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THE IMPACT OF TEACHER WORKING CONDITIONS AND BEGINNING TEACHER
SUPPORT ON BEGINNING TEACHER RETENTION IN HIGH POVERTY SCHOOL
DISTRICTS

By
Alfredia Moore

A Dissertation Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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Approval Page

This dissertation was submitted by Alfredia Moore under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Dedication

For with God nothing shall be impossible.

Luke 1:37

I began this journey in January 2015. Approximately two months later, my only brother suddenly passed away. One month after my brother's demise, my first instructor at Gardner-Webb University died unexpectedly. I found myself ready to throw in the towel but somehow knew that my brother and my instructor would want me to press forward, no matter how difficult the task. As a result of these two unforeseen events, that shed much light after some dark moments, I dedicate the completion of my dissertation to Larry Sowers and Dr. William Dixon, Jr. I can truly say, "For with God nothing shall be impossible."

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First and foremost, I give God all honor and praise for guiding me throughout this process. Prior to beginning every work session, I read Philippians 4: 6-7, 13; followed by a prayer. I know that had it not been for the Lord holding my hand and keeping me focused, this dissertation would not have been completed.

Second, I am grateful for my husband's love, patience, and encouragement. Because of him, I had quiet, dedicated, uninterrupted time to complete assignments for the courses and every chapter. He made sure the chores were done and meals were prepared. He traveled all the way with me on this emotional roller coaster.

Next, I am sincerely thankful for the time and energy Dr. Boyles spent reading and editing chapter after chapter. Dr. Laws and Dr. Lutz, thank you for agreeing to serve on my committee. Alissa Lee, you are a true jewel also. Your time and effort are very much appreciated.

Finally, I am grateful for my family and friends' encouraging words and for understanding when I was not available to attend various events. I now have leisure time to spend with family and friends again!

Abstract

THE IMPACT OF TEACHER WORKING CONDITIONS AND BEGINNING TEACHER SUPPORT ON BEGINNING TEACHER RETENTION IN HIGH POVERTY SCHOOL DISTRICTS. Moore, Alfredia, 2019: Dissertation, Gardner-Webb University.

The purpose of this quantitative study was to determine the impact of beginning teacher support and teacher working conditions on the retention of beginning teachers in high poverty school districts. This study examined Title I and Low Wealth funded school districts in the southeastern quadrant of North Carolina. Preexisting data, available through the North Carolina Department of Public Instruction [NCDPI], were used to determine the possibility and extent of relationships among the variables. The four components of a beginning teacher support program are orientation, the assignment of a mentor, professional development, and observations and evaluations. The elements of teacher working conditions included in this study are time, teacher leadership, school leadership, professional development, and instructional practices and support. Results of this study suggest that mentors and school leadership have the potential to impact retention of beginning teachers. This study offers findings to local, state, and federal school leaders of the importance of supporting beginning teachers and identifying areas of support that are critical to the retention of beginning teachers.

Keywords: teacher retention, working conditions, beginning teacher support, mentor

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Chapter 1: Introduction

Over the past several years, researchers have sought to understand the reasons why some teachers stay in the profession and others leave (Henry, Bastian, & Fortner, 2011; Howes & Goodman-Delahunty, 2015; Ingersoll & May, 2011). The concern is due, in part, to the heightened need for teachers as a result of increased student enrollment, changes in student-to-teacher ratios, and high percentages of teacher turnover (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Teacher turnover presents a major challenge to building and maintaining the teacher workforce in the United States (Achinstein, Ogawa, Sexton, & Freitas, 2010). The Alliance for Excellent Education (2014) reported that “almost 13% of the American workforce of 3.4 million public school teachers either moves or leaves the profession each year” (p. 2). Additional information released by the Alliance indicated that high-poverty schools experience an annual turnover rate of 20%, which is approximately 50% higher than the turnover rate in more affluent schools.

The percentage of teachers leaving the profession has been higher when compared to other professions. Kan (2014) reported that teacher turnover was higher than that of police, architects, and nurses. The data indicated the percentage of each occupation as teachers 30%, police 28%, architects 23%, and nurses 19% (Kan, 2014).

Statement of the Problem

Historically, teacher retention has been a major concern (Ndoye, Imig, & Parker, 2010). As indicated here, teacher retention has been an ongoing problem as early as the 1970s. When Daniel Lortie conducted a sociological study in 1975, he interviewed teachers about their entry into the teaching profession and what attracted them to the job.

He concluded the teaching profession was looked upon as one that could be easily entered and exited – without making major career commitments; thereby contributing to teacher mobility (Hargreaves, 2010). Ingersoll (1997) asserted that when qualified candidates are not available, school administrators are faced with the difficult decision of whether to hire teachers who are less qualified, use substitute teachers for an extended period of time, or assign additional instructional duties outside of their licensure area(s) to teachers already on staff. The frequency at which these teachers are entering and leaving the profession has also been compared to a “revolving door” (Hanushek, Kain, & Rivkin, 2004; Ingersoll, 2003). The Alliance for Excellent Education (2004) compared school turnover to a leaky bucket, stating, “Schools do not ... lack *newly credentialed* candidates to choose from; instead, they are rapidly losing the *newly hired* teachers they already have. [S]chools are leaky buckets losing existing teachers faster than they can take in new ones” (p. 7). Satcher et al. (2016) agreed the teacher workforce is analogous to the leaky bucket due to the loss of thousands of teachers every year before they are eligible for retirement. Here, in the 21st century, one can see the trend is continuing. The problem this study sought to investigate is whether beginning teacher support and teacher working conditions effect retention of beginning teachers in high poverty school districts.

Recent longitudinal data reflect the proportion of new teachers leaving the classroom within 4 years is close to 17% (Gray & Taie, 2015; Goldhaber, 2015). Brown (2015) conducted similar research and suggested the turnover rate of new teachers is more than 20%. A study conducted over a period of 8 years by the Utah Education Policy Center at Utah University indicates a significant increase in the percentage of new teachers leaving the profession in the state of Utah. The researchers followed

approximately 2,700 teachers, identified by age groups of under 25, 26-30, 31-39, and 40+. The 8-year study focused on school years 2008-2009 through 2014-2015, gathering data every 2 years. From 2008-2009 to 2014-2015, turnover of teachers in the under 25 age group increased from 21% to 73%. When compared to the other age groups, this was extremely high – as the 26-30 age group increased from 15% to 54%, the 31-39 age group showed an increase from 12% to 42%, and the 40+ age group increased from 16% to 48%, all within the same time frame (Cortez, 2017).

The states found to have the highest teacher turnover were Arizona, New Mexico, Colorado, Maryland, West Virginia, and Alaska. A 2015 news article reported Arizona was not only grappling with high teacher turnover, but shortages as well. As a result, Governor Doug Ducey signed new legislation into law allowing teachers to be hired with no formal teacher training (Franklin, 2015). As of 2015, it was determined that 24% of the teacher workforce in Arizona would be eligible to retire by the end of 2018, creating an increased concern regarding teacher retention.

New Mexico has received the unwanted label as the state with the second highest teacher turnover in the nation – with Arizona taking the lead with the highest. Based on information retrieved from the Learning Policy Institute, The Albuquerque Journal reported that from the 2011-2012 to the 2012-2013 academic years, 23.2% of the New Mexico teacher workforce left their schools or the profession, well above the national average (Burgess, 2016).

In Colorado, where nearly 71% of the school districts are small and rural, the teacher turnover rate reached a 15-year high during the 2014-2015 school year. Seventeen percent of the teacher workforce left Colorado school districts in 2014-2015,

as opposed to 13% during the 2009-2010 school year (Mader, 2015).

Although schools in Maryland have been praised for being among some of the best in the nation, in recent years, the state has experienced difficulty retaining teachers. During the 2015-2016 school year, Maryland suffered a loss of 4,536 teachers, which created a 7% attrition rate. Of those teachers who left, 40% of them (1,815) had 5 or fewer years of teaching experience. Of the approximate 60,000 teachers in Maryland's workforce, 30% have fewer than 5 years of experience (Maake, 2016).

West Virginia public schools are experiencing very similar teacher retention challenges. A study conducted by scholars at the Indiana Center for Evaluation and Educational Policy revealed that about one fifth of the beginning teachers in West Virginia leave the profession after their first year. Additionally, the researchers reported that one third of the beginning teachers leave after year 4 (IU Bloomington Newsroom, 2016).

In Alaska, the turnover rate is consistently higher in the rural schools and districts. The results of a study from 1999-2012 revealed that turnover averaged 20% in rural districts and 10% in urban and suburban districts (Hill & Hirschberg, 2013). Between school years 2015-2016 and 2016-2017, teacher turnover at the school level was over 30% in rural schools and 14%-16% in more populated areas (Stevens & Pierson, 2017).

In North Carolina, there are several factors that contribute to annual teacher turnover. The North Carolina State Board of Education (NCSBE) and NCDPI (2016) examine various reasons that have an impact on the teacher turnover rate. At times, teachers will resign from teaching in a specific school district but remain in the field of education. The individuals may transfer to another local education agency (LEA), pursue

a nonteaching position in education, or begin teaching at a charter or nonpublic school. Teachers also resign for personal reasons such as caring for a family member, continuing education, relocating, experiencing dissatisfaction with teaching, or because of health problems.

As outlined by NCSBE (2016), other forms of employee separation may be initiated by the school district as the result of dismissal, contract nonrenewal, or failure of the employee to meet licensure requirements. Finally, another contributory factor to teacher turnover involves reasons beyond the employee's control. These reasons include when an employee is released due to a reduction in force (RIF), receipt of military orders, or the employee's death.

According to Barth, Dillon, Hull, and Higgins(2016), in their review of national Title II data, North Carolina reached a 5-year high in teacher turnover in 2015. Their report pointed out the statewide turnover rate in 2015 reached 14.8%, which translates to a 33% increase over the 2010 rate. Barth et al. data are consistent with NCDPI's Annual Teacher Turnover Report.

Additional turnover impact comes as the result of teachers transferring from one school to another within the same school district. This, too, creates the need for a vacancy to be filled. According to Sutchter et al. (2016), nationally, close to 16% of teachers transfer to another school in the same district each year.

Another factor contributing to the teacher turnover rate is retirement with full or reduced benefits. Teachers born between the years of 1946 and 1964 are categorized as the baby boomers. Beginning in the late 1960s throughout the 1970s, there was an abundance of baby boomers among the teaching ranks. Teachers in this category sought

longevity in their profession. In 2010, there was a prediction that within 8 years, the nation's schools would lose 1.5 million baby boomers to retirement (Carroll & Foster, 2010). In 2016, the National Center for Education Statistics conducted research on the percentage of public school teachers who left the profession between 2011-2012 and 2012-2013. Their report indicated a higher percentage of teachers with more than 25 years of experience who left the profession than those with less experience. Additionally, the 2013 Teacher Follow-Up Survey, a subsample of the School and Staffing Survey, indicated an increase in teacher retirements from 27.8% to 38.3% from 2008-2009 to 2012-2013. In an effort to track a teacher's current employment status, the Teacher Follow-Up Survey is conducted every 4 years to track teachers who separate from a school district.

Teacher retention plays a significant role in the overall operation of schools and the services that educators are charged with providing to students every instructional day (Krasnoff, 2014). When teacher turnover is high, classrooms are not properly staffed; and the impact is evident in several areas. The Wing Institute (Teacher Turnover Impact, n.d.) posted the following information on its website in reference to teacher turnover and its impact on schools:

High turnover impedes student performance and diverts resources away from efforts to improve schools. It places large numbers of inexperienced, less effective teachers in classrooms, resulting in increased recruiting, hiring, and training budgets. Research shows that increases in teacher turnover consistently correspond with decreases in achievement in core academic subjects. Attrition disproportionately affects schools with the greatest needs, low-achieving and

high-poverty schools. Chronic turnover also negatively impacts a school's culture, increasing student disciplinary problems and principal turnover. It damages collegiality, adding chaos and complexity to school-wide operations and perpetuating new cycles of turnover. (p. 1)

As noted in the previous passage, the impact of teacher turnover is evident in various aspects of the educational setting. The areas of greatest impact on the teaching profession are teacher quality and effectiveness, teacher knowledge and experience, and collegiality among teaching staff. Additionally, the costs associated with replacing teachers are a financial strain on school systems.

While the history of the education reform movement began centuries ago, educators and politicians continue in the battle of teacher accountability, quality, and effectiveness. The Alliance for Excellent Education (2014) purported that teaching quality is the most powerful school-based factor in student learning. In 2002, under the former No Child Left Behind Act (NCLB), several mandates were issued pertaining to teacher performance and qualifications. The essential message communicated in NCLB was that teachers would be held accountable for the academic success or lack thereof for the students they taught (Hull, 2013). Teacher effectiveness, in accordance with NCLB, was judged by the extent to which average test score gains for students were higher or lower than expected (Henry et al., 2011).

A highly qualified teacher was defined as one with a bachelor's degree and state certification in the area in which the teacher was assigned. This was a requirement for all teachers whose salaries were paid from federal Title I funds and those teaching in core academic areas. In addition to ensuring teachers were adequately licensed, states and

school districts were tasked with making sure the highly qualified teachers were evenly distributed among schools with high concentrations of poverty and wealthier schools (Klein, 2015).

Although NCLB and the Every Student Succeeds Act (ESSA) reflect similarities in certain aspects, under ESSA guidelines, teachers working in Title I schools are only required to meet state licensure standards (Klein, 2016). The terminology has essentially changed from focusing on the “highly qualified” teacher to defining an “effective” teacher (Sawchuk, 2016). Individual states have the authority to develop and implement an evaluation system to assess teacher performance from the standpoint of what state leaders define as effective.

According to Papay and Kraft (2015), research suggests that teachers continue to improve and become more effective after their first 5 years of teaching. The researchers reviewed data from a large U.S. urban school district over a 10-year period that focused on teacher contributions to student standardized test scores. What they were able to determine was that the scores improved as teachers gained years of experience in the profession. By examining and estimating the returns on student achievement to mathematics teachers in their sample group, Papay and Kraft concluded that teachers continued to improve well beyond their initial years as a teacher. In fact, their study suggests that 35% of a teacher’s career improvement happens after their 10th year in the profession. Papay and Kraft also concluded that in some instances, teachers plateau while others continue to show improvements.

In a study conducted by Kini and Podolsky (2016), the results were similar to those of Papay and Kraft (2015). Kini and Podolsky reviewed 30 studies that had been

published within the last 15 years, focusing on the effects of teaching experience on student outcomes. Their conclusions were that teaching experience is directly linked to student achievement gains throughout their teaching career. Additionally, the researchers concluded that teacher effectiveness increases with accrued years of experience in the same grade level, subject, or district.

The increase in teacher turnover weakens the nation's ability to guarantee that every child has equal access to quality instruction (Alliance for Excellent Education, 2014). As teachers exit the classrooms early in their careers before becoming effective or competent in the profession, students will more than likely be taught by several other teachers who are less effective and with fewer years of experience (Grissom, 2011). The state of Arizona reported that during the 2013-2014 school year, 1,000 teachers were employed with substitute credentials, which was a 29% increase from the previous school year (Strauss, 2017). During that same school year, California issued approximately 25% of its new teaching credentials to candidates who were completing their internship. The credentials permitted the student teacher interns to work full time as teachers while completing required courses (National Education Association, 2015).

