improve greatly when they

are in schools with strong professional environments (Podolsky, et al., 2019). Improving their

skills will help reduce teachers' stress and increase their efficacy to prevent burnout. If early-

career teachers are experiencing burnout, they will be less likely to be involved and engaged in

the school (Klusmann, Richter, & Lüdtke, 2016). The second step of knowing those needs is for

administrators to meet those needs, and one way to do that is to provide professional

development opportunities for teachers to continue learning and improve their craft. Without

providing these opportunities for teachers, administrators may have a detrimental effect on

teachers. Sporadic and disjointed professional development opportunities fail to change teachers'

beliefs, practices, and effectiveness (Bastain & Marks, 2017). Administrators can also ensure

teachers have common planning periods, so they are able to collaborate with each other.

Teachers feel more efficacious in their work when they are given time to collaborate with other

teachers (Podolsky, et al., 2019). Emotionally exhausted and burned out teachers, will be more

critical and less encouraging to students and their accomplishments (Klusmann, Richter, &

Lüdtke, 2016). If administrators provide professional development opportunities that are not the

correct need, the participating teachers may be becoming passive and opt-out of the opportunity

rather than engage and participate in the professional development opportunity (Paor, 2016). An

important aspect of professional development includes school leaders engaging in the

professional development opportunities to show support for their teachers (McKenzie &

McKenzie, 2018).

The teachers' education and professional development have a direct impact on children's education (Gomez, Kagan, & Fox, 2019). Professional development is the most successful when the sessions are intensive, sustained, and provide opportunities for the teachers to use the material in an engaging way (McKenzie & McKenzie, 2018). Teachers who are confident in their ability to teach and motivate students are more likely to see positive student outcomes (Kim & Seo, 2018). Administrators must be able to know and provide opportunities for teachers to learn more ways to give children the best education possible. Early-career teachers who are more likely to remain in the profession work in schools where there is a shared goal and vision (Podolsky, et al., 2019). This means, administrators must know the weaknesses in the school, whether that is from test scores or teacher surveys, and then follow up by providing multiple ways for teachers to improve while having all teachers share the vision. Depending on the needs of the teachers and school, professional development opportunities can provide early-career teachers opportunities to feel more confident in their teaching abilities in how they are allowed to learn and grow in a comfortable environment with their peers. Whole staff involvement in professional development allows for the school to be united and working together (McKenzie & McKenzie, 2018). Professional development opportunities for the teachers must also include an occasion for teachers to practice the new skills they have learned. Teachers also yearn to be observed and provided with feedback after trying to implement the new skills (McKenzie & McKenzie, 2018). Modeling and practicing the new skills allows for teachers to reflect and follow-up on their learning by applying those skills to their own classrooms. This practice can impact early-career teachers by increasing their confidence and satisfaction (Osborne et al., 2019). This satisfaction and chance to increase confidence may result in early-career teachers wanting to stay in the profession.

Teacher Preparedness Programs

Recently, more research is being completed on the effectiveness of teacher preparedness

programs and their impact on retaining teachers. Currently, teachers are less experienced than

they were in the past due to the various pathways to earn a teaching credential (Redding &

Henry, 2018). Strong and intensive programs are shown to have more positive teacher retention

outcomes (Bastain & Marks, 2017). There is increasing evidence that shows higher teacher

attrition rates for those who entered the profession without being adequately prepared (Podolsky,

et al., 2019). Evidence shows there is a lower expectation for early-career teachers to have a

long-term career in education when they have not participated in a traditional teacher

preparedness program because they show less of an attachment to education and teaching

(Redding & Henry, 2018). However, teachers who become certified through the traditional

method of graduating from a college or university where they participated in a student teaching

experience have the lowest turnover rates (Redding & Henry, 2018). Early-career teachers

graduating from programs with strong preparation experiences feel more effective in the

classroom (Podolsky, Kini, Bishop, & Darling-Hammond, 2017). These teachers have been

exposed to the essentials skills needed to start their teaching careers because they have had an

opportunity to preview the job and decide if teaching truly is for them (Redding & Henry, 2018).

Contrarily, early-career teachers who are underprepared struggle and will exit the teaching

profession (Podolsky, Kini, Bishop, & Darling-Hammond, 2017). Teachers in their first-year

who feel prepared based on their teacher preparedness program are more likely to continue

teaching than the first-year teachers who do not feel they were prepared well (Podolsky, et al.,

2019). One specific area in the research determined teachers were more likely to stay in the

profession when they had a year-long teaching residency and were more likely to enter the

teaching profession (Vagi, Pivovarova, & Barnard, 2017). First-year teachers who had a semester

or more of classroom experience during their teacher preparedness program were more than

three times less likely to leave teaching after the year than the first year teachers who did not

have any prior experience in the classroom (Podolsky, et al., 2019). Having the opportunity to

gain experience for an entire school year allows future teachers to see the entire school year from

start to finish rather than only seeing one semester or not at all. It grants potential teachers the

full picture of what a school year entails and shows them the persistence needed from the

beginning to the end. It is a more realistic picture for potential teachers.

       Teaching has been categorized as a highly emotional profession (Timoštšuk, Kikas, &

Normak, 2016). This makes the emotional intelligence levels of student teachers an important

aspect of their teacher preparedness programs. Experiences during student teaching and

throughout teacher preparedness programs can predict teacher retention (Whipp & Geronime,

2014). The more closely the experiences potential teachers have to what they will experience

when they are teaching on their own impacts the how realistic their expectations will be when

they begin their career. This improved understanding can eliminate shock or surprise early-career

teachers may feel when they begin their careers. Misconceptions from what teachers felt the

profession should be like versus the reality of what it is like influences teachers' decisions to stay

or leave the profession (Newberry & Allsop, 2017). Professional growth for novice teachers

must include knowing and understanding themselves and their goal of who they want to become

as teachers (Allen, 2018). This is an important aspect that should be a part of teacher

preparedness programs because it can prevent teacher burnout and reduce early-career teacher

turnover (Timoštšuk, Kikas, & Normak, 2016). Teacher burnout can be an outcome of the early-

career teachers' expectations of what they believe teaching should be, but the reality of teaching

being far different (Klusmann, Richter, & Lüdtke, 2016). Directors at universities should

incorporate a part of the curriculum to discuss and help student teachers develop their emotional

experiences during their student teaching, which should assist them when they are teaching

independently. Student teachers must be able to gain a realistic picture of what teaching is. They

will have the opportunity to rely on emotional skills they learned during their student teaching

experiences to assist them with lowering their levels of emotional stress. More positive emotions

can help student teachers develop broader coping skills to help them deal with the emotional

pressure of stress of teaching, which may help them avoid dropping out of the profession later

(Timoštšuk, Kikas, & Normak, 2016).

Another important aspect of teacher preparedness programs is the placement of student

teachers with cooperating teachers. The experiences during student teaching can be the most

critical part of any teacher preparedness program and are the greatest predictor of teacher

effectiveness (Goldhaber, Krieg, & Theobald, 2017). This placement can be critical to the

success of student teachers. When administrators decide who will house a student teacher, they

must know what example the cooperating teacher will set for the student teacher. This is a

critical time when the student teacher will be spending the most hours in the classroom, so that

time must be with someone who will set a good example and provide a good foundation for the

student teacher.

While the cooperating teaching is important in the success of the student teacher, the

school itself is also important. Student teaching experiences in schools that have higher levels of

teacher collaboration and lower rates of teacher turnover produced more effective novice

teachers (Goldhaber, Krieg, & Theobald, 2017). The school climate where student teachers are

placed can have an influence on student teachers' perspectives on where they potentially would

like to work. School administrators have a great opportunity to house student teachers that could

possibly be new hires the next school year. Principals who house student teachers have a unique

opportunity to observe the student teachers teach, interact with them, and decide if they would be

a good fit for their building. This is a unique chance that principals do not have by only interview

candidates.

Research has also shown that teacher preparedness programs that were five years in

length rather than four years positively influences early-career teachers. Five year programs

increase rates of teacher retention, and those teachers received, on average, higher evaluation

ratings from principals than the four year program graduates (Bastain, Patterson, & Pan, 2017).

Knowing this information, a building principal may want to hire an early-career teacher who

graduated from a five year program rather than a four year program because it should increase

the possibility of retaining a higher quality teacher. Teachers who spent more hours in the

classroom during their student teaching experience have a higher self-assessment level of

preparedness than teachers who spent less time in the classroom (Goldhaber, Krieg, & Theobald,

2017). Another factor building principals may look for when hiring new teachers is their

institution. Research has found that graduates of private universities, more traditional students,

and diverse faculty members produced students who scored higher on the Praxis II exam

(Bastain, Patterson, & Pan, 2017). Building principals can look at the potential teachers'

university for an increased possibility of retention.

Teacher Leadership Roles

After teachers have graduated from well-designed teacher preparedness programs, they

have the opportunity to become teacher leaders in their schools. When teachers are given

opportunities for leadership roles and share their knowledge with colleagues, they are more

likely to remain in the education field (Podolsky, et al., 2019). Research shows a direct

relationships between teacher leadership and an increase in student achievement (Taylor, Klein,

Munakata, Trabona, Rahman, & McManus, 2018). Teacher leaders are the teachers in the school

who provide opportunities to assist their colleagues in effective practices (Taylor, Klein,

Manakata, Trabona, Rahman, & McManus, 2018). Administrators can offer opportunities for

teachers to share their knowledge and talents through learning communities within the school.

This allows for the school to have a more collaborative, trusted, and united feeling which affects

change in the classroom, school, and community (Taylor, Klein, Manakata, Trabona, Rahman, &

McManus, 2018). This also assists students in their learning and impacts multiple classrooms.

Teacher leaders also allows for different teachers to take part of the entire school's mission. It

allows teachers to highlight what they do well and share it with others, rather than only having

the same few teachers sharing with others. Teachers have the opportunity to share their successes

which increases their confidence. This increases interaction between faculty members and

decreases the feelings of teacher isolation. When teachers are given multiple leadership roles,

there is an increase of teachers' intentions to remain for the upcoming three years (Podolsky, et

al., 2019).

Administrators have an important role in allowing shared leadership within the school.

Trust must be built between the administration and the teacher leaders. Teacher leaders are the

most effective when the building administrator uses them to assist in meeting the school-wide

goals (Taylor, Klein, Manakata, Trabona, Rahman, & McManus, 2018). This distributed

leadership model impacts the entire school, and administrators are granted the opportunity to

encourage leadership in their school. This is a powerful step for administrators to make by

acknowledging what teachers are doing well within their school. Therefore, by supporting

teachers as they transition into teacher leaders, administrators can have an impact to increase

teacher retention within their school. Teacher leaders feel more empowered and develop a higher

sense of job satisfaction while feeling more fulfilled with themselves professionally (Hirsh &

Bergmo-Prvulovic, 2018). This is a positive way to increase retention. Assigning teachers as

leaders, the education field becomes more attractive to early-career teachers and impacts their

decisions to stay (Hirsh & Bergmo-Prvulovic, 2018).

Demands of State Testing on Teachers

Student achievement and performance impacts teachers' decisions to stay or leave the

profession (Harrell, Thompson, & Brooks, 2018). Schools with better test scores retain more

teachers, and schools with low performing students have more teachers leave the profession or

school (Harrell, Thompson, & Brooks, 2018). State testing and the demand for schools and

teachers to produce good scores adds stress to the high workload of teachers. Thibodeaux, Labat,

Lee, & Labat (2015), conducted a quantitative study with three focuses that studying principals'

leadership behaviors, high-stakes testing, and the relationship between teacher satisfaction and

mentoring and whether they affected a teacher's decision to stay in the profession. Surveys using

the Likert scale were distributed to 501 teachers in five districts. 212 teachers completed and

returned the survey, and represented teachers from elementary, middle, and high school levels.

The results showed that high-stakes testing does lead to teacher burnout. They also found that the

more supportive a principal is, the more likely the teacher is to stay in the profession. Another

result showed that teachers stay in the profession because of students' success and the teachers'

enjoyment in content. The findings revealed that dissatisfaction and attrition are caused by extra

duties asked of teachers, lack of administrative support, and discipline. "Stressful situations

resulting in teacher departures occur in all areas of teaching" (Fisher & Royster, 2016, p. 994).

The pressure to perform through student test scores is linked to teachers leaving the profession (Newberry & Allsop, 2017). The demands of state testing on teachers directly impacts teachers' stress levels and increases the pressure placed on teachers, which causes teachers' self-efficacy levels to decrease (Gonzalez, Peters, Orange, & Grigsby, 2016). The added stress teachers possess can pass along to the students, which has the potential to impact student achievement in a negative way. Administrators have the ability to reduce stress and the outcomes of high-stakes testing on teachers by keeping the focus on students and not the tests. In a study of teachers who left the profession, several of them noted how testing changed the classroom and school environments. The teachers felt, "testing policy as test preparation took actual time away from other instruction, but they also felt a pressure to change their focus to student test performance and away from what they believed to be the needs of their students" (Glazer, 2018, p. 67). State testing pressure and stress do not create a beneficial environment for teachers or students. Too much emphasis on the outcomes of state testing makes an impact on teachers and their decisions to either stay or leave the profession (Ryan, Embse, Pendergast, Saeki, Segool, & Schwing, 2017). Teachers' psychosocial well-being is related to higher student and academic outcomes (Saeki, Segool, Pendergast, & Embase, 2018).

Administrators can try to focus on analyzing teachers' stress levels and their well-being to ensure teachers have a lower stress level and reduced burnout levels. Principals working to create a positive school climate will help reduce teachers' experiences of work-related stressors (Saeki, et al., 2018). Teacher accountability based on students' test scores greatly increases and predicts higher levels of stress, attrition, and burnout (Ryan, et al., 2017). Comparing teachers to one another based on test scores increases stress and causes teachers to be competitive with one another rather than work together to benefit the students (Newberry & Allsop, 2017). When

administrators work to support their teachers' efforts and allow for collaboration in curriculum design, teachers' self-efficacy levels increase and it can reduce the stress and pressure teachers feel due to state testing (Gonzalez, Peters, Orange, & Grigsby, 2016).

Summary

Nearly half of the early-career teachers leave the field soon after they begin. This shows the great need for administrators to work diligently to retain teachers in their buildings. "In the USA, 46% of new teachers left their job in the first five years of service" (Perryman & Calvert, 2019, p. 2). This shocking statistic shows the great need to retain exceptional teachers, especially because there are smaller numbers of students choosing to study education to become teachers. According to Rumschlag (2017), "40% of undergraduate students who were once education majors change their majors before graduating. For those teachers who made it through education pedagogy and entered the profession, 9.5% of them left the classroom before the end of the first year" (p. 22). Once a novice teacher enters her career, it is vital to ensure her success so she will stay in the profession for not only the school's climate and culture, but also for student achievement. There are many factors that influence a teacher's decision to leave the profession early in their careers. Teachers' work conditions, colleague relationships, stress levels from state testing, principal leadership styles, professional development opportunities, and even the pathway the novice teacher took to get into a teaching position all impacts their feelings and decisions to stay or leave the profession. Administrators have a direct impact on the teachers' career decisions during their first years. As administrators build relationships with newly hired teachers, it is important to discover and meet their needs while finding the right ways to help them improve their craft. Early-career teachers need support, mentors, and strategies in place to keep their levels of satisfaction high in hopes of the teachers staying in the educational field.

Teachers' decisions to leave the field affect student achievement, the school community, and each school's morale. Retaining exceptional teachers provides great benefits to students and the entire school community. It provides continuity, consistency, and a family environment for the faculty to thrive. Consistency among grade levels is an important factor that allows the teams to work closely together over the years. "Intact grade-level teams gave teachers time to collaborate with each other. The teams were able to work together to prepare lesson plans, which results in plans that helped them be better able to meet student achievement goals" (Young, 2018, p. 20). Student achievement increases teacher attrition rates are low. Without the consistency amongst grade levels and teams, veteran teachers are forced to either mentor new teachers or completely disengage from the team because they are used to a revolving door of other faculty members. Facilitating a united faculty creates a place where new teachers are provided a mentor and training to ensure their success. They are able to build confidence in their ability which increases their job satisfaction levels. When teachers return year after year, student achievement increases and the teachers continue to feel successful. Administrators have the ability to facilitate supportive relationships with teachers. They also are able to provide vital professional development opportunities and mentors to early-career teachers, which should foster critical growth to retain teachers. Administrators' influence in the school can either give more stress to the teachers, or administrators can work to relieve the stress and pressures teachers feel. Administrators have a direct impact on the teachers in their buildings. There is also an opportunity for administrators to empower teachers as leaders to provide professional development opportunities throughout their schools. These teacher leaders can lead the way in improving student achievement in several classrooms in their schools. Principals can ensure teachers' satisfaction levels are high by having high standards for the teachers' working

conditions. Satisfied teachers are more likely to stay in the field of education. By knowing and meeting teachers' needs, administrators are able to retain highly qualified teachers which has a direct impact on increasing student achievement.

