ABSTRACT

Elizabeth Hastings Payne Moran, SCHOOL AND DISTRICT LEADER PERCEPTIONS ON BEGINNING TEACHER SUPPORT AND RETENTION (Under the direction of Dr. Matthew Militello). Department of Educational Leadership, May, 2017.

Teacher shortage is a chronic problem across the United States today. As a result school districts struggle each year to appropriately staff their schools and provide students with highly-qualified teachers. Of those teachers leaving, the highest category was new teachers or those educators who are in their first five years of teaching. The purpose of this study is to gain an understanding of the perspectives of school and district leaders on beginning teacher support and retention. InQuiry methodology was used to collect and analyze quantitative and qualitative data. Findings generated three distinct viewpoints. An analysis and implications for these findings are discussed in order to highlight factors that can be implemented to improve teacher retention.

SCHOOL AND DISTRICT LEADER PERCEPTIONS

ON BEGINNING TEACHER

SUPPORT AND RETENTION

A Dissertation

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DEDICATION

To my dad, thank you for teaching me to find joy in the quest for knowledge, the power in learning and to have confidence in my own pursuits.

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There are many people who have supported and encouraged me as I trekked along this journey. Most importantly was my family, especially my husband Kevin. Thank you Kevin for all of the unwavering love and support you have given to me throughout this process. Thank you for all of the pep talks, especially the middle of the night chats, the countless weekends you let me lock myself away to write, and the incredible amount of faith you have in me. I love you.

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CHAPTER 1: INTRODUCTION

Background

Teacher turnover is a highly publicized and contentious issue in North Carolina. Since the 2001 No Child Left Behind legislation, followed by the 2010 adoption of the Common Core State Standards, teacher attrition has been on many North Carolina educators' minds. Changes in educational leadership, policy and curriculum have heavily impacted the rates at which teachers, especially beginning teachers, have left teaching in North Carolina. Statements made both nationally and locally by educational leaders and politicians alike have drawn attention to the teacher turnover "crisis." For the last decade, the national rate at which teachers leave the profession or move to another teaching position has hovered around 8%, making the annual turnover rate around 16% (Di Carlo, 2015). North Carolina's turnover rate has in recent years remained slightly above 14% (North Carolina State Board of Education, 2015). That percentage, almost double that of the national turnover rate, has caused a stir among educators, legislators, and citizens alike.

Among the approximately 15,000 teachers classified as Beginning Teachers in 2013, over 3,000 left their classrooms in North Carolina by the 2014 school year (North Carolina State Board of Education, 2015). Beginning Teachers, as defined by the North Carolina State Board of Education, are "teachers who are in the first three years of teaching and who hold a Standard Professional License" (North Carolina Department of Public Instruction [NCDPI], 2015). Pay is cited as a major factor in teachers leaving the classrooms in North Carolina. However, that is not the only reason being given.

The National Education Association (NEA) credits this crisis with the low pay for beginning teachers (NEA, 2007). North Carolina ranked 47th in the nation for teacher pay in

2014 and 46th for per-pupil funding (NEA, 2007). While other reports such as the most recent

2014 North Carolina Teacher Working Conditions Survey (NCTWCS) suggest that school

leadership, appropriate professional development, and state mandated assessments are the areas

that teachers struggle with the most in their profession. National research conducted by Richard

Ingersoll also suggests that a lack of autonomy and input in decision-making also impact an

educator's decision to stay in the profession (Phillips, 2015).

In North Carolina, UNC System President Tom Ross issued a statement following the

2015 UNC Board of Governors Education Summit that simply said, "We can do better and we

must do better," when referring to the shortage of educators entering the field to meet the current

demands of our education situation in the state. UNC Board of Trustees Chair John

Fennebresque addressed this crisis when he referred to the 27% drop in North Carolina college

students entering education majors over the last five years in a 2015 address (Moore, 2015).

In an effort to increase teacher retention and attract people to the profession, North

Carolina Governor Pat McCrory has openly supported a legislative effort to increase teacher pay

and state funding for public schools. The budget for 2015-2017 agreed upon by the North

Carolina House and Senate focuses on increasing monetary support in areas of: raising beginning

teacher pay to $35,000 a year, a one-time bonus for all state employees, funding textbooks and

additional material resources, and a one year extension on funding teacher assistant positions. All

of these efforts to "make the teaching profession more attractive again," stated North Carolina

Senator Harry Brown in a 2015 remark.

Where the state of North Carolina has recognized the issue of a steady and high turnover

rate of teachers, individual LEAs, or Local Education Agencies, are grappling with their own

issues. The 2015 release of the 2013-2014 North Carolina Turnover Report shows that many

districts in the northeastern area of North Carolina saw turnover rates between 30 and 50%. The higher the turnover rate, the smaller and less economically developed the district. That correlation is explained in a 2015 article written by Matt Di Carlo, who researched the relationship between teacher turnover and Free and Reduced Lunch percentages. His findings showed that districts in which over 75% of the student population meet the Free and Reduced Lunch (FRL) requirements, the teacher turnover rate is roughly 22%, compared to districts with lower FRL rates, where turnover is closer to 13%.

Teacher turnover rates have ranged from 11% to 15% between 2010 and 2015 in North Carolina, with the highest turnover rates being seen among teachers in their first through third years of service (North Carolina State Board of Education, 2015). Attrition rates for beginning teachers (teachers with one to three years of teaching experience) are nearly 56% higher than more experienced teachers (North Carolina State Board of Education, 2015). Individual counties in North Carolina have anywhere between 5% turnover rate to 33% among beginning teachers (North Carolina State Board of Education, 2015). Some districts in the eastern region of the state have historically seen rates as high as 40% attrition for beginning teachers. Beginning Teachers who exit the classrooms are asked to complete an exit survey. This survey serves as a means of collecting data pertaining to the reason teachers leave their positions. This is a self-reported survey that North Carolina uses to compile data on the teaching profession for the annual State of the Teaching Profession report.

In response to the teacher turnover data and the exit survey results, some counties have formed task forces that have been charged with reorganizing teacher support programming. In one district, a Retention and Recruitment team was created to study and focus on best practices for attracting and hiring strong teaching candidates. Beginning Teacher Support Programs have

been created and tasked with providing strong support to all of the new teachers. For the purpose of this dissertation the factors that most impact a teacher's decision to stay within the field of education will be examined.

<div align="center">**Statement of Problem**</div>

Teacher turnover is clearly a national and local problem in K-12 schools. What is less certain are the specific reasons teachers are leaving. Moreover, there is little indication of successful mentoring programs that may slow the departure of teachers in their first years of teaching. Nationally, 7% percent of teachers in their first three years of teaching left the profession all together. North Carolina data shows an even bigger turnover rate, with 23% percent of beginning teachers leaving during or after the 2014 school year.

School districts compile their teacher retention and attrition data for the Annual Report on Teachers Leaving the Profession. This report is created in a collaborative manner by the state and the district. The state sends the data that they have on file regarding the teachers in each district, and the district must then review and make appropriate changes to the data to reflect the moving of educators in the county. This report is then sent back to the state where it is compiled and the Annual Turnover report is created, showing the turnover data for each county or LEA, and the state as a whole. These data come from looking at who was receiving a paycheck from the district from March of one year to March of the next. This timeline takes into account the late hires and early retirements that occur predominately at the beginning and end of school years. District personnel then look at the individuals who are no longer employed and indicate what their reason for leaving is.

There are twenty-eight reasons that a person can choose as their reason for leaving employment from the district. These reasons range from moving from one district to another but

staying in the profession, to simply stating that they were "dissatisfied with teaching" and are leaving the profession. Quantitative data gives us the rates and percentages, but there still exists very little data to show the human and qualitative side of their departures. This lack of data focused on the perceptions of beginning teachers towards the induction, mentoring and support that they receive in their early years as educators, creates a chasm that does not allow school districts to gain the entire picture of why teachers are leaving and how they can stop the exodus.

In school districts located in the eastern region of North Carolina, teachers leaving their positions are asked to complete an exit survey. This survey asks specific reasons for their departure. However, this survey comes too late for district policy makers to do anything to prevent the educator from leaving. Asking teachers why they are leaving as they are exiting the door is like analyzing end of year testing data and applying it to the following school year. Where the data helps to inform future decision-making, it does not impact the people that are being represented by it. In order for schools and districts to better meet the needs of the beginning teachers and prevent the annual turnover, the opinions and perceptions of the teachers being served at the moment need to be taken into consideration.