When there is significant turnover in an organization, it can have an impact on the retention of knowledge. Peña (2013) stated that for any organization, the retention of institutional knowledge is an important attribute in the recruitment and retention of employees. Although employers routinely sustain the loss of employees, organizations are prone to suffer when highly skilled staffs leave. Their level of knowledge may not be immediately replaced. Peña (2014) added that when employees leave an organization, they take a considerable "amount of work, business and operational knowledge with

them” (p. 1). Though this is the viewpoint from the business sector, the loss of institutional knowledge in the educational setting can have very similar effects. Ronfeldt, Loeb, and Wyckoff (2013) suggested that staff turnover has the tendency to create challenges to the effective implementation of unfamiliar instructional programs, because teachers who leave carry organizational knowledge with them. Ronfeldt et al. further stated newly hired teachers may lack the critical knowledge and skills needed to implement instructional programs. When one considers the collective professional experiences of an organizational unit in conjunction with the skills and knowledge gained over time, some of those experiences and skills are lost due to turnover among staffs.

Balls, Eury, and King (2011) offered the following explanation regarding professional experience:

Professional experience can be defined as the past personal experiences of each community member as a learner, teacher, team member, and leader. Collective professional experiences of the organization as a unit can be defined as the past experiences of the organization as a whole unit. (p. 73)

In an in-depth review of the Schools and Staffing Survey data, Ingersoll, Merrill, and Stuckey (2014) sought to identify the most pronounced trends and changes within the teaching workforce over the last 25 years. One of those trends was labeled “greener” (p. 11), which accounts for beginning and inexperienced teachers. As school staffs are becoming greener, there is the tendency for students to be taught by fewer veteran teachers. With that comes the lack of experience and skills in handling student behavior problems, teaching students with diverse backgrounds and abilities, communicating with parents, promoting good work habits in students, and nurturing student self-esteem

(Ingersoll et al., 2014). These factors also contribute to the disconnection with communities. Families are reluctant to establish relationships with teachers they believe will only be around for a few years (Hirschberg, Kasemodel, Cope, & DeFeo, 2016). Teacher turnover hinders the continuity needed to build strong, trusting relationships among students, teachers, and parents – as it takes time for such relationships to develop (Hanselman, Grigg, Bruch, & Gamoran, 2016).

Of equal importance among the needs for improved teacher retention is the collegiality among teaching staff. Shah (2012) conducted an in-depth literature review in reference to the importance of collegiality among teachers. Through her research, Shah determined that strong collegial relationships have a direct correlation to school improvement and success. By using various federal databases including the Schools and Staffing Survey and Teacher Follow-Up Survey, Sutchter et al. (2016) further suggested that stability, shared planning, and collaboration are vital components in improving teacher effectiveness and that improvements are evident more rapidly in supportive and collegial working environments. The team also concluded that high teacher turnover undermines the benefits of shared knowledge and collaboration.

In the school settings, teachers and school leaders engage in professional learning communities. Through participation and collaboration in professional learning communities, teachers use their knowledge to share what they do to learn from one another and are able to make informed decisions about their instructional practices, in an effort to better promote student achievement (Carpenter, 2015). The knowledge gained and shared evolves over a period of time.

Johnson, Reinhorn, and Simon (2016) interviewed 142 teachers and

administrators all working in high-poverty schools in Massachusetts. All six of the schools – a combination of traditional, turnaround, and charters – where the interviewees worked had achieved the state’s highest performance ratings, due to student growth. Through responses from the teachers and school administrators, the researchers determined that when teachers are working as collaborative teams, both teachers and students reap the benefits. The teamwork increased collaboration among the teachers and created academic, social, and cultural success throughout the schools.

Regardless of the reason for separation, every teacher who leaves creates a space to be filled that is not cost free to the school district (Ingersoll, Merrill, & May, 2016; Frahm, 2014). There are instructional, financial, and organizational costs associated with chronic teacher turnover. According to a report released by the Alliance for Excellent Education (2014), teacher attrition costs the United States \$2.2 billion annually. The Alliance worked with Richard Ingersoll to conduct the study and calculate costs associated with teacher attrition. Ingersoll provided cost estimates for every state and the District of Columbia. The report provided estimates ranging from \$2 million in Delaware, Vermont, and Wyoming up to \$235 million in Texas. Karp (2014) reported that the National Commission of Teaching and America’s Future estimates that Chicago public schools spend approximately \$17,872 annually to fill each vacancy. Michigan has witnessed the costly effects of teacher attrition. In an article released in 2014, it was reported that Michigan schools accrue an annual cost up to \$59 million (Smith, 2014).

Teacher replacement costs include recruitment fees, salary allocations, criminal background checks, and contract preparation. There are also costs associated with training new hires; setting up payroll accounts; creating email accounts and other website

access; and in some instances, lodging for candidates (Kavanagh, 2016; Podolsky, Kini, Bishop, & Darling-Hammond, 2016; Synar & Maiden, 2012). In addition to replacement costs, teacher separation costs can include time for exit interviews; payroll and benefits close-out processes; and updates to school databases, websites, technology, and security (Synar & Maiden, 2012).

The Topic

In an effort to better understand the factors associated with teacher turnover and retention, the focus of this study is on beginning teacher support and teacher working conditions in high poverty school districts.

The Research Problem

In most cases, when teachers leave the profession, they select an issue relating to job dissatisfaction as their reason for resigning (Sutcher et al., 2016). For beginning teachers, job dissatisfaction could be compounded by the complexity of the work, skills, and knowledge that teacher preparation programs are not able to provide. The success and career longevity of beginning teachers requires that programs of support are designed to guide and improve the performance and retention of new teachers (Ingersoll, 2012). Often, promising teachers are recruited to teach in high-poverty schools in the absence of the systemic support needed to retain the teachers (Ingersoll & May, 2011).

Purpose of a Beginning Teacher Support Program

Goldrick, Osta, Barlin, and Burn (2012) stated that “new teachers encounter a steady stream of distinct challenges during their initial years in the classroom” (p. iii). Goldrick et al. emphasized the critical need for educational leaders and school administrators to focus more on the supports that are in place for beginning teachers. The

implementation of beginning teacher support programs is for the purpose of providing comprehensive support and guidance to new teachers that will enhance their quality of teaching and increase student learning.

There are key components that must be included in beginning teacher support programs at the district level. The required components are orientation, mentor assignment, professional development, and classroom observations (NCDPI, 2017). According to NCSBE and NCDPI, orientation must take place prior to the beginning teacher's first day of classroom instruction. During the 3-day orientation, beginning teachers receive information about school district policies, school safety procedures, safe and appropriate use of seclusion and restraint of students, employee code of ethics, curriculum guides, and testing and accountability. Mentor assignments are made at the school level. Principals are responsible for assigning a trained mentor to work with every beginning teacher. Mentors, in turn, are responsible for logging and reporting all support they provide to the beginning teacher on a monthly basis. Beginning teachers must attend a series of sessions throughout the school year that are tailored to assist them in their classroom practices as well as in the development of their individual professional development plans. School district instructional leaders and local university personnel conduct the monthly professional development sessions. Classroom observations are scheduled throughout the school year so beginning teachers receive immediate feedback and guidance on their classroom practices.

Research Questions

1. Which components of the Beginning Teacher Support Program are associated with the retention of beginning teachers in high poverty school districts?

2. Which working conditions are associated with retention of beginning teachers in high poverty school districts?
3. Among the components of teacher working conditions and a beginning teacher support program, which have the strongest association with retention for beginning teachers in high poverty school districts?

Background and Justification

Large scale quantitative studies support the claim that teachers leave schools with poor working conditions (Boyd et al., 2011; Ladd, 2011). In 2002, the North Carolina Governor's Office launched the state's very first Teacher Working Conditions Survey. Since its initial implementation, the survey is conducted every other year. The purpose of the survey is to evaluate whether or not teachers have the necessary resources and supports in place to be effective in the classroom. Specific to the school environment, the working conditions encompass protected time, professional development, school leadership, facilities and resources, teacher empowerment, management of student behavior, instructional support, and community support and involvement (New Teacher Center [NTC], 2014a). Each of these working conditions is further explained below.

Time, as it relates to working conditions, focuses on class size and the availability of time for teachers to meet the needs of all their students, opportunities for teachers to collaborate with their colleagues, sufficient time for instruction, and protection from duties that have the potential to interrupt the main purpose – to educate the students. (NTC, 2014a).

Professional development addresses whether or not adequate resources are available for the learning to occur. Additionally, it focuses on the availability of time for

professional learning, if the learning opportunity is data driven, aligned to school improvement, designed to meet the differentiated needs of the teachers, and lends itself to ongoing opportunities for the teachers to work with colleagues in an effort to refine their instructional practices (NTC, 2014a).

School leadership is examined to see if it sets the tune for trust and mutual respect, establishes high standards for the delivery of instruction, assesses teacher performance objectively, and recognizes teachers for their accomplishments (NTC, 2014a).

Facilities and resources are evaluated for adequate appropriate instructional and technological materials, devices and infrastructures, professional support personnel, and clean and adequate work space that is conducive to teaching and learning (NTC, 2014b).

Teacher empowerment or leadership is also considered under working conditions. Its focus is on teachers being recognized as educational experts, being trusted and relied upon to make sound decisions about instruction and other educational issues, and being involved in school improvements (NTC, 2014b).

The management of student behavior involves the development and enforcement of policies and school procedures for handling discipline and maintaining a safe and orderly environment for learning (NTC, 2014b).

Instructional practices and support place the focus on assessment data at the state and local levels, teacher beliefs that their students have the potential to be successful, and teacher knowledge of the instruction their students receive in other classrooms (NTC, 2014a).

Community support and involvement includes interactions and communication

with parents and other educational stakeholders. Parents and other stakeholders have an influence in the school (NTC, 2014a).

Delimitations

Background information indicates that dissatisfaction within the workplace contributes to teachers leaving the profession. While national studies indicate the specific reasons for job dissatisfaction to include compensation and various working conditions (Alliance for Excellent Education, 2014), this study specifically explored the influences of support for beginning teachers, as they relate to teacher working conditions. This research was limited to beginning teachers who have worked or continue to work in the southeastern quadrant of North Carolina.

Audience

In an effort to provide relief from and/or help lessen the leak in the bucket of teacher turnover, the intended outcome of this research was to increase awareness of the importance of implementing sound and effective beginning teacher induction programs and creating optimum teacher working conditions that provide support for student learning and teacher retention. State and local educational leaders, school administrators, and mentors should be able to better determine needed support for beginning teachers.

Definition of Terms

Beginning teacher. A teacher who is new to the profession with 0 to 3 years of experience (Pender County Schools, 2017).

High-poverty schools. Schools where 76-100% of the students are eligible for Free or Reduced Priced Lunch (National Center for Education Statistics, 2010).

Low wealth funds. Provide supplemental funds to counties in North Carolina

that do not have the ability to generate local revenue to support public schools (NCDPI, 2016).

Teacher retention. When teachers remain at the same school as the year before, and they remain in the same teaching role (Billingsley, 2003).

Teacher Working Conditions Survey. A survey that is used to evaluate whether or not teachers have the necessary resources and supports in place to be effective in the classroom (NTC, 2014b).

Title I funds. Provide financial assistance through state educational agencies to local educational agencies and public schools with high percentages of poor children to help ensure that all children meet challenging academic and student achievement standards (NCDPI, 2016).

Chapter 2: Literature Review

Carver-Thomas and Darling-Hammond (2017) reported that “the percentage of teachers leaving the profession has increased substantially over the past two decades” (p. 3). The authors added that reasons for leaving the profession can be wide ranging. The purpose of this study was to examine retention among beginning teachers. While there are various factors that impact teacher retention, this review focuses specifically on research related to the impact of teacher working conditions and components of beginning teacher support.

Overview of Chapter

This literature review examines research on the components associated with induction and support for beginning teachers and the constructs of teacher working conditions. The components of a beginning teacher support program consist of an orientation, mentor assignment, professional development, and observations. Teacher working conditions research includes the examination of the areas of protected time, facilities and resources, community support and involvement, management of student behavior, school leadership, teacher empowerment, professional development, and instructional practices and support. Working conditions are essential to teacher retention and have an impact on teacher decisions to remain or leave the teaching profession (Jimenez, 2017). It is therefore necessary for beginning teachers to work in an environment where they are able to teach, survive, and succeed (Ingersoll, 2012).

While many states have adopted their own beginning teacher support programs, the overarching goal of the program is fairly consistent – to help new teachers improve skills and build confidence to become successful educators (Pender County Schools,

2017). NCSBE developed five standards specific to the comprehensive structure of its Beginning Teacher Support Program that are outlined as the following: (a) systematic support for high quality induction programs; (b) mentor selection, development, and support; (c) mentoring for instructional excellence; (d) beginning teacher professional development; and (e) formative assessment of candidates and programs.

Sterrett and Imig (2011) described the first few years of a teacher's career as "make or break years in terms of teacher retention" (p. 69). Scherer (2012) concluded that "teachers want to be in environments where they are going to be successful with students, where they are getting help to do that, where they have good colleagues and where they are working as a team" (p. 23). If teacher working conditions and support for beginning teachers have a significant impact on beginning teacher retention, the conceptual framework in Figure 1 is indicative of such an outcome.

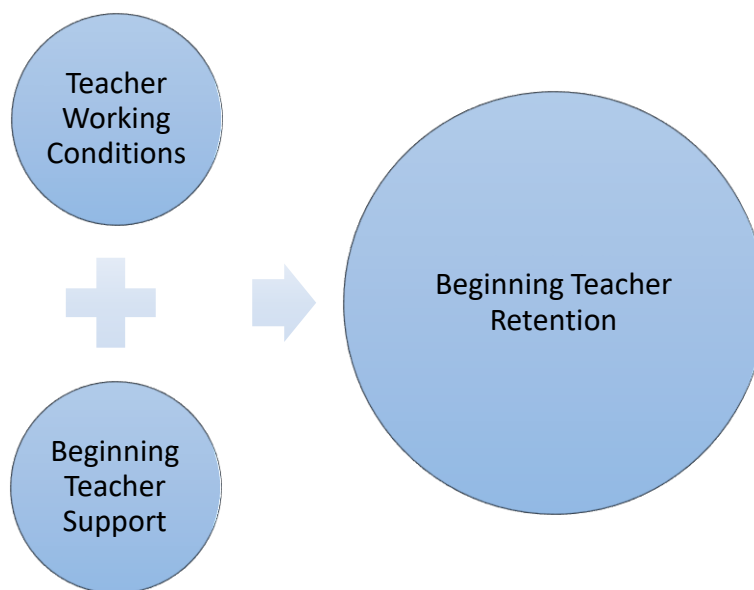


Figure 1. Conceptual Framework.

Teacher Working Conditions

According to Chen (2016), “If student learning conditions are teacher working conditions, students are in trouble” (p. 1). Chen reported on a study conducted by the Movement of Rank-in-File Educators (MORE) in collaboration with the Solidarity Research Center in New York City. The study consisted of a survey completed by new teachers. Participants reported that coping with student unmet needs was their most significant challenge. The schools were impoverished; facilities were overcrowded, not clean, and in bad repair. The survey results suggested that the “subpar facilities were starved of social resources” (p. 2). Among several items of the survey, almost two thirds of the teachers reported their schools do not provide adequate staffing in the area of special education or adequate planning time for teachers. The survey also indicated there was a lack of social-emotional support services available for students. Finally, the results of the survey indicated that high attrition rates among early career teachers reflect the personal toll of poor working conditions. While there were no immediate changes made, MORE saw this as an opportunity for new officials to be elected into office in an effort to begin the teacher working conditions and student learning improvement process.