CHAPTER THREE: PROPOSED METHODS

Overview

The purpose of this applied study is to solve the problem of the teacher shortage for a school district in South Carolina and to formulate a solution to address the problem. The problem is more teachers are leaving the classroom, and not enough teachers are entering the field of education. "More teachers are leaving than entering the profession. Ideally, beginning teachers would outnumber pensioners, not only to replace retiring teachers but also to offset the 25% to 40% turnover among beginning teachers within 5 years" (Helms-Lorenz, et al., 2016, p. 178). Teachers transitioning schools or leaving the profession disrupts the school environment. Administrators and school districts must provide essential training, reduce stress and burnout, and support teachers to reduce attrition. This applied study uses a multi-method design incorporating qualitative and quantitative strategies to highlight specific reasons early-career teachers leave this school district in South Carolina. For this study, interviews will be conducted with building-level principals at the elementary schools, surveys will be given to early-career teachers at the elementary schools, and documents will be gathered to provide insight into the issue of teacher retention and attrition for the South Carolina school district.

Design

A multi-method design incorporating both qualitative and quantitative methods will be used for this applied study. The purpose of using this design is to bring both qualitative and quantitative methods together to provide an in-depth, detailed perspective on the issue of teacher retention and attrition in one school district. This is the ideal combination of methods because it gives a complete perspective of the issue. Both qualitative and quantitative methods provide "complementarity, completeness, developmental, expansion, corroboration/confirmation,

compensation, and diversity" (Bickman & Rog, 2009, p. 286). A multi-method design was the most appropriate choice for this research study because fully integrating these designs provides great details throughout all stages of the study utilizing both qualitative and quantitative aspects of research (Bickman & Rog, 2009). This applied study will use semi-structured interviews to examine the teacher retention and attrition issue in one district, while also incorporating surveys and documents to give an integrated perspective on the problem, thus providing qualitative and quantitative data.

Research Questions

Central Question: How can the problem of the teacher shortage be solved in a South Carolina school district?

Sub-question 1: How would administrators in an interview solve the problem of the teacher shortage in a South Carolina school district?

Sub-question 2: How would quantitative survey data inform the problem of the teacher shortage in a South Carolina school district?

Sub-question 3: How would documents inform the problem of the teacher shortage in a South Carolina school district?

Setting

The chosen school district for this study is located in South Carolina. This setting was determined because of its diversity. There are multiple districts in the county, but the chosen one is the largest and most diverse. Approximately 53,000 people reside within the district lines, and it is comprised of urban, suburban, and rural areas. Roughly 11,500 students attend the chosen school district, and there are approximately 900 certified staff members in the district. The

school district has one child development center, nine elementary schools, three middle schools, one ninth grade school, and one high school.

This school district was chosen for the study due to the diversity within the schools and the smaller size of the district, which allows the researcher to conduct semi-structured interviews with building principals. In regards to leadership, there is one superintendent with two deputy superintendents. These three superintendents work closely together with all of the schools. Each school has a principal and at least one assistant principal, depending on the student population size. This study will focus on teacher retention and attrition at eight of the nine elementary schools. The table below shows each school's student enrollment and data on teacher retention from the previous school year.

Table 1

Elementary Schools' Enrollment and Teacher Retention

Elementary School	Approximate Number of Students	Number of Teachers	Percentage of Returning Teachers
A	689	47	80
B	678	54	98
C	767	48	85
D	485	34	83
E	346	25	65
F	448	28	97
G	834	53	88
H	380	31	86

Participants

Participants for this applied study will be early-career teachers and head principals at the elementary schools. Purposive sampling will be used for this study because it should yield the most information on the issue of teacher retention for this one school district, because the principals have a direct impact and influence on the teachers in their buildings (Bickman & Rog,

2009). Principals at the eight elementary schools will be interviewed with the purpose of

discussing supports, programs, and opportunities that are provided to early-career teachers and

each of the schools. Surveys will be given to 30 early-career teachers from the eight elementary

schools.

Interviews with the principals will cover information about supports, programs, and

opportunities provided to the early-career teachers in each school. It is an opportunity to learn

about turnover rates at each of the schools. These interviews will highlight positions the

principals have difficulty filling and provide opportunities for principals to share their strategies

about what they look for when hiring new teachers.

Surveys to the early-career teachers will provide insight into the teachers' thoughts and

feelings about their schools and efforts to retain them in the career and school. Potential

participants will be 31 early-career teachers from the pool of approximately 60 early-career

teachers from the elementary schools.

The Researcher's Role

As the researcher, it is crucial to recognize any potential bias or unintended influence. As

an assistant principal at one of the nine elementary schools in the school district, the researcher's

assigned school will not be studied. The researcher's interest and motivation for conducting this

study are to highlight any patterns and trends in the schools that either shows higher rates of

teacher retention, or lower rates of teacher attrition. The goal of this study is to be able to apply

what is discovered to schools within the district to retain teachers and decrease the turnover rate.

Potential researcher biases may include the following: defending what administrators are

attempting to do and taking up for the administrators as the surveys are returned because of the

researcher's role as an administrator. However, the researcher will control for potential biases by basing the results solely on the data.

Procedures

To conduct this study, the researcher will begin by securing the Institutional Review Board (IRB) approval. Once approval has been granted, the researcher will seek written permission and approval from the school district's superintendent (Appendix A). After superintendent approval has been granted, written permission and approval will be sought from the school district's principals participating in this research study within the school district (Appendix B).

Once permission from key gatekeepers has been given, the researcher will then begin seeking participants for the study (Appendix C). There are 60 early-career teachers at the eight elementary schools in the district. The researcher will meet with the school district's director of personnel and ask her to assign each of the early-career teachers from the eight participating elementary schools a number starting with 1. Using a random number generator, the researcher will obtain 30 numbers spanning from the beginning number of 1 to the maximum number of 60. Those 30 numbers will be reported back to the director of personnel. The director of personnel will then pull the 30 potential participants' names that were assigned to each of those randomly generated numbers. This list will be kept private from the researcher. The researcher will compose an email that will be sent by the director of personnel to each of the 30 possible participants. This email will contain the letter of consent and a link to take the survey. Potential participants will agree to participate by clicking the link to take the anonymous survey.

During semi-structured interviews with building principals, the researcher will seek to obtain information about the programs and supports in place to assist early-career teachers. A

portion of this interview will also seek to find any positions that are difficult to fill, and also seek

any insight from the building principals about their thoughts on the reasons they struggle

retaining teachers.

The survey to early-career teachers will focus on their feelings of support from their

school's administration and colleagues. It will also seek to gauge their feelings on the school and

their future plans to either remain or leave the profession. This should provide insight into the

eight school administrators about the early-career teachers' thoughts and feelings about what

might encourage them to remain at the school and in the profession.

Documents will also be gathered throughout this research period from the Director of

Personnel at the district office. Documents will include data about the teacher turnover rates at

each of the elementary schools that are participating in the research study. The information to be

included will be the numbers of teachers either resigning or retiring from each of the

participating elementary schools. Other documents will consist of information on how long each

principal has been at the helm of each of the participating elementary schools.

Data Collection and Analysis

Data collection and analysis will have three parts for this applied research. The first

qualitative data collection method is through interviews. The second form of data is quantitative

through the use of early-career teacher surveys. The final data collection form is quantitative also

in nature and consist of gathering information with documents.

Interviews

Semi-structured interviews will be given to the building principals of each of the

participating schools in the South Carolina school district. These interviews will help develop a

rapport with the principals of the elementary schools while providing details about the critical

issue of teacher retention that standardized questionnaires would not be able to provide

(Bickman & Rog, 2009). Interviewing principals will provide an important perspective because

they are the leaders in their school, and their leadership has a direct impact on teachers.

Administrators and their leadership styles provide teachers with either positive or negative

feelings, and these feelings lead to decisions about teachers staying or leaving the profession

(Jones & Watson, 2017). Semistructured interviews are appropriate for this applied study

because the researcher and the building principals are connected through working in the same

school district. This should allow for honest and frank conversations, which should allow for the

problem of teacher retention to be highlighted and solved. Building relationships and rapport

between the researcher and the interviewees will help to overcome any reluctance in revealing

sensitive information (Bickman & Rog, 2009).

These interviews will be held at each of the principal's schools. Interviews will be

recorded and transcribed and will seek to identify early-career teachers in their schools, and also

to find insights to their school's teacher retention problem and what each of them is doing to

attempt to resolve it. The interview questions (Appendix D) for principals will provide insights

concerning their schools.

1. Thinking specifically about your school, what do you think makes it difficult to retain high-

quality teachers? This critical interview question serves the role of gaining the principal's

perception and opinion on what specifically causes teachers to leave that school. It highlights

what may or may not be unique in the school's environment or culture that impacts a teacher's

decision to leave. "Principals can be facilitators of a supportive culture, and in turn, positively

influences beginning teachers' choice to remain in the profession" (Thomas, Tuytens, Devos,

Kelchtermans, & Vanderlinde, 2019, p. 142).

2. What supports and programs do you provide your early-career teachers to retain high-quality

teachers? This is an opportunity for principals to highlight what they feel they do to be

supportive of early-career teachers in their buildings. "Principals are uniquely positioned to

pursue differential retention strategies" (Grissom & Bartanen, 2019, p. 515).

3. How do you monitor your early-career teachers' worth and feelings throughout the school year

to ensure they feel valued? "Research shows that workers who feel undervalued and

unappreciated may consider leaving their jobs for something else" (Okeke & Mtyuda, 2017, p.

54).

4. What qualities do you look for when interviewing potential teachers for your school?

"Personnel decisions are an important channel through which principals can influence student

achievement, and several studies provide evidence that principals can act strategically in the area

of personnel management to try to improve school outcomes" (Grissom & Bartanen, 2019, p.

515).

5. What signals or warning signs do you see that a teacher may be considering leaving the school

or profession? "Beginning teachers whose commitment has diminished may invest less effort in

building a strong support network" (Thomas, Tuytens, Devos, Kelchtermans, & Vanderlinde,

2019, p. 143).

6. What characteristics and qualities do you see in teachers who show longevity in their teaching

careers? "Previous research has stipulated that people who are committed are more likely to

invest effort in their job as they want to help their organization in goal attainment" ((Thomas,

Tuytens, Devos, Kelchtermans, & Vanderlinde, 2019, p. 143).

7. How do you decide when a teacher needs an improvement plan to assist her with overall

performance? "Effective principals may find ways to encourage turnover among low

performers, either through administrative means, such as contract nonrenewal or through less formal means, such as 'counseling out' or finding ways to make the job less palatable" (Grissom & Bartanen, 2019, p. 515).

8. How often do you observe your early-career teachers and provide them with feedback? Administrators provide support in many ways, including instructional feedback (Redding, Booker, Smith, & Desimone, 2019),

9. What do you believe your role is in impacting teachers' decisions to stay in the profession? "Teachers who began their careers in schools with more supportive administrators were predicted to turn over from their school at much lower rates than teachers with less supportive administrators" (Redding, Booker, Smith, & Desimone, 2019, p. 721).

10. How do you go about helping a teacher who is effective avoid leaving the profession or your school? Administrators build capacity within their schools by being instructional leaders and providing support models for their teachers through professional development opportunities (Martinez, 2019).

The interview data will be recorded, transcribed, and analyzed by the researcher. The data will be analyzed, seeking to code and categorize information into specific themes based on the principals' responses to the questions. The categorizing will make it easier to form a generalized perspective of the data, and it will allow for theories to develop while organizing and retrieving data to show evidence and support for the concepts (Bickman & Rog, 2009). From the research, some examples of categories that may emerge from the interviews are "mentoring," "sense of belonging," "student behavior," and "relationships."

Surveys

The second sub-question explores ways for surveys from early-career teachers to provide quantitative data informing the problem of the teacher shortage in the South Carolina school district. Surveys will be given to the early-career teachers from each of the participating schools three times during the school year. Survey questions (Appendix E) will be anonymous using Survey Monkey, and contain the Likert scale of strongly agree to strongly disagree, some multiple-choice questions, and some short answer questions. This data collection strategy will provide important information regarding early-career teachers' feelings on their school, support, belonging, and intentions of staying or leaving the school or profession in the future.

1. I feel supported by my teammates/colleagues. Strongly Agree, Agree, Disagree, Strongly Disagree. In reference to Maslow's Hierarchy of Needs, teachers want to feel a sense of belonging, and this question relates to the level of belonging teachers feel. "Having support and effective mentoring from veteran teachers is critical to novice teachers' success and their intent to remain in the teaching profession" (Thibodeaux, et al., 2015, p. 230).

2. I feel supported by my school's administration. Strongly Agree, Agree, Disagree, Strongly Disagree. This question also shows whether teachers feel a sense of belonging. "Principal leadership had the strongest bearing on whether teachers would remain in the teaching profession" (Thibodeaux, et al., 2015, p. 244).

3. I enjoy my job. Strongly Agree, Agree, Disagree, Strongly Disagree. This question highlights the prediction of retention or attrition.

4. I am glad I chose this profession. Strongly Agree, Agree, Disagree, Strongly Disagree. This question also shows the possibility of a teacher wishing to stay or leave the profession.

5. I see myself teaching for the rest of my professional career. Strongly Agree, Agree, Disagree, Strongly Disagree. This question is important because it can predict future plans for the teacher while also highlighting if a teacher is feeling unhappy.

6. I have autonomy in my school. Strongly Agree, Agree, Disagree, Strongly Disagree. This question gives teachers an opportunity to share if they feel like they have control over the decisions they make in their classrooms.

7. I am aware of my personal areas of teaching that need improvement, and my school's administration is helping me strengthen these areas. Strongly Agree, Agree, Disagree, Strongly Disagree. This question shows if teachers participate in their own reflection and evaluation and whether administrators are supporting teachers and helping them improve weaker areas by providing professional development opportunities.

8. Issues that prevent me from doing my best work as a teacher are… This open-ended question will show a specific area the teacher feels prevents her from doing her best and can give vital information to building principals about areas for improvement and places administrators can work to resolve. "The common factors that spur teachers worldwide to leave the profession include low salaries, poor working conditions, quality of teacher preparation programs, and overwhelming workload" (Geiger & Pivovarova, 2018, p. 605).

9. I plan to stay at this school next year. Yes, No. This question will be important because it shows what the teachers' intentions are for the next year, and may correlate to the other responses.

10. If I could change things about teaching here, they would be… This open-ended question can give important information to building principals about areas teachers want to see an improvement to help increase retention rates.

Survey data will be analyzed using the responses provided through Survey Monkey. This data will be analyzed to find commonalities amongst the early-career teachers' feelings on support from their colleagues and administrators. The open-ended questions will provide detailed information that will be placed into categories. Examples of the categories may include teacher dissatisfaction levels, principal leadership styles, professional development opportunities, teacher preparedness programs, and state testing. The questions using the Likert Scale will be converted into numerical data with the percentage given for each scaled answer. This should provide information for the schools and district to draw conclusions about their early-career teachers.

Documents

Throughout this research, documents will be gathered to provide information about teacher retention and attrition in the studied school system. This information will include how many newly certified teachers have been hired in the last five years at each of the participating elementary schools. This data will also include information on the pathways of the early-career teachers such as career changers, four-year preparedness programs, online programs, and whether teachers are participants in the Program of Alternative Certification for Education (PACE).

<div align="center">Ethical Considerations</div>

Ethical considerations for this study include great care in using pseudonyms for the school district, every elementary school, and all participants. All data will be stored on a password protected device. All documents will be kept in a locked filing cabinet to ensure protection. All participants will sign to agree to voluntary informed consent before participating in the research. Trust will be built between the researcher and the participants through an "ongoing, two-way communication process between research participants and the investigator"

(Bickman & Rog, 2009, p. 110). The researcher will meet with all participants prior to the study

to discuss the purpose and plans for the study. If participants agree, they will sign a consent form

for the research to begin. The participants will be given all content information for the researcher

in case questions or concerns arise. Participants will be allowed to drop out at any point in the

research.

Summary

The methods in this applied research study will combine both qualitative and quantitative

methods for a multi-method research study. The qualitative portion of the study will be

interviews with elementary, building principals in the school district. The quantitative portion of

the study will be surveys given to early-career teachers at the elementary schools once.

Documents will also be gathered to show the history of teacher vacancies at the elementary

schools. These methods and procedures will not only highlight the issues, but they should also

provide insight on how the problem needs to be addressed and solved in a school district in

South Carolina.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this applied study was to solve the problem of the teacher retention issue for a school district in South Carolina and to design a solution to address the problem. A multi-method design was used consisting of both qualitative and quantitative approaches. The problem is more teachers are leaving the classroom and not enough teachers are entering the field of education. Almost half of novice teachers do not stay in the profession due to several reasons (Perryman & Calvert, 2019). Research shows that the most common reasons for teachers to leave their teaching careers are low salaries, heavy workloads, unsatisfactory working conditions, and the lack of preparation in teacher education programs (Geiger & Pivovarova, 2018). Teachers transitioning schools or leaving the profession disrupts the school environment. Morale levels at schools are also greatly reduced for students and teachers alike (Gallant & Riley, 2014). Administrators and school districts must provide important training, reduce stress and burnout, and support teachers to reduce attrition more effectively.