Purpose of the Study

The purpose of this study was to solicit the perceptions of school and district leaders regarding the factors of support that most impact a teacher's decision to stay in the district and teaching profession. The study examined local school and district leader's perceptions of the support being provided to teachers in their probationary years of service. The results of this study will be used to reorganize such support programs as the Beginning Teacher Induction Program, on-site mentoring program and building-level administrative procedures currently in place. This study focused on obtaining administrator's thoughts on the impact that certain support elements

have had or continue to have on teacher practice, as well as on their decision to continue working in the district. By gaining the administrative perceptions of teacher support, a larger picture of current procedures and their impact, positive or negative, can be created. The information gained by this study will allow for districts to examine their leadership pedagogies and policies, allowing them to make informed modifications for the purpose of retaining beginning teachers. This study was done concurrently with another study, conducted using the same methodology, which teacher perceptions on support were examined. These two studies give a more complete picture of the similarities and differences of viewpoint between school administration and teachers in regards to support and retention. By examining the relationships between the two, a more comprehensive support program could be developed from these studies. The focus of this study on school administrators highlights the viewpoints from which current leaders approach beginning teacher support and ultimate retention.

The county in which this study was conducted, was part of a pilot study conducted by The National Commission on Teaching America's Future (NCTAF) in 2006 that looked at the high cost of teacher turnover and developed new policies to reduce said turnover. The results of this study were published by NCTAF in 2007 in a policy brief by the same title, *The High Cost of Teacher Turnover.* The study analyzed the effects of high teacher turnover in schools over fifteen years, and found that teacher attrition had almost doubled in low income high needs schools. The district was one of five school districts across the county to participate. The other districts involved were located in New Mexico, Wisconsin and Illinois. This study found that for every teacher leaver in the county, it cost the district $9,875, based on monies put toward recruitment, hiring, professional development, etc. The focus was to identify the cost and then focus on the importance of teacher retention in an effort to reduce cost.

The study focused on the need to invest in comprehensive induction programs district wide and the importance of creating positive learning cultures in all school buildings for both teachers and students. Other recommendations regarding hiring and data collection were also made in the study (NCTAF, 2007). The district took these recommendations to heart and invested in writing grants and reorganizing their Beginning Teacher Support Programs. However, since 2007, teacher attrition has risen in the district, especially among novice teachers. Thus, a new study of the support and programming in place for beginning teachers in eastern North Carolina is necessary.

Research Questions

The research questions that will frame this study are outlined below.

1. What are the key factors influencing teachers' decisions to stay in or leave a district or the teaching profession?

2. What do school and district leaders identify as elements most impactful to a beginning teacher remaining in teaching?

3. Why do school and district leaders identify these elements as most effective?

Significance of the Study

The district in which this study was conducted has in recent years undergone a change in senior administration. With the new Board and Executive Office, a new vision for teacher recruitment and retention came forth. With an annual average of nearly 20% of classified beginning teachers leaving the county, a team was assembled to review and reorganize the district's Beginning Teacher Support Program. The intent of this team was to research and implement new practices that would better support novice teachers in their formative years of teaching. The hope was that a more structured and nurturing support program would prevent new

teachers from leaving the district and the teaching profession. All areas of induction programming were analyzed, with particular attention placed on the mentoring support services.

The county examined for the purpose of this study is not alone in the rate of teacher attrition or the change in senior district leadership. Other districts in North Carolina have seen similar trends. Districts such as Nash Rocky Mount Public Schools, Wilson County, Craven County, and Wayne County Public School have seen recent leadership turnover, along with high rates of teacher turnover.

High turnover rates have led to an influx of new teachers to the school districts. Some districts are finding that they do not have enough supports in each school building to properly meet the needs of the novice educators. Roles such as peer mentors, responsible for conducting peer observations, providing feedback on instruction, planning and behavior management, and helping new teachers navigate into a new professional environment, are in short supply. Money for professional development and classroom materials is almost nonexistent.

These districts also recognize that their programming elements previously based on their work with The National Commission on Teaching and America's Future have been modified or have been in a state of decline for the last several years. This is due in part to major changes in senior district administrative personnel as well as the state and local budget. The literature on the subject of beginning teacher support will lead the study forward, examining the effective needed to retain beginning teachers in districts such as those in eastern North Carolina.

The research conducted in this study looked at the effective practices being utilized in beginning teacher support programs and their impact on teacher retention. In order to assess the effectiveness of current programs, the perceptions of school administrators that are charged with supporting beginning teachers, were measured and analyzed using the InQuiry method.

The research design gave insight into how school and district leaders view the support given to beginning teachers in the district and its impact on their practice and decision to stay in the county. The general findings from this study will be used to inform decision making for the reorganization process of Beginning Teacher support. The results of this study also gave way to a dual study, comparing the perceptions of school and district leaders with those of teachers in other eastern North Carolina school districts on the same areas of teacher support. Findings shed light on the disparities that exist between the two groups.

There is also a lack of research on principals and their impact on teachers. We know from literature they have a great influence over teachers but what does that influence look like and how to they wield it? I chose to look at what principals think, in an attempt to get them to engage in different practices as they are uniquely positioned to impact a teacher's decision to remain in the teaching profession.

Organization of the Study

In Chapter 1, the researcher provided the background information pertaining to the study. The researcher identified the problem of practice being examined, the purpose and significance of the study, and the research questions being investigated. A brief overview of the methodology being used for the study was also presented.

Chapter 2 focuses on the research pertaining to the problem of practice and research study. The chapter will review the scholarly research associated with best practices to implement when providing beginning teachers professional support for the purpose of retention. Particular attention will be placed on effective practices and implementation of support for beginning teachers.

Chapter 3 provides a detailed review and description of the methodology being employed by the research study to answer the study research questions.

Chapters 4 and 5 share the findings of this research and the discussions surrounding the implications of said finding on policy, practice and further research.

Summary

High teacher turnover rates are a common theme in North Carolina school districts. The district in which this study was conducted saw an 18% teacher turnover rate over the course of the 2013-2014 school year and a 20.87% turnover rate between 2014 and 2015. Among this group of people, Beginning Teachers, or those teachers who have been in the profession three years or less and have a Standard 1 License, have a turnover rate of approximately 20% in the county as well.

Beginning teachers, both leaving the county and remaining, state that there is a general lack of support for new teachers. District leaders throughout North Carolina are investing in several program initiatives to research and reorganize teacher support programming. The purpose of this study was to research the perceptions of school and district leaders on beginning teacher support and retention practices based on the results of a Q-study.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

The 2015 State of the Teaching Profession in North Carolina Report compiled by the North Carolina Board of Education showed that over the last five years, teacher turnover rate has increased from 11.10% to 14.84%. While the current percentage does not deviate far from previous national and state statistics, it does indicate a steady upward trend in teachers leaving their positions in the classroom.

In order to monitor the causes of attrition, The North Carolina Board of Education provides Local Education Agencies 28 options to code reasons for leaving, and then groups the classifications into the following five categories:

1. Teachers who left the LEA but remained in education;

2. Teachers who left the LEA for personal reasons;

3. Teachers who were terminated by the LEA;

4. Teachers who left the LEA for reasons beyond the LEA's control;

5. Teachers who left the LEA for other reasons not listed above;

In reports previous to 2015, the main reason cited for the turnover by teachers has been "Teachers who left the LEA but remained in education." This category includes teachers who resigned to teach in another NC LEA, moved to a non-teaching position in education, resigned to teach in a NC Charter School, or resigned to teach in an NC non-public/ private school. While these teachers left their position, these categories indicate they remained in the NC education community.

However, the 2015 report revealed a significant change in attrition data -- the primary reported code shifted from "Teachers who left the LEA but remained in education" to "Teachers

who left the LEA for personal reasons." This category includes the following: resigning due to family responsibilities/childcare, to continue education/sabbatical, due to family relocation, to teach in another state, dissatisfied with teaching or career change, resigned due to health/disability, retired with reduced benefits, or re-employed retired teacher resigned. What is important to note about this category is that respondents are choosing to resign from all fields of NC education, ultimately indicating a much greater increase in teacher exodus from the state education system than previous years.

North Carolina's State Board of Education recently released more information from the most recent exit report. Included in the report for the first time were some of the comments that teachers gave, along with their coded reasons for leaving. Before now, teachers could only choose from 28 prewritten and coded responses for leaving their current teaching position, and their personal comments were not included in the annual state report. In 2016, the writers of the report released some of the statements. These comments included words such as: exhausted, overwhelmed, unhappy, and underpaid (Hinchcliffe, 2016).

North Carolina is not alone in the increase of teacher attrition; teacher shortage is a chronic problem across the United States today. The problem exists both in the pipeline as well as teacher turnover and attrition. School districts struggle each year to appropriately staff their schools and provide students with highly-qualified teachers. Between 1988 and 2008, the country has seen a 41% increase in teacher attrition (Rinke, 2014). Of the teachers leaving, the highest category was new teachers or those educators who are in their first five years of teaching (Ingersoll & Merrill, 2013). Ingersoll (2012) estimates that nearly 50% of teachers leave their teaching positions within their first five years. These teachers are typically replaced by novice

teachers, half of which are then expected to also leave within the first five years of teaching, perpetuating the high turnover cycle.