In 2015, the New York State United Teachers (NYSUT), after reviewing research studies on teacher working conditions and student learning, developed some key considerations for policy makers. The union’s goal was to enlighten policy makers concerning the “powerful influence the school environment and working conditions have on teachers’ effectiveness, their growth and development, and efforts to improve student achievement” (p. 3). The report cited various states that conduct annual or biennial surveys which provide a wealth of data on teacher and school administrator assessments

of teaching and learning conditions. They noted school districts in North Carolina, Tennessee, Maryland, and Kentucky are required to use the survey results in their improvement plans. The report further stated that Delaware State Education Department uses the data as a guide for implementing professional learning communities, to create a group of teacher leader representatives, and to provide mentoring and competitive grants to school districts. The Maryland State Education Department reviews the data to assess the effectiveness of its teacher induction program. Finally, the City of Pittsburgh uses the data for its “development of teachers’ guides and school report showcases of best practices” (p. 10).

To help guide the work and decisions of policy makers, NYSUT issued six recommendations as considerations for improving teacher working conditions and student learning. First, adopt a state policy to require that school districts periodically evaluate teaching and learning conditions and use the data to implement and monitor plans for improvement. Second, create a statewide task force that will engage stakeholders in organizing and providing structures, data platforms, and training essential for the implementation of the initiatives. The next two recommendations are hiring vendors to provide training on stakeholder engagement and processes for conducting surveys and collecting, analyzing, and reporting survey results; and establishing a technical support center to provide assistance to school districts in their efforts to make school improvements and increase student achievement. The last suggested improvements are developing data-driven processes that guide and monitor school district improvement efforts and using data to assess and monitor progress (NYSUT, 2015).

Research conducted by Papay and Kraft (2015) suggested that society has the

tendency to attribute teacher decisions to leave or stay in the profession “to students they teach rather than the conditions in which they work” (p. 1). Implications of recent research indicate that the context in which teachers work has a profound impact on their career decisions and effectiveness. Papay and Kraft reported that teachers who work in “supportive contexts stay in the classroom longer and improve at faster rates than their peers in less-supportive environments” (p. 1). Their research also revealed that modern facilities and well-equipped classrooms do not have as big an impact on teacher decisions to remain or leave a school as we tend to think. Instead, the most significant factors are not easily observed or measured. They include “quality of relationships and collaboration among staff, responsiveness of the school administrators, and the academic and behavioral expectations for students” (Papay & Kraft, 2015, p. 1).

Johnson, Kraft, and Papay (2011) reviewed the works of Ladd (2011) and Boyd et al. (2011) to extend their research on teacher working conditions. Johnson et al. not only examined working conditions but explored the organizational and interpersonal contexts in which teachers work. Their research design combined Massachusetts’s statewide survey of school working conditions with demographic and student achievement data. The focus of their research results was on teacher job satisfaction and their career intentions and student achievement growth. Their findings showed that working conditions matter to teachers and their students. They concluded that social conditions – culture, leadership, and relationships – are of extreme concern to teachers and that teachers flee dysfunctional schools that have large populations of low-income and minority students. The recommendation, as a result of this study and one conducted by Carver-Thomas and Darling-Hammond (2017), was that in order for schools to provide

high-quality instruction to all students, emphasis must be placed on supporting effective teaching and learning.

Summary of the Research on Teacher Working Conditions

There were some common threads in the research cited in this chapter about teacher working conditions as they relate to teacher retention. Coping with the needs of individual students and managing their behavioral expectations (Chen, 2016; Papay & Kraft, 2015); having the opportunities to collaborate with colleagues and build relationships (Johnson et al., 2011; Papay & Kraft, 2015); and working in safe, well-equipped classrooms (Chen, 2016; Papay & Kraft, 2015) all have an impact on whether or not beginning teachers choose to remain or leave the teaching profession. Chen (2016) also cited planning time as a matter of importance for beginning teachers. School culture and the responsiveness of school leaders were also found to have an impact on the success of beginning teachers (Johnson et al., 2011; Papay & Kraft, 2015). While community support and involvement and teacher empowerment and leadership are identified as constructs of teacher working conditions, none of the aforementioned researchers elaborated on the impact of these two constructs in relation to teacher decisions to stay or leave the profession.

Background of Beginning Teacher Support Program

Beginning teacher induction is considered to be one of the most beneficial practices to facilitate the transition of new teachers into the teaching profession (Gujarati, 2012; Kang & Berliner, 2012). During the 1970s, school officials began discussions about how best to provide support for new teachers as they began their careers. Early suggestions of support included extending preservice programs into a fifth year or

including an internship (Alliance for Excellent Education, 2004). Ingersoll (2012) stated that “teaching has traditionally not had the kind of induction programs for new entrants common to many skilled blue-and white-collar occupations and ... traditional professions” (p. 1). The induction process, in its current state, includes a combination of orientation sessions, seminars, and retreats for beginning teachers. There are also opportunities for beginning teachers to receive coaching and feedback from veteran teachers and observe experts in the practice. Additional guidance and support are available through classroom assistance, the assignment of a mentor, and a reduction in beginning teacher workloads (Ingersoll & Strong, 2011).

The North Carolina Beginning Teacher Support Program, initially developed in 1998, provides formal support for teachers new to the profession, in an effort to help them “improve skills and build confidence to become successful educators” (NCSBE, 2017). Goals and outcomes for beginning teachers specific to the North Carolina Beginning Teacher Support Program are that (a) beginning teachers meet the state’s professional teaching standards; (b) have a positive impact on student learning; and (c) choose to remain in the profession and become future master teachers, instructional leaders, administrators, or superintendents (NCSBE, 2017).

In making the case for the benefits of providing comprehensive support for beginning teachers, several researchers have weighed in on the topic. Podolsky et al. (2016) asserted that the amount and quality of support beginning teachers receive can determine whether they become highly competent teachers, develop counterproductive approaches, or leave the profession altogether (p. 34). The New Teacher Project (2013) stated, “Teachers who make a strong start are much more likely to become and remain

strong educators over time” (p. 1). Podolsky et al. (2016) further stated that well-designed beginning teacher induction programs “increase teacher retention, promote the professional growth of beginning teachers and improve student achievement” (p. 34). Beginning teachers will only reach their fullest potential with systems of support from the state, school district, local school, and quality mentors (Pender County Schools, 2017). Lambreth (2012) suggested that mentoring and induction programs for new teachers help build self-efficacy, dispositions, and the acquisition of knowledge. Lambreth further stated, “school districts must intensify efforts to work with school administrators to provide effective support, guidance and orientation programs during the initial years of teaching” (p. 1), as these programs are designed to increase teacher effectiveness and decrease attrition. The author went on to say there should also be opportunities for new teachers to learn from their colleagues through various interactions such as team teaching, informal chats, peer-coaching, planning sessions, and information sharing (Lambreth, 2012).

After thoroughly reviewing 15 existing empirical studies on beginning teacher induction and mentoring – each of which evaluated the effects of induction on a specific outcome, Ingersoll and Strong (2011) determined that support structures such as induction and mentoring for beginning teachers have a positive impact on teacher retention and job satisfaction. The data presented by Ingersoll and Strong also suggested that the content, duration, and intensity of the induction have an impact on beginning teacher success in the classroom.

Induction programs throughout the nation do not have all the necessary components that researchers have identified as paramount for the success of beginning

teachers. Podolsky et al. (2016) reported that an analysis of the 2012 National School and Staffing Survey revealed discrepancies in the survey results of first-year teachers. While approximately 84% of the beginning teachers verified their participation in an induction program during the 2011-2012 school year, their participation in specific elements of the program indicated that 73% were assigned mentors, 78% received frequent support and communication from school administrators, 64% participated in seminars for beginning teachers, 58% had common planning time with teachers who taught the same grade level or subject area(s), and 12% had a reduced workload (Podolsky et al., 2016).

In 2016, NTC stated that when new teachers struggle, their students suffer; and in the absence of mentors, beginning teachers do not have the support they need. In addition, NTC (2016) contended that high standards, adequate funding, protected time, and trained mentors contribute to the success of new educators. NTC (2016) conducted research to determine the level of support – based on NTC’s standards – new teachers were receiving. The agency determined that only three states met their criteria of high quality new teacher support. Those states were Connecticut, Delaware, and Iowa. All three states require multiple years of support for beginning teachers, a professional licensed induction program for mentors, and funding earmarked to support the program (NTC, 2016). Findings further indicated of the 29 states with beginning teacher support programs, only 15 require teachers to receive support in years 1 and 2. Indiana no longer provides mentors for its beginning teachers. Nine states including North Carolina require support for beginning teachers beyond the first 2 years (p. 4). In their recommendations for improvements, NTC (2016) emphasized the following:

Making the entire system of support for new teachers work requires more from states than simply monitoring local school systems' compliance with program rules. Program success should be measured at both the state and local levels, and evaluations should guide improvements in new educator support. (p. 8)

A Summary of Beginning Teacher Support Programs

According to much of the research as noted here in Chapter 2, a well-designed induction program is beneficial for beginning teachers and schools. The assignment of trained mentors and opportunities for professional development offer much needed support for beginning teachers (Ingersoll & Strong, 2011; NTC, 2016). As further stated by NTC (2016), protected time for beginning teachers is also an essential element in the success of beginning teachers. The assessment of beginning teacher progress and the support program helps guide the work of mentors and district leaders in order to better meet the needs of beginning teachers.

The task of selecting, developing, and assigning a mentor to work with a beginning teacher is more intense than pairing a buddy with a new teacher (Lambreth, 2012). High-quality mentoring involves opportunities for peer collaboration and constructive feedback that will assist the beginning teacher in becoming successful in the classroom (Carver-Thomas & Darling-Hammond., 2017; Lambreth, 2012). Mentors must be trained to know how best to support beginning teachers. To help clarify the role of teacher mentors, NCSBE developed standards for mentors to follow while lending support to beginning teachers. Their role is to support beginning teachers in a manner that helps beginning teachers to develop leadership, establish a respectful environment for a diverse population of students, know the content they teach, facilitate learning for

their students, and reflect on their own practice (NCSBE, 2017).

Professional development and seminars for beginning teachers are designed to help familiarize the new teacher with best instructional and behavioral management classroom practices that are aligned with state and local district goals. “Professional development is an important strategy for ensuring that educators are equipped for deep and complex student learning in their classroom” (p. 23) and should be designed to cater to individual teacher’s goals and needs (Carver-Thomas & Darling-Hammond, 2017). Gulamhussein (2013) stated that professional development should be ongoing and allow teachers time needed to collaborate with peers and become familiar with new strategies for implementation.

Formative assessments are used to monitor the progress of beginning teachers and evaluate the success of the beginning teacher support program. The assessments should provide guidance on how to enhance the knowledge, skills, and dispositions of new teachers (National Education Association, 2010). Further, the “assessments should allow for peers, mentors and professional coaches to provide beginning teachers with feedback” (National Education Association, 2010, p. 5). Assessments on the overall success of beginning teacher support programs provide opportunities for adjustments and revisions to help ensure the needs of beginning teachers are met and that positive outcomes occur. Increases in teacher retention, the promotion of teacher professional growth, building of self-efficacy, and the attainment of knowledge are mentioned as outcomes for school districts providing support to beginning teachers (Lambreth, 2012; Podolsky et al., 2016).

What Beginning Teachers Have Said About Beginning Teacher Support

Goodwin (2012) identified classroom management, lack of curriculum freedom,

and unsupportive environments contribute to the major challenges beginning teachers face. New teachers are not prepared to handle classroom behaviors, and they complain about having a lack of guidance and resources to assist them with planning and executing lessons. Beginning teachers expect but receive minimal support and meaningful feedback from their veteran colleagues.

A qualitative study, conducted in Australia, focused on 10 beginning teachers and investigated their challenges and achievements (Hudson, 2013). Data were collected twice during the school year – April and September. The data were gathered from various sources including a lengthy written response questionnaire, interviews, and focus group discussions. Participants were asked to write about their greatest achievements and challenges, teaching career, sense of effectiveness as a teacher, and advice they would offer to preservice teachers entering the profession.

A report of the first 3 months of teaching showed that six of 10 teachers said classroom management was their greatest accomplishment. One participant stated that her greatest achievement was that she had started her new job and was still enjoying it, she had developed positive relationships with her students, and she had excellent behavior management in the classroom. Based on feedback during the second data pull, classroom behavior had become the most significant challenge for the participants. Indications from this study were that mentors need to be proactive in guiding beginning teachers through the process of establishing and maintaining behavior management. Additional recommendations from this study were needing beginning teachers to have support and professional development focused on teaching students with disabilities, creating a work life that ensures work is maintained at a quality standard, and assuring

beginning teachers are not overwhelmed and overworked.

The research of Pogodzinski, Youngs, Frank, and Belman (2012) focused on novice teacher perceptions of their working conditions – more specifically those conditions associated with the school administrator. The researchers closely examined the quality of school administrator and teacher relations and working conditions that are influenced by the administration, such as policies and procedures. An added component of the research was to examine the link between teacher perceptions of their working conditions and their intent to continue teaching in the same school. The team explored “teacher-level” and “group-level” perceptions (Pogodzinski et al., 2012, p. 256).

Building upon previous research (Allensworth, Ponisciak, & Mazzeo, 2009; Boyd et al., 2011; Ingersoll, 2012; Ladd, 2011), Pogodzinski et al. agreed that school administrators have a significant impact on beginning teacher attitudes and behaviors toward their work. The study was performed in 11 school districts – six in Michigan and five in Indiana. The selection of school districts in both Michigan and Indiana provided the researchers with a variety of student populations and socioeconomic status. Participants consisted of 380 teachers in their first 3 years of teaching who were asked to complete two surveys – one in the fall, the other in the spring. All participants completing both surveys were provided with a \$20 Barnes and Noble gift card. Approximately half of the participants completed both surveys. The findings revealed the quality of administrator-teacher relations was a stronger predictor of teachers choosing to remain in a specific school than having adequate instructional resources, extra duties, or a manageable workload. The findings in this study revealed that the quality of the relationship that teachers have with the school administrator is highly important.

In his research about the problems beginning teachers experience, Lunenberg (2011) cited the work of Gary Rubenstein. The author stated that feelings of isolation, poor physical facilities, a lack of understanding their administrator's expectations of them, and lack of support from experienced teachers generate the frustrations and failures of beginning teachers (p. 1).

Chapter Summary

As evident in the studies presented in this literature review, researchers have examined teacher working conditions in relation to the teacher attrition crisis. Educational experts have also sought to emphasize the need for providing support and guidance to beginning teachers. National and state educational agencies have not only gathered data in an effort to pinpoint the derivation of teacher retention but offered suggestions on how to alleviate these issues. Through this research, the researcher examined the impact of beginning teacher support and working conditions on retention specific to southeastern school districts in the state of North Carolina.

Chapter 3: Methodology

Introduction

Various educational researchers have committed time and effort to investigate factors having significant impact on the retention among beginning teachers. From a national perspective, some of the most critical elements at the core of teacher retention include working conditions, teacher salary, accountability for student discipline and academic performance, and lack of collective input from teachers in school-wide decisions (Alliance for Excellent Education, 2014). The desired outcome of this research was to identify the factors contributing to beginning teacher retention in school districts located in the southeastern region of North Carolina. An extension to the desired outcome of this research is to use the information in a manner that will enhance current support in the targeted areas for beginning teachers.

Research Design and Procedures

This was a nonexperimental quantitative study that involved the review and disaggregation of existing data available through NCDPI. More specifically, data from the North Carolina Teacher Working Conditions (NCTWC) surveys and North Carolina Teacher Turnover Reports were retrieved from NCTWC's public database and upon request from the School Business Division at NCDPI. The focus of the research was correlational – seeking to determine if there was a relationship between beginning teacher support and working conditions on teacher decisions to remain in the profession. At the conclusion of this data review and disaggregation, the researcher addressed the following research questions, as mentioned in Chapter 1.