Participants

This research involved the use of both qualitative and quantitative data. One-on-one semi-structured interviews were conducted with eight elementary principals within the same school district. A 10-question survey was given to 30 early-career teachers from those same elementary schools. The third instrument used in this study was came from documents to also inform the issue of teacher attrition in this school district.

Interview Participants

Principals at eight elementary schools were interviewed with the purpose of discussing supports, programs, and opportunities that are provided to early-career teachers at each of the

schools. In this particular school district, there at nine elementary schools; however, the researcher is an administrator at one of the nine elementary schools. Consequently, the researcher's school was not included in the study. The principals at the eight remaining elementary schools in the district were asked to participate because those are the building principals of the early-career teachers surveyed for this study.

Elementary school A principal was female and has been the building principal for two years. Previously, she was one of the assistant principals at the school for three years. Before becoming an administrator, she taught both elementary and middle school. Elementary school A houses approximately 689 students with 47 teachers. The previous school year school A had 80 percent of teachers return, and at the time of this research, there were six early-career teachers working at the school.

Elementary school B principal was male and has been the building principal for this school for two years. Previously, he was an assistant principal at another elementary school, then moved to a building principal at one of the school district's middle schools. Before becoming an administer he taught upper elementary in another school district. Elementary school B is comprised of roughly 678 students with 54 teachers. The previous school year, school B had 98 percent of teachers return, and at the time of this research, there were three early-career teachers working at the school.

Elementary school C principal was female and has been the building principal for three years. Previously, she was the assistant principal for this school. Before becoming an administer she taught middle school within the same school district. Elementary school C has approximately 767 students with 48 teachers. The previous school year, school C had 85 percent of teachers return, and at the time of this research, there were 13 early-career teachers working at the school.

Elementary school D principal was male and has been the building principal for nine years. Previously, he was the assistant principal at another elementary school in the district. Before becoming an administrator, he taught in the same elementary school where he was an assistant principal. Elementary school D has approximately 485 students with 34 teachers. The previous school year, school D had 83 percent of teachers return, and at the time of this research, there were 10 early-career teachers working at the school.

Elementary school E principal was male and has been the building principal for 19 years. Before becoming an administrator, he taught at one of the school district's elementary schools. Elementary school E has approximately 346 students with 25 teachers. The previous school year, school E had 65 percent of teachers return, and at the time of this research, there were 10 early-career teachers working at the school.

Elementary school F principal was female and has been the building principal for 15 years. Before becoming an administrator, she taught elementary school in a different district. Elementary school F houses approximately 448 students with 28 teachers. The previous school year, school F had 97 percent of teachers return, and at the time of this research, there were 3 early-career teachers working at the school.

Elementary school G principal was female and has been the building principal for 14 years. Previously, she was the assistant principal for one year at the same elementary school. Before becoming an administrator, she taught middle school in the same school district. Elementary school G houses around 834 students with 53 teachers. The previous school year, school G had 88 percent of teachers return, and at the time of this research, there were 13 early-career teachers working at the school.

Elementary school H principal was female and has been the building principal for one year. Previously, she was the assistant principal at the same school for four years. Before becoming an administrator, she taught in one of the school district's middle schools. Elementary school H has approximately 380 students with 31 teachers. The previous school year, school H had 86 percent of teachers return, and at the time of this research, there were two early-career teachers working at the school.

Survey Participants

A survey was given to 30 elementary early-career teachers in the school district. All participants were in their first three years of teaching. Early-career teacher participants' names and information were kept completely anonymous. The researcher contacted the school district's Director of Personnel. She compiled a list of early-career teachers at the eight elementary schools in the district. Those teachers were numbered randomly by the Director of Personnel. The researcher used a random number generator and retrieved the numbers linked to the participants and gave the list of numbers to the Director of Personnel. Then, she pulled the names of the early-career teachers that were randomly chosen and gave those to the school district's Mentoring Program Director. The researcher provided the email and letter of consent to the Mentoring Program Director. The Mentoring Program Director then emailed the survey link to the randomly selected early-career teachers.

<div align="center">

Results

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Data collection involved three parts for this applied research. The first qualitative data collection method was through interviews with the eight elementary school principals. Transcriptions of these interviews are located in Appendix F. Several themes emerged from the qualitative analysis and are noted later in this chapter. The second form of data was quantitative

through the use of surveys given to 30 early-career teachers from the eight participating

elementary schools. Percentages highlighted the thoughts and feelings from the early-career

teachers, and the two short answer questions showed commonalities in the early-career teachers'

beliefs about the profession. The final data collection form was quantitative by gathering

information with documents. The documents included are five-year report for CERRA on

teacher retention for South Carolina, the school district's documentation of resignations and

retirees, and the district's mentoring program.

Sub-question 1

Sub-question one for this study was, "How would administrators in an interview solve the

problem of the teacher shortage in a South Carolina school district?" One-on-one interviews

were conducted with elementary school principals in one South Carolina school district in order

to find themes related to teacher retention at their school. Three main themes emerged from the

qualitative analysis: (a) administrators feel they do play an important role in influencing teachers

and their decisions to stay or leave the profession; (b) administrators' observations both inside

and outside the classroom are valuable; (c) personal influence each teacher has on her own future

in the profession.

Interview Question 1: Thinking specifically about your school, what factors do you believe

make it difficult to retain high-quality teachers?

Table 2

Frequency of Codes for Interview Question 1

Codes	Frequency
Support	3
High demands	2
Population	2
Poverty	2
Compensation	1
Lack of communication	1
Personal lives	1
Resources	1
Student behavior	1
Transitional population	1
Trust school mission and administration	1
Working conditions	1

The question presented to the principals asked what their beliefs were in not being able to retain high-quality teachers. Combining the topics of population with student behavior, transitional students, and poverty to make one larger category of student population which brought the frequency of student population to 6. The second main category of the responses to the first question is the support from administration with the frequency of 3. The final main code for this question is the high demands placed on teachers from the state department and administration. See Table 2 for frequency of codes.

Interview Question 2: What supports and programs do you provide for early career teachers?

Table 3

Frequency of Codes for Interview Question 2

Codes	Frequency
Mentor	9
Induction class	5
Check-ins with administration	3
School team	3
Grade level teachers	2
Open-door policy	2
Relevant professional development	2
Celebrating	1
Communication	1
Forge relationships	1
Getting supplies	1
Goal setting	1

The second interview question asked principals what support they provided for their early-career teachers. Assigning a mentor teacher and the school's induction course were the most common answers. However, combining the school team, grade level teachers, check-ins with administrators, and having relevant professional development opportunities are combined under the category of the school team, which brings the school team frequency to 8. See Table 3 for frequency of codes.

Interview Question 3: How do you monitor your early career teachers' morale and feelings throughout the school year to ensure they feel valued?

Table 4

Frequency of Codes for Interview Question 3

Codes	Frequency
Administrative checks	5
Conversations	5
Observations	4
Surveys	3
Buddy	1
Empower	1
Show appreciation	1

The third question asked of the principals about how they monitor their early-career teachers' feelings to ensure they feel valued. The two most common codes were administrative checks and conversations with their early-career teachers. These combined have a frequency of 10 followed by observations with 4 and surveys with 3. See Table 4 for frequency of codes.

Interview Question 4: What qualities do you look for when interviewing potential teachers for your school?

Table 5

Frequency of Codes for Interview Question 4

Codes	Frequency
Love of children and relationships	5
Skillset	4
Compassion, kind, and caring	3
Organization	2
Team player	2
Flexible	1
Know school and community	1
Philosophy	1
Sense of humor	1
Wants to grow and learn	1
Work life balance	1

Question four asked principals what they look for when hiring teachers. Most principals mentioned a love of children and knowing the importance of building relationships. They also said they look for the potential early-career teacher's skill set to align with the school. The third most common statement was that principals look at the interviewee's personality to find someone who comes across as compassionate, kind, and caring. See Table 5 for frequency of codes.

Interview Question 5: What signals or warning signs do you see when a teacher may be

considering leaving the school or profession?

Table 6

Frequency of Codes for Interview Question 5

Codes	Frequency
Attitude change	6
Lack of meeting expectations	3
Less engagement	2
Life changes (pregnancy, marriage, aging parents)	2
Physical change	2
Student/parent/teacher complaints	2
Tardy	2
Unprepared	2
Absent	1
Honest conversations	1
Lack of management	1

When asked about warning signs, principals noted a perceptible change in the teacher's attitude. Combing attitude with physical change, less engagement, and absent, this frequency increases to 9. The next highest code was not meeting expectations which combined with complaints from students, parents, and teachers, tardiness, and unprepared brings this frequency to 8. The final thing principals said they look for is life changes in the teacher, whether that be pregnancy, marriage, or aging parents. See Table 6 for frequency of codes.

Interview Question 6: What characteristics and qualities do you see in teachers who show

longevity in their teaching careers?

Table 7

Frequency of Codes for Interview Question 6

Codes	Frequency
Belief in teaching	4
Constantly learning	4
Strong work ethic	3
Builds relationships	2
Flexibility	2
Humor	2
Perseverance	2
Team player	2
Creative	1
Goes above and beyond	1
Professionalism	1

When considering teachers who have longevity in their careers, principals said they see it in teachers who believe in teaching and their mission in the field. They also felt it is in the teachers who are constantly learning. This is followed by the principals who said longevity depends on having a strong work ethic. Perseverance, professionalism, going above and beyond, and being a team player can be combined with a strong work ethic and have the highest frequency. See Table 7 for frequency of codes.

Interview Question 7: How do you decide when a teacher needs an improvement plan to assist

her with overall performance?

Table 8

Frequency of Codes for Interview Question 7

Codes	Frequency
Not meeting expectations	5
Observations	5
Data	2
Management	2
Lack of improving	1
Lack of relationships with kids	1
Lack of skillset	1
Toxic attitude	1
Unfavorable student/parent feedback	1

When asked what makes them decide to put a teacher on an improvement plan, the two

most common responses were not meeting expectations and classroom observations. Next, they

said data from students' test scores and the teachers' management in the classroom were also the

most common reasons. See Table 8 for frequency of codes.

Interview Question 8: How often do you observe your early career teachers and provide them

with feedback?

The eighth interview question asked principals how often they observe their early-career

teachers. All principals said they observe their early-career teachers both formally and

informally. Formal observations are completed through the South Carolina State Department of

Education and follows the South Carolina Teacher Standards 4.0 Rubric. Principals had a variety

of ways they informally observe their teachers. They also shared different amounts each of them

observes their teachers. One principal observes her teachers once every two to three weeks, while

another principal stated he observes his teachers "not enough."

Interview Question 9: What do you believe your role is in impacting teachers' decisions to stay in the profession?

Table 9

Frequency of Codes for Interview Question 9

Codes	Frequency
Support from administration	5
Honest conversations	2
Staying positive	2
Calling and sense of purpose	1
Reminding it is an honorable profession	1
Telling them they are valued	1

When asked what they believed their role in impacting teachers' decisions to stay in the profession, principals said it is all about having a supportive administration, followed by honest conversations, and staying positive with them. See Table 9 for frequency of codes.

Interview Question 10: How do you go about helping a teacher who is effective avoid leaving the profession or your school?

Table 10

Frequency of Codes for Interview Question 10

Codes	Frequency
Talk into staying	6
Belief in career	3
Give autonomy	1
Pursue	1
Respect	1

The principals were asked what they do when they feel they have a teacher considering leaving the profession. The principals said they try to talk them into staying and remind them of the belief they have in their career. See Table 10 for frequency of codes.

Theme #1. Overall, the first theme that is apparent in the interviews with principals, is they do believe they have a vital role in teachers' decisions to stay or leave the profession. This is apparent by how many times they mentioned the importance of building relationships between the administration and the early-career teachers, having open communication with the early-career teachers, and with having honest conversations. Principals discussed the many ways they try to build relationships within their buildings. Every principal mentioned assigning the early-career teacher a mentor. Most principals said they want to get to know them, build relationships, and communicate to have honest conversations with them.

Facilitating a supportive environment allows for principals to support early-career teachers where they need it. The principal of school D said, "Once that relationship is established, I think it opens the door for honest communication and feedback. It all goes back to that relationship. You've got to know your people" (personal communication, June 17, 2020). The principal of school A said her administrative team meets with teachers every nine weeks "to see what we can do to support that person" (personal communication, June 17, 2020). The principal of school G said she finds it critical to talk with her teachers and let them know she cares about them because it "creates an environment that is transparent and supportive" (personal communication, June 21, 2020). This allows the principals to assist the early-career teachers strengthen their craft by providing "relevant trainings and professional development" (School D Principal, personal communication, June 25, 2020). The principal of school F said, "I also ensure they have all of the supplies and materials that they need" (personal communication, July 7, 2020). The two principals of schools E and G said they also use surveys to gain feedback about how the teachers feel.

Theme #2. Another theme that developed through the interviews with principals was how valuable observations are within the school building as they provided valuable information to administrators whether a teacher will stay or leave the profession. Principals also discussed the importance of observations both within the classroom and outside of the classroom to give them knowledge about how their early-career teachers are doing. Every principal said they observe their teachers throughout the school year, but each one has her own strategies. The principal of school C said he observes his new teachers "as often as possible" and will not "give them a bad word until after December" (personal communication, June 17, 2020). He said he believes in leaving "something in writing that's positive" (personal communication, June 17, 2020). The principal of school F said she observes her "young teachers" every two to three weeks and leaves feedback in the form of "3 Glows and a Grow" encouraging the teachers in three areas with one area for improvement" (personal communication, July 7, 2020). The principal of school D said she observes her teachers often because they "wear it and you can visibly see it" when there is a change (personal communication, June 25, 2020). The principal of school E said he observes every teacher every day in greeting them in their classrooms and observing their demeanor in return. He also said he is quick to notice if a teacher might be considering leaving when the teacher used to be one of the last to leave every day, but starts to leave "directly at 3:00" (personal communication, July 8, 2020). Principal of school A said she observed a "physical change" and a "jaded attitude" with one of her teachers who ended up leaving (personal communication, June 17, 2020). The principal of school B said he believes in "a lot of conversations" with his early-career teachers to find out exactly "what kind of support is needed" (personal communication, June 25, 2020). The principal of school H said she meets with her teachers and asks them, "What do you need and what can we do better" (personal

communication, June 17, 2020).   The principal of school C observes whether or not the early-career teacher begins "to struggle to connect with kids" (personal communication, June 17, 2020). He also said "poor classroom management" is a warning sign he observes in teachers who leave the field or school (personal communication, June 17, 2020).

    Theme #3. Lastly, a final theme that presented itself through the interviews with principals was the teachers themselves and how they influence their futures in education. When asked what they see in teachers who show longevity in their careers, principals had common themes that presented. Principal of school A said she sees teachers who are "constantly learning" (personal communication, June 17, 2020). Principal of school D said it is in the teachers who "take your resources, take your strategies, use them, [and] implement them" (personal communication, June 25, 2020). Principal of school F said she sees that the teachers are "always willing to try something new [and] eager to learn new things" (personal communication, July 7, 2020).

    Within this theme, principals also noted that the teachers who present longevity in their careers believe in the mission of teachers. The principal of school B said he sees "a belief in the cause in behind being a teacher" (personal communication, June 25, 2020). The principal of school E said he sees, "a wonderful and deep passion" (personal communication, July 8, 2020). The principal of School C said he also notices, "A passion, even if it's not for teaching, but for making a positive difference. It's more of a mission, they are here for a higher purpose" (personal communication June 17, 2020). The principal of school D said she thinks they have a "strong work ethic" (personal communication, June 25, 2020).

    The principals also look for teachers who they believe meet certain criteria so they will stay at their school and in education. Five principals said they look for teachers who have a love

of children. The principal of school A said she wants to know if a teacher not only loves kids, but if they "love all kids" (personal communication, June 17, 2020). The principal of school E said he looks for whether a teacher has a love for "fragile children" (personal communication, July 8, 2020). The principal of school C said he looks for the love for children because he "can't teach you to love kids" (personal communication, June 17, 2020).

Other personality traits these principals mentioned were possessing a sense of humor, being a team player, and having the appropriate skillset and philosophy to match with the school. The principal of school H said teachers "can't take themselves too seriously and you can't take things personally" (personal communication, June 17, 2020). When interviewing potential teachers, the principal of school C said he looks to "get some humor out of them because I don't like to work with too many sticks in the mud" (personal communication, June 17, 2020). The principals also believe it is critical for a teacher to have a team oriented personality. The principal of school H said "they can't be too concerned about themselves. You've got to be a team player to last" (personal communication, June 17, 2020). The principal of school F said she sees the value of "trusting relationships with students, parents, and staff" as being important" (personal communication, July 7, 2020). The principal of school B said he wants to ensure potential teachers' "skillsets match needs within the building, but more importantly we make sure their philosophy matches what it is we have" (personal communication, June 25, 2020). The principal of school F looks for "knowledge of best practices," while the principal of school of school H specifically looks for "somebody who is familiar with balanced literacy and balanced math" (personal communication July 8, 2020 & June 17, 2020). The principal of school E tries to "determine do they have what it takes to work with our population which includes the children, but it also includes their parents" (personal communication, July 8, 2020).