A great deal of research has been done to hone in on the reasons that teachers are leaving the profession at such an alarming rate. A recent focus of study reveals the phenomenon of teacher attrition is not new. Only since the 1950s have teachers been more inclined to make a career of education (Rinke, 2014). Carol Rinke, in her book *Why half of teachers leave the classroom: Understanding recruitment and retention in today's school's*, explains that prior to the last sixty or so years, teaching was a temporary or "exploratory" field (Rink, 2014; Rury, 1989). Before reformers like Horace Mann sought to make education more freely available, teaching was staffed by men who would teach while pursuing other career interests and would eventually move on. Only with the advent of teaching colleges and women entering the workforce did education become a long-term career profession.

What some researchers are seeing today is a shift back from teaching as a profession to teaching being more of an exploratory position. They note that factors such as more professional opportunities for women, an increase in alternative preparation routes to teaching certifications, and the societal shifts between ideas on personal and professional satisfaction as being reasons for the change from long-term career to temporary position (Dwyer & Wyn, 2001; Johnson, 2004; Papay, 2007).

This increase in teachers treating teaching as an exploratory position is especially prevalent in higher need schools. Rinke (2014) submitted that educators in higher-needs schools are more likely to take teaching positions as they explore their passions and interests. Ingersoll also found that the highest rates of attrition were present in high-poverty, high-minority schools, with large populations of beginning teachers (Ingersoll & Merrill, 2013). These, interestingly

enough, are the schools that programs such as Teacher for America focus on. The Teach for

America approach embraces this exploratory trend and utilizes it to enlist high-performing

students from diverse backgrounds into education. They state, "Corps members don't just teach

their students, they learn from them. At the end of two years, they use those lessons to choose

their path forward. Many stay in the classroom. Others move into politics, school leadership,

nonprofit work, advocacy, and more. All of their paths matter because together they form a

network—connecting, expanding, and strengthening the movement to give all kids access to a

great education" (Teach for America, 2016, para. 8). This is a prime example of the alternate

certification programs that Papay focused his 2007 research on when he determined that 19% of

teachers in the workforce were not traditionally trained educators and were more likely to leave

the teaching profession after using it as a "stepping stone."

Along the same lines, the most recent Schools and Staffing Survey (SASS) report

identified several factors that impacted a teacher's decision to either leave the teaching

profession or move to a different school. SASS, published by the National Center for

Educational Statistics, compiles data regarding the general climate and conditions that exist in

schools and districts around the country (NCES, 2016). The survey identified that schools that

have a Free and Reduced Lunch (FRL) rate greater than 75% saw an annual teacher turnover rate

of approximately 22%, whereas schools significantly below the 75% FRL mark saw only an

average of 13% turnover. This indicates that schools with higher levels of low-income students

saw more annual teacher turnover than more affluent schools. A 2014 report published by the

Alliance for Education also indicated that the average annual teacher turnover, including both

leavers and movers, was around 13% and that higher-poverty schools saw a turnover rate close to

20%. These reports from different agencies show that the national trend for turnover is increased in schools that have high-poverty rates among students.

Understanding Our Teachers: Why Do Some Stay and Others Leave?

Watt and Richardson (2008), of Australia, worked for several years to identify the categories that all teachers can fit into. They were able to create three distinct categories of teachers: the stayers, the shifters, and the leavers. These categories are similar to the categories created by the National Center for Education Statistics: stayers, movers, and leavers.

1. Teachers who did not leave the LEA (stayers)

2. Teachers who left the LEA but remained in education (movers)

3. Teachers who left the LEA for personal reasons (leavers)

4. Teachers who were terminated by the LEA (leavers)

5. Teachers who left the LEA for reasons beyond the LEA's control (leavers)

6. Teachers who left the LEA for other reasons not listed above (leavers)

These categories were created in order to monitor the movement occurring throughout the country's educational system and accurately report on it annually. In both cases, the stayers were the educators who stayed within the schools each year, the movers were educators who left their position at a specific school for either a position at another school or a new role still within the field of education, and the leavers were those who left the profession all together.

Each of the three categories was defined by distinct traits, which are broken down in Table 1. The *stayers* were identified as being "persisters," meaning they were motivated by the personal and professional rewards and their impact on society (Watt & Richardson, 2008). The other two groups of teachers are those who either left their original position or school, the *shifters* or *movers*, and those teachers who left the profession completely, *leavers*.

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Table 1

Three Identified Types of Teachers

Type	Movement	Descriptors	Motivation	Themes
Stayers	Stayed in their current school and/or assignment	*persisters*	personal and professional rewards and their impact on society	ability to adjust their teaching approach to succeed sense of value of their contribution as educators constant exploration of their profession
Movers	Moved into a different position or school	*shifters*	searching for a better job fit within field of education	challenges related to workload and relationships remained committed to education
Leavers	Left the profession all together	*leavers*	realization that teaching was a temporary	drew upon professionalism and agency to shape careers saw teaching as temporary leaving proved to be an extended and difficult process retained some lasting connection to education

The *stayers* typically reported having higher perceptions of the teaching profession and were more likely to make teaching a career. Carol Rinke (2014), in her study of beginning teachers in urban, high-poverty, high-minority schools, specifically in the subjects of math and science, found that there were universal characteristics of people who stayed in the classroom. These main themes were: an ability to adjust their teaching approach to succeed, a sense of value of their contribution as educators, and a constant exploration of their profession (Rinke, 2014, pp. 64-65).

Another major reason teachers chose to remain in the classroom was that they were able to find a niche in their field or school. For some it was a curricular focus, for others it was a personal strength in the classroom. This focus allowed them to stay honed in on their goals and to plow through the inevitable rough patches during the first few years of teaching (Rinke, 2014, p. 64). Ultimately, stayers were able to remain focused on their goals for their contribution to education as well as their personal commitment to the social and personal impact they had on their students, peers, and community (Rinke, 2014, p. 65).

The next two groups of teachers are those who either left their original position or school, the shifters or movers, and those teachers who left the profession completely, leavers. The reasons why these groups of novice educators leave are fairly similar. These individuals usually face challenges in the positions that they are in, experience a work-life imbalance, or they do not feel valued (Rinke, 2014). Many of the teachers have also stated that there were issues within the working conditions of their school that inspired them to seek out a new school position or a new profession (Ingersoll & Strong, 2011; Pogodzinski, Youngs, Frank, & Belman, 2012; Rink, 2014). Researchers have found the interpersonal relationships teachers develop in their first years also have a direct impact on teacher attrition. Johnson, Kraft, and Papay (2012) explain that

relationships between novice teachers and colleagues is an important factor in both the retention and attrition of novice teachers. Ladd discusses the central role of the principal on a teacher's decision to stay or leave a school. Bryk and Schneider (2003) found that there is a direct correlation between job satisfaction and being a trusted member of the decision-making process at a school.

Retaining Novice Teachers

Several studies have been conducted over the last decade focusing on the intentions of novice teachers to stay or leave the profession. As discussed previously, half of novice teachers are expected to quit in their first five years, significantly more than teachers beyond the five-year mark (Ingersoll, 2012). An international study published in the *International Journal of Education Management* found that these novice teachers were more likely to stay within the profession if they were interested in the subject in which they were teaching, had a desire to serve the community that they were working in, had appropriate mentor support and pre-service training, and found the practice of teaching rigorous and engaging (Pamu, 2010). A study published in *The Elementary School Journal* in 2012 found that beginning teachers were more likely to stay in the field beyond their first five years if they had collegial support, especially from veteran teachers and school administration, and believed in the policies and procedures of the school and the district in which they worked (Pogodzinski et al., 2012). Their research also indicated that novice teachers found more job satisfaction if they felt that their colleagues were also satisfied in their positions.

While these factors increase teacher retention, the research suggests they are not combating the underlying problem. An article written in *The Atlantic,* in 2013, interviewed Richard Ingersoll, a well-known researcher on teacher retention. He echoed the sentiments found

in Carol Rinke's work that found that many teachers never had intentions of staying in the field of education permanently.

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Reasons Beginning Teachers Leave

With the adoption of No Child Left Behind legislation and the resurgence of charter schools, classroom teachers do not need to have the traditional education and certifications in order to teach, and often see teaching as a step along the way in their career. The author of *The Atlantic* article, Liz Riggs, also discusses the reasons that traditionally trained teachers leave the profession. Along with her discussion with Ingersoll, she focuses on the general lack of respect that teachers receive in society today. She also discusses the more personal reasons that new teachers give for leaving the profession. Many of the teachers that she interviewed for the article expressed dissatisfaction over factors such as salary and the inability to support a family, work-life balance and stress, general working conditions, strenuous expectations, and disappointment in student achievement (Riggs, 2013). These factors are found universally throughout the nation, but are certainly more prevalent in high-poverty states and districts due to the lack of fiscal resources to support teacher pay and professional support.