Research Questions

1. Which components of the Beginning Teacher Support Program are associated with the retention of beginning teachers in high poverty school districts?
2. Which working conditions are associated with the retention of beginning teachers in high poverty school districts?
3. Among the components of teacher working conditions and a beginning teacher support program, which have the strongest correlation to retention of beginning teachers in high poverty school districts?

Instrumentation and Materials

NCTWC surveys. NCTWC surveys (see Appendix A) consisted of collective data on anonymous feedback from licensed school-based educators relative to their viewpoints on the overall work environment and support structures, or lack thereof, that promote their success in the classroom (NC Public Schools – Ready for Success, 2016). In addition, the surveys included feedback from beginning teachers in reference to support provided to them. NCSBE administers the survey in the spring of even numbered years. This study included information from surveys administered during the 2014 and 2016 school years.

In 2014, the NCTWC survey documentation stated the survey was “a statistically valid and reliable instrument to assess whether educators have working conditions in their school that support effective teaching” (NCTWC Survey, 2014, p. 1). The survey measured educator working conditions through eight theoretical constructs: time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, and instructional

practices and support. As indicated in Figure 2, all eight constructs had alpha coefficients above .70 (NCTWC Survey, 2014). According to George and Mallery (2003), alpha coefficients above 0.70 are considered acceptable, meaning there is a more than acceptable degree of internal consistency – items are closely related as a group.

Construct	Cronbach's Alpha
Time	0.861
Facilities and Resources	0.876
Community Support and Involvement	0.893
Managing Student Conduct	0.903
Teacher Leadership	0.939
School Leadership	0.948
Professional Development	0.956
Instructional Practices and Support	0.910

Figure 2. NCTWC Survey Reliability by Construct.

The internal consistency of the constructs confirmed the survey would produce similar results with similar populations. The original 2001 NCTWC survey was tested for content validity by the North Carolina Professional Teaching Standards Commission (NTC, 2011). “The NCPTSC completed a literature review of the role of working conditions on teacher dissatisfaction and which of those conditions contributed to teacher mobility” (NTC, 2011, p. 1). Ellen Moir, Executive Director of NTC, produced a report titled *Validity and Reliability of the North Carolina Teacher Working Conditions Survey* to establish validity of the 2008 survey. Content, construct, and predictive validity were established through her study. “The validity of the North Carolina TWC Survey addresses questions of whether the instrument is a true measure of what it is attempting to assess; in this case the presence of teacher working conditions” (Moir, 2009, p. 1).

The North Carolina Teacher Turnover Report. The North Carolina Teacher Turnover Report included statewide overall teacher turnover data as well as information

relevant to beginning teacher turnover. The state's attrition data were summarized in various ways – by individual LEA, by the State Board of Education (SBE) Districts, and by trend analyses (Report to the North Carolina General Assembly, 2015).

These data are used in calculations to satisfy state legislation as well as the NC School Report Card (SRC). Calculations are based on a snapshot of employment for classroom teachers employed in the LEA as reflected in the DPI payroll database. Classroom Teachers are determined by Purpose Codes beginning with 51, 52, or 53 and Object Codes 121, 123, 124, or 128. Purpose and Object Codes are part of the payroll budget code. To determine attrition, the teacher's Unique Identifier (UID) is queried against all employee budget codes in the previous year's payroll data file. (p. 4)

As mentioned in Chapter 1, there are numerous reasons associated with teacher turnover, as identified by NCSBE. This study examined reasons specific to job dissatisfaction. The SBE collects teacher turnover data on an annual basis. Consistent with the NCTWC survey data review, teacher turnover data were analyzed for 2014 and 2016. The North Carolina Teacher Turnover Report (see Appendix B) included statewide overall teacher turnover data as well as information relevant to beginning teacher turnover. The analysis of teacher turnover data was specific to that of beginning teachers in the LEAs previously identified as the southeastern quadrant of North Carolina. The instrument used by NCSBE to capture beginning teacher turnover data is located in Appendix C. Data collection for turnover focused primarily on beginning teachers who are remaining.

Population

The population associated with this research was beginning teachers who had worked in school districts in southeastern North Carolina within the past 5 years. Education districts are determined by NCSBE – with the most recent education districts being redrawn in 2015. While the southeastern region as outlined by NCSBE is comprised of 12 school districts, this study included school districts in neighboring regions that had similar demographics. Consequently, the researcher examined teacher turnover and working conditions within the southeastern quadrant of the state of North Carolina. Selected school districts used for this study met the criteria to receive Title I and Low Wealth funding. Title I funds are allotted to school districts with the highest percentages of students from low-income families (Federal Programs Monitoring and Support, 2017). Low Wealth Supplemental funds are allotted to counties that are not able to generate revenue to support public schools at the same funding level as the state (Highlights of the North Carolina School Budget, 2016). The specific identity of individual school locations were not used in this study. School districts, as noted in Table 1, are labeled as A-F.

Table 1

2016 Southeastern Quadrant School Demographics

District	Number of Schools	Number of Teachers	Number of Students
A	13	300	4,800
B	17	350	5,685
C	16	634	9,542
D	17	540	8,646
E	16	575	9,230
F	18	550	8,650

Variables

The dependent variable in this study was the percentage of beginning teachers remaining. The independent variables were the components of teacher working conditions and beginning teacher support. The components associated with teacher working conditions were protected time, professional development, school leadership, facilities and resources, teacher empowerment, management of student behavior, instructional support, and community support and involvement (NTC, 2014a). Components of beginning teacher support included orientation, mentor assignment and support, professional development, and classroom observations (NCSBE, 2017).

Data Analysis

The data analysis included identifying patterns and establishing possible relationships between beginning teacher support and teacher working conditions on the impact of teacher retention. Descriptive statistics were calculated and analyzed using the Excel Data Analysis Tool Pak. Data analysis began by sorting the NCTWC survey data for beginning teachers who completed the 2014 and 2016 NCTWC surveys. The NCTWC survey (see Appendix A) used a Likert scale. Selected districts in the southeastern quadrant of the state that met the 40% minimum teacher response rate guideline for the NCTWC survey (Marchello, 2018) were included in this study. The focus was on proportions of respondents who answered “yes,” “agree/strongly agree,” or “several times a month, once per week and almost daily.”

In order to respond to Research Question 1, “Which components of the Beginning Teacher Support Program are associated with the retention of beginning teachers,” the researcher examined the following questions with given response options on the NCTWC

survey:

- Q 11.1, “As a beginning teacher, I have received the following kinds of support.” (Yes/No)
- Q11.2, “On average how often did you engage in the following activities with your mentor?” (Never, Once per month, Several times a month, Almost daily)
- Q11.3, “How much did the support you received from your mentor influence your practice in the following areas?” (Not at all, Hardly at all, Some, Quite a bit, A great deal)

Table 2

Components of the Beginning Teacher Support Program

Beginning Teacher Support Program Components	NCTWC Survey Question #	Wording	Measure
Orientation	Q11.1g	Orientation for new teachers	Proportion of “yes” responses
Mentor	Q11.1a	Formally assigned a mentor	Proportion of “yes” responses
	Q11.3b, c	How much did the support you received from your mentor influence your practice in the following areas? <ul style="list-style-type: none"> • Instructional strategies • Classroom management 	Proportion of “Quite a bit, A great deal” responses
Professional Development	Q11.1b	Seminars specifically designed for new teachers	Proportion of “yes” responses
Evaluations	Q11.2b	On the average how often did you engage in being observed by your mentor?	Proportion of “several times a month, once per week and almost daily”

Research Question 2 was “Which working conditions are associated with retention of beginning teachers in high poverty school districts?” In order to respond to this question, the researcher examined the following questions on the NCTWC survey:

- Q11.1, “As a beginning teacher, I have received the following kinds of support.” (Yes/No)
- Q11.5, “Overall, the additional support I received as new teacher improved my instructional practice.” (Strongly disagree, Disagree, Agree, Strongly

Agree)

Table 3

Constructs of NCTWC Survey

NCTWC Survey Constructs	NCTWC Survey Question #	Question	Measure
Time		As a beginning teacher, I have received	Proportion of “yes” responses
	Q11.1d	<ul style="list-style-type: none"> • Common time to plan with other teachers 	
	Q11.1e	<ul style="list-style-type: none"> • Release time to observe other teachers 	
	Q11.1f	<ul style="list-style-type: none"> • Formal time to meet with mentor during school hours 	
Teacher Leadership	Q11.1h	I had access to professional learning communities where I could discuss concerns with other teachers.	Proportion of “yes” responses
School Leadership	Q. 11.1i	Regular communication with principals, other administration or department chair	Proportion of “yes” responses
Professional Development	Q11.1b	Seminars specifically designed for new teachers	Proportion of “yes” responses
Instructional Practices and Support	Q11.5	Overall, the additional support I received as a new teacher has improved my instructional practice	Proportion of “agree/strongly agree”

While there were eight constructs of teacher working conditions, this data analysis did not include an examination of the following conditions: facilities and resources, management of student conduct, and community support and involvement.

In order to respond to Research Question 3, “Among the components of teacher

working conditions and a beginning teacher support program, which have the strongest correlation to retention of beginning teachers in high poverty school districts,” the researcher converted the number of teachers leaving to the number who remain. Next, the researcher determined the proportion of retained teachers.

In analyzing each set of ordered pairs from the NCTWC survey with its matching turnover rate, assuming the assumption of linearity was met, the Pearson product moment correlation coefficient was used for this analysis. This method “is used to measure the direction and strength of the linear relationship of two factors in which the data for both are on an interval or ratio scale of measurement” (Privitera & Wallace, 2011, p. 714). The goal was to use 18 data points with a minimum threshold .05. If the researcher determined there was no linearity, other correlational methods would have been considered.

Chapter Summary

This chapter described the research method used for this study and included the research design, procedures, instrumentation and materials, data collection, and the data analysis. The study was quantitative in design, exploring the impact of beginning teacher support and working conditions on retention among beginning teachers.

Chapter 4: Results

The purpose of this study was to investigate the relationship between teacher working conditions and beginning teacher support on the retention of beginning teachers. This study used a quantitative methodology that involved the review of existing survey data through NCDPI. Teachers responded to Likert items which were used to quantify their perceptions of beginning teacher support and their ratings for teacher working conditions. Relationships were measured using Pearson correlation coefficients. The researcher used the Excel Data Analysis Tool Pak, due to its accessibility. This chapter presents the results of the data collection and analysis.

Demographics of the Sample

Data were collected for six North Carolina Title I and Low Wealth funded school districts identified in the southeastern quadrant of the state – all having similar student enrollment and teacher workforce. For the purpose of this study, the school districts have been labeled as School Districts A-F. The researcher used data from 2014 and 2016 for the six selected school districts, creating 12 data points. The data consisted of teacher working conditions results for 2014 and 2016. Also included was the collection of beginning teacher turnover data for 2014 and 2016, as shown in Table 4.

Table 4

NC Southeastern Quadrant Beginning Teacher Retention

Years	A		B		C		D		E		F	
	2014	2016	2014	2016	2014	2016	2014	2016	2014	2016	2014	2016
Number of Beginning Teachers	43	51	99	103	101	170	111	137	69	121	104	101
Beginning Teachers Leaving	15	13	26	30	29	38	17	28	13	27	21	18
Percent Retained	65%	75%	74%	71%	72%	78%	85%	80%	71%	78%	80%	72%

Note. This table consists of 2014 and 2016 beginning teacher retention data for the six Title 1 and Low Wealth school districts that are the focus for this study. The selected school districts are labeled as Districts A-F.

Research Questions

Teacher responses to questions of the NCTWC survey were retrieved from the NCDPI website. For each question, some of the data categories were merged to provide the proportion of respondents who answered “yes,” “agree/strongly agree,” or “several times a month, once per week and almost daily.” The results are displayed in scatter plots within the appropriate research questions below. Additional data analysis results have been included in the appendices. The research questions and the process used to complete the data analyses are stated below.

Research Question 1: Which components of the Beginning Teacher Support Program are associated with the retention of beginning teachers in high poverty school districts? A Pearson correlation coefficient has been analyzed to determine if there is a significant correlation between beginning teacher support and the retention of beginning teachers as measured by a Likert scale questionnaire.

Research Question 2: Which working conditions are associated with the retention of beginning teachers in high poverty school districts? A Pearson

correlation coefficient has been analyzed to determine if there is a significant correlation between teacher retention and the assignment of a mentor for beginning teachers.

Research Question 3: Among the components of teacher working conditions and a beginning teacher support program, which have the strongest correlation to retention of beginning teachers in high poverty school districts? The Pearson correlation coefficients were compared to determine which beginning teacher support program and teacher working condition components have the strongest relationship with teacher retention.

Findings Related to Research Question 1

Which components of the Beginning Teacher Support Program are associated with the retention of beginning teachers in high poverty school districts?

The first research question examined the impact of beginning teacher support on the retention of beginning teachers in six school districts within the southeastern quadrant of North Carolina. Common components of a beginning teacher support program – orientation, assignment of a mentor, participation in professional development, regular classroom observations and evaluations – were examined separately. The percentage of beginning teachers agreeing they received beginning teacher support is displayed in Table 5.

Table 5

Percentage of Beginning Teachers Agreeing They Received Beginning Teacher Support

	A		B		C		D		E		F	
Years	2014	2016	2014	2016	2014	2016	2014	2016	2014	2016	2014	2016
Q11.1a	95%	92%	99%	96%	99%	97%	100%	100%	91%	99%	99%	100%
Q11.1b	92%	90%	94%	95%	87%	76%	85%	91%	85%	92%	87%	86%
Q11.2b	30%	20%	16%	16%	30%	12%	23%	12%	16%	21%	19%	18%
Q11.3b	23%	39%	46%	40%	19%	24%	39%	32%	41%	42%	32%	37%
Q11.3c	34%	43%	45%	57%	29%	27%	49%	47%	46%	42%	32%	42%
Q11.1g	97%	95%	99%	87%	92%	91%	93%	93%	73%	80%	94%	100%

Note. Q11.1a – Mentor assignment; Q11.1b – Professional Development; Q11.2b – Observations and Evaluations; Q11.3b – Instructional Strategies Support; Q11.3c – Classroom Management Support; Q11.1g –Teacher Orientation.

Orientation

Orientation for beginning teachers was addressed in Q11.1g on the NCTWC survey. Figure 3 is a scatter plot which graphically displays the relationship between orientation and teacher retention. The scatter plot indicates a trend line sloping in a downward direction.

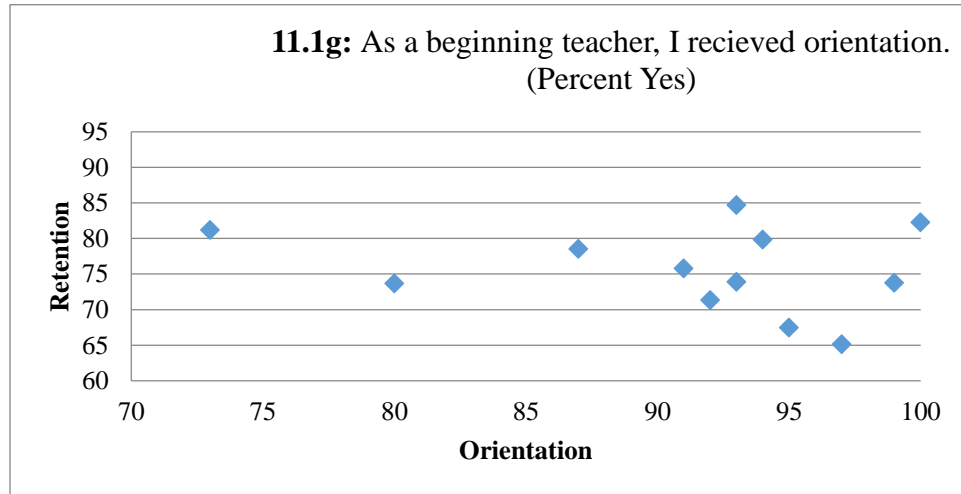


Figure 3. Scatter Plot of Q11.1g and Retention.