Sub-question 2

Sub-question two for this study was, "How would quantitative survey data inform the problem of the teacher shortage in a South Carolina school district?" A 10-question survey link was emailed to the early-career teachers from the eight participating elementary schools. Of the 10 questions, eight questions were posed by employing a Likert-scale, and two questions were short answer (Appendix G). Thirty-one early-career teachers completed the survey. From this survey, data revealed themes and generalizations. The themes that emerged were: (a) teachers want support from administration, colleagues, students, and parents; (b) teachers want better working conditions that include more pay, less interruptions to instructional time, and better communication between special education teachers and regular education classroom teachers; (c) teachers need more resources for professional development opportunities.

Theme #1. The first theme from the survey data showed how much teachers want support. They want support from colleagues, their administration, parents, and community. The first survey question said, "I feel supported by my teammates/colleagues." Using the Likert scale of strongly agree to strongly disagree, 19 teachers answered with "strongly agree," and 10 said "agree," while two teachers said they "disagree."

Figure 1

Teachers' Feelings of Support by Colleagues
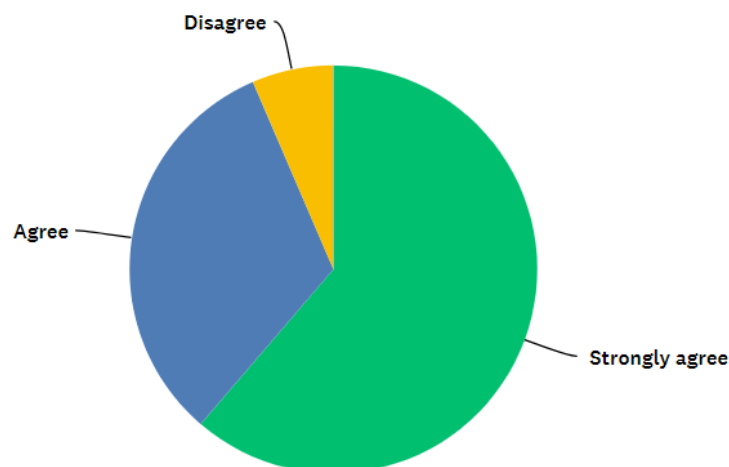
When asked if they feel supported by their school's administration, 52% of the teachers

responded that they "strongly agree," 42% responded they "agree," and six percent responded

they "disagree."

Figure 2

Teachers' Feelings of Support by Administration
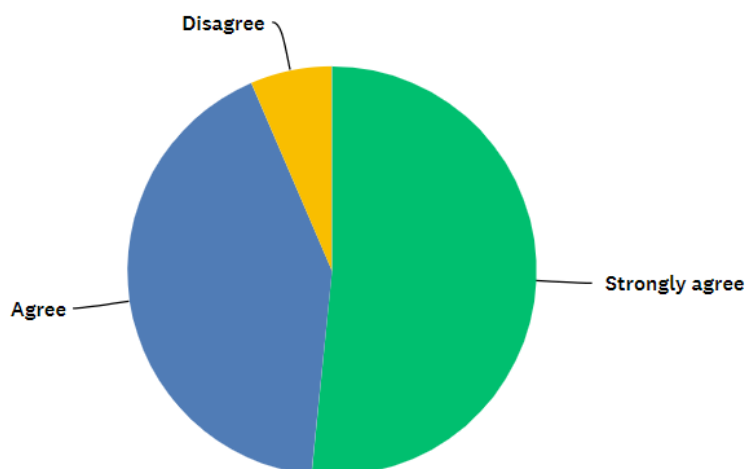
Overwhelmingly, the teachers surveyed feel supported by their colleagues and administration.

Two of the survey questions were short answer. The first question was, "Issues that prevent me

from doing my best work as a teacher are…" One early-career teacher answered this question

with, "All buildings are different, administration greatly impacts how enjoyable a year can be."

An early-career teacher responded she would like to be "able to voice my concerns and be heard,

and having a say in decisions made that directly affect my team." Another teacher wrote,

"Working with teachers who do not know how to work as a team, lack of support at times, last

minute responsibilities being put on teachers." One early-career teacher responded with, "not

enough praise and appreciation."

The second short answer question asked, "If I could change things about teaching here,

they would be…" One early-career teacher responded with, "I feel administrative support is a

constant worry." Another teacher wrote, "A more supportive environment with more tools to

succeed instead of criticism without any tools or suggestions." One early-career teacher

responded with, "There needs to be more support between teachers – planning together,

providing support and teamwork is not common in my building." One teacher also stated she,

"would get rid of unneeded conflict and animosity between teachers within the same grade level

as well as between other grade levels." These answers show a clear difference between those

who feel supported and those who do not, but they believe support is vital.

Theme #2. The second theme that emerged from the survey is the impact of teachers'

working conditions. The working conditions that emerged from this survey were teachers' pay,

less interruptions to classroom instructional time, and better communication in the schools. All

teachers surveyed either "agree" or "strongly agree" that they were enjoying their job.

Figure 3

Teachers Enjoying their Job
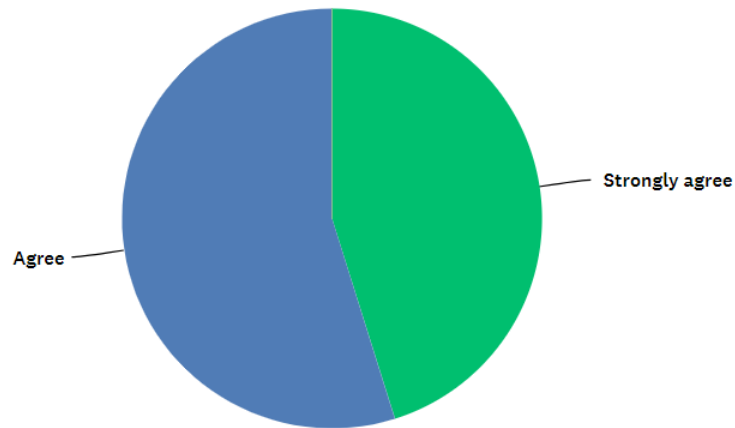
Not all of the teachers surveyed said they could see themselves teaching for the rest of

their career or that they were glad they chose this profession. Again, using the Likert scale, when

asked, "I see myself teaching for the rest of my professional career," 81% of the early-career

teachers responded with "strongly agree" or "agree." 16% of the teachers responded they

"disagree," and 3% of the teachers responded "strongly disagree."

Figure 4

Teachers' Thoughts on Teaching the Remainder of their Career
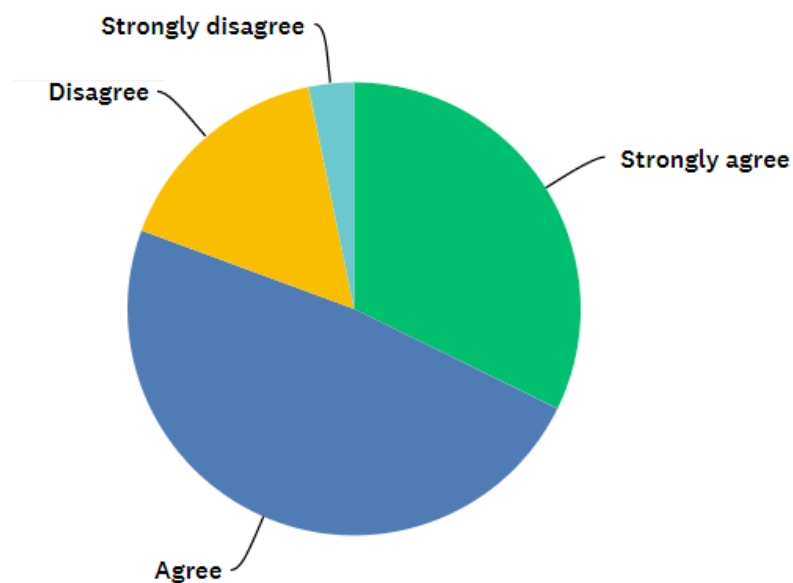
When the early-career teachers were asked, "I am glad I chose this profession," 94% of the teachers either "strongly agree" or "agree," while six percent of the teachers responded they "disagree." All 31 of the early-career teachers did respond that they planned to continue teaching at the same school next year.

Figure 5

Teachers' Feeling Glad to be in Education
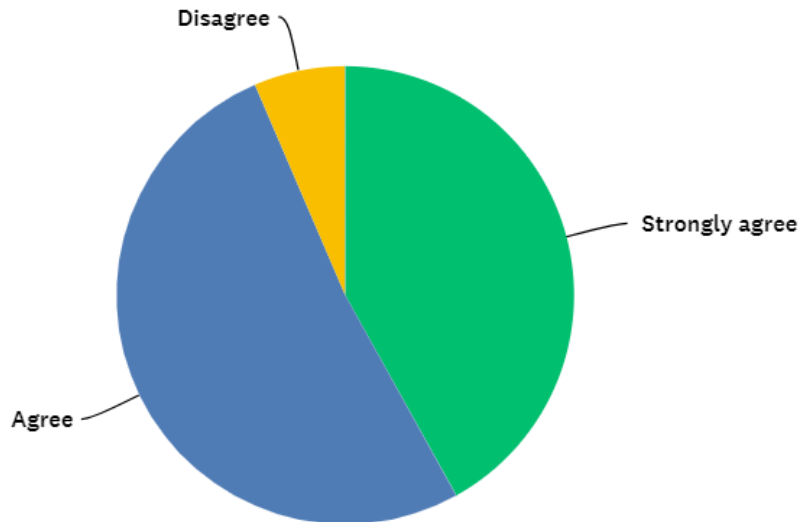
The two short-answer questions provided an opportunity for the early-career teachers to give specific examples of working conditions that were preventing them from doing their best work. Nineteen percent of the early-career teachers expressed wanting more pay. They also expressed a great concern with the amount of instructional time lost in the classroom for various pullout programs and additional testing. One teacher wrote, "Scheduling interruptions and extra examinations/tasks," as a reason for her not being able to do her best work. Another early-career teacher responded with, "unnecessary interruptions during the school day." One teacher responded, "Time! We are constantly being taken out of instruction for various programs, events, etc." Another teacher wrote, "more time spent teaching and working with kids and less testing," while one teacher responded, "To have more time in the classroom just teaching. We lose a lot of time in various pull-outs, activities, and exams. While many of these are necessary, the amount of time that we have to actually teach feels that it shrinks."

Another part of the working conditions impacting the early-career teachers is the need for

communication. Five short answer responses mentioned the lack of communication within the

school. Two of those want more communication with regular education classroom teachers and

special education teachers.

Theme #3. The third theme that emerged from the survey data was the need for more

resources and professional development opportunities. When asked, "I am aware of my teaching

areas that need improvement and my school's administration is helping me strengthen these

areas," 97% teachers responded they either "strongly agree" or "agree." Only three percent of

the early-career teachers disagreed with this statement.

Figure 6

Teachers Aware of Needed Areas of Improvement
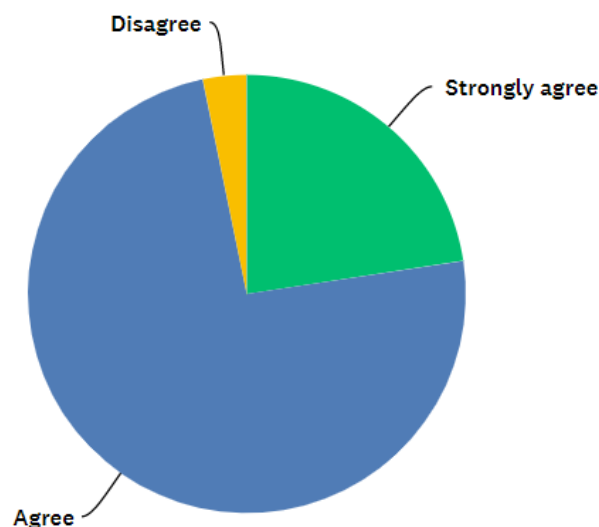
One teacher wrote that she felt there was a, "lack of required and covered professional

development opportunities." Another early-career teacher responded she needed, "more

resources for reading and writing," while another teacher responded she wanted "more access to

materials in the classroom." When asked, "I have autonomy in my school," 87% of the teachers

"agree" or "strong agree," and 13% of the teachers "disagree" or "strongly disagree."

Figure 7

Teachers having Autonomy
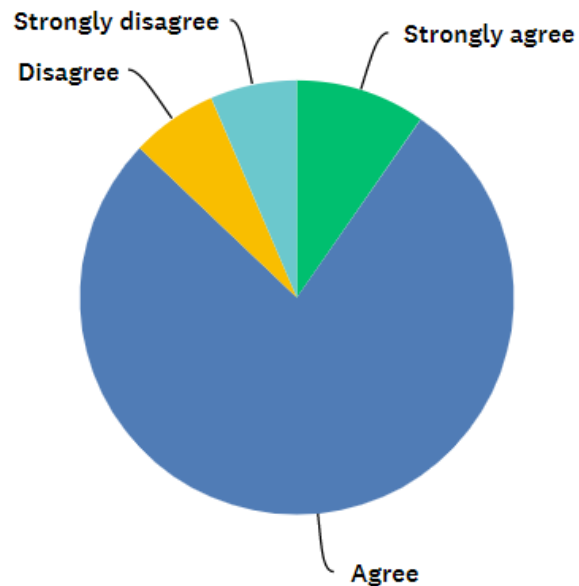
The early-career teachers expressed a need for professional development and resources, and also felt they were able to make decisions about their classroom instruction.

Sub-question 3

Sub-question three for this study was, "How would documents inform the problem of the teacher shortage in a South Carolina school district?" The collection of documents provided information on hires for the school district and across the state of South Carolina. The themes emerged from the documents were the increase in the number of teachers leaving the profession within their first five years of teaching across South Carolina, the increase in the number of teachers resigning in the school district in South Carolina where this study took place, and how the school district is trying to decrease the number of teachers leaving.

Theme #1. CERRA's (n.d.) published five-year report provides details on the increase in the number of educators leaving the profession within their first five years. This report breaks

down the teachers who left with a year or less experience, two to five years of teaching experience, and a total of five years or less teaching experience. The 2015-2016 school year in South Carolina employed 52,345 full-time, certified teachers. Of those certified teachers, 10% left at the end of the school year. One percent of those teachers left with one year or less teaching experience. After teaching between two and five years, three percent of the teachers left the profession in South Carolina. During the 2019-2020 school year, there were 53,000 full-time, certified teachers employed. At the end of the 2019-2020 school year, 13% of the teachers left their positions. Two percent of teachers left the profession with one year or less teaching experience. The 2019-2020 school year also showed three percent of the teachers left after teaching between two to five years. The total number of teachers who left teaching in the 2015-2016 school year was 5,352 while only 2,334 people graduated with either a Bachelor's or Master's degree in an initial educator preparation program in South Carolina. The total number of teachers who left teaching in the 2019-2020 school year was 6,650 while only 2,170 people graduated with either a bachelor's or master's degree in an initial educator preparation program in South Carolina. The statistics show there are less people entering the education profession while more teachers are leaving.

Table 11

CERRA Data on Teacher Retention

School Year	Teachers who left their position	Teachers who left with $\leq$ 1 year of experience	Teachers who left with 2-5 years of experience
2015-2016	5,352	749	1,339
2016-2017	6,482	778	1,688
2017-2018	6,705	803	1,761
2018-2019	7,339	936	1,660
2019-2020	6,650	880	1,487

Theme #2. The school district where this study took place has also seen an increase in the number of resignations during the last 17 years. Appendix H shows the exact totals for the last 17 years. There were 44 resignations after the 2002-2003 school year. Looking at the last four years, the school district had over 70 resignations each year (School District's Superintendent's Secretary, personal communication, March 5, 2020). This is almost twice as many. The school district did not release any confidential information for the reasons behind the resignations. In an article released by CERRA (2019), they are working to gather more information from the teachers who leave the profession:

> CERRA has begun working with districts to better understand reasons for teacher departures. In many cases, teachers do not provide a reason for leaving, or the district may not collect the information. Teachers often state "personal/family" reasons for leaving, which may be accurate at times, but not in all situations. It is likely that teachers can be less than candid with their reasons for leaving, especially if they are related to any type of job dissatisfaction (para. 5).

Collecting this information will be able to provide not only the state of South Carolina, but also individual districts, vital information to improve teacher retention.

Theme #3. The school district where this study took place is working to decrease the number of teachers leaving. All of the principals interviewed in the district mentioned the district's mentoring program as a level of support for their early-career teachers. In correspondence with the school district's Director of Induction, she shared more information on the program.