Teachers in high needs schools often report dissatisfaction with leadership, facilities, professional development opportunities, and the level of involvement that they have in decision making at the schools in which they teach (Berry & Ferriter, 2006; Buckley, Schneider, & Shang, 2005; Darling-Hammond, 2007; Tamir, 2010). This dissatisfaction leads to high levels of teacher turnover, which then opens the door to less qualified people filling in the open positions. These positions are filled by less experienced and ineffective teachers who ultimately do not add value to student learning and achievement levels (Auguste, Kihn, & Miller, 2010; Bellwether Education Partners, 2011; Capitol Hill Briefing, 2011; Cody, McFarland, Moore, & Preston, 2010). In many cases, these less experienced and ineffective teachers are beginning teachers who

lack expertise that comes with experiences that occur within the first three to five years of teaching (Berliner, 2001).

There are a myriad of reasons why teachers, specifically beginning teachers, are leaving the profession so early in their career. Numerous studies and decades of research have yielded several re-occurring factors that beginning teachers state as their reason for leaving their current position or the profession altogether. These factors can be broken down into general categories of: relationships, support and resources, working conditions, and personal reasons. This dissertation will explore these areas more deeply. A deeper understanding of these factors will give this researcher a better understanding of new teacher perceptions as she begins research of reducing teacher attrition among the beginning teacher population in public schools in eastern North Carolina.

Respect

An interesting discovery in the 2004 study by Stockard and Lehman was that teachers who taught in areas of the southern United States were more likely to leave the profession. This held true even when support and professional resources were not areas of concern in the reason for departure. Rinke (2014) found in her research that countries such as Finland and Singapore, countries that have the lowest rates of attrition amongst teachers, hold the level of respect that they receive as educators as major factors in their overall job satisfaction. This respect came both from the communities that the teachers served, as well as the government. Teachers' perceptions from these countries were overall positive about the teaching profession. They cited that the teaching profession was held in high esteem and treated as equal to other careers. They also stated that their salaries were comparable to other jobs that were seen as respected and professional in the eyes of the people of their countries.

In the United States, specifically the state of North Carolina, headlines written in local newspapers by *former* teachers, repeatedly state that a lack of respect is one of the main reasons that teachers are leaving the profession in droves. Op-eds like the one that appeared in the Raleigh *News and Observer* newspaper in March of 2016, clearly tell the tale of how many educators currently feel about the teaching profession. With the title "A Dear John letter to North Carolina from a fed-up teacher," Blaine Maples states "North Carolina used to treat teachers with respect and love." Now teachers are so mistreated in her eyes that they are denying teachers "a living wage." The point of this editorial is not simply to point out the deficiencies in the salary that teachers receive but to highlight the overall lack of professionalism and respect that educators receive in North Carolina. Op-Ed pieces, such as this are popular examples of the voices of former teachers who are some of the greatest critics of the current educational system. One area where a lack of respect is shown is by not paying educated persons an appropriate wage for their work and expertise.

Salary

The National Education Association (NEA, 2016) released their annual report of state educational rankings in May of 2016. This report analyzed data from the 2015-2016 school year. In it, states are ranked by comparing factors such as enrollment, populations, teacher turnover and attrition, teacher salaries, per pupil expenditures. This information is gathered from each state's Department of Education and compiled by the NEA.

This report highlights that the average North Carolina teacher makes roughly $10,000 less annually than the average United States teacher. The average salary in 2015-2016 in North Carolina was $47,985, compared to a national average of $58,064 (NEA, 2016). These numbers

do not reflect automatic deductions such as Social Security, insurance, and retirement that the state takes out of teacher paychecks.

North Carolina has faced national criticism over its average teacher salary. Local and national headlines alike have glaringly pointed out that North Carolina ranks in the bottom ten percent in national teacher pay rankings. The average teacher pay in 2015 was $44,990, which made it the 47th lowest ranked state out of 50 (National Education Association, 2015). In an effort to ease tension between education groups, Governor Pat McCrory worked with the North Carolina General Assembly to push for a teacher raise. The result of this was a small increase for veteran teachers and a minimum starting salary of $35,000 for beginning teachers.

The salary discussion certainly did not end there, as educators around the state questioned the raise and who benefitted the most from this increase. Beginning teachers were given a starting salary of $35,000. This amount was intended to bring young educators to the state and away from states like Texas that have set up shop in North Carolina, working to lure teachers away with talks of better salaries and signing bonuses (Hui, 2014). At a job fair held in Raleigh by the Houston Independent School District in 2014, recruiters offered teachers a starting salary of $49,100 (Hui, 2014). In some cases, this would be an increase of almost $20,000 a year in salary.

Research has consistently shown that teachers are the most important factor in a student's ability to achieve. For several decades, North Carolina supported this finding fiscally by encouraging and rewarding teachers for their efforts in gaining additional certifications and degrees, including National Board certification. The state also sponsored programs such as the North Carolina Teaching Fellows Program and provided teachers with competitive salaries and incentives. However, in recent years these supports have faded away.

Today, the Teaching Fellow program is no longer funded by the state. Longevity pay for teachers, a lump sum paid annually to teachers who have been in the classroom for ten or more years, has been eliminated only to be disseminated throughout the year under the guise of being a teacher raise. The effects of these changes have been published in reports by the Consortium for Educational Research and Evaluation-North Carolina. These moves have been deemed as having created "a policy context that appears to be adverse to teaching" (Bastian & Marks, 2015, p. 12).

In response to a 2016 report by the Legislative Education Study Committee, Richard Sims, chief economist for the NEA, stated, "In general, teacher compensation is not keeping up with compensation in other professions ... which is impacting our ability to attract and retain teachers." (Nott, 2016, p. 1) Several factors exist that are keeping people away from the profession as well as leaving it at such a rapid rate. One of the primary factors is the rising cost of collegiate education. Students entering teaching through the traditional college degree programs are incurring substantial debt and entering the workforce crippled by large loan payments. The amount of money a teacher receives as salary makes it difficult to pay off student loans in a reasonable amount of time (Nott, 2016). Young teachers are finding that it is easier to enter a different profession where they have the opportunity to increase their salary over the first several years, enabling them to pay off their student debts.

North Carolina operates on a salary-step schedule, which gives pay increases based on years of service to the state (Public Schools of North Carolina, 2016). This salary schedule, in recent years, has raised concerns with both beginning and veteran teachers alike. As it stands, at the beginning of the 2016-2017 school year, a teacher in his or her first year of teaching with only a Bachelor's degree will receive a starting pay of $35,000 annually (PSNC, 2016). For the following nine years, a teacher will receive an annual increase of either $250, $500, or $750

depending on his or her years of service. However, after the first ten years of service, a teacher will receive a pay increase between zero dollars to $250 annually. At the end of a teaching career in North Carolina, the state will pay teachers no more than $51,000. To many people, knowing that 25+ years of service will be met with a cap of $51,000 is disheartening, as well as not enough incentive to stay in the field.

Another major impact that low wages have on beginning teachers is the inability to support growing families. During Liz Rigg's (2013) interviews with former teachers featured in *The Atlantic* magazine, she tells of a man who after several years in the classroom realized that he would have to leave the profession in order to "better support his family" (p. 4). He stated that in observing men in the teaching profession, most had to gain additional licenses and move up the administrative ladder in order to make enough money to support a family or be the bread-winner. This young teacher was quick to say how much he loved his job in the classroom and felt that he was doing important work, but "that being successful at school directly conflicted with being successful husbands and fathers."

Researchers have also found that demographic features were one of four main individual factors that caused teachers to leave the profession (Clandinin, Long, Schaefer, Downey, Steeves, Pinnegar, Robblee, & Wnuk, 2014). Research has been conducted that focuses on the identities that teachers develop both professionally and personally while carrying out teaching duties (Clandinin et al., 2014; Day & Gu, 2014; Estola, 2003). These researchers focus on the natural negotiations that occur between personal and professional identities that impact a teacher's decision to stay in or leave the teaching profession. Personal relationships outside of the school context, including family, friends, and community, are being recognized as having a greater impact on a classroom teacher than previously thought (Mansfield, Beltman, & Price,

2014). The ultimate focus of these studies is to establish a context that allows teachers to be seen more as individuals and for support programs in place in districts and schools to take a more personalized approach to support in order to retain teachers, especially young educators (Clandinin et al., 2014; Olsen, 2008).

Work-Life Balance

Work-Life balance is a common theme among teachers who have left the teaching profession. It has been cited in studies as well as in articles recently published on the topic of teacher attrition. Rees (2015) brings some of this to light in her article written on the things that teachers wish their principals knew. One of the strongest responses she received from educators was that principals need to understand that teachers have a life outside of their classrooms and the school (19 things teachers want their principal to know, 2015). Many of the teachers made it clear that they feel strongly about their role in their school, but that their family life outside of their careers was more important. The expectations of teachers to take on additional roles and duties at a school on top of their already intense workload has the potential to negatively impact the relationships that teachers have outside of the classroom.