A Pearson correlation was calculated to establish significance between orientation and teacher retention. The correlation was $r = -0.22$ with the slope having a p value of 0.47 (see Appendix D). The relationship was not statistically significant since the p value

was not less than 0.05. The results of the analysis indicated that there is no relationship between teacher retention and orientation for beginning teachers.

Mentor Assignment and Support

The assignment of a mentor was addressed in Q11.1a. The support the beginning teachers received from the mentor was noted in Q11.3b and Q11.1c. All three sections were calculated separately, and the results are shown in Figures 4, 5, and 6.

Figure 4 is a scatter plot which graphically displays the relationship between the assignment of a mentor and teacher retention. The scatter plot indicates a trend line slightly sloping in an upward direction.

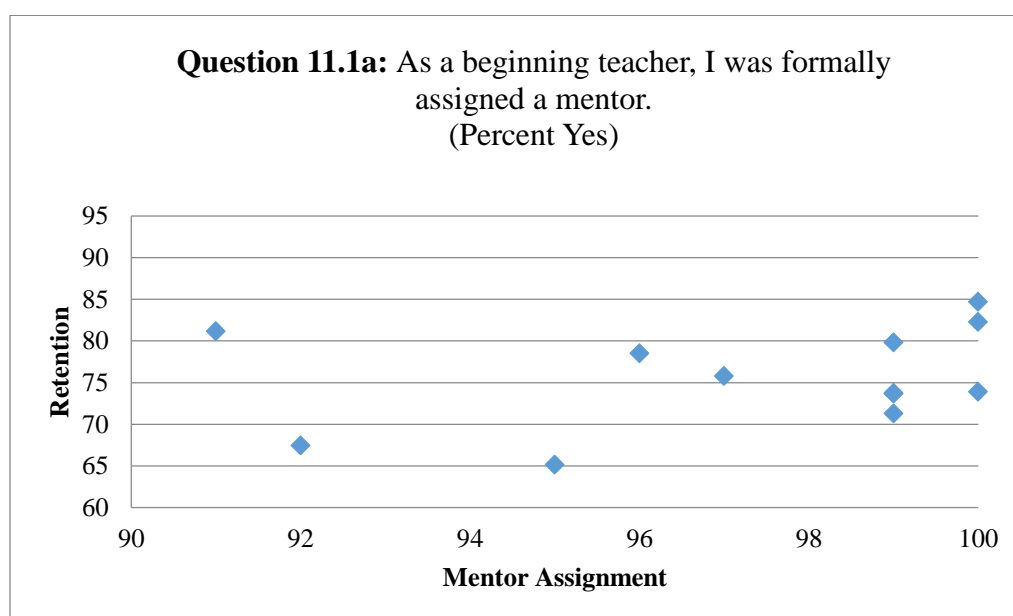


Figure 4. Scatter Plot Q11.1a and Retention.

The Pearson correlation coefficient for the relationship between the variables measuring the assignment of a mentor and beginning teacher retention is $r = 0.29$ with the slope having a p value of 0.35 (see Appendix E). The relationship was not statistically significant since the p value was not less than 0.05. The results of the analysis indicated

a weak positive correlation between the assignment of a mentor and retention of beginning teachers.

Figure 5 is a scatter plot which graphically displays the relationship between mentor instructional support and teacher retention. The scatter plot indicates a trend line sloping in an upward direction.

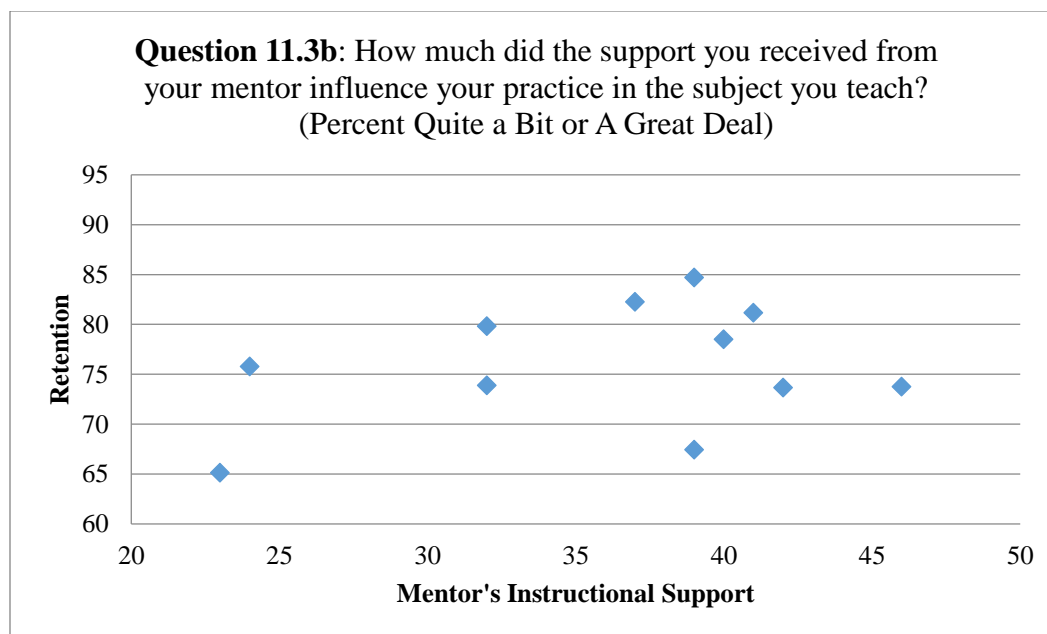


Figure 5. Scatter Plot 11.3b and Retention.

The Pearson correlation coefficient for the relationship between the variables measuring instructional support and beginning teacher retention is $r = 0.38$ with the slope having a p value of 0.21 (see Appendix F). The relationship was not statistically significant since the p value was not less than 0.05.

Figure 6 is a scatter plot which graphically displays the relationship between mentor classroom management support and teacher retention. The scatter plot indicates a trend line sloping in an upward direction.

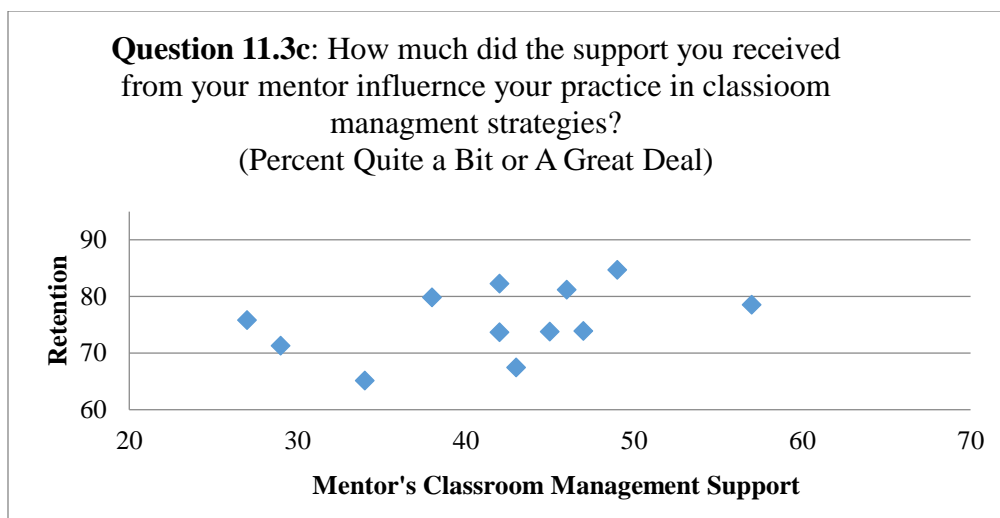


Figure 6. Scatter Plot 11.3c and Retention.

The Pearson correlation coefficient for the relationship between the variables measuring classroom management support and beginning teacher retention is $r = 0.40$ with the slope having a p value of 0.18 (see Appendix G). The relationship was not statistically significant since the p value was not less than 0.05.

Professional Development

Professional development for beginning teachers is addressed in Q11.1b in the NCTWC survey. Figure 7 is a scatter plot which graphically displays the relationship between professional development and teacher retention. The scatter plot indicates a trend line sloping in a downward direction.

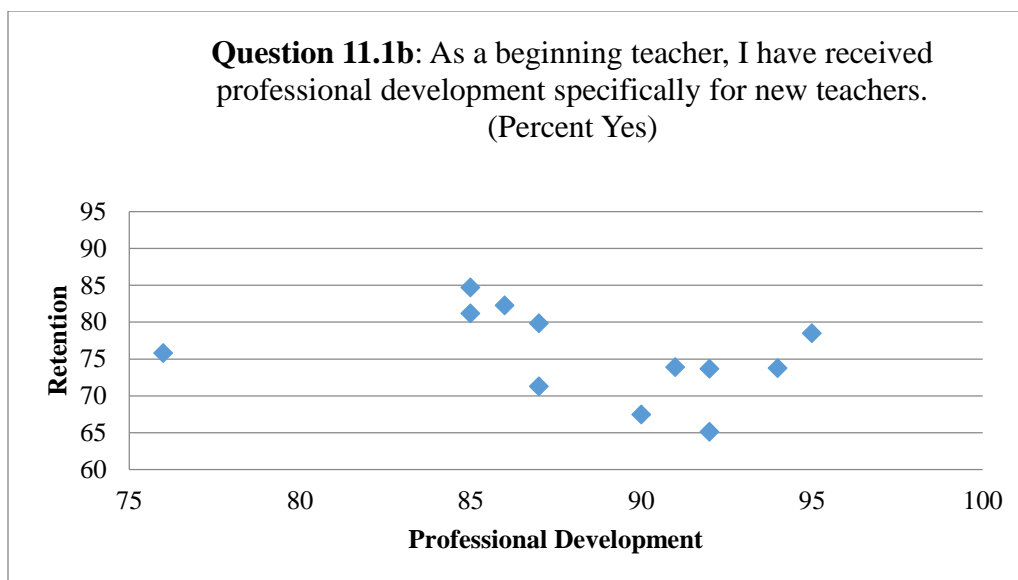


Figure 7. Scatter Plot 11.1b and Retention.

The Pearson correlation coefficient for the relationship between the variables measuring the professional development and beginning teacher retention is $r = -0.35$ with the slope having a p value of 0.25 (see Appendix H). The relationship was not statistically significant since the p value was not less than 0.05. The results of the analysis indicated a negative correlation between professional development and retention of beginning teachers.

Observations and Evaluations

Observations and evaluations of beginning teachers are called into question in Q11.2b on the NCTWC survey. Figure 8 is a scatter plot which graphically displays the relationship between observations, evaluations, and teacher retention. The scatter plot indicates a trend line sloping in a slightly downward direction.

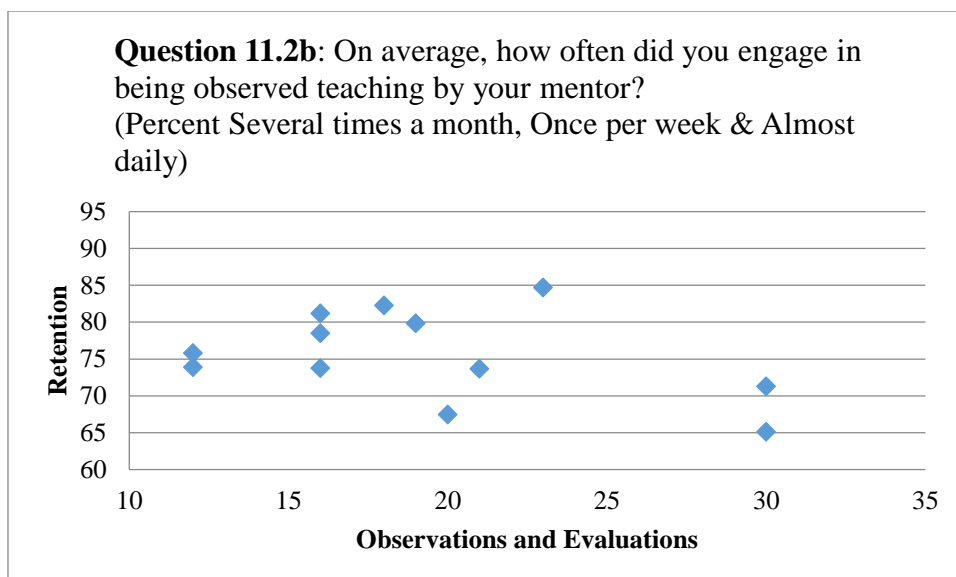


Figure 8. Scatter Plot 11.2b and Retention.

The Pearson correlation coefficient for the relationship between the variables measuring observations and evaluations of beginning teachers and beginning teacher retention is $r = -0.39$ with the slope having a p value of 0.20 (see Appendix I). The relationship was not statistically significant since the p value was not less than 0.05.

Findings Related to Research Question 2

Research Question 2: Which working conditions are associated with the retention of beginning teachers? The second research question examined the impact of teacher working conditions on the retention of beginning teachers in six school districts within the southeastern quadrant of North Carolina. Five elements of teacher working conditions – time, teacher leadership, school leadership, professional development, and instructional practice support – were examined separately. The percentage of beginning teachers agreeing that their working conditions were positive is displayed in Table 6.

Table 6

Percentage of Beginning Teachers Agreeing Their Working Conditions Were Positive

	A		B		C		D		E		F	
Years	2014	2016	2014	2016	2014	2016	2014	2016	2014	2016	2014	2016
Q11.1b	92%	90%	94%	95%	87%	76%	85%	91%	85%	92%	87%	86%
Q11.1d	95%	68%	60%	66%	74%	73%	81%	69%	84%	63%	71%	80%
Q11.1e	54%	36%	54%	45%	53%	63%	26%	38%	39%	29%	46%	46%
Q11.1f	68%	41%	47%	59%	45%	50%	56%	57%	49%	52%	47%	63%
Q11.1h	82%	95%	82%	72%	82%	73%	82%	76%	82%	84%	88%	89%
Q11.1i	87%	79%	85%	95%	92%	90%	85%	82%	86%	93%	92%	97%
Q11.5	92%	98%	77%	88%	73%	80%	83%	78%	85%	78%	80%	84%

Note. Q11.1b – Professional Development; Q11.1d – Time to plan with other teachers; Q11.1e – Release time to observe other teachers; Q11.1f – Time to meet with mentor; Q11.1h –Teacher Leadership; Q11.1i – School Leadership; Q11.5 – Instructional Practice Support.

Time

Time is a component identified as a working condition for teachers. It appears on the NCTWC survey in three areas: Q11.1d focuses on common time for beginning teachers to plan with other teachers; Q11.1e involves release time for beginning teachers to observe other teachers; and Q11.1f addresses formal time for beginning teachers to meet with their mentors during the school day. Each time element was measured separately, as shown in the following figures.

Figure 9 is a scatter plot which graphically displays the relationship between beginning teacher time to plan with other teachers and teacher retention. There appears to be an influential point in the lower right-hand portion of the scatter plot. If that point is removed, it would appear to have an upward trend line.