Appendices I and J highlight the school district's Induction Class in which all first year teachers participate. Throughout the school year, induction teachers have scheduled meetings with district personnel to discuss various topics they may encounter during the year. Examples of this include poverty, classroom management, communicating with parents, and detailed information on their evaluations.

Discussion

In relation to the literature about teacher retention, the results of this study follow along with the previous research. Specifically, to this school district, this study revealed how critical supportive relationships both with administration and colleagues are at influencing teachers decisions to stay or leave the profession. This study also revealed the importance of working conditions within the schools and how it impacts their feelings about staying or leaving the profession.

Supportive Relationships

The researcher validated the previous research in that supportive relationships benefit teachers and their decisions about staying at the school or profession. Teachers "sharing occupational interests, goals, understanding, and experiences reduces stress and promotes

psychological health" (Wolgast & Fischer, 2017, p. 99). Teachers who have higher levels of

emotional exhaustion will leave the profession earlier (Droogenbroeck & Spruyt, 2014). Without

those needs being met, teachers will be more likely to leave the school or the profession entirely

(Thomas, et al., 2019). These supportive relationships are important with colleagues and

administration because it does influence teachers' futures in education. High quality instruction

and positive learning outcomes are achieved when principals work diligently to keep the stress

levels of teachers low (Wolgast & Fischer, 2017).

Relationships with colleagues. Positive relationships help fulfill teachers' needs and can

increase the possibility of early-career teachers remaining the profession. Colleagues can impact

teachers in relation to Bandura's (1977) Self-efficacy Theory. This is the individual's belief in

their ability to meet their goals. Feedback influences self-efficacy, and this feedback comes from

peers and colleagues. Positive relationships within the school building create more positive self-

efficacy for the early-career teacher.

The researcher surveyed 31 early-career teachers, and 29 of them said they felt supported

by their colleagues, while two did not feel supported by their colleagues. These were the same

results given when the early-career teachers were asked if they felt supported by their

administration. This means ninety-four percent early-career teachers surveyed in this school

district felt supported by their colleagues and administration.

Relationships with administrators. The administrators interviewed in this study believe

they play an important role in building relationships with their faculty. Principals who know their

faculty are better able to meet their needs, while also providing them with support. Support from

administrators includes meeting with early-career teachers regularly, making the early-career

teachers feel like a priority, and giving them a sense of belonging. This relates to Maslow's

(1943) Hierarchy of Needs Theory which describes the need to feel loved and to belong to the organization. Administrators have an important role in making early-career teachers feel part of the school. This fosters the environment of increasing teachers' self-esteem and security in their positions within the school. Administrators also impact teachers when they assign mentors because mentors are critical to teachers' success in the profession. "Mentoring is a critical component of the induction process; therefore it is paramount that leaders select mentors that are qualified for the role and prepare them to successfully support beginning teachers" (Martin, Buelow, & Hoffman, 2015, p. 10). As early-career teachers enter the school, administrators must consider who they assign to mentor induction teachers.

Supportive relationships impact teachers. Teachers and administrators are critical. Administrators must be willing to support the needs of their early career teachers and work to build relationships with each of them, so they feel valued. Teachers must also be willing to accept feedback and work alongside their administrators and colleagues to perfect their skillset. Ensuring early-career teachers have positive relationships satisfies Maslow's Hierarchy of Needs and Bandura's Self-efficacy Theory to help support and build teachers so they will have a greater potential to stay in the education profession.

Teacher Working Conditions

The working environment for teachers impacts their feelings about their profession. Working conditions include their schools, access to resources, professional development, and observations. The teachers surveyed in this study also want more communication and less interruptions to their instructional times. Respondent 22 said, "We lose a lot of time in various pull-outs, activities, and exams. While many of these are necessary, the amount of time that we have to actually teach feels that it shrinks every year" (Respondent 22, 2020). Respondent 10

stated, "Unnecessary interruptions during the school day" keep this early-career teacher from their best work (Respondent 10, 2020). Early career teachers want protection to their school day instructional time.

        Instructional time and communication. In relation to their schools, the early-career teachers surveyed want protection to their instructional time. They felt their days were interrupted too frequently with unnecessary things like testing and programs. They also said they felt there was a lack of communication about plans. These two things could be related in that perhaps teachers may not realize the importance of the various testing and programs that do interrupt their instructional time. With more communication, the early-career teachers may have a better understanding and acceptance of the interruptions and find it less troublesome and more critical.

        Observations for professional development. Early-career teachers want feedback. Observations from both administrators and colleagues are important in providing this feedback to early-career teachers. Having supportive feedback provides the early-career teachers with opportunities to perfect their craft. This critical feedback also provides direction for the early-career teachers to obtain pertinent professional development. This study asked 31 early-career teachers in one district if they were aware of their areas of improvement and if they felt their administration was helping them. Ninety-seven percent of the early-career teachers felt like they were aware of their personal areas of improvement and were able to take steps to improve in those areas with the help of their administration. The only way to be able to provide feedback to the early-career teachers is through observations. The principals who were interviewed for this study shared they provide a minimum of two formal observations for the South Carolina State Department of Education each school year but perform more informal observations using their

own personally-developed observation forms and anecdotal notes. Critical conversations with the early-career teachers provide opportunities for professional development as well as conversations about what resources and materials the teachers need to do their best.

Summary

This study highlighted the importance of building trusting relationships early-career teachers and having open dialogue among colleagues and with administration and early-career teachers. Administrators and colleagues play a vital role in retaining early-career teachers in their buildings. They both must show support, work to build a trusting relationship, and provide opportunities for growth. Early-career teachers yearn to belong to their schools, and supporting them throughout their first few years is critical to their success. In today's current teacher shortage, administrators and teachers have a vital role in retaining teachers and reducing the number of teachers leaving the profession in their first few years.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this applied study aimed to solve the problem of the teacher retention issue for a school district in South Carolina and design a solution to address the problem. A multi-method design was used, consisting of both qualitative and quantitative approaches. The problem is more teachers are leaving the classroom, and not enough teachers are entering the field of education.

Restatement of the Problem

The problem was more teachers leave the classroom, and not enough teachers enter the field of education. "In the USA, 46% of new teachers left their job in the first five years of service" (Perryman & Calvert, 2019, p. 2). This shows that almost half of the novice teachers do not stay in the profession for several reasons. Research showed that the most common reasons for teachers leaving their teaching careers are low salaries, heavy workloads, unsatisfactory working conditions, and the lack of preparation in teacher education programs (Geiger & Pivovarova, 2018). Teachers who transition schools or leave the profession disrupts the school environment. Morale levels at schools are considerably reduced for students and teachers alike (Gallant & Riley, 2014). This study follows the Geiger and Pivovarova (2018) research in that early-career teachers in this school district leave the profession because of working conditions. The working conditions from this study included interruptions to instructional time, lack of communication, and administrative observations. This study also noted the value of building relationships between colleagues and with the administration.

Proposed Solution to the Central Question

The central question of this study asked how the problem of the teacher shortage can be

solved in a South Carolina school district. This research study suggests the solution is to build relationships between administration and staff, provide observations inside and outside the classroom from administrators and colleagues, and arrange for relevant professional development opportunities for the early-career teachers.

The goals of the proposed solution are to retain high-quality teachers and reduce the attrition numbers in one South Carolina school district. Literature and research show that the most stress and discontent in the teaching profession has been linked to issues with people (Fisher & Royster, 2016). Reducing this particular stress in the field of education may help increase teacher retention. One respondent in this study said, "All buildings are different, administration greatly impacts how enjoyable a year can be" (Respondent 21, 2020). Administrators make a difference. Therefore, administrators and colleagues must work to build trusting relationships within the school building. Early-career teachers must feel connected to the school and the other staff members within the school system (Hobson & Maxwell, 2016). Positive relationships that foster professional, emotional, and social support have the potential to fulfill needs and teachers' attitudes about staying in the profession (Thomas et al., 2019). One respondent in this study stated it is difficult to do their best when "Working with teachers who do not know how to work as a team" (Respondent 3, 2020). Responded 22 stated, "I would get rid of unneeded conflict and animosity between teachers within the same grade level, as well as between other grade levels" (Respondent 22, 2020).

Observations paired with providing valuable feedback to early-career teachers also work to retain high-quality teachers. Allowing teachers to feel competent through positive classroom observations reaffirms teachers and bolsters their self-confidence. "Retention was higher in schools where teachers viewed the principal as a strong instructional leader, schools where

teachers expressed high levels of trust in their principal, and schools where teachers reported having notable influence over school decisions" (Player, Youngs, Perrone, & Grogan, 2017, p. 331). In this study, one early-career teacher said one thing that prevents this respondent from doing the best work is, "Not enough praise and appreciation" (Respondent 29, 2020). Respondent 26 said one thing that prevents their best work is receiving "plain criticism instead of constructive criticism" (Respondent 26, 2020). The increased self-confidence encourages them to do their best and strive to achieve even more productivity and praise. This gives the early-career teachers an opportunity to grow in a safe environment. One respondent from this study wishes to "voice my concerns and be heard and having a say in decisions made that directly affect my team and I" (Respondent 3, 2020). Support from administrators is one of the main factors determining whether teachers stay or leave the profession (Podolsky, Kini, Bishop, & Darling-Hammond, 2017). Giving support to early-career teachers works to promote a positive work climate. Teachers expect their administrators to provide them with emotional, environment, and instructional support. Teachers who remain in the profession feel emotional and environmental support as the most important and valuable to them (Podolsky, et al., 2019). Administrators must consistently provide quality feedback to teachers, so a clear picture is defined for what is expected in the classrooms.

Administrators can utilize the observations and feedback also to provide relevant professional development opportunities for early-career teachers. Administrators and principals must realize the importance of providing opportunities for teachers to feel competent, relatedness, and autonomy within the school environment, so they will have a higher probability of staying in the field (Hobson & Maxwell, 2016). Respondent 13 stated administrators must "fully fund professional development for all teachers" (Respondent 13, 2020). "When school

building administrators focused on authentic student success and were supportive of teachers'

professional growth and development, teachers were more likely to stay at the school" (Holmes,

Parker, Gibson, 2019, p. 29). Respondent 26 from this study yearns for "a more supportive

environment with more tools to succeed instead of criticism without any tools or suggestions"

(Respondent 26, 2020). Detailed, meaningful, and goal-oriented professional development

allows teachers the opportunity to learn and apply the necessary skills for 21st-century learning.

Resources Needed

Resources will be needed to generate the solution of retaining teachers in the school

district. The resources needed to generate the solution are ensuring building administrators know

their behaviors have a direct impact on the early-career teachers' thoughts and feelings about the

school and can influence the early-career teachers' decisions about staying or leaving the school

or profession. Training can be provided to the building administrators showing the research of

the critical role of administrators in retaining teachers. Training can also be given to experienced

teachers within the school to highlight their importance, so they realize the impact their support

provides novice colleagues.

A potential barrier to these solutions is the attitude of the administrators and experienced

teachers. A negative attitude, or one that does not feel the need to create a positive and

supportive work environment, will have a detrimental effect. One respondent in this study stated,

"I feel administrative support is a constant worry" (Respondent 27, 2020). This effect could

manifest in administrators' mindset believing they will be able to easily replace an early career

teacher or that they do not care about trying to retain the early career teachers. The principal

portraying a negative attitude or perception has the potential to result in a higher turnover rate at

the school.

Funds Needed

The funds needed to generate the solution are minimal. Truly, district administrators must hire building principals who have the mindset of building relationships with their faculty and staff to help retain high-quality, early-career teachers. The relationships administrators building with their early-career teachers makes an impact on whether the early-career teachers will remain in the profession. Additional funds would be necessary to continue training mentors within each of the school buildings. Funds would include the cost of an official trainer's pay rate, which would vary based on years of experience. Teachers could volunteer their time to train or be given compensatory time for their time spent to train.

Building principals also need a mentor. Ideally, this mentor would be a colleague who has several years of experience managing a school, providing instructional leadership for teachers, and maintaining an excellent track record in retaining high-quality teachers. Similar to early-career teacher mentors, the principal mentors would need to work diligently to build trusting relationships, regularly meet and check-in with the novice principals, and become a reliable resource.

Roles and Responsibilities

Administrators were included in this research study, but it is recommended that additional support be given to administrators. In order to help with the retention of teachers in this school district, training would need to be given to the administrators and experienced teachers on the needs of early-career teachers. This support would be in the form of training on how to assist early-career teachers with their needs. This support would come from the current Director of Personnel and a district-appointed principal mentor within the school district. Early-career teachers also have roles and responsibilities. Early-career teachers must work to build

relationships, be open to feedback, and work to improve and perfect their craft.

Timeline

This process of training administrators and teachers can start immediately. A bulleted list of a timeline can be found in Appendix K. The Director of Personnel can hold meetings with the building principals in the spring while principals are beginning to hire new teachers to share expectations and provide guidance for hiring. Training on what the expectations are for early-career teachers can take place during the summer with the building principals. Throughout the school year, the Director of Personnel will need to hold check-ins with the principals to see how their early-career teachers are doing, as well as any struggles the early-career teachers may have. This could be accomplished by either the Director of Personnel or building principals giving an anonymous survey to the early-career teachers in the middle of the year. This would provide an opportunity for teachers to anonymously communicate any issues or concerns they have, while also giving the administrators and school district an opportunity to address the concerns or provide more supports for the early-career teachers. By the end of the first semester, open communication between the building principals and teachers will need to take place about the future of the early-career teachers' position at the school. It will need to be communicated with the Director of Personnel if there are any hesitations or reservations about the early-career teachers' future in the school or profession. If there are any reservations, the early-career teacher will need to be aware of the issues and have the opportunity to correct them. This level of support can help encourage the teacher to stay in the profession. This set up of training would continue each year to ensure administrators provide the right environment for the early-career teachers to reduce attrition. At the end of the year, the Director of Personnel could also meet with the early-career teacher for an exit interview to provide even more detailed information about the

teacher's experiences.

Solution Implications

Positive implications for this are an increase in the number of teachers retained and a decrease in the number of teachers leaving. The solutions will decrease the amount of time and money spent on new hires every year. Decreasing turnover has the potential to increase staff morale and school climate. Students also have the opportunity to have a higher-quality education by having more experienced educators each year.

A negative implication for the above solutions is that it will mean additional time spent in training; however, the additional time spent in training will be less than the additional time spent hiring for the same positions. Spending additional time on the front end to ensure early-career teachers' needs are met and they stay at the school and in the profession will help eliminate the time needed later to hire and train new staff members. Ensuring the early-career teachers are happy and successful will increase their chances of staying. This happiness carries over into the students and shows higher levels of achievement (Iancu et a., 2017). Having successful, high-quality teachers will result in having higher-achieving students in the building. Spending additional time with early-career teachers will result in spending less time in the years to come because the early-career teachers will be more successful.

Evaluation Plan

Assessing the effectiveness of the proposed solutions is needed to see if there is a decrease in the number of teachers leaving the school district each year. The evaluation of the solutions is outcomes-based and will occur over a period of years. The school district wants to see an increase in teacher retention; therefore, collecting annual numbers of the teachers leaving each year from every school could potentially highlight the effectiveness of the solutions. A

more in-depth look at individual schools will also highlight where more training would need

necessary for the administrators. The Director of Personnel would be responsible for the

assessment and evaluation of the solutions. She will keep track of the number of teachers leaving

each school and the number of new hires at each school.

There are delimitations and limitations to this study. Delimitations of this study include a

short, 10-question survey to the early-career teachers of the eight elementary schools in the

school district. Another delimitation of this study is only interviewing the principals of the eight

elementary schools within the same school district. Limitations of this study include an

undetailed database of the teachers who left the individual schools. Data was available with the

total numbers from the entire school district, but it would be more beneficial if data was

collected from each of the schools. Having this information will provide even more information

to the school district. Another limitation is that the data does not include the reasons for teachers

leaving. An exit interview with the early-career teachers with the Director of Personnel would

also provide pertinent information behind their decisions.

Future research can include interviews with all of the principals in the school district. It

can also include surveying teachers with various years of experience. For example, future

research examining teachers' beliefs and feelings at the ten-year mark, 15-year mark, and 20-

year mark would provide even more information and can focus on what veteran teachers are

doing to help retain early-career teachers. Future research should also include conducting an exit

interview with every early-career teacher who decides to leave the profession. The early-career

participants in this study were all returning the following year, so even more information could

be gathered when surveying early-career teachers who would not be returning the next year.

Another recommendation for future research is to study mentoring programs and their retention

rates from different districts. Analyzing what districts are doing for their early-career teachers where there are higher retention rates would provide valuable information that can be applied across the state of South Carolina.

Summary

This study examined teacher attrition in one school district in South Carolina. More educators are leaving the field than they are entering the field. Therefore, administrators must work hard to ensure they retain the highly-qualified teachers they hire in their buildings. After interviews, surveys, and documents collected, administrators play an important role in impacting teachers' decisions to stay or leave the school or profession. Building trusting relationships, observing, and supporting early-career teachers is vital to reduce teacher turnover rates. Early-career teachers must feel supported and encouraged during their first years, so they feel valued and a sense of belonging. This support will, in turn, increase the teacher retention rate and reduce attrition.