Riggs (2013) explores this in her article Why Do Teachers Quit?, finding that most young teachers become overwhelmed with the amount of after-hours work required of them and become exhausted when they pour all of their energies into their jobs, leaving very little left for their personal lives. In the article, Dr. Thomas Smith, a professor at Vanderbilt University, also echoes this sentiment when he explains that there is very little chance for a young teacher to keep up with the intense pace of the first years of teaching without suffering from burnout. He goes on to explore the idea that if a person wants to have a family and raise children, there is even less time and energy to do so, leaving the chances of attrition high for parents.

Researchers have found that attrition is higher within the group of new teachers who are

young, White, female, married and have children (Borman & Dowling, 2008). But they are not

the ones leaving teaching for other careers. Males in their early years of teaching are also more

likely to leave the profession due to a desire to better financially support a family (Ingersoll &

Merrill, 2013). Educators who are early in their career are more likely to leave the profession due

to a change in their familial status such as marriage, or children (Wayne, 2000). A study of

teacher attrition focused on the personal reasons for exiting the career found that family

characteristics and burnout were two major reasons for attrition (Schaefer, Long, & Clandinin,

2012).

Lindsey Smethem (2007) found that amongst the group of teachers that left the

profession, many of them said that their early experiences in the job having to do with a

strenuous workload was one of the main factors for their departure. An international study

presented in *Teaching Education* in 2015, suggested that the long hours at work filled with

paperwork, planning and extra-curricular requirements, had a major negative impact on the

work-life balance for many new teachers. It also made it clear that the participants in this study,

forty beginning teachers focused centrally in Alberta, Canada, were all depleted of energy by the

end of their first year in the classroom (Clandinin et al., 2014). While this study was completed

in Canada, the researchers, Clandinin et al. (2014), were clear in stating that these trends are seen

across the globe, citing the United States, Britain, Australia, and Canada.

Administrative Relationships

With the pressures of teaching, the role of the school administration is crucial for

providing a positive school culture. A recent article by Shelly Rees (2015) asked teachers "What

do you wish your principal knew or understood about you?" (p. 1). The responses from educators

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around the country found nineteen main themes, all of which fell under the category of school culture and administrative support. Most of the answers given directly reflected the way in which the school principal interacts and treats the teachers. As these responses were from different states, from different schools, and from educators in different school level positions, the findings made it clear that the impact that a school principal or administrator has on the job satisfaction of a teacher is immense.

The most prevalent responses hit at the way in which a principal treats her teachers. Answers like, "lead, don't boss," "trust me," "demonstrate honesty," and "show kindness," clearly indicate that many teachers do not feel that they are being treated as a valued member of the school community. If trust, honesty, and kindness are missing from a school culture, then it is easy to see why teachers, especially new teachers, are leaving at an alarming rate. In a 2011 study, Ladd found that school leaders played a central role in the decision of a new teacher to stay in or leave the profession. One of the main reasons a teacher left a school position was due to "lost trust" in a school leader. Many teachers who are categorized as "movers" who made a change between one school setting to another make the switch due to pedagogical differences between themselves and their school leadership. Where many teachers who leave the profession altogether explain how personal reasons are behind their departure (Hammerness, 2006).

Many studies have found that one of the largest complaints from new teachers is that they do not feel supported by their school administrator (Clandinin et al., 2014; Pogodzinski et al., 2012; Rees, 2015). This lack of support can come in the form of a lack of personal relationships between staff and administration, negative feelings about how decisions are made within a school, and/or simply not feeling like a school leader is available to help mentor, guide, and give advice to a struggling novice teacher (Rees, 2015).

School Management

Researchers Jean Stockard and Michael Bryan Lehman published an article in the *Educational Administration Quarterly* in 2004 reflecting on a statistic that was presented by the National Center for Education Statistics in 2000. This prediction stated that in the following decade the number of students entering schools would increase significantly, leaving school districts at a disadvantage for recruiting and retaining teachers. This theory was based on the previous research done by many beginning in the 1980s, including Darling-Hammond and Sclan, (1996), Heyns (1988), Murnane (1987), and Murnane, Singer, and Willett (1988), all of whom concluded that the attrition rates were highest among teachers in their early years in the profession.

Stockard and Lehman compared data from the 1993-1995 nationwide *Schools and Staffing Survey* and the *Teacher Follow-Up Survey* to a statewide survey given to teachers in a western U.S. state to identify which variables influenced teachers, specifically newer teachers, to leave the profession. The results of this comparative study found that there were many similarities and one common underlying factor, job satisfaction. Due to the fact that "job satisfaction" is a broad construct, the researchers chose to break down what elements teachers perceived to impact their satisfaction most. The breakdown showed that the variables with the highest correlation to a teacher's decision to leave the teaching profession were areas of impact on their working environment: support they received from others; the mentoring they received; their success in the classroom; the level of control they had on their working environment; and the extent to which the school conditions were deemed safe and orderly. A school's level of safety and orderliness, as well as the level of teacher involvement in decision-making, is directly

linked to the behaviors of the school's administration (Lee, Dedrick, & Smith, 1991; Stockard & Lehman, 2004).

Working Conditions

With the adoption of No Child Left Behind (2001) and the advent of high-stakes testing, teachers are working harder than ever before. Before the 2016 school year, a part of the North Carolina Teacher Evaluation Process had a component, Standard 6, that made student test results part of each individual teacher's evaluation report. This left teachers with the additional pressure of having their students perform well, not just for their own personal growth and development but because their jobs literally depended on it. The National Education Association conducted a survey in 2014 where 72% of the participants stated that they felt a "moderate" or "extreme" amount of pressure from school leaders and districts to raise test scores. Forty-two percent of those surveyed said that they felt that this legislation had a "negative" impact on the classroom, compared to 15% who felt that the new policies had a "positive" impact (Walker, 2014). This pressure left many teachers, especially beginning teachers, exhausted, stressed, and overwhelmed (Rees, 2015). It was not enough that novice teachers already found that beginning a teaching career was stressful, with the long hours, lack of support, and in many cases, students who had issues beyond what a teacher had the power to control. This legislation sent many new teachers running to other professions.

The Brookings Institute, a non-profit institution based out of Washington, DC, recently released a study written on the topic of teacher turnover and retention (Startz, 2016). Brookings is an institute that looks at issues that present current societal problems and investigates them to help determine solutions. The article used the most recent Teacher Follow-Up Survey (TFS) data collected by the U.S. Department of Education. It found that on average, two percent of people

who leave their current positions in education leave with the intent of getting a job in another field (Startz, 2016). As stated, 2% may not appear to be a large portion of teacher attrition, but an average of two percent of teachers leaving that a district has paid into could be a considerable loss to a small district.

Startz's 2016 findings published by the Brookings Institute show that the top three professions teachers leave for are high-paying, more prestigious careers: judicial workers (lawyers, judges, etc.), physicians (including surgeons), and postsecondary teachers (professors). It is interesting to note that a large portion of people leave the teaching profession to pursue higher degrees. The complete list of jobs that people responded to having post-teaching is varied, ranging from lawyers and doctors to supervisors and sales associates in fields unrelated to education. The majority of the jobs listed by the "leavers," however, still reside in a public relations sphere. Many of the jobs listed can be placed into categories of health occupations, religious or personal counseling, leadership positions, and other jobs that require personal interface with others.

General Support and Resources

Ingersoll and Smith (2004) have said that the teaching profession is one of the only careers that "cannibalizes its young" (p. 28). This expression may sound extreme, but their explanation is that this is one of the only professions that holds its novice workers to the same expectations as veteran employees. There is a "sink or swim" mentality when it comes to supporting beginning teachers.

All of the research focused on beginning teacher retention and attrition says that one of the main reasons new teachers leave the classroom is because they do not feel appropriately supported (Borman & Dowling, 2008; Ingersoll & Smith, 2003; Pamu, 2010; Pogodzinski et al.,

2012). Support can come in several different forms. Some beginning teachers define support as the collaboration and interaction that they have with their colleagues. To others, support can be described as the amount of professional development and training that they receive throughout their formative years. And to yet others, support can simply be the amount of time and resources that they are given in order to do their job.

Impact of High Beginning Teacher Attrition

According to the New Teacher Center (NTC), 300,000 teachers are hired each year (NTC, 2016). This number just represents the amount of teachers hired to replace existing educators who are leaving the profession. This does not represent the number of new teachers hired annually to go into newly created positions. In 2014, there were nearly 3.1 million full-time public school educators in primary and secondary levels in the United States, as reported by the National Center for Education Statistics (NTC, 2016).