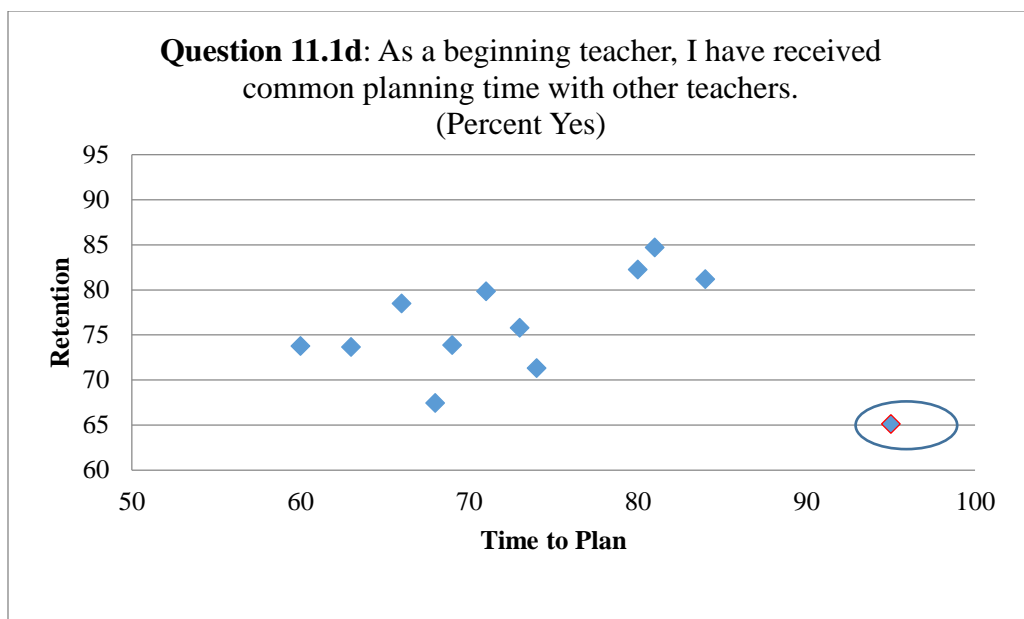


Figure 9. Scatter Plot 11.1d and Retention.

The Pearson correlation coefficient for the relationship between the variables measuring beginning teacher time to plan with other teachers and beginning teacher retention, including the possible influential point, is $r = 0.01$ with the slope having a p value of 0.96 (see Appendix J). The relationship was not statistically significant since the p value was not less than 0.05.

The possible influential point represents School District A's data for 2014, with an order pair of (95, 65). Without the point, the relationship between the two variables would be $r = 0.63$ with a slope having a p value of 0.03. In essence, this would clearly indicate a significant relationship between the two variables. With the drastic change these results create, this further suggests the point is influential.

Figure 10 is a scatter plot which graphically displays the relationship between release time for beginning teachers to observe their mentors teaching and teacher retention. The scatter plot indicates a trend line sloping in a downward direction.

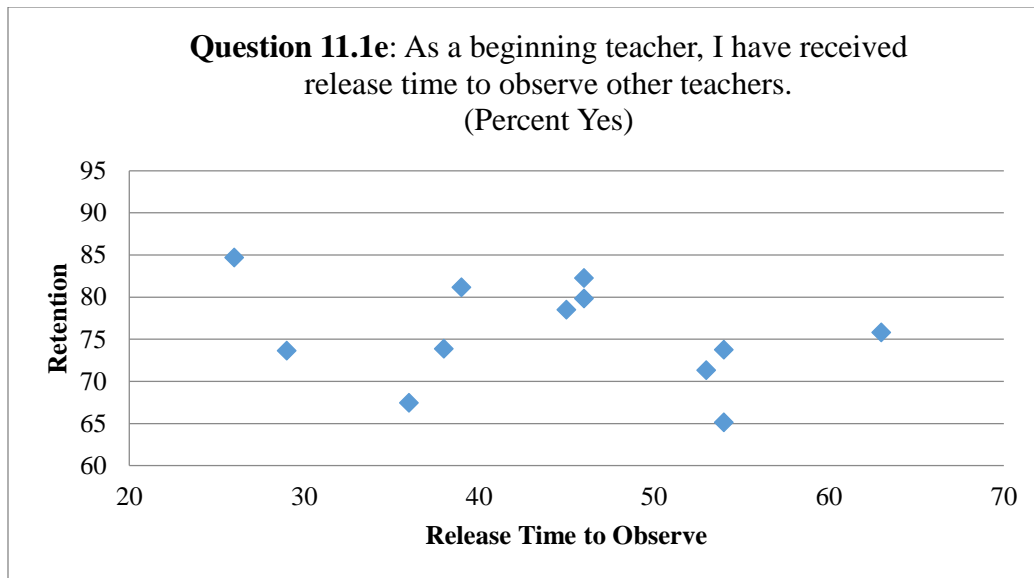


Figure 10. Scatter Plot 11.1e and Retention.

The Pearson correlation coefficient for the relationship between the variables release time for beginning teachers to observe their mentors teaching and beginning teacher retention is $r = -0.30$ with the slope having a p value of 0.33 (see Appendix K). The relationship was not statistically significant since the p value was not less than 0.05.

Figure 11 is a scatter plot which graphically displays the relationship between time for beginning teachers to meet with their mentors and teacher retention. The scatter plot indicates a trend line in a slightly upward direction, which is even more clearly seen if the influential point in the lower right-hand portion of the scatter plot was removed.

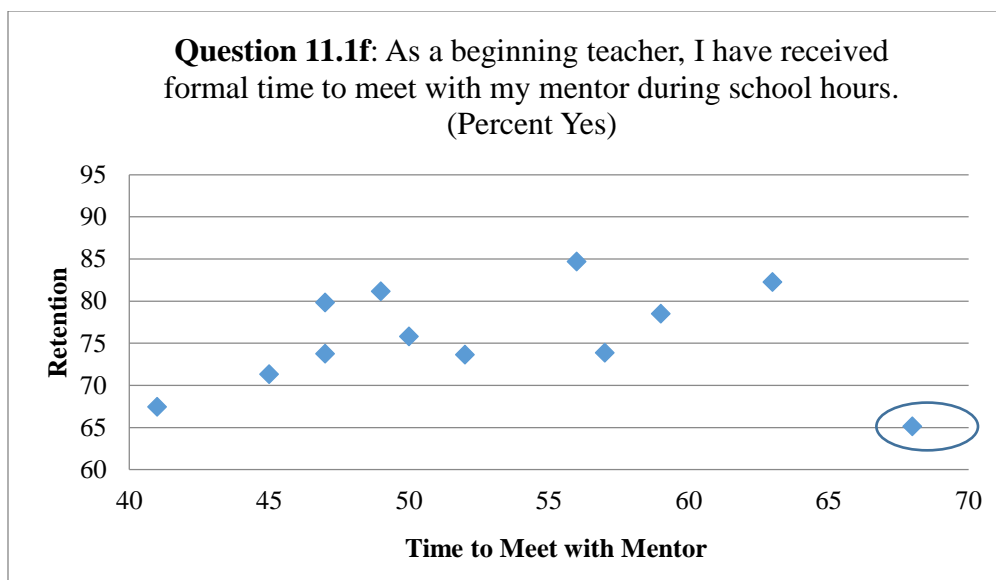


Figure 11. Scatter Plot 11.1f and Retention.

The Pearson correlation coefficient for the relationship between the variables time for beginning teachers to meet with their mentors and beginning teacher retention is $r = 0.08$ with the slope having a p value of 0.79 (see Appendix L). The relationship was not statistically significant since the p value was not less than 0.05.

The possible influential point represents School District A's data for 2014, with an order pair of (68, 65). Without the point, there would be an upward trend, and the relationship between the two variables would be $r = 0.63$ with a slope having a p value of 0.03. This would imply a strong relationship exists between the two variables. With such a significant change, this strongly suggests the point is influential.

Teacher Leadership

Teacher leadership, another component of working conditions, is the focus of Q11.1h on the NCTWC survey. Figure 12 is a scatter plot which graphically displays the relationship between teacher leadership and teacher retention. The scatter plot indicates

there is no relationship.

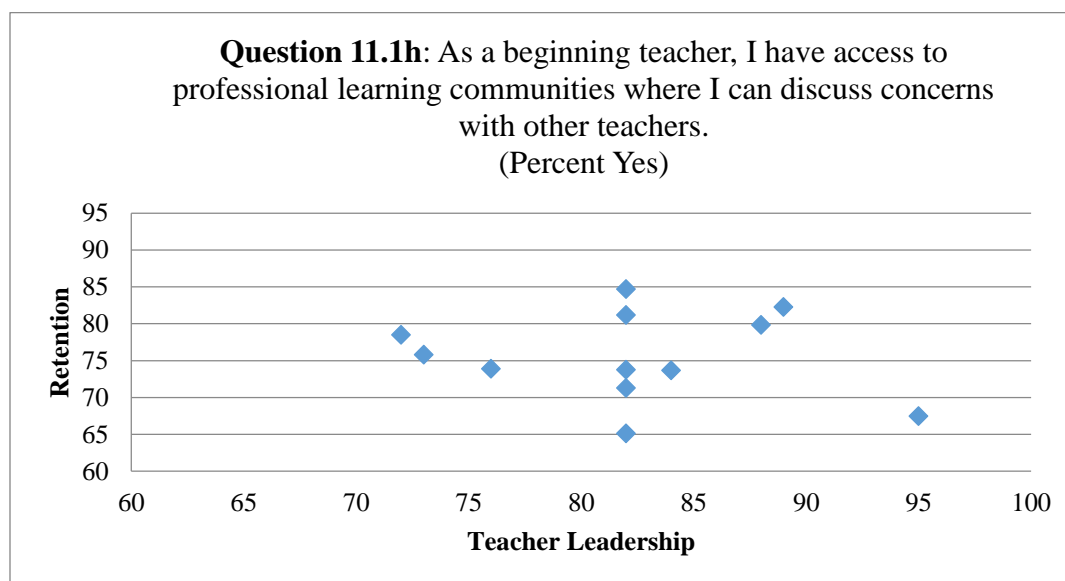


Figure 12. Scatter Plot 11.1h and Retention.

The Pearson correlation coefficient for the relationship between the variables measuring teacher leadership and beginning teacher retention is $r = -0.13$ with the slope having a p value of 0.67 (see Appendix M). There was not a statistically significant relationship since the p value was not less than 0.05.

School Leadership

School leadership was classified as a component of teacher working conditions. Q11.1i on the NCTWC survey examines this area. Figure 13 is a scatter plot which graphically displays the relationship between school leadership and teacher retention. The scatter plot indicates a trend line in a slightly upward direction.

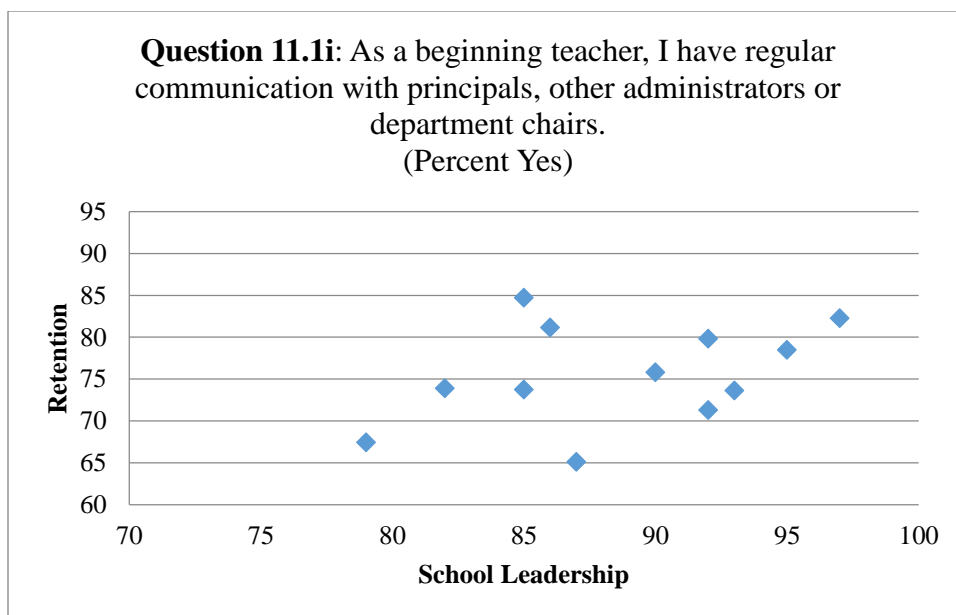


Figure 13. Scatter Plot 11.1i and Retention.

The Pearson correlation coefficient for the relationship between the variables measuring school leadership and beginning teacher retention is $r = 0.36$ with the slope having a p value of 0.23 (see Appendix N). The relationship was not statistically significant since the p value was not less than 0.05.

Professional Development

Professional development is covered in both areas – as a component of beginning teacher support and as an element of teacher working conditions. The results for professional development were discussed in conjunction with Research Question 1. Refer to Figure G for the detailed results.

Instructional Practices and Support

Instructional practices and support is the final teacher working condition cited in this study. Section Q11.5 of the NCTWC survey covers this particular element. Figure 13 is a scatter plot which graphically displays the relationship between instructional

practice support and teacher retention. The scatter plot may have two influential points in the lower right portion of Figure 14. Both data points are for School District A in different years. Without these points, there is a trend line in an upward direction. The 2014 ordered pair was (92, 65). The ordered pair for 2016 was (98, 67). If the points remain, there is a possibility of a curved relationship. There are not enough data points to determine which is the case for this relationship.

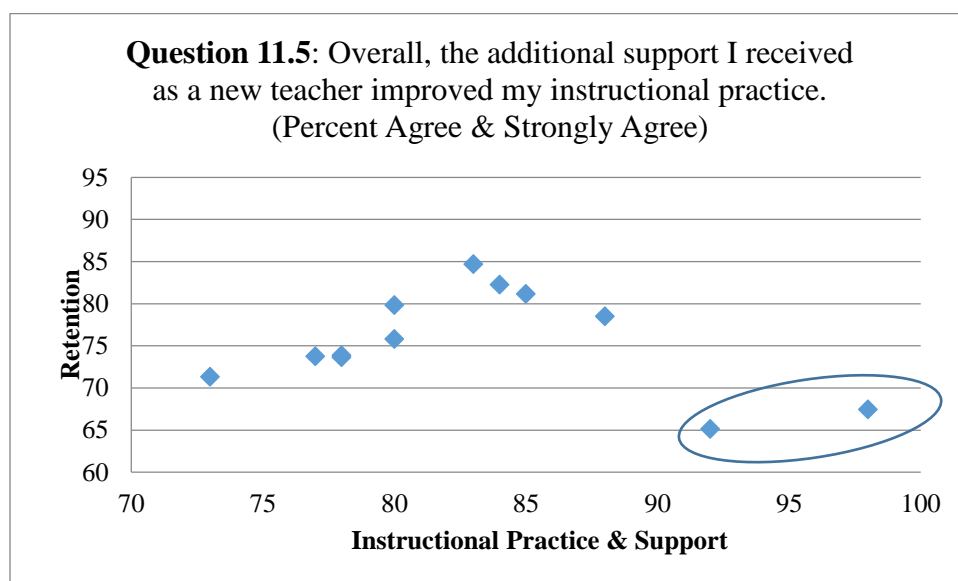


Figure 14. Scatter Plot 11.5 and Retention.