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APPENDIX A

██████████
██████████

December 11, 2019

██████████████████
██████████████████
██████████████████

Dear ████████,

I am writing to request your permission to conduct research for my dissertation in ████████. While enrolled in my classes at Liberty University, my passion for research in the area of teacher retention has increased, and therefore has become my topic of study.

I plan to complete an applied research study using three sources of information. My proposal includes interviews to be conducted with eight of the elementary principals, surveys to be given to one to two early-career teachers at each of the eight elementary schools, and lastly the use of South Carolina State Department of Education data with statistical information on teacher retention in ████████.

I do not plan to use ████████████ as one of the elementary schools in my research to prevent any bias. Pseudonyms will be used in place of █████████████████████ and the elementary schools. The surveys given to the teachers would be completely anonymous, and I would not identify any of the principals' names in my study.

I have attached the questions I plan to use in the principal interviews and the early-career teacher surveys. I would also share my study with you in an effort to assist in retaining high quality teachers for our students here in ████████.

Thank you for your consideration of my research proposal. Please let me know if you have any questions, and I look forward to hearing from you.

Sincerely,

Christine P. Gunter
Doctor of Education Student
Liberty University

Approval - Message (HTML)

File   Message   Tell me what you want to do…

Delete   Reply Reply Forward   Move to: ?   To Manager   Move   Assign   Mark   Categorize   Follow   Translate   Zoom   Send to
                 All   Team Email   Done   Policy   Unread   Up   OneNote
                                   Reply & Delete Create New

Delete   Respond   Quick Steps   Move   Tags   Editing   Zoom   OneNote

CLEMSON Fri 12/13/2019 10:59 AM
MOM
         Approval

To   Chrissy Gunter

Bing Maps   + Get more apps

Chrissy,
███████ has approved your request to conduct research for your dissertation. ☺
Hope you have a wonderful holiday!
██

████████████████

Administrative Assistant
Superintendent and Board of Trustees
████████████████

APPENDIX B

Consent

Title of the Project: Improving Teacher Retention in a South Carolina School District
Principal Investigator: Christine Gunter, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. In order to participate, you must be a building principal in this school district. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

What is the study about and why is it being done?

The purpose of the study is to highlight issues and needs of early career teachers. This study is being done to retain high quality teachers.

What will happen if you take part in this study?

If you agree to be in this study, I would ask you to do the following things:
1. Participate in a one-on-one interview with the researcher. The interview should last approximately 30 minutes and will consist of ten questions. The interview will be recorded and transcribed.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include using this information to inform district administrators on the needs and feelings of early career teachers.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. Data collected from you may be shared for use in future research studies or with other researchers. If data collected from you is shared, any information that could identify you, if applicable, will be removed before the data is shared.

- Participant responses will be kept confidential through the use of codes. Interviews will be conducted in a location where others will not easily overhear the conversation.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.

- Interviews will be recorded and transcribed. Recordings will be stored on a password locked computer for three years and then erased. Only the researcher will have access to these recordings.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University the school district. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Christine Gunter. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at 864-415-3028.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio-record me as part of my participation in this study.

_____
Printed Subject Name

_____
Signature & Date

APPENDIX C

Consent

Title of the Project: Improving Teacher Retention in a South Carolina School District
Principal Investigator: Christine Gunter, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. In order to participate, you must be in your first three years of teaching. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

What is the study about and why is it being done?

The purpose of the study is to highlight issues and needs of early career teachers. This study is being done to retain high quality teachers.

What will happen if you take part in this study?

If you agree to be in this study, I would ask you to do the following things:
2. Take the anonymous 10 question survey.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include using this information to inform district administrators on the needs and feelings of early career teachers.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private.

- Participant responses will be anonymous.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University or the school district. If you decide to participate, you are free to not answer any question or withdraw at any time prior to submitting the survey without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Christine Gunter. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at 864-415-3028.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu

Your Consent

Before agreeing to be part of the research, please be sure that you understand what the study is about. You can print a copy of the document for your records. If you have any questions about the study later, you can contact the researcher/study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

_____
Printed Subject Name

_____
Signature & Date

APPENDIX D

1. Thinking specifically about your school, what factors do you believe make it difficult to retain high quality teachers?

2. What supports and programs do you provide for early career teachers?

3. How do you monitor your early career teachers' morale and feelings throughout the school year to ensure they feel valued?

4. What qualities do you look for when interviewing potential teachers for your school?

5. What signals or warning signs do you see when a teacher may be considering leaving the school or profession?

6. What characteristics and qualities do you see in teachers who show longevity in their teaching careers?

7. How do you decide when a teacher needs an improvement plan to assist her with overall performance?

8. How often do you observe your early career teachers and provide them with feedback?

9. What do you believe your role is in impacting teachers' decisions to stay in the profession?

10. How do you go about helping a teacher who is effective avoid leaving the profession or your school?

APPENDIX E

1. I feel supported by my teammates/colleagues. Strongly Agree, Agree, Disagree, Strongly Disagree.

2. I feel supported by my school's administration. Strongly Agree, Agree, Disagree, Strongly Disagree.

3. I am enjoying my job. Strongly Agree, Agree, Disagree, Strongly Disagree.

4. I am glad I chose this profession. Strongly Agree, Agree, Disagree, Strongly Disagree.

5. I see myself teaching for the rest of my professional career. Strongly Agree, Agree, Disagree, Strongly Disagree.

6. I have autonomy in my school. Strongly Agree, Agree, Disagree, Strongly Disagree.

7. I am aware of my teaching areas that need improvement and my school's administration is helping me strengthen these areas. Strongly Agree, Agree, Disagree, Strongly Disagree.

8. Issues that prevent me from doing my best work as a teacher are…

9. I plan to continue teaching at this school next year. Yes, No.

10. If I could change things about teaching here, they would be…

APPENDIX F

Interview Transcription with Principal ██████████, School A

1. Thinking specifically about your school, what factors do you believe make it difficult to retain high quality teachers?

Probably keeping up with the competitiveness of the corporate pay compared to what we pay in our system, especially when they're high quality.

2. What supports and programs do you provide for early career teachers?

We have an induction program, we have a teacher mentor program, we always have an experienced teacher come alongside a younger teacher to help them with developing their skills and their educational career.

3. How do you monitor your early career teachers' morale and feelings throughout the school year to ensure they feel valued?

One thing that we do is have them set up with a buddy, and their buddy is the person they can go to to talk to about things confidentially, and that could be down to someone else on their team that's getting on their nerves, to a parent that they're not sure how to handle, as well as do pulse checks within the school year with that teacher with administration to see what we can do to support that person. We do it once a nine weeks. We started it years ago doing coffee check ins in the morning when we sit with them.

4. What qualities do you look for when interviewing potential teachers for your school?

I want someone who is able and wants to grow and learn, as well as someone who when they say they want to be a teacher because they love kids, I want to know if you love all kids, not just kids. I need to know how much do you feel that the relationship is the huge component to their education, and of course knowing that we are always growing and learning. I mean, you can be

teacher of the year one year, if there is something new, there's always something we can work on.

5. What signals or warning signs do you see when a teacher may be considering leaving the school or profession?

They, they're not engaged. The engagement is lower. I had that this year. I noticed a physical change in meetings as well as a jaded attitude. You can tell.

6. What characteristics and qualities do you see in teachers who show longevity in their teaching careers?

They're constantly learning. When I think of that I think of a teacher who was 30 something years in her career but was on top of the newest and latest thing and wanted to learn it, embrace it, and if it brought tears to her eyes, she would figure out how to incorporate that and be the first to try something.

7. How do you decide when a teacher needs an improvement plan to assist her with overall performance?

Based on data and coming into classrooms and doing observations. Some things… you walk into a teacher's classroom I can think of one specifically, and they have a February calendar up and we're in the second week of March and I'm going to say, "we gotta change that," and then you follow up and it's changed, but if you follow up and it's not, then we gotta talk. Sometimes it's small things like that, but then you delve into it.

8. How often do you observe your early career teachers and provide them with feedback?

A formal observation each semester, walk-thrus once a nine weeks, and we rotate that with the administrative staff so that they do not have the same person in and out all the time.

9. What do you believe your role is in impacting teachers' decisions to stay in the profession?

I have got to stay positive even in the most difficult of times. This pandemic has really

challenged me as a principal. I am not a person who wants to be on a tv in front of a bunch of

people talking. I want to be collaborating and face to face. I'm trying to be positive through all of

this.

10. How do you go about helping a teacher who is effective avoid leaving the profession or your

school?

That is just trying to talk them out of it. I will say selfishly, I want to keep them, but I know

ultimately my whole goal is to grow people to where they become better themselves. I have a

jam-up teacher right now that is going to be an amazing leader somehow – instruction, admin,

she doesn't know yet, but I know I'm going to have to let her go. She's great, and ultimately

that's our goal and we want to grow great leaders.

Interview Transcription with Principal ▮▮▮▮▮▮▮, School B

1. Thinking specifically about your school, what factors do you believe make it difficult to retain high quality teachers?

Working conditions, lack of support, lack of additional resources, lack of communication.

2. What supports and programs do you provide for early career teachers?

We have, we assign mentors, we have grade level leaders form a partnership with our new teachers. We want that to be as organic as possible with a school mentor that is usually assigned by the administration. We know we value the relationships that we forge ourselves, so we encourage a teacher, too, within that grade level to really reach out and be available to that first year teacher, and really of course the district's induction is a tremendous support.

3. How do you monitor your early career teachers' morale and feelings throughout the school year to ensure they feel valued?

A lot of conversations. We talk… we do a lot of classroom visits, too, in the beginning. We ask how things are going, how do they feel like they're doing in there, what do they need, what kind of support is needed?

4. What qualities do you look for when interviewing potential teachers for your school?

We want to know if they know our community. What do they know about our school community? Then, we look to make sure skillsets match needs within the building, but more importantly we make sure their philosophy matches what it is we have.

5. What signals or warning signs do you see when a teacher may be considering leaving the school or profession?

We do a good job of community, we have honest conversations. We are… They tell us. We are fortunate there, so I will stress this. We are in a relationship business first and foremost and your

success will be dependent on those relationships with all your stakeholders. And then have a very good open dialogue.

6. What characteristics and qualities do you see in teachers who show longevity in their teaching careers?

Two things really stand out to me… One is you know, a professionalism, a belief in being a teacher, a belief in the cause in behind being a teacher. And then I think other characteristics that make you successful is your flexibility and your willingness to adapt to change. Being able to get outside of comfort zones and really wanting to grow, and always looking to get better. And then most importantly, is having a heart for the kids and the young people and believe that you are needed to do good.

7. How do you decide when a teacher needs an improvement plan to assist her with overall performance?

So really when we look at effective teaching, the first thing that comes to mind for us, and again you're going to see a theme here, it's the relationship capacity. If we have poor classroom management I know that teacher is not going to be at her best certainly, and I know that the students aren't going to get what they need. And so, I think we have to focus there. Then we also have to look at the skillset stuff that match being a good teacher and that goes with personality – preparation, work ethic, and so that, when we see that when someone is missing something obvious, with it pretty easy to see with classroom observations and conversations, then you talk about what you need to see, offer support, and if it's still not in place you go a step further, and make it formal and really target those behaviors, target the behaviors getting in the way of success.

8. How often do you observe your early career teachers and provide them with feedback?

So our early career teachers, we do it quite a bit, and we do it in a rotational manner. As far as a formal assessment, we certainly do that a couple of times a year – a couple of times from me, a couple of times from other administrators, but we also use our coach, our literacy coach, who is working with them and providing feedback in a very different way. Obviously being more of a resource and someone who is a trusted resource where there is a comfortable dialogue in receiving feedback and giving feedback, and then making sure that going in there we can talk specifics before and afterward.

9. What do you believe your role is in impacting teachers' decisions to stay in the profession?

Again, making sure that our vision is aligned and that when we're doing things right, we celebrate. My teachers know that our school success goes the way in their classroom success. I have to make sure they know how important they are to me, our admin, but certainly more importantly to the kiddos. I have to remind them that this is one of the most honorable professions, but we don't sugarcoat, it's not an easy profession, but again it is such an important job. Again I use that word calling, you almost have to have a sense of duty, this is your purpose.

10. How do you go about helping a teacher who is effective avoid leaving the profession or your school?

So I got a good teacher, and they are struggling in some capacity. At first I have to discern what those issues are. And if they tell me they've got an opportunity here, sometimes that's like swimming upstream, and sometimes that may be something they just have to do. Again, that's where the belief that what you're doing is very important, and then making sure they know how good at what they're doing is, and that it's not easy. I see talented folks that may leave the profession and get into another profession be it money, because of their own family, or even you know there's some other factors, too, that come with it. You know, that's where you just try to

have a climate that maybe can offset some of the challenges or obstacles, like money, or

something else, and that's what we work really hard to do.

Interview Transcription with Principal ▮▮▮▮▮▮▮▮▮▮▮▮, School C

1. Thinking specifically about your school, what factors do you believe make it difficult to retain high quality teachers?

Specifically about our school with our partnership with Furman and some other things, we hire a lot of people whose hometown is out of state. They begin their career here, but eventually start feeling like they want to go back home and be closer to home as they start thinking about having their own families. We've lost a few people also to marriage and whose husbands get a job somewhere. Having a child makes people leave, and the other thing that has hit me harder the last few years is people having grandchildren. That has really made some people leave from the older population.

2. What supports and programs do you provide for early career teachers?

Like everyone else, we have the induction class and the assigned school level mentor. We've also done in the last couple of years is we've added an additional school level support for induction people with some people on staff who were interested in that. We let them do a separate induction class, more so, somebody who could go in and check on those teachers. Those things that an older teacher could help a younger teacher who may not necessary want to ask others, or don't want to appear like they don't know what they're doing. The other thing we've tried to do is one of the three administrators try to go in and touch in with them every month to just personally say, "Where are you, what do you need?" Whenever you hire the teacher-to-teacher people, they have the initial support. I've hired a lot of teacher-to-teacher people because they already have a lot of support and that comes for the entire year.

3. How do you monitor your early career teachers' morale and feelings throughout the school year to ensure they feel valued?

One thing that I try to do is personally know them. Let them know they are a person, and we hired them because we believe in what they can do. We try to empower them by telling them we hired them because of what they can bring to us as well. Make a point in encouraging them on what they're doing well, connecting with kids, being part of the school. You know, those things that are easy to do if somebody wants to do them. We do the best we can to make sure they know they can come to us for support, come in for help, talking with their mentor so that if I see some things that I'm not liking it's not going to come from me. I can give it to teacher-to-teacher leader and say that I have some concerns about management and see what they can do to help. That is guided more so with how receptive that individual is. The other thing I look at is I talk to other people on their grade level to see how they're fitting in with them and the school culture, those kinds of things. I'm a big believer in cultures and that right fit is important to me.

4. What qualities do you look for when interviewing potential teachers for your school?

First and foremost that they love kids. I can't teach you to love kids, and I can't teach you to value learning and those things are important to me. One thing is making sure they're well spoken, grammatically, and those kinds of things. Looking at any correspondence to me, making sure it's free of any errors. You'd be surprised at how many of those things are not. Somebody is poised in an interview, even if you can tell they're nervous they're still poised. And some sort of energy comes from them along with I like to see if we can get some humor out of them because I don't like to work with too many sticks in the mud. I try to see if we can get some humor out of them.

5. What signals or warning signs do you see when a teacher may be considering leaving the school or profession?

Change of attitude is a big one. Poor relationships with other people in the building. If you see they're starting to struggle to connect with kids. If they're pregnant or if they have a daughter that's pregnant, and poor classroom management. Those are the things I worry about most when I see it.

6. What characteristics and qualities do you see in teachers who show longevity in their teaching careers?

Flexibility. Humor. I think they have a strong work ethic for the most part. They have a passion, even if it's not for teaching, but for making a positive difference. You know they may not like the idea of teaching, but they like the idea of making a difference. I think they have a passion for kids, more so than content or the idea of being a teacher. It's more of a mission, they are here for a higher purpose. It's more of a mission.

7. How do you decide when a teacher needs an improvement plan to assist her with overall performance?

I think everyone needs an improvement plan. They can be positive or negative, formal or informal plans. Thinking about your traditional improvement plan, when a teacher is not meeting your basic expectations, that is when they need that formal, negative improvement plan for lack of a better way to put it. But I also think that even some of the negative ones can be formal or informal. I don't know if I know the right way to write an improvement plan. I've had people on improvement plans, but my goal behind the improvement plan isn't to get rid of someone and a lot of people do use it to get rid of people. My idea behind it is to improve somebody. I am all about helping someone. I will always send people job opportunities because I know they can do more. I want to encourage them. I try to help people get where they want to be, and I feel like that's part of an improvement plan for them, too. Because going through it before, just to get the

education and get the pay raise is one thing, but to get it an have an option later is better. I've realized it myself because I moved into this position very quickly and I've been here for an inordinate amount of time that I've realized I probably moved quicker than I should have. I wish somebody would have said to ease up a little bit because it is a long time to do this until I retire.