An article written by Owen Phillips (2015) for npr.org examined the impact that high attrition rates of teachers had on districts both financially and academically. Phillips used national data along with the research findings of Richard Ingersoll to explain the overall impact on schools and districts. Using research studies conducted by the Alliance for Excellent Education, the findings showed that teacher turnover and attrition costs the United States nearly 2.2 billion dollars annually. This turnover rate is disproportionately higher in high-poverty schools, where the budgetary issues are just one piece of the issue, with "the loss of human potential associated with hard-to-staff schools that disproportionately serve low-income students and students of color" according to Bob Wise, the President of the Alliance for Excellent Education.

High-needs schools are defined by the No Child Left Behind initiative as schools in rural or urban areas that have more than 30% of students coming from households that have an

average income below the national poverty line (Kena, Musu-Gillette, Robinson, Wang, Rathbun, Zhang, Wilkinson-Flicker, Barmer, & Dunlop Velez, 2015). High-needs schools are often marked by having an average 25% of their teaching positions unfilled or filled by people who are not licensed or certified, or who are teaching outside their field of expertise. These high-need schools also have high teacher turnover rates. In summary, these school are ones that are in socio-economically disadvantaged areas, are hard to staff, and do not retain highly-qualified teachers (Berry, 2008; Berry & Ferriter, 2006; Darling-Hammond, 2007).

The Alliance for Excellent Education [AEE] (2014) report found that without access to quality mentors, peer support and collaboration, and appropriate performance feedback, high-poverty schools were more likely to be underperforming compared to other public schools. This general lack of support leads to an almost 20% turnover rate amongst teachers at these schools, which is roughly 50% higher than more affluent schools (AEE, 2014).

The AEE worked with Richard Ingersoll to calculate the fiscal impact of teacher turnover. Using both national data and data collected by Ingersoll and his peers at the University of Pennsylvania, it was found that public school districts in the United States collectively spend nearly $2.2 billion dollars annually to replace teachers. The amounts spent by each state differs, from smaller states spending approximately $2 million per year to larger states like Texas spending nearly $235 million annually.

With budgetary loss at degrees that large, it stands to reason that there would be a trickle-down effect on the teachers in schools who are unable to receive adequate support, especially at higher-needs schools. This theory is supported by a nearly 50% turnover rate for teachers in their first five years who do not receive the appropriate level of support from peers, school

administration, and districts, in the form of collaborative opportunities, positive working

conditions, or salaries that equate to a living wage.

The New Teacher Center focuses its attention on programs and policies that will keep

teachers within the profession, as well as ways to support effective teaching in the classroom.

The Center partnered with several agencies to help produce the report *On the Path to Equity:*

Improving the Effectiveness of Beginning Teachers. In it, five policy recommendations are made

to schools and districts to ensure teacher support and in-turn, retention. These five policies are:

1. Require regular evaluations of teachers using multiple measures;

2. Develop systems to encourage high-quality educator development and teaching;

3. Require comprehensive induction programs for new teachers;

4. Embed analysis and improvement of teaching and learning conditions;

5. Support staff selection and professional growth systems that foster collegial

   collaboration.

In order to improve student performance, having highly-qualified, effective teachers in

every classroom is a must. Research repeatedly shows that teacher effectiveness is the greatest

factor associated with student success (AEE, 2014; Phillips, 2015).

What is Being Done to Fix the Problem of Attrition?

Nearly 17% of all teachers within their first five years in the classroom will leave the

profession, new statistics from The 2015 U.S. Department of Education's National Center for

Educational Statistics report. This percentage is different from the 50% turnover rate that

Richard Ingersoll reported in his 2003 study. Questions regarding the staggering difference have

been raised as to the change in new teacher turnover rates over the last decade. One of the

fundamental changes that has occurred both in the United States and around the world is the

increase in teacher induction and support programs.

Induction Programs

One of the largest complaints heard from new teachers is that they feel isolated as they begin their careers (Johnson, 2004). This is a sentiment that has been expressed through generations of beginning teachers. Novice educators enter the field and often experience little guidance from colleagues on topics such as curriculum or the day-to-day management of a classroom (Feiman-Nemser, 2012). This lack of initial support often leaves new teachers feeling alone and helpless.

Districts have begun to create induction programs to help ease some of the isolation that teachers feel and to incorporate learning opportunities into the first several years of a teacher's career. These programs began to be studied in the 1960s when the president of Harvard University, James Conant (1963), made recommendations about how new teachers should be treated. These recommendations encouraged school districts to do several things to ease the transition pains of new teachers. Of these suggestions, three points stand out: (1) use veteran teachers to help support new teachers, (2) help gather instructional materials for beginning teachers, and (3) target instruction of new teachers to help build familiarity with the schools, communities, and populations of students that they were to be working with (Conant, 1963, p. 212).

During the same period, the dean of Columbia University's Teachers College, Robert Schaefer (1967), made an observation that the problem with new teachers was not the knowledge that they came into the classroom with but the lack of continuation of learning throughout their careers. This meant that if additional learning experiences were not created to nurture and support teachers throughout their careers, importantly their formative years, then they would not succeed in the classroom or the field of education.

Induction programming has changed dramatically over the last half century. Initially induction programs focused on reducing the initial stress of beginning teachers with the hope of retaining them in the future. Programs today focus more on making the induction of a new teacher a cultural transformation, where teachers become part of a school culture and are expected to continuously learn and collaborate with their peers in order to meet the needs of themselves and their students (Ingersoll & Smith, 2004; Johnson, Kraft, & Papay, 2012; Kardos & Johnson, 2007).

These two pedagogies individually identify the need for beginning teachers to receive support in the beginning of their career, as well as continued support and learning throughout their career. Combined, these two ideas have established the basic framework for induction programs around the world. Induction programs provide the initial support to transition a teacher into the classroom, while continuing to provide support throughout their careers.

This transformative vision of induction has been outlined by such educational advocate groups such as the Alliance for Excellent Education (2004). Advocates stress the importance of teachers becoming a collaborative member of their school environment instead of an isolated entity. This change in focus has occurred in response to the ever increasing attrition rates of teachers, especially teachers in their beginning years (1-3) (Ingersoll & Smith, 2004). Research conducted by the Project on the Next Generation of Teaching and similar organizations, continue to support that notion that the more connected a new teacher feels to peers and the school community, the more likely he or she is to stay within the profession (Johnson et al., 2012).

For an induction program to be fully effective, it is imperative that school based leaders be aware of the elements of the programs and supportive of the initiatives (Yopp & Young, 1999). It is not enough to expect others to do the bulk of the work of supporting new teachers. A

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school leader must be a part of the induction program by being aware of all of the opportunities that are being given to beginning teachers, such as mentors, professional development, and collaborative seminars. They must then be an active participant in making sure that these opportunities are being completed with fidelity by all members. Districts may set the agenda for induction programs, but site-based administrators are the ones who supervise the program and support all school level stakeholders to ensure an effective program is implemented.

As mentioned earlier, one of the most important elements of supporting and retaining beginning teachers is a district based induction program. Induction can be defined in several ways. The Webster's Dictionary definition is "the action or process of inducting someone to a position or organization." Harry Wong (2004) defines induction as "a system-wide, coherent, comprehensive training and support process" (p. 48). This is the working definition that will be used moving forward. Wong believes that this induction program should last for the first several years of a teaching career and ultimately be part of the nature of the job. There are several elements that together make one comprehensive induction program.

The amount of support included in beginning teachers induction programs varies greatly from state to state, district to district (Ingersoll, 2012). It has not been until the last several decades that induction programs became the norm for most school districts. In the early nineteen-nineties, only about 50% of teachers received any additional support when entering the teaching profession, compared to nearly 91% in 2008 (Ingersoll, 2012, p. 50). While programming looks different in different areas, there are five main components that are universally accepted as being effective elements to any induction program. These components include: administrative support, peer mentoring, beginning seminars/orientations, collaboration with peers, and a reduction in workload/provided assistance (Ingersoll, 2012)

The New Teacher Center (NTC), a national non-profit organization, was founded in order to support beginning teachers to become effective educators and help to retain them in the field of education (NTC, 2016). The Center works with school districts around the country to provide resources and strategies to support and guide new teacher programming and policy. NTC has a beginning teacher induction framework that focuses on providing mentor/peer support, instructional coaching and school leadership training and support (NTC, 2016). These components fall into the universally accepted induction framework accepted by most researchers.

Research conducted on the effectiveness of induction programs has found that the more supports a novice teacher receives, the more effective they are in their teaching position and the more likely they are to stay in the teaching profession (Ingersoll & Smith, 2004; Smith & Ingersoll, 2004). Many districts create induction programs that package different elements of support. In districts where an orientation is held, a peer mentor provided, collaboration with colleagues is encouraged and expected, ongoing professional development is provided, and new teachers receive additional support from their school administrator and a reduced workload, teachers are much more likely to stay in their position or in the professional altogether (Ingersoll, 2012). Receiving only a fraction of those supports reduces the likelihood of a teacher remaining in their position. As of 2008, only 5% of new teachers reported receiving a comprehensive induction support package consisting of all effective components mentioned above (Ingersoll, 2012).