Based on the possibility of a curved relationship, a Pearson correlation coefficient should not be calculated including all the data. Without the two data points, the relationship between the variables measuring instructional practice support and beginning teacher retention is $r = 0.77$ with the slope having a p value of 0.01 (see Appendix O). The relationship was statistically significant since the p value was less than 0.05. With a drastic change in the results, this is a strong indication that the points are influential.

Findings Related to Research Question 3

Research Question 3: Among the components of a beginning teacher support program and teacher working conditions, which have the strongest correlation to retention of beginning teachers in high poverty school districts? In order to respond to Research Question 3, it was necessary to review results from Research Questions 1 and 2. In the previous sections, the researcher discussed each data point separately. Table 7 is a summary of the correlation results from the beginning teacher support program and the NCTWC survey for the six high poverty school districts.

Table 7

Summary of Pearson Correlation Results

Variable	r =	p value
<u>Beginning Teacher Support Program</u>		
Orientation	-0.22	0.47
Mentor Assignment	0.29	0.35
Mentor's Instructional Support	0.38	0.21
Mentor's Classroom Management Support	0.40	0.18
Professional Development	-0.35	0.25
Observations and Evaluations	-0.39	0.20
<u>NCTWC Variable</u>		
Time to Plan	0.01	0.96
(without influential point)	0.63*	0.03
Release Time to Observe	-0.30	0.33
Time to Meet with Mentor	0.08	0.79
(without influential point)	0.63*	0.03
Teacher Leadership	-0.13	0.67
School Leadership	0.36	0.23
Professional Development	-0.35	0.25
Instructional Practices and Support	**	---
(without influential point)	0.77*	0.01

Note. *Significant; **Pearson Correlation and regression slope cannot be calculated for possible nonlinear data.

Beginning Teacher Support Program. Of the components of a beginning teacher support program, there were two that indicated strong correlations to the retention of

beginning teachers in the six high poverty school districts. Mentor instructional support was $r = 0.38$ with the slope having a p value of 0.21. The other one, mentor classroom management support, was $r = 0.40$ with the slope having a p value of 0.18.

NCTWC. The working condition that presented the strongest but not significant correlation to teacher retention among the selected school districts was school leadership, which was $r = 0.36$ with the slope having a p value of 0.23. Without the influential points, there were three other working conditions that indicated strong relationships. Two related to time – time to meet with the mentor and time to plan – had $r = 0.63$ with a slope having a p value of 0.03. The other one was instructional practice and support, in which $r = 0.77$ with a slope having a p value of 0.01.

Negative correlations. There were two variables with possible negative correlations. Professional development, which is recognized as a beginning teacher support program component and a teacher working condition element, indicated that $r = -0.35$ with the slope having a p value of 0.25. The other variable, release time to observe, indicated $r = -0.30$ with the slope having a p value of 0.33.

Chapter 5: Conclusions and Recommendations

The purpose of this quantitative descriptive study was to examine the impact of beginning teacher support and teacher working conditions on the retention of beginning teachers in high poverty school districts. The six school districts – each of which has similar student demographics and teaching staff – are located in the southeastern quadrant of North Carolina. All six of the districts received Title I and Low Wealth funding. The school districts were labeled as Districts A-F. Data collected for this study were available through NCDPI. The data analysis focused on 2014 and 2016 NCTWC survey results and Beginning Teacher Turnover data for School Districts A-F.

This chapter includes a discussion of the main findings associated with beginning teacher support, working conditions, and teacher retention among beginning teachers. In addition, this chapter provides implications and recommendations for future research relative to the research questions as stated below.

1. Which components of the Beginning Teacher Support Program are associated with the retention of beginning teachers in high poverty school districts?
2. Which working conditions are associated with the retention of beginning teachers in high poverty school districts?
3. Among the components of teacher working conditions and a beginning teacher support program, which have the strongest correlation to retention of beginning teachers in high poverty school districts?

This chapter also provides insight into a few areas that indicated some remarkable findings. Time to plan, time to meet with a mentor, along with instructional practices and support are all elements of teacher working conditions that revealed strong correlations

when influential points were removed. School leadership, which did not have an influential point, indicated the strongest, yet not significant correlation to the retention of beginning teachers.

Implications of Findings

The first research question for this study sought to determine which components of the Beginning Teacher Support Program were associated with beginning teacher retention in high poverty school districts. The four components of a beginning teacher support program include orientation, assignment of a mentor, professional development, and observations and evaluations. Findings associated with Research Question 1 indicated that orientation for beginning teachers, professional development, and observations of teachers had no impact on beginning teacher retention. While the assignment of a mentor did not reflect a significant impact on the retention of beginning teachers, the work mentors perform to assist beginning teachers had the strongest correlation with beginning teacher retention. Specifically, mentor guidance and support in classroom instruction and classroom management revealed the strongest association, albeit not a significant association, with the retention of beginning teachers in this study.

The Center on Great Teachers and Leaders (2017) stated, “Mentoring is a catalyst for school improvement through direct influence on teacher effectiveness, professional growth, and retention” (p. 1). Accordingly, when beginning teachers participate in an induction process and are assigned mentors, they have notable success in classroom management, student engagement, lesson planning, and instructional delivery (Ingersoll & Strong, 2011; Potemski & Matlach, 2014). Support provided for new teachers has a significant impact on their decision to remain or leave the teaching profession

(Podolsky et al., 2016). With the purpose of providing beginning teachers the needed support and guidance to continue working in their current school districts and/or in the field of education, careful consideration must be given when pairing mentors and mentees. “Mentoring support should not be a luck-of-the draw situation ..., but rather a conscious, collective effort to support new teachers” (Joannes, 2018, p. 1). This small step could be the impetus for long term teaching careers for beginning teachers.

The second research question examined the elements of the NCTWC survey. Five elements of teacher working conditions – time, teacher leadership, school leadership, professional development, instructional practice and support – were examined for this study. Findings associated with Research Question 2 indicate that teacher leadership has no impact on the retention of beginning teachers. Professional development and release time for beginning teachers to observe others teaching showed no significant relationship with retention of beginning teachers.

School leadership was found to have an impact on beginning teacher retention. The school’s leader, just as the beginning teacher’s mentor, has an important responsibility in supporting and guiding the beginning teacher. Routinely, teachers leave their schools due to poor school leadership (Simon & Johnson, 2015). The school leader has the task of establishing trust, respect, communication, and collaboration within the school environment. The work of the school leader has an impact on teaching and learning that is due, in part, to motivating the staff and creating positive working conditions (NYSUT, 2015). The manner in which the school leader sets the tone of the atmosphere has an impact on positive or negative experiences of teachers.

When possible influential points were identified and removed, the only significant results in the study were found in time to plan, time to meet with mentor, and instructional practices and support. Observations of these influential points provided insight into relationships that may very well exist between the aforementioned working conditions and retention among beginning teachers.

Time to meet with mentors and time to plan with other teachers provides some much needed support for beginning teachers. Sutchter et al. (2016) stated, “Key to success is having a mentor teacher in the same subject area, common planning time with teachers in the same subject area, and regularly scheduled collaboration with other teachers” (p. 19). This time provides opportunities for the beginning teachers to discuss their concerns, ask questions, and receive guidance and moral support from the mentor and other teachers.

Instructional practice and support is also important for the success of beginning teachers. Beginning teachers need help differentiating instruction for their students, because they are held accountable for aligning instruction with curricular goals and helping students make adequate progress. Helping beginning teachers embrace the educational philosophy of the school increases the likelihood they will remain in the classroom (Headden, 2014). Accordingly, beginning teachers depend on the knowledge and guidance they gain during their early years of practice to help improve the quality of their teaching (Vikarman, Mansor, & Hamzah, 2017).

Suggestions for Further Research

The findings of this study necessitate further research into a few areas. Professional development, which is identified as a component of a beginning teacher

support program and as a component of teacher working conditions, is one area that warrants further research. The other one is time to plan. Additionally, there is a need for a similar study with more data points.

With professional development indicating such a negative correlation in this study, it is imperative to determine the types of professional development available for beginning teachers as well as the manner in which it is presented. To aid in the success of beginning teachers, the professional development may need to be designed to address the various needs of beginning teachers. One must also consider if the professional development is aligned with the beginning teacher's professional growth plan. Additional consideration needs to be given for the school administrator and mentor to provide guidance to beginning teachers in their selection of professional development options.

Time to plan indicated that although School District A showed the strongest rating for this variable, the district had the lowest retention rate in the 2014 data. Further research is needed in an instance like this to determine if there is a coding error in the system used by NCDPI to collect and analyze the data. Significant events during a particular time of year might have some impact on the outcome of the data. A qualitative investigation of the influential points, which could include focus groups, might reveal more information into this situation.

The researcher initially planned to examine 3 years of data for the six school districts used in this study. Unfortunately, data were not available for 2012 – leaving only 2 years of data for use. The analysis of 3 years of data would have produced 18 data points instead of 12, thereby increasing the likelihood of identifying patterns and

association among the variables. One final recommendation is the replication of this study on a larger scale that will yield more data points.

Chapter Summary

The desired outcome of this research was to increase educational leaders' – at the local, state, and national levels – understanding of the importance of supporting beginning teachers and identifying the most beneficial areas of support to retain them. Beyond understanding the importance of these support structures, it is imperative that programs and resources are made available to assist beginning teachers. The roles of mentors and school leaders are essential in the success of beginning teachers and their decisions to remain in the field of education.

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Appendix A

The North Carolina Teacher Working Conditions (NCTWC) Surveys

NC TEACHER WORKING CONDITIONS 2014 - Main Survey**Demographics****Q1.1. Please indicate your position:**

- ☐ Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.)
- ☐ Principal
- ☐ Assistant Principal
- ☐ Other Education Professional (school counselor, school psychologist, social worker, etc.)

Q1.2. How many total years have you been employed as an educator?

- ☐ First Year
- ☐ 2-3 Years
- ☐ 4-6 Years
- ☐ 7-10 Years
- ☐ 11-20 Years
- ☐ 20+ years

Q1.4. How many total years have you been employed in the school in which you are currently working?

- ☐ First Year
- ☐ 2-3 Years
- ☐ 4-6 Years
- ☐ 7-10 Years
- ☐ 11-20 Years
- ☐ 20+ years

Time

Q2.1. Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Class sizes are reasonable such that teachers[1] have the time available to meet the needs of all students.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
b. Teachers have time available to collaborate with colleagues.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
c. Teachers are allowed to focus on educating students with minimal interruptions.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
d. The non-instructional time[2] provided for teachers in my school is sufficient.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
e. Efforts are made to minimize the amount of routine paperwork[3] teachers are required to do.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
f. Teachers have sufficient instructional time to meet the needs of all students.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
g. Teachers are protected from duties that interfere with their essential role of educating students.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

1. Teachers means a majority of teachers in your school.

2. Non-instructional time includes any time during the day without the responsibility for student contact, including collaboration planning, meetings/conferences with students and families, etc.

3. Routine paperwork means both electronic and paper forms and documentation that must be completed to comply with school, district, state, and federal policies.

Q2.2. In an AVERAGE WEEK, how much time do you devote to the following activities during the school day (i.e., time for which you are under contract to be at the school)?

	None	Less than or equal to 1 hour	More than 1 hour but less than or equal to 3 hours	More than 3 hours but less than or equal to 5 hours	More than 5 hours but less than or equal to 10 hours	More than 10 hours
a. Individual planning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Collaborative planning time[1]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Supervisory duties[2]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Required committee and/or staff meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Completing required administrative paperwork[3]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Communicating with parents/guardians and/or the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Addressing student discipline issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Professional development[4]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Preparation for required federal, state, and local assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Delivery of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Utilizing results of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Collaborative time includes time spent working with other teachers within or across grade and subject areas as part of a Professional Learning Community to plan and assess instructional strategies.

2. Supervisory duties include hall monitoring, recess, bus and cafeteria coverage, etc.

3. Paperwork means both electronic and paper forms and documentation that must be completed to comply with federal, state and local policies.

4. Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.

Q2.4. In an AVERAGE WEEK of teaching, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?

- ☐ None
- ☐ Less than or equal to 1 hour
- ☐ More than 1 hour but less than or equal to 3 hours
- ☐ More than 3 hours but less than or equal to 5 hours
- ☐ More than 5 hours but less than or equal to 10 hours
- ☐ More than 10 hours

Facilities and Resources

Q3.1. Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Teachers[1] have sufficient access to appropriate instructional materials[2].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers have access to reliable communication technology, including phones, faxes and email.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers have sufficient access to a broad range of professional support personnel[3].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school environment is clean and well maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers have adequate space to work productively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The physical environment of classrooms in this school supports teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 1. Teachers means a majority of teachers in your school.*
- 2. Instructional materials include items such as textbooks, curriculum materials, content references, etc.*
- 3. Professional personnel includes positions such as school counselors, nurses, school psychologists and social workers, library media specialists, etc.*

Community Support and Involvement

Q4.1. Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Parents/guardians are influential decision makers in this school.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
b. This school maintains clear, two-way communication with the community.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
c. This school does a good job of encouraging parent/guardian involvement.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
d. Teachers[1] provide parents/guardians with useful information about student learning.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
e. Parents/guardians know what is going on in this school.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
f. Parents/guardians support teachers, contributing to their success with students.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
g. Community members support teachers, contributing to their success with students.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
h. The community we serve is supportive of this school.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

1. Teachers means a majority of teachers in your school.

Managing Student Conduct

Q5.1. Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Students at this school understand expectations for their conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students at this school follow rules of conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Policies and procedures about student conduct are clearly understood by the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. School administrators consistently enforce rules for student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. School administrators support teachers'[1] efforts to maintain discipline in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers consistently enforce rules for student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The faculty work in a school environment that is safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Teachers means a majority of teachers in your school.

Teacher Leadership

Q6.1. Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Teachers[1] are recognized as educational experts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers are trusted to make sound professional decisions about instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers are relied upon to make decisions about educational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers are encouraged to participate in school leadership roles[2].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The faculty has an effective process for making group decisions to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. In this school we take steps to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers are effective leaders in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Teachers means a majority of teachers in your school.

2. School leadership roles may include formal roles such as department chair, an elected member of the School Improvement Team, mentor, coach or leader of a professional learning community, etc.

Q6.2. Teachers[1] have an appropriate role at your school in each of the following areas.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Selecting instructional materials and resources	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
b. Devising teaching techniques	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
c. Setting grading and student assessment practices	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
d. Determining the content of in-service professional development programs	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
e. Establishing student discipline procedures	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
f. Providing input on how the school budget will be spent	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
g. The selection of teachers new to this school	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
h. School improvement planning	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

1. Teachers means a majority of teachers in your school.

Q6.5. Teachers[1] have an appropriate level of influence on decision making in this school.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ Don't know

1. *Teachers means a majority of teachers in your school.*

Q6.6. Members of the school improvement team are elected.

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

☐ Don't know

School Leadership

Q7.1. Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. The faculty and staff have a shared vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. There is an atmosphere of trust and mutual respect in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers[1] feel comfortable raising issues and concerns that are important to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The school leadership[2] consistently supports teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers are held to high professional standards for delivering instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school leadership facilitates using data to improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teacher performance is assessed objectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers receive feedback that can help them improve teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The procedures for teacher evaluation are consistent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The school improvement team provides effective leadership at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

k. The faculty are recognized for accomplishments.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
--	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

1. Teachers means a majority of teachers in your school.

2. School leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.

Q7.3. The school leadership[1] makes a sustained effort to address teacher concerns

about:

		Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Leadership issues	<input checked="" type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
b. Facilities and resources	<input checked="" type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
c. The use of time in my school	<input checked="" type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
d. Professional development	<input checked="" type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
e. Teacher leadership	<input checked="" type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
f. Community support and involvement	<input checked="" type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
g. Managing student conduct	<input checked="" type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
h. Instructional practices and support	<input checked="" type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

i. New teacher support

1. School leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.

Professional Development

Q8.1. Please rate how strongly you agree or disagree with statements about professional development in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Sufficient resources are available for professional development[1] in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. An appropriate amount of time is provided for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Professional development offerings are data driven.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Professional learning opportunities are aligned with the school's improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Professional development is differentiated to meet the individual needs of teachers[2].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Professional development deepens teachers' content knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers have sufficient training to fully utilize instructional technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers are encouraged to reflect on their own practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. In this school, follow up is provided from professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.