8. How often do you observe your early career teachers and provide them with feedback?

Not enough. I try to do classroom observations and feedback as often as possible and I try to keep it positive. I don't give them a bad word until after December. I don't care how bad it is, I will leave them something in writing that's positive. Usually the first one is a congratulations you've gotten through your first observation. I try to work through areas of strength. I do have some that will specifically say they need help with something. Another thing I do is give feedback on those non-teaching things. That is a way to build in that culture… walking down the hallway and I see a first year teacher speaking to people. I will make a note of that. Trying to notice the little things they are doing, and in those conversations I will say to them that I like the way they're trying to connect. I try to make it more personalized than you would get most places. I think our first year people are comfortable coming to us with something they need help with.

9. What do you believe your role is in impacting teachers' decisions to stay in the profession?

I think for people in the first five years and years 25 to 30, we have a major impact on them to stay in the classrooms or not. The less experienced people, it's up to us to help them feel comfortable in their role or help them find a different position or profession and we have to have those honest conversations about it. I think it's important to encourage them to stay in classrooms for those first five years and be careful not to overwhelm them with stuff, especially when they're trying to take classes and improve, make more money and stay alive. I think we have to do all we can to encourage them there because those first five years you can still walk

away. When you get to six years to 25 years, that retirement system pretty much has you. You're not going to throw away eight years of your life with your pension. Typically when someone stays 6 or 7 years is when they're going to stay. Really at 25 years is when it starts to get more attractive to look at retirement. Some people may say it's not worth it anymore. That's where we need to encourage them again. A lot of your really good teachers don't know how really good they are. You need to let them see the value of that.

10. How do you go about helping a teacher who is effective avoid leaving the profession or your school?

I let them teach. I leave them alone. We give them a climate to let them know that they're more than just a teacher. I think those that are really effective and really good throw themselves into it. And I'm all about encouraging them that if somebody is sick at home, they need to be home with them. Nobody ever gets in trouble for being out here. If you need a mental health day, take a mental health day. The other thing is, encouraging them that they're more than a teacher…you're still a mother, you're still a daughter, you're still a woman, and those parts of your life have to be as important or more important to you, because teaching is what you do, but it's not what you are. What we do is really important but you only have one momma, and if your momma is sick, you go be with your momma. You'll never hear grief about that here.

Interview Transcription with Principal ███████████, School D

1. Thinking specifically about your school, what factors do you believe make it difficult to retain high quality teachers?

I'm not saying we don't have a challenging culture and climate, but you do have to have that supportive culture and climate and if you don't, that is something that will make it difficult to retain your teachers. Another thing about our school is behavior management. Being Title I, we don't let that define us by any means, but out of the schools in the district, I have the highest poverty index, one of the highest transitional rates. I do think behavior plays a major part in the school. And also the direction, belief, and trust in the school's mission and vision, and leadership is a crucial piece to that puzzle.

2. What supports and programs do you provide for early career teachers?

Number one, building relationships, and I know we hear about it all the time, but it is a thing and it is a true thing. So that's my number one, after building relationships, and these are in any particular order, but building capacity for teachers, goal setting, and celebrating those milestones. We like to celebrate here to retain teachers, our district mentor program, having an open door policy, pairing mentors within the school, relevant, key word relevant, trainings and PD. One thing that we do here is we have hallway parties. We schedule those once a month. A grade level takes a party and I think that's a fun way for teachers to get to know the culture and climate.

3. How do you monitor your early career teachers' morale and feelings throughout the school year to ensure they feel valued?

Once that relationship is established, I think it opens the door for honest communication and feedback. It all goes back to that relationship. You've got to know your people. As a leader you must be that "with it" term that we used to use a long time ago, but as a leader you must be with

it in this area because you must be noticing your people and how they're feeling, what they're thinking, and keeping it positive for the kids. Also another thing is, check ins, informal check ins, drop ins, and observations.

4. What qualities do you look for when interviewing potential teachers for your school?

Alright, so this is a top priority because as we all know when you're going through that hiring process it is crucial to get that right person and right fit for your school and I never knew about that, what it truly meant until I became an administrator. So, what I look for is somebody that is positive, professional, I look for someone that has a passion for education and kids, someone that is team oriented, and that attitude of someone who is wanting to grow and be a lifelong learner.

5. What signals or warning signs do you see when a teacher may be considering leaving the school or profession?

So many times they just wear it and you can visibly see it. Other times, it's in their actions like not showing up for work, not in their daily planning, especially with their lessons for their kids. You may get student complaints, you may get parent complaints, you may get staff complaints. Punctuality, tardiness, basically just not following through with job expectations, roles, and responsibilities.

6. What characteristics and qualities do you see in teachers who show longevity in their teaching careers?

Sometimes I think part of that is in how you were raised. Just having that strong work ethic, I think that's a big part of it. But also the teachers that take your support, take your resources, take your strategies, use them, implement them. You know they have a positive attitude and they're that lifelong learner.

7. How do you decide when a teacher needs an improvement plan to assist her with overall performance?

So as I see it, it just means the job is not getting done. You know you have to work extremely hard to fail because we have so many supports in place so you have to truly want to fail, but I have put teachers on improvement plans for classroom management due to the safety of the children in their care and for academic performance as a result of that classroom management. It goes both ways. I've also put teachers on improvement plans for just a pure decline in student performance. I have also put teachers on improvement plans for toxic attitudes that diminish the school's overall culture and climate.

8. How often do you observe your early career teachers and provide them with feedback?

I do it through of course observations and they can be formal or informal, but pretty much if they're on the right track, I would say three times each semester if all is going well.

9. What do you believe your role is in impacting teachers' decisions to stay in the profession?

Just giving them those opportunities, support, strategies, and resources for them to excel. That's my job. I feel like if I invest in them, then I expect a return on my investment, and I'm going to see that when they're educating my students.

10. How do you go about helping a teacher who is effective avoid leaving the profession or your school?

You might laugh when I say this, but if they are that positive person, and they are effective, and they are always in it to win it and do what's best for kids, I'm going to roll out the red carpet. And we are now in age where the principals are doing the interviewing, but really when those great people come in the door, they are interviewing us, and they're interviewing our school and

everything about our school. So the tables have turned, and if I'm going after somebody, I'm

going after them and that red carpet is coming out.

Interview Transcription with Principal ▮▮▮▮▮▮▮, School E

1. Thinking specifically about your school, what factors do you believe make it difficult to retain high quality teachers?

The thing that makes it the most difficult I think here is the population. It's a high needs, at risk population, it's an ESOL population. I often say our teachers have to work twice as hard. Our students come with a lot of deficiencies. You know sometimes families don't always have the same level of value for early education, and so of course that plays a big part as they matriculate through the system. So I think that's one of the most difficult things, the population.

2. What supports and programs do you provide for early career teachers?

So what we do for early career teachers and any teachers really is, we check on them, do pop-ins just to check and see how they're doing. They have mentors. Certainly an open door policy where they can voice anything and everything that is a concern to them, or things that we may notice about them. We keep those lines of communication open.

3. How do you monitor your early career teachers' morale and feelings throughout the school year to ensure they feel valued?

Well of course, conversations obviously, with the pop-ins, but we also do surveys where they can be honest to tell how they're feeling. We do it about three times a year, but also whenever necessary.

4. What qualities do you look for when interviewing potential teachers for your school?

So potential teachers, we're looking for obviously a love for children but also a love for fragile children. They don't have to be fluent in Spanish, but based on the answers they give us, we're trying to determine do they have what it takes to work with our population which includes the children, but it also includes their parents. Looking for compassion, so that you know, you can

understand why things are the way they are. Of course organization, looking for balance, like a

life outside of school because this school is all consuming if you're not careful, so you have to be

intentional about how you balance that outside of school so you can be the best you can be for

the students.

5. What signals or warning signs do you see when a teacher may be considering leaving the

school or profession?

They quit talking to you. They start talking about you. If they were one of those teachers who

you have to run out of the building because they stay late and then they start leaving directly at

3:00 and coming in at 7:30, those are the flags that tell you they're unhappy.

6. What characteristics and qualities do you see in teachers who show longevity in their teaching

careers?

I think a passion for teaching. No matter what type of student it is. I think that, for example, the

teachers that I have had here that have been here the longest, even longer than I have been here,

they have a wonderful and deep passion for working with this population. So as long as you have

that deep passion you stay, but if you think the grass is greener somewhere else, or you think a

school or place has more, you are quickly lured to see what that place is all about, but every

school has their thing.

7. How do you decide when a teacher needs an improvement plan to assist her with overall

performance?

If you're visiting classrooms and you are not seeing effective instruction that is not happening, if

you're listening to students and getting feedback from them and it's not favorable, and the same

with parents, you know those things make you want to investigate more. You know, is it a

teacher problem or a student problem, and then being honest about what you see. If it's a student

problem be honest about that, or if it's a teacher problem be honest about that. Just having those honest conversations. It's not a "gotcha" type of thing as an administrator in a building you want to do what's best for the kids because they deserve it. We don't have to agree on every single thing because we're all individuals, but we do have to agree that we have to do what's best for kids. And if you're not doing what's best for kids, then maybe this isn't the right line for you.

8. How often do you observe your early career teachers and provide them with feedback?

As often as needed. Informally, every day whether it's just popping in to say, "Good morning, how are you doing?" Formally, less than that, but always giving feedback whether it's formal or informal.

9. What do you believe your role is in impacting teachers' decisions to stay in the profession?

Well I think just being honest and having those honest discussions. You know in getting over myself as a principal. You know, is it something I did or said that might be you now making you want to leave the profession and being willing to accept that because you know we all want grow and continuously improve and so just keeping those lines of communication open. And sometimes helping them walk through options, you know because sometimes teachers think that whatever they've chosen is the only choice or the only option, so just having an open mind… Have you thought about, have you considered, you know those lines can be effective in helping a teacher.

10. How do you go about helping a teacher who is effective avoid leaving the profession or your school?

Beg them! But also having those conversations again. Letting them know it's not about me, it's not about you, it's about the children. You must have those conversations especially if the person is effective and the data shows that.

Interview Transcription with Principal ▮▮▮▮▮▮▮▮▮▮**, School F**

1. Thinking specifically about your school, what factors do you believe make it difficult to retain high quality teachers?

Thinking specifically about my school we do not have difficulty retaining high quality teachers. ▮▮▮▮▮▮▮▮▮▮▮▮ is a small rural school where many teachers desire to work. We have a very low teacher turnover rate. However when thinking about this question in a broader sense, I feel that all of the high demands that are placed on teachers in addition to teaching, often result in burn out and cause them to leave the profession. Most people go into teaching because they love children and simply want to teach. I am starting my 30th year in education and I have seen more and more demands come from the federal and state government in regards to public education. Also having to deal with difficult parents and students is a challenge.

2. What supports and programs do you provide for early career teachers?

Supports and programs provided for teachers include assigning them a mentor and a buddy. I also ensure that new teachers have all of the supplies and materials that they need like large rugs, manipulatives, books, etcetera. We are a Leader in Me School, so all new teachers are trained in the 7 Habits of Highly Effective people. Our literacy coach also works one on one with new teachers to provide extra support.

3. How do you monitor your early career teachers' morale and feelings throughout the school year to ensure they feel valued?

I observe them often and meet with them periodically to check in.

4. What qualities do you look for when interviewing potential teachers for your school?

Some of the qualities that I look for when interviewing potential teachers for our school are a team player, flexible, kind and caring personality, effective communication, knowledge of best

practices, and unique talents that they may have in order to sponsor a school leadership role or club.

5. What signals or warning signs do you see when a teacher may be considering leaving the school or profession?

Signals that a teacher may be considering leaving the school or profession include high stress level, tears, not being willing to plan with his/her team, not coachable, and a change in personality.

6. What characteristics and qualities do you see in teachers who show longevity in their teaching careers?

Characteristics and qualities that I see in teachers who show longevity in their teaching careers are those who have a strong work ethic, builds caring and trusting relationships with students, parents, and staff, a team player, always willing to try something new, eager to learn new things, goes above and beyond her job requirements, and is creative.

7. How do you decide when a teacher needs an improvement plan to assist her with overall performance?

The teachers that we normally place on an improvement plan have failed to pass their Safe-T evaluation. Other times, if my assistant principal and I have observed the same things over and over and have called the teacher in to discuss each time, we decide to lay out expectations. I use an acronym that I learned from Dr. ███████. Keep it NEAT: Notify, set expectations, offer assistance, give the teacher time.

8. How often do you observe your early career teachers and provide them with feedback?

I usually observe my young teachers every 2 to 3 weeks. I leave them feedback on a little form I developed, "3 Glows and a Grow," three areas where they are shining and one area for growth.

9. What do you believe your role is in impacting teachers' decisions to stay in the profession?

I believe it is my role as a building principal to provide support in every way possible to include help with anything that is asked for or is needed. That may mean emotional support, providing or arranging for some types of training, providing materials, providing for finding ways to build morale in the building and on certain grade levels with unencumbered lunches or covering classes during professional development which occurs during the day.

10. How do you go about helping a teacher who is effective avoid leaving the profession or your school?

If I had to go about helping a teacher who is effective avoid leaving the profession or my school I would listen to her concerns and try to go about offering options that may encourage her to stay. That may be changing teams, changing to a different grade level or changing to a different school. I would try to see what I might do to help make his/her life easier by offering whatever type of support is needed.

Interview Transcription with Principal ▮▮▮▮▮▮▮▮▮, School G

1. Thinking specifically about your school, what factors do you believe make it difficult to retain high quality teachers?

I believe teaching can be very challenging, and the most difficult component in teacher retention is that teachers continue to be asked to do more. With each passing year, more is added to the plate of the teacher, yet nothing is removed. This can be overwhelming and exhausting, and I believe one of the reasons why teachers leave the profession.

2. What supports and programs do you provide for early career teachers?

First year teachers are part of an Induction program which provides them with meaningful and relevant professional development. New teachers are also provided a mentor teacher. Experienced teachers, but new to the school, receive a buddy teacher. Both mentor and buddy teachers help new teachers navigate the monthly calendar and school requirements. Administration provides new teachers with beginning of the year trainings that help set expectations but to also put teachers at ease in becoming familiar with the principal.

3. How do you monitor your early career teachers' morale and feelings throughout the school year to ensure they feel valued?

This is accomplished through different surveys, grade level meetings and one on one meetings. I have found, however, that just talking with teachers and letting them know you care about them creates an environment that is transparent and supportive. I also show appreciation to teachers through a variety of intentional activities such as fun carts, teacher appreciation, duty free lunch, and leave early cards.

4. What qualities do you look for when interviewing potential teachers for your school?

I look for teachers who care about all students and embrace diversity within the classroom. Can this person teach and reach all students? Are they compassionate? These are qualities you can't teach to a teacher, so they serve as the foundational components necessary to teach in my school. I certainly want a teacher who knows her own craft and can execute a lesson, but if she can't teach the neediest child or challenge the most able child, then she will struggle in meeting my expectations.

5. What signals or warning signs do you see when a teacher may be considering leaving the school or profession?

Warning signs would be frustration, feeling overwhelmed, and loss of passion for the students or the school as a whole. It is a demanding career choice, and I know teachers can leave to find better paying jobs with more flexibility. It is important to let teachers know how important they are to the lives of children and the differences they are making.

6. What characteristics and qualities do you see in teachers who show longevity in their teaching careers?

There is a great deal of research showing teachers with passionate persistence, better known as grit, are more successful and effective than their counterparts. I certainly do believe this, and have first-hand watched some teachers hold up better under demanding situations over other teachers. Some are able to juggle all of the balls without missing a beat. Conversely, some teachers may not be able to carry through with all of the commitments with the same success.

7. How do you decide when a teacher needs an improvement plan to assist her with overall performance?

A teacher may need an improvement plan for many different reasons, but I would officially put a teacher on a plan when there were some serious inadequacies in her performance. If the

performance was adversely impacting children, then the situation needed to be addressed and solutions needed to be offered. A systematic approach would be taken to ensure the teacher and administrator understood the expectations for needed improvements.

8. How often do you observe your early career teachers and provide them with feedback?

Early career teachers would have both formal and informal observations. Formal observations would consist of two each semester and informal observations would occur monthly. NIET state observations require a pop-cycle with set goals and feedback. Informal observations usually consist of walk-through observations providing informal feedback to the teacher about daily teachings and routines.

9. What do you believe your role is in impacting teachers' decisions to stay in the profession?

I strongly feel that principal leadership style is directly connected to teacher attrition. If teachers have direction, have high expectations, are supported, and feel safe they are less likely to leave the profession. All of those qualities are directly linked to the approaches the principal takes in her abilities to lead the school. A mantra I always live by as a principal, "They hear what you say, but they watch what you do." My leadership choices are key to keeping teachers in the classroom.