Mentoring

A key component of an effective teacher support program is peer mentoring. Mentoring Programs have become the norm in school districts around the country. Programs that provided novice teachers with peer support only began to become more prominent in the mid-1980s when

they were being created in an effort to reform education (Lindgren, 2005). The mid-1980s into the early 2000s saw a "ballooning" and "greening" of the teaching force in the United States (Ingersoll, 2012, pp. 48-49). This means that there were more people entering the teaching profession and they were younger than previous generations of educators. In response to reports that stated that one of the main factors in a new teacher's decision to leave the profession was a lack of adequate support from school administration, peer mentors were established to help provide the support that administrators were not able to (Ingersoll, 2003).

Research conducted by various educational experts has found that mentoring programs have a positive impact on the retention of new teachers (Brooks et al., 1997; Lindgren, 2005). These researchers have identified that having support in the time when new teachers are transitioning from pre-service work to actual hands-on classroom experience is crucial for a positive experience (Lindgren, 2005, p. 253). Teachers are more likely to remain in teaching if they are given appropriate mentoring support by a veteran teacher, rather than learning the educational ropes by trial and error (Darling-Hammond, 2003). The 2015 U.S. Department of Education's National Center for Educational Statistics found that 92% of new teachers who were provided a mentor in their beginning year returned to their position the following year.

A major component of an effective Mentoring Program is the time that is allotted for the mentor to observe and provide feedback to the mentee on their content instruction and classroom management (Barrera, Braley, & Slate, 2010). A mentor should be a veteran teacher who is deemed effective in his or her own classroom and/or subject and able to provide objective feedback and instructional support (O'Brien & Christie, 2005). An effective practice is to pair up a mentor with a mentee who are located in the same building and ideally teaching the same grade level or subject. By having a similar teaching experience as the beginning teacher, the mentor

will be able to facilitate conversations based on data and personal experience that would lead to growth and a better understanding in the mentee (Smith, & Ingersoll, 2004).

A mentor should be able to provide feedback to a novice teacher that not only helps their practice in the classroom but also helps them navigate through the educational jargon, best practices and reflective practice of teaching (Boreen & Niday, 2000). It is important that mentors be able to help mentees continue to learn and apply that learning to their daily practice. The most effective teachers are those that are able to reflect on their practice and are capable of changing those practices based on the on-going experiential learning that they engage in on a daily basis. Teaching is a profession that requires its employees to be lifelong learners.

According to Wiebke and Bardin's article on new teacher support, published in the *Journal of Staff Development*, mentoring should revolve around data and curricular standards. A new teacher should routinely engage in academic conversations driven by student data and observational feedback. This mentoring framework targets teachers in their second year of teaching more so than their first year, as they are better able to focus on their instructional practice and not just the day-to-day tasks that require learning in the premier year (Wiebke & Bardin, 2009, p. 36).

Being a mentor is not solely an academic job. It requires a great deal of emotional support to be given to a novice teacher. Researchers Jim O'Brien and Fiona Christie (2005) stated that mentors should help make beginning teachers feel positive about their efforts and growth in the classroom. A mentor should be able to celebrate accomplishments as well as allow a novice to vent frustrations, fears and mistakes (Ratliff, 2013). They should also help new teachers take responsibility for their professional growth and learning and create a sense of empowerment (Ratliff, 2013). A teacher must feel comfortable in their own classrooms and feel

good about the work that they are doing if they are to remain effective educators and in the educational field.

A NASSP Bulletin released in 2012 diagrams that in order for a mentoring experience to help encourage teacher retention it must provide both development and communication support for teachers new to the profession. It also states that the emotional experience of the beginning teacher must allow them to feel that they have autonomy, and develop confidence in their performance. It also points to job satisfaction and manageable stress levels as other factors in a beginning teacher's decision to stay in their current position or the profession in general.

Peer Collaboration and Professional Development

Unlike many other professional jobs that require years of pre-service training, teaching does not give novice educators that prior experience. Teachers are typically given one year while still in college to work in an actual classroom and only about a semester to act as a teacher of sorts. From there they are expected to enter their own classroom, which may be drastically different than their previous exposure, and succeed. Professions such as doctors, lawyers, architects, etc. have extensive on the job training that extends beyond their training program and into the first years of their profession (Feiman-Nemser, 2001; Ganser, 2002). In the teaching profession, the continued learning opportunities are usually provided by mentor support and professional development offered through the district and school.

There has been a shift from mentors simply being available to help complete required paperwork and help with school level adjustments to being actual curricular leaders for new teachers. An effective mentor will provide novice teachers with support in learning curriculum, discussing best teaching practices, and sifting through student data in an effort to make the new teacher better aware and equipped to be effective in the classroom (Grossman & Davis, 2012).

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Effective mentor support, coupled with school and district professional development, provides beginning teachers with continued structured learning experiences as they make their way through the formative years as an educator. The 2009 study, The MetLife Survey of the American Teacher, found that the average teacher only engaged in 2.7 hours of collaborative meeting time a week to work with their peers. This is in line with the average 45 minutes a day that teachers are given to meet with colleagues, plan, contact parents, grade papers, and complete paperwork, during their "planning time." This collaborative planning time is far less than the time that higher performing nations expect from their teachers, who on average work in collaborative planning groups upwards of ten hours a week (Braun, 2008). These international teachers also attend approximately 100 hours of professional development each year (Braun, 2008).

Peer collaboration and ongoing professional development are two fundamental aspects of a comprehensive beginning teacher induction program (Wiebke & Bardin, 2009). The Alliance for Excellent Education (2004) defined a comprehensive induction program as having these two elements along with high-quality mentoring and standards based evaluations. Both of these elements provide new teachers with the opportunity for continuous learning, both from their immediate peers and from teacher leaders in their districts.

Peer collaboration can look like the communal planning time mentioned previously in this section or it can be a more district wide network of teachers coming together to share ideas and experiences. As much as beginning teachers can learn from expert veteran teachers, they can also learn from their fellow beginning teacher cohort (Amrein-Beardsley, 2012).

Collaboration is most effective and meaningful for novice teachers when it becomes a part of the culture of the school. Collaboration should create a community of educators who are

able to join together to discuss things specific to curriculum, grading, discipline, and best teaching practices (Bieler, 2012). Beginning teachers require time to ask questions. The most successful schools that support collaboration amongst colleagues create a professional culture of collaboration (Johnson, 2004). These schools encourage the sharing of ideas between educators of all experience levels and focus on providing novice teachers with the continuous opportunities to learn from their peers.

One way that schools create this culture of collaboration is by implementing Professional Learning Communities (PLCs) where peers are expected to work together on a regular basis to focus on specific school based topics, problems and/or student achievement data. The PLC framework allows teachers to engage in continuous learning and inquiry (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006). Ideally, while teachers are meeting to learn and grow as educators, they are simultaneously building positive working relationships with their peers.

It is also important to mention that collegial collaboration must also occur between beginning teachers and the school administration and instructional coaches that may be in place at the school. These relationships are vital in maintaining a school culture of collaboration (Brown & Wynn, 2009; Kardos, Johnson, Peske, Kauffman, & Liu, 2001). A school administrator's ability to provide beginning teachers with collaborative opportunities has been found to increase a teacher's decision to stay in the field (Brown & Wynn, 2009; Smith & Ingersoll, 2004). It is a school principal's job to create the time and provide the resources that encourage collaboration, while it is a beneficial practice to have the school instructional leaders or coaches provide direct modeling of instruction and feedback on lessons for new teachers (Johnson & Kardos, 2002). These practices facilitate change and overall improvement in

beginning teacher instruction and student performance (Coburn & Russell, 2008; Hopkins, Spillane, Jakopovic, & Heaton, 2013).

Increased Administrative Support

School leaders play an important role in creating the culture and climate that exists among all stakeholders. It is their job to help create and implement the mission and vision, be a positive role model, and provide teachers with guidance and support. Many new teachers do not have that leadership experience when they enter their new school buildings. Many of these teachers are more likely to leave the profession feeling alone and defeated. Ingersoll and Smith (2003) have conducted surveys and case studies focused on identifying why new teachers are more likely to leave the profession. In their findings, the majority of new teachers state that they leave due to being "overwhelmed" and "unsupported" (Ingersoll & Smith, 2003, pp. 30-33).

Research done by Richard Ingersoll and colleagues focused specifically on beginning teacher induction programming data found that the most universal form of new teacher support provided to teachers was interface with school administration (Ingersoll, 2012). Nearly 87% of all beginning teachers say that they received one-on-one or small group interaction with their principal as part of their induction program (Ingersoll, 2012, p. 50).