☐ ☐ ☐ ☐ ☐

k. Professional development is evaluated and results are communicated to teachers.

☐ ☐ ☐ ☐ ☐

l. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.

☐ ☐ ☐ ☐ ☐

m. Professional development enhances teachers' abilities to improve student learning.

☐ ☐ ☐ ☐ ☐

1. Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.

2. Teachers means a majority of teachers in your school.

Q8.2. In which of the following areas (if any) do you need professional development to teach your students more effectively?

	Yes	No
a. Your content area	<input type="radio"/>	<input type="radio"/>
b. Common core and essential standards	<input type="radio"/>	<input type="radio"/>
c. Student assessment	<input type="radio"/>	<input type="radio"/>
d. Differentiating instruction	<input type="radio"/>	<input type="radio"/>
e. Special education (students with disabilities)	<input type="radio"/>	<input type="radio"/>
f. Special education (gifted and talented)	<input type="radio"/>	<input type="radio"/>
g. English Language Learners	<input type="radio"/>	<input type="radio"/>
h. Closing the Achievement Gap	<input type="radio"/>	<input type="radio"/>
i. Methods of teaching	<input type="radio"/>	<input type="radio"/>
j. Reading strategies	<input type="radio"/>	<input type="radio"/>

k. Integrating technology into instruction	<input type="radio"/>	<input type="radio"/>
l. Classroom management techniques	<input type="radio"/>	<input type="radio"/>

Q8.3. In the past 2 years, have you had 10 clock hours or more of professional development in any of the following areas?

	Yes	No
a. Your content area	<input type="radio"/>	<input type="radio"/>
b. Common core and essential standards	<input type="radio"/>	<input type="radio"/>
c. Student assessment	<input type="radio"/>	<input type="radio"/>
d. Differentiating instruction	<input type="radio"/>	<input type="radio"/>
e. Special education (students with disabilities)	<input type="radio"/>	<input type="radio"/>
f. Special education (gifted and talented)	<input type="radio"/>	<input type="radio"/>
g. English Language Learners	<input type="radio"/>	<input type="radio"/>
h. Closing the Achievement Gap	<input type="radio"/>	<input type="radio"/>
i. Methods of teaching	<input type="radio"/>	<input type="radio"/>
j. Reading strategies	<input type="radio"/>	<input type="radio"/>
k. Integrating technology into instruction	<input type="radio"/>	<input type="radio"/>
l. Classroom management techniques	<input type="radio"/>	<input type="radio"/>

Instructional Practices and Support

Q9.1. Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. State assessment[1] data are available in time to impact instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Local assessment[2] data are available in time to impact instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers[3] use assessment data to inform their instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The curriculum taught in this school is aligned with Common Core Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers work in professional learning communities[4] to develop and align instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers are encouraged to try new things to improve instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers are assigned classes that maximize their likelihood of success with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

i. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. State assessments provide schools with data that can help improve teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. State assessments accurately gauge students' understanding of standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Teachers believe almost every student has the potential to do well on assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Teachers believe what is taught will make a difference in students' lives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Teachers require students to work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Teachers collaborate to achieve consistency on how student work is assessed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Teachers know what students learn in each of their classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. State assessments include end of course and end of grade tests.

2. Local assessments are standardized instruments offered across schools within the district and can include any norm or criterion referenced tests, diagnostics, or local benchmarks.

3. Teachers means a majority of teachers in your school.

4. Professional learning communities include formalized groupings of teachers within or across grade and subject areas that meet regularly to plan and assess instructional strategies for student success.

Overall**Q10.1. Which of the following best describes your immediate professional plans?**

- ☐ Continue teaching at my current school
- ☐ Continue teaching in this district but leave this school
- ☐ Continue teaching in this state but leave this district
- ☐ Continue working in education but pursue an administrative position
- ☐ Continue working in education but pursue a non-administrative position
- ☐ Leave education entirely

Q10.3. Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?

- ☐ Time during the work day
- ☐ Facilities and resources
- ☐ Community support and involvement
- ☐ Managing student conduct
- ☐ Teacher leadership
- ☐ School leadership
- ☐ Professional development
- ☐ Instructional practices and support

Q10.5. Which aspect of your teaching conditions is most important to you in promoting student learning?

- ☐ Time during the work day
- ☐ Facilities and resources
- ☐ Community support and involvement
- ☐ Managing student conduct
- ☐ Teacher leadership
- ☐ School leadership
- ☐ Professional development
- ☐ Instructional practices and support

Q10.6. Overall, my school is a good place to work and learn.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ Don't know

Q10.7. At this school, we utilize the results from the 2012 North Carolina Teacher Working Conditions Survey as a tool for school improvement.

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

☐ Don't know

New Teacher Support

Q11.1. As a beginning teacher, I have received the following kinds of support.

	Yes	No
a. I received no additional support as a new teacher.	<input type="radio"/>	<input type="radio"/>
b. Formally assigned mentor	<input type="radio"/>	<input type="radio"/>
c. Seminars specifically designed for new teachers	<input type="radio"/>	<input type="radio"/>
d. Release time to observe other teachers	<input type="radio"/>	<input type="radio"/>
e. Access to professional learning communities where I could discuss concerns with other teacher(s)	<input type="radio"/>	<input type="radio"/>
f. Regular communication with principals, other administrator or department chair	<input type="radio"/>	<input type="radio"/>
g. Reduced workload	<input type="radio"/>	<input type="radio"/>
h. Orientation for new teachers	<input type="radio"/>	<input type="radio"/>
i. Common planning time with other teachers	<input type="radio"/>	<input type="radio"/>
j. Formal time to meet with mentor during school hours	<input type="radio"/>	<input type="radio"/>
k. Other	<input type="radio"/>	<input type="radio"/>

[illegible]

Q11.3. How much did the support you received from your mentor influence your practice in the following areas?

	Not at all	Hardly at all	Some	Quite a bit	A great deal
a. Instructional strategies	⊙	⊙	⊙	⊙	⊙
b. Subject matter I teach	⊙	⊙	⊙	⊙	⊙
c. Classroom management strategies	⊙	⊙	⊙	⊙	⊙
d. Using data to identify student needs	⊙	⊙	⊙	⊙	⊙
e. Differentiating instruction based upon individual student needs and characteristics	⊙	⊙	⊙	⊙	⊙
f. Creating a supportive, equitable classroom where differences are valued	⊙	⊙	⊙	⊙	⊙
g. Enlisting the help of family members, parents and/or guardians	⊙	⊙	⊙	⊙	⊙
h. Working collaboratively with other teachers at my	⊙	⊙	⊙	⊙	⊙
i. Connecting with key resource professionals (e.g., coaches, counselors, etc.)	⊙	⊙	⊙	⊙	⊙
j. Complying with policies and procedures	⊙	⊙	⊙	⊙	⊙
k. Completing administrative paperwork	⊙	⊙	⊙	⊙	⊙
l. Providing emotional support	⊙	⊙	⊙	⊙	⊙
m. Other	⊙	⊙	⊙	⊙	⊙

Q11.4. Please indicate whether each of the following were true for you and your mentor.

	Yes	No
a. My mentor and I were in the same building.	⊙	⊙
b. My mentor and I taught in the same content area.	⊙	⊙
c. My mentor and I taught the same grade level.	⊙	⊙

Q11.5. Overall, the additional support I received as a new teacher improved my instructional practice.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ Don't know

Q11.6. Overall, the additional support I received as a new teacher has helped me to impact my students' learning.

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

☐ Don't know

Q11.7. Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

☐ Don't know

Appendix B
North Carolina Teacher Turnover Report

Turnover Initiated by LEA	HRMS Code
NON-RENEWED - PROBATIONARY CONTRACT END	53
INTERIM CONTRACT ENDED - NOT REHIRED	54
RESIGNED - IN LIEU OF NON-RENEWAL	78
RESIGNED - IN LIEU OF DISMISSAL	55
DISMISSED	50
Turnover Beyond Control	
RETIRED WITH FULL BENEFITS	66
RETIRED WITH REDUCED BENEFITS	68
REDUCTION IN FORCE	51
RESIGNED-FAMILY RESPONSIBILITY/CHILD CARE	57
RESIGNED - FAMILY RELOCATION	61
RESIGNED MOVING DUE TO MILITARY ORDERS	76
RESIGNED - BECAUSE OF HEALTH/DISABILITY	64
RESIGNED-TO CONTINUE EDUCATION/TAKE A SABBATICAL	60
DID NOT OBTAIN OR MAINTAIN LICENSE	56
RESIGNED - END OF VIF TERM	74
DECEASED	67
Turnover that Might be Reduced at the LEA/State Level	
RESIGNED-TO TEACH IN ANOTHER NC PUBLIC SCHOOL SYSTEM	58
RESIGNED-TO TEACH IN A NC CHARTER SCHOOL	70
RESIGNED-TO TEACH IN ANOTHER NC NON-PUBLIC/PRIVATE SCHOOL	71
RESIGNED - TO TEACH IN ANOTHER STATE	62
RESIGNED - DISSATISFIED WITH TEACHING	63
RESIGNED - CAREER CHANGE	72
RESIGNED - OTHER REASONS	65
RESIGNED - REASON UNKNOWN	69
Others	
MOVED TO A NON-TEACHING POSITION IN THE LEA	75
MOVED TO A NON-TEACHING POSITION IN ANOTHER LEA	59
RESIGNED - END OF TEACH AMERICA	77

Appendix C
Beginning Teacher Turnover Report

	1st Year		2nd Year		3rd Year	
	TE	LE	TE	LE	TE	LE
Total # of BTs						
Number Returning						

Codes:**TE – Fully Licensed Beginning Teacher****LE – Lateral Entry Beginning Teacher**

Appendix D

11.1g – Orientation

<i>Regression Statistics</i>	
Multiple R	0.229581967
R Square	0.052707879
Adjusted R Square	-0.042021333
Standard Error	6.068726227
Observations	12

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>p value</i>
Intercept	91.48097435	21.35666742	4.283485458	0.001602567
RQ1-11.1g	-0.174151455	0.233470116	-0.74592611	0.472882077

Appendix E

11.1a – Mentor Assignment

<i>Regression Statistics</i>	
Multiple R	0.290703254
R Square	0.084508382
Adjusted R Square	-0.00704078
Standard Error	5.965993415
Observations	12

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>p value</i>
Intercept	22.02682833	55.79116733	0.394808522	0.701274
11.1a	0.550923788	0.573414693	0.960777242	0.359319

Appendix F

11.3b - Mentor's Instructional Support

<i>Regression Statistics</i>	
Multiple R	0.386339289
R Square	0.149258046
Adjusted R Square	0.064183851
Standard Error	5.751147534
Observations	12

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>p value</i>
Intercept	66.32976754	7.196033305	9.217545935	3.34E-06
11.3b	0.268823163	0.202953589	1.324554861	0.214791

Appendix G

11. 3c - Mentor's Classroom Management Support

<i>Regression Statistics</i>	
Multiple R	0.40774522
R Square	0.166256165
Adjusted R Square	0.082881781
Standard Error	5.693402679
Observations	12

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>p value</i>
Intercept	63.76128725	8.546105097	7.460859249	2.15782E-05
11.3c	0.284798703	0.201681214	1.412123112	0.1882675

Appendix H

11.1b – Professional Development

<i>Regression Statistics</i>	
Multiple R	0.357892909
R Square	0.128087334
Adjusted R Square	0.040896068
Standard Error	5.822266452
Observations	12

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>p value</i>
Intercept	111.7950281	29.90675128	3.7381201	0.003858
11.1b	-0.409707865	0.338031911	-1.212039017	0.253357

Appendix I

11.2b - Observations and Evaluations

<i>Regression Statistics</i>	
Multiple R	0.397062405
R Square	0.157658553
Adjusted R Square	0.073424409
Standard Error	5.722682726
Observations	12

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>p value</i>
Intercept	83.33240146	5.885526153	14.1588703	6.08E-08
11.2b	-0.398020676	0.290931636	-1.36809005	0.201237

Appendix J

11.1d – Time to Plan

<i>Regression Statistics</i>	
Multiple R	0.012823525
R Square	0.000164443
Adjusted R Square	-0.099819113
Standard Error	6.234761892
Observations	12

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>p value</i>
Intercept	75.0365	14.11273055	5.316937055	0.00034
11.1d	0.007705882	0.190011217	0.040554881	0.96845

Without Influential Points

<i>Regression Statistics</i>	
Multiple R	0.638770592
R Square	0.408027869
Adjusted R Square	0.342253188
Standard Error	6.177481212
Observations	11

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>p value</i>
Intercept	-0.107914713	28.90183505	-0.0037338	0.99710229
11.1d	0.938319573	0.376734365	2.4906663	0.034384399

Appendix K

11.1e – Release Time to Observe

<i>Regression Statistics</i>	
Multiple R	0.307051213
R Square	0.094280448
Adjusted R Square	0.003708492
Standard Error	5.934067131
Observations	12

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>p value</i>
Intercept	82.93657337	7.388086333	11.22571795	5.4562E-07
11.1e	-0.166330587	0.163026488	-1.02026725	0.33165003

Appendix L

11.1f – Time to Meet With Mentor

<i>Regression Statistics</i>	
Multiple R	0.0854054
R Square	0.007294082
Adjusted R Square	-0.091976509
Standard Error	6.212492664
Observations	12

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>p value</i>
Intercept	72.22117831	12.60850777	5.72797	0.00019
11.1f	0.064031325	0.236220435	0.27107	0.79185

Without Influential Points

<i>Regression Statistics</i>	
Multiple R	0.632563688
R Square	0.400136819
Adjusted R Square	0.333485355
Standard Error	5.419881751
Observations	11

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>p value</i>
Intercept	-10.546567	25.35734598	-0.4159	0.68721248
11.1f	0.80986574	0.330532079	2.45019	0.03674538

Appendix M

11.1h – Teacher Leadership

<i>Regression Statistics</i>	
Multiple R	0.135800825
R Square	0.018441864
Adjusted R Square	-0.07971395
Standard Error	6.177511992
Observations	12

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>p value</i>
Intercept	85.71740467	23.3997219	3.66318	0.00437
11.1h	-0.122957301	0.283667726	-0.4335	0.67389

Appendix N

11.1i – School Leadership

<i>Regression Statistics</i>	
Multiple R	0.369050256
R Square	0.136198091
Adjusted R Square	0.049817901
Standard Error	5.795123066
Observations	12

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>p value</i>
Intercept	39.95293143	28.4412534	1.40475	0.19039
11.1i	0.402459852	0.32051188	1.25568	0.23778

Appendix O

11.5 – Instructional Practice and Support

<i>Regression Statistics</i>	
Multiple R	0.272851931
R Square	0.074448176
Adjusted R Square	-0.018107006
Standard Error	5.998683576
Observations	12

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>p value</i>
Intercept	94.8202037	21.49567032	4.41113	0.001312109
11.5	-0.231518519	0.25814224	-0.8969	0.390871613