10. How do you go about helping a teacher who is effective avoid leaving the profession or your school?

Simply ask her what she needs to be successful. Having a conversation and providing support can make the difference. It always amazes me when some teachers express discontent with their job because they feel as if they're not effective. In reality, these are the very best teachers in the building. These are the teachers who are smart enough to know what all is needed to reach children, and they often feel as if they fall short. Effective communication and support for

teachers can be helpful. Also, providing teachers with the reassurance she needs to stay the

course, realizing perfection is not possible.

Interview Transcription with Principal ████████, School H

1. Thinking specifically about your school, what factors do you believe make it difficult to retain high quality teachers?

Well, we retain most of ours, so that is good news. Our population, because of… we're in a place where we have a lot of poverty. So our population with the number of kids we have in poverty, they do not get the support at home, like we are either A accustomed to doing with our kids, or B what we think they should be getting at home. So we have a lot of kids that it's hard sometimes for teachers when they come back to school and they haven't done homework, haven't studied for a test, they haven't even read for ten minutes at home with a parents. That makes things more difficult. And it's a double edged sword because you want to fault the parent, but then you have a parent who is working two or three jobs, or staying with a grandmother or aunt every night. That's what makes it difficult. It's the disadvantage of poverty. That makes the classroom more difficult. I think that is something else that just like as the kids get older and fall more and more behind, that is frustrating for teachers. We work with them for so many years and they still can't read, you know. I'm sending them to middle school and they still are reading on a third grade reading level. I think my teachers, they know they're doing good, and they know they're helping these kids, but I think sometimes it's discouraging to see where the kids are when they leave knowing how much work we've put in.

2. What supports and programs do you provide for early career teachers?

The main one of course, I think our district is super, because we have the first year teacher class they take. That's great. We give them a mentor here in the school. Our reading coach is phenomenal and is a great resource because she will help anyone do anything. I just feel like here, our teachers are all very cooperative and very team oriented. It's not a who can do better

than somebody else, it's a we're going to help everybody. So even though they have an assigned

mentor, really, they have the grade level rally behind them and help them.

3. How do you monitor your early career teachers' morale and feelings throughout the school

year to ensure they feel valued?

I meet with them, I met with them this past year, even before the coronavirus, I met with them

twice. And I do this for all teachers, not just new teachers. We have our data meetings of course,

and during all meetings we ask, how can we support you, what do you need that maybe you're

not getting, things like that. Especially, because it was my first year, we did a mid-year pulse

check for morale because it's important, not just for me but for everybody, we ask. I don't know

any other way than just to ask what do you need, what can we do better? I feel like we got some

good feedback. You know, we were very specific about basically, this is your evaluation of us

and how your administration is working, how are you supported, what can we do better. I felt

like we got some good feedback.

4. What qualities do you look for when interviewing potential teachers for your school?

I look for people who focus on the importance of relationships. You can teach content. I look for

someone who looks like they have a good management system which goes along with having a

good relationship with the kids. I look for somebody who is going to be a team player. I look for

somebody who, and it's very hard to find people who are not doing this now, but I want to make

sure to find somebody who is familiar with balanced literacy and balanced math.

5. What signals or warning signs do you see when a teacher may be considering leaving the

school or profession?

Well, I had three teachers leave this year. One was with a baby and I don't count her. The other

two, some signs I saw, they started to slack some in their responsibilities, which in turn can

create them wanting to more. So I had to call both of them in this year. So, they were slacking in their responsibilities, with one of them I had other teachers come in and share concerns about her not acting like herself. Other people perceive things too, but it's more their behaviors whether it's slacking off on their job and getting more lax with things, or even just the way they interact with people. They're not quite as happy and as outgoing as they used to be.

6. What characteristics and qualities do you see in teachers who show longevity in their teaching careers?

Well they can't take themselves too seriously. And they are the ones that build relationships with kids. When you're here and you build relationships with kids, and that's what it's mostly about, the other stuff you can kind of work through because it's about the kids. You've got to have somebody who is a team player, they can't be too concerned about themselves, how do I look, how are my scores, do I look better than everybody else. You can't be too concerned about that. You've got to be a team player to last. You can't take things personally. These are kids. They're going to say stupid stuff. Even if you mess up, you can't take that personally. It's my job to tell you you've messed up, but you can't take that personally, we're going to move on, now unless I have to tell you 10 times, it's not personal.

7. How do you decide when a teacher needs an improvement plan to assist her with overall performance?

Well, we do observations. We try to do two formal observations a year, and then we're in the classroom as often as we can be for more informal things. We switch. I try to get the reading coach in the classrooms, too. Once the three of us see the same things, or we're not seeing the same things, we're able to pick up on the same things. Observations more than anything, as long as you do them often enough and you have more than one person giving you feedback.

8. How often do you observe your early career teachers and provide them with feedback?

Two formal, and that's required by the state department. So two of those, and our informal observations, we try to get in there more often. We want them to know we're going to be in there. I want them to learn that it's not odd to see a principal in your classroom. That's normal, you should expect to see that.

9. What do you believe your role is in impacting teachers' decisions to stay in the profession?

Well, my role is to hopefully be supportive. Before it gets too late and they're thinking or contemplating leaving, I want to make sure I've observed them enough and helped them enough to give them support. I want to give them time to talk to me and let me know what they need help with. I want them to see me as a support, not as a boss who is trying to catch me doing something I'm not supposed to be doing. I want them to feel comfortable coming to me and telling me what they need. Mainly that, I want to be a support on the front end before it gets to that point. I want to know why they are contemplating leaving. If those are valid reasons, then I can help you move on, but if it's something else that I can problem solve with, then I want to help them give it a try before moving on.

10. How do you go about helping a teacher who is effective avoid leaving the profession or your school?

I beg! I haven't had to really do that yet, but I had one leave this year and I didn't find her to be effective, so I didn't really have to. But, I would start out by saying what she brings. I would build her up with what you bring to the table, what you do for the school, how you help the kids and the teachers in the school, how devastating it would be if we didn't have you as a resource anymore, and try to pull on their heartstrings really. I would offer anything I could give them. Do

they want jeans every day? I would say point out what we can do with you, and how devastated

we would be and what would fall apart if you leave.

APPENDIX G

Anonymous Teacher Survey Short Answer

Question 8: Issues that prevent me from doing my best work as a teacher are…

Responded 1: Students being pulled out of the classroom.

Respondent 2: Student behavior and lack of administrative support

Respondent 3: Working with teachers who do not know how to work as a team, lack of support at times, last minute responsibilities being put on teachers.

Respondent 4: Time- but that is something that cannot be changed.

Respondent 5: So much tedious stuff that I feel I shouldn't have to do as the teacher.

Respondent 6: Lack of communication and materials needed for special needs students.

Respondent 7: Time!! We are constantly being taken out of instruction for various programs, events, etc.

Respondent 8: Time- it can't be changed.

Respondent 9: Student behavior.

Respondent 10: Unnecessary interruptions during the school day.

Respondent 11: Large class sizes.

Respondent 12: Current health events.

Respondent 13: Racial inequalities throughout our school system, standardized testing, lack of budget for both school & individual teachers, lack of required & covered professional development opportunities, working multiple jobs to cover personal and school related costs, etc.

Respondent 14: The biggest issue that I had in my classroom last year was having two students who had extreme emotional outbursts multiple times a day. I felt like I did everything that I could do deescalate the situation and administration was very supportive, but it took a lot of my instruction time away.

Respondent 15: Paperwork.

Respondent 16: Stress!

Respondent 17: E-Learning generalizations.

Respondent 18: Too many responsibilities outside of curriculum.

Respondent 19: Covid-19

Respondent 20: Endless meeting and duties and club on top of the fact that SPED get no planning and additional work with IEPs and progress reports.

Respondent 21: All buildings are different, administration greatly impacts how enjoyable a year can be.

Respondent 22: Scheduling interruptions and extra examinations/tasks.

Respondent 23: Lack of time preparation time

Respondent 24: Personal matters.

Respondent 25: Lack of communication by classroom teachers, and the space given to me for my classroom.

Respondent 26: micromanagement in areas that seem small in the big scheme of things and plain criticism instead of constructive criticism.

Respondent 27: Parents believing we are here to help their child mature and change.

Respondent 28: Student behavior, attendance, parent involvement

Respondent 29: Not enough praise and appreciation

Respondent 30: Circumstances right now are making everything difficult, but I am learning to be more flexible.

Respondent 31: Time, money, support from community.

Question 10: If I could change things about teaching here, they would be…

Respondent 1: More access to materials in the classroom (ie. manipulatives, etc.).

 Responded 2: Including more communication between sped and general education teachers.

Respondent 3: More help with reading instruction, being able to voice my concerns and be heard, and having a say in decisions made that directly affect my team and I.

Respondent 4: If I could change anything about teaching, I would change the amount of ignorance that people have toward the profession. I can't explain how frustrating it is to have people in my family and community that think teaching is easy. There is so much that they do not understand about the profession and I think it is because the community fails to understand the position and importance this profession holds in the lives of the children that we see every

day. Countless hours go into what we do every day as teachers and I don't feel like we are appreciated and valued by the community that we work in. Those that don't understand the teaching profession are among those that think and say, "It must be nice to have summers off." I just wish people could truly understand the importance and weight that the teaching profession carries. I wish they would understand and realize that it is not easy. I wish they could comprehend the amount of work, sweat, and tears that actually go into what we do every day as educators. I wish they could understand, appreciate, and acknowledge the hard work that is done every day, even in the summer, for the children of this community. We are so much more than teachers. We are caretakers, nurses, counselors, friends, and most importantly, we become a family.

Respondent 5: The salary! The amount of paperwork class sizes the scheduling of pullouts.

Respondent 6: There needs to be more support between teachers- planning together, providing support and teamwork is not common in my building.

Respondent 7: More consistency.

Respondent 8: I wish there were more opportunities for older and younger students to interact with each other!

Respondent 9: More communication with Special Education.

Respondent 10: Departmentalization of the upper elementary grades to better prepare students for middle school.

Respondent 11: Higher pay, smaller class sizes, more mental health counselor for students, more training on how to help students with mental health.

Respondent 12: Better technology in the classroom.

Respondent 13: Implement Restorative Justices practices to end inequitable rates of suspension for Black youth (And end suspension/punitive discipline overall), fund all schools equally, establish a community-school relational committee to bring families into discussions and decisions about how to improve our school & make them more equitable, pay teachers minimum 50,000, require and fully fund professional development for all teachers, and reduce class sizes/cap at 15 students per classroom.

Respondent 14: Things that I would change about teaching in general, not my particular school, would be how much teachers get paid and some of the standards for the grade that I teach.

Respondent 15: I would ask for less responsibility outside of my regular classroom duties/teaching.

Respondent 16: More help with lesson planning and strategies to teach the more complicated standards.

Respondent 17: Being more digitally prepared for E-Learning/ teaching whenever that will become necessary. I want to equally challenge and encourage my students to have accountability thru E-Learning.

Respondent 18: More instructional time.

Respondent 19: More resources for reading and writing.

Respondent 20: I love teaching and my school. Would just change the meetings, etc.

Respondent 21: Less nepotism.

Respondent 22: To have more time in the classroom, just teaching. We lose a lot of time in various pull-outs, activities, and exams. While many of these are necessary, the amount of time that we have to actually teach feels that it shrinks every year. Also, I would get rid of unneeded conflict and animosity between teachers within the same grade level as well as between other grade levels. While some groups get along well and have genuine support for each other, others are cliquey and out for themselves. This takes the focus away from the most important thing and our reason for being here: the kids.

Respondent 23: More time spent teaching and working with kids and less testing.

Respondent 24: Nothing.

Respondent 25: Nothing.

Respondent 26: A more supportive environment with more tools to succeed instead of criticism without any tools or suggestions.

Respondent 27: I feel administrative support is a constant worry.

Respondent 28: This past year we rotated three classes. The only thing I'd change is switching to self-contained, which we did this year.

Respondent 29: More mental health awareness for teachers and students.

Respondent 30: A newer school with better technology for students and teachers.

Respondent 31: I would change the lack of respect that teachers get for the hard work that we do.

Appendix H

School District's Totals of Teachers Leaving their Positions

Year	Resignations	Retirees	Totals
2002-2003	44	19	63
2003-2004	44	23	67
2004-2005	62	33	95
2005-2006	66	41	107
2006-2007	93	21	114
2007-2008	86	18	104
2008-2009	41	12	53
2009-2010	47	31	78
2010-2011	41	42	83
2011-2012	59	25	84
2012-2013	54	25	79
2013-2014	63	34	97
2014-2015	59	46	105
2015-2016	75	28	103
2016-2017	80	40	120
2017-2018	72	28	100
2018-2019	76	22	98

Appendix I

2019-2020 Induction Focus: *Growing Together*

Course Assignments
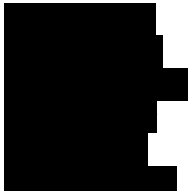
Reflection 1- Done in Class	Goal Setting	August 9
Reflection 2	What is Working? What is Not? What Do You Need?	September 27
Reflection 3 – Done in Class	POP Cycle Observation Request and Reflection of Peer Observation	October 1
Reflection 4	POP Cycle Reflection *Email to Mentor	October 25
Reflection 5– Done in Class	1st Semester Goal Assessment and Reflection Setting of 2nd Semester Goals	December 3
Reflection 6	POP Cycle Observation Request and Reflection of Peer Observation	February 4
Reflection 7 - Done in Class	POP Cycle Reflection *Email to Mentor	March 12
Reflection 8	End of Year Reflection	April 19

Appendix J
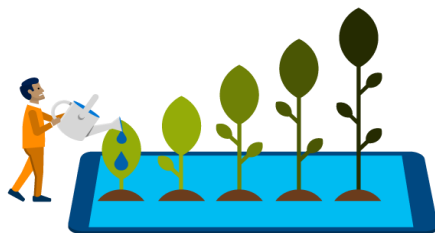
2019-2020 Induction Focus: *Growing Together*

Induction Course Calendar: Attendance is required at ALL of the required meetings listed in the table below. Induction teachers are required to choose at least two of the optional meetings for the spring semester. Attendance is counted through a SIGN IN sheet as well as an EXIT slip. Peer Observations and Mentor Observations (highlighted) are both required opportunities for growth for you to observe and be observed with a POP feedback cycle.

Dates	Meeting Topics	Time Frame	Location	Speaker(s)
Aug. 7	Pre-Institute Day 1 C311	8:00 – 3:00	██████████	██████████
Aug. 8	Pre-Institute Day 2 New Employee Luncheon ██████████	8:00 -3:00	██████████	██████████
Aug. 29	██████ Classroom Management Foundational Understandings and Creating An Effective Positive Classroom Management Plan	4:00 - 4:30 pm 4:30 - 5:15 pm	██████████	██████████ ██████████
Sept. 3- Oct. 1	Participating in Mentor/Peer Observation			
Sept. 14	Marcia Tate Workshop ██████████	8:00 – 12:00 am	██████████	██████████
Sept. 19	Special Ed. Referral Process	4:00 – 5:00	██████████	██████████
Oct.1	Participating in a POP Cycle	4:00 – 5:00	██████████	██████████

POP Cycle Observation Window Oct. 1 -25	Mentor POP Cycle			
Oct. 10	De-escalation Strategies for Classroom Management	4:00 – 4:45	███████	███████
Oct. 10	Discipline Policies and Procedures and Positive Parent Communication for Elementary and Early Childhood	4:45 – 5:30	███████	███████
Oct. 10	Discipline Policies and Procedures and Positive Parent Communication for Middle and High	4:45 – 5:30	███████	███████
Oct. 29	Behavior Management Strategy Share Panel of Experts Question and Answer	4:00 – 5:00	███████	███████
Nov. 20	Poverty Simulation	3:30 – 5:30pm	███████	███████
Dec. 3	POP Coaching Cycle Share/ 1st Semester Celebration C311	4:00 – 5:00pm	███████	███████
Jan. 1 – Jan. 31	Participating in Mentor/Peer Observation			
Jan. 14	Cradle to Career ██ Simulation	4:00 – 5:15pm	███████	███████
Jan. 23	Strategies for the Disruptive Student in the Regular Ed Classroom	4:00 – 5:00 pm	███████	███
Feb. 4	Participating in a POP Cycle	4:00 – 5:00	███████	███████

			▮	
Feb. 11	How to Management Behavior Intervention Strategies within Your Classroom Management Plan	4:00 – 5:00pm	▮▮▮	▮▮
POP Cycle Window Feb. 4- March 12	Mentor POP Cycle			
March 10	Spring Panel of Experts	4:00 – 5:00	▮▮▮	▮▮
April 21	Induction Celebration	4:00 – 5:00	▮	

Appendix K

- Early spring begin discussing what to look for in new hires with the building principals.

- Summer training for building principals about ways to support and the needs of early career teachers.

- Fall check-in with building principals of reminders on early career teachers' needs.

- In December building administrators, early career teachers, and Director of Personnel discuss the futures of the early career teachers.