Several main issues emerge throughout research on new teacher attrition. The main frustrations that beginning teachers feel can be found under the umbrella of a school leader's performance. One of the major issues that beginning teachers cite as reasons for frustration and leaving is a feeling of working in an unsupportive environment (Goodwin, 2011). In an article published in *The Qualitative Report* focusing on beginning teacher support, Fry (2007) reported that many new teachers suffer from "benign neglect" from school administrators (p. 229). This "neglect" came in forms of lack of performance feedback from school leaders, a lack of arranged

collaborative time set aside for colleagues to work together, and an over reliance on assigned mentors to provide appropriate guidance with little to no follow-up by school administration (Fry, 2007). In other words, school administrators relied on others to make sure that new teachers were receiving the appropriate level of support without ever making a part of the school culture of their job a part of that support.

One key component of new teacher support that school administrators have control over is the amount of time a teacher has to plan and collaborate with peers, as well as the workload that is assigned to beginning teachers. Smith and Ingersoll (2004) calculated that if a school principal scheduled common planning amongst peers into the weekly school schedule and reduced the amount of work expected of beginning teachers (by providing aides or fewer class preparations), then a school may be able to cut teacher turnover and attrition by half. They suggested that by giving a new teacher more time to prepare for lessons and collaborate with their colleagues on said lessons, that they would have an easier time transitioning into the role of teacher and would be more likely to stay within the school and the profession (Smith & Ingersoll, 2004, p. 706).

The school context in which a teacher spends their formative years has a huge impact on their willingness to stay in the profession (Grossman & Davis, 2012). Effective principals understand that every new teacher had specific needs that needed to be addressed and that a one-size-fits-all approach to support and mentoring does not work for all teachers. A principal should be aware of the needs of their new teachers and match them appropriately with a mentor who will provide them with the support that they require to be successful (Grossman & Davis, 2012, p. 56). The principal will also schedule time within the school day for new teachers to work with

their mentor teachers as well as other colleagues to collaborate on curriculum and school focused areas (Fletcher, Strong, & Villar, 2008; Smith & Ingersoll, 2004).

One of the most important things a principal can do to help a new teacher transition into their new career and be effective is to support the induction, mentoring, and professional development programs that are put in place by the state or district (Grossman & Davis, 2012). All school administrators will not be able to personally work with every new teacher in their building. That is why supports are put in place by school districts to make sure that novice educators are receiving the continued education that they require. A principal should remain aware of the expectations of all new teachers from the district level and work to ensure that those expectations are being met and appropriate support at the school level is being provided.

Another grievance of many departing teachers is their feeling that they were not a part of the decision making process at the school level (Ingersoll et al., 2014). Data suggest that many teachers, especially teachers new in the profession, leave their jobs because they feel like their opinions are not wanted or heard (Ingersoll et al., 2014).

Competitive Salary

As previously discussed in this dissertation, salary is a large factor in retaining teachers. The National Education Association (NEA) states on their website that "competitive salaries make a difference in keeping teachers." According to The U.S. Department of Education's National Center for Educational Statistics (Kena et al., 2015) most recent study on teacher retention and turnover, salary played a major role in retention. 97% of teachers who made more than $40,000 a year stayed in their current position. That is compared to 87% of teachers who made less than $40,000 a year. The study went on to say that after five years, only 80% of those teachers who made less than $40,000 a year were still in the profession.

Ingersoll conducted a study in 2004 that found that half of teachers stated that salaries impacted their decision to leave their teaching position and that two-thirds of teachers said that an increase in pay would impact their decision to stay. Salary is particularly important in the first few years of a teaching career. The Texas Education Agency (1995) found that 26% of teachers in their first year were more likely to leave if they received a lower salary than those teachers who made a higher salary, where only 17% left their job.

However, Ingersoll (2001) concluded that teachers in high needs schools were more likely to state their reason for leaving was based more on the working conditions of the school than salary. This study is in line with other studies that acknowledge that salary is a factor in teacher attrition but not necessarily the primary one. Other researchers have found that where salary certainly impacts a teacher's decision to stay or leave their current position, it may not be the number one factor. With this information, there is a debate as to how much a teacher, especially a beginning teacher should be paid in an effort to retain them in the positions (Allen, 2005). Where increasing salaries may impact a teacher's decision to stay within a district, it may not be the ultimate reason why a teacher chooses to stay within the profession or not (Allen, 2005).

Summary

Teacher shortages are a common problem across the country. Most teachers who leave their teaching positions do so within their first five years (Ingersoll, 2012). The reasons for the high-levels of turnover and attrition can be attributed to both personal and professional reasons. However, these reasons often overlap.

Beginning Teachers often cite "personal reasons" as their reason for leaving. This response has been the catch-all answer that captures a myriad of reasons a person is leaving a

teaching position or the profession all together. Reasons such as: lack of support (peer, administrative, instructional, mentor), insufficient income, lack of resources, and student discipline and achievement, just to name a few. Research has found that there are ways to keep novice teachers in the profession. Adequate support from school colleagues, appropriate resources and salary, as well as increased instructional feedback and collaboration in the first three years of teaching increase a teacher's likelihood of staying in the profession.

The following proposed study will look at beginning school and district leader perceptions of the support that they receive in their district. Data will be collected and analyzed using Q-Methodology, a research method that studies participant viewpoints and beliefs, allowing qualitative data to be analyzed in a quantitative manner.

CHAPTER 3: METHODOLOGY

Introduction

The purpose of this study was to understand the perceptions of school and district leaders on best practices for supporting and retaining beginning, or novice, teachers. Table 2 looks at the research questions that sought to be answered and the way in which they were developed for the purpose of this study.

In order to effectively research the above questions and analyze the data results, this study w used the InQuiry Methodology. InQuiry is a research methodology that allows for subjective human perspectives to be quantified in an analytical and measurable way (Militello, Janson, & Tonissen, 2016, p. 89). InQuiry is a mixed methods approach, combining Q methodology, a specialized method of studying subjectivity (Brown, 1980), with both traditional quantitative and qualitative research procedures.

This chapter is an overview of the methodology presented, along with the research design process. This chapter includes the phases, protocols and techniques that were used to collect, analyze, and summarize the research findings of this study.

Overview of InQuiry

InQuiry is an evaluation tool that combines Q methodology with a qualitative participatory approach (Militello et al., 2016, p. 88). Participants in an InQuiry study are asked to be actively engaged in the research process, thus the inclusion of the participatory approach. Participants are asked to take part in the process from the conception of the Q samples, to the completion of the Q sort and finally the post sort interviews and conversations. The strength in this methodology is giving voice to groups of stakeholders and finding commonalities within agencies (Militello et al., 2016, p. 89).

Table 2

Research Questions and Timeline for Data Collection

Research Question	Data Collection	Timeline
What are the key factors influencing teachers' decisions to stay in or leave a district or the teaching profession?	Extant literature review	2015 – present
What do school and district leaders identify as elements most impactful to a beginning teacher remaining in teaching?	Q sort Post sort questionnaire	January – February 2017
Why do school and district leaders identify these elements as most effective?	Focus group interviews with sample from each factor.	February – March 2017

In 1935, researcher William Stephenson developed Q methodology. His purpose in creating this research method was to provide a way to quantify subjectivity (Watts & Stenner, 2012, p. 5). In simplest terms, Q methodology is the inversion of the statistical technique, factor analysis (Watts & Stenner, 2012, p. 5). Factor analysis is the method created by Charles Spearman, a statistical process used to find relationships or associations between correlated measures (Watts & Stenner, 2012, p. 21). Stephenson took the idea of finding relationships between two measures and applied it to factors subjective in nature, such as personal perceptions.

Q methodology is often used to allow the participants in studies, or data collection, to have a voice that may not otherwise be heard in their community or organization (Militello et al., 2016, p. 91); indeed, it has been called "the methodology for the marginalized" (Brown, 2006). In the case of this study, the two sets of voices that are to be herd are those of beginning teachers and school administrators. It is clear to apply this methodology to beginning teachers, as they are a small population of every school district who have yet to attain any power in a district. School administrators on the other hand are often seen as those in power. In this study, school administrators are in power of what occurs within their schools and the district but only to a certain degree. With the adoption of Race to the Top and the accompanying curricular and financial aspects, school leaders have become a group, often restricted by national and state regulations. This is especially true in low performing counties in Eastern North Carolina, who are monitored closely by state officials from the Department of Public Instruction.

The InQuiry process was used in order to gain a better understanding of how school and district level administrators perceive the impacts of certain factors of teacher support on teacher retention, primarily among the group identified as Beginning Teachers. In order to understand

the beliefs of the local administration, participants were asked to sort a series of statements into rank order on a normal distribution grid, displayed in Table 3.

There are several steps to follow in the InQuiry process: (1) developing the concourse, (2) creating the Q sample or Q set by editing through and choosing statements representative of the concourse, (3) selecting participants for the study known as the P sample or P set, who should be relevant to the study, (4) facilitating the Q sort whereby participants in the study sort the statements from the Q set, ordering the statements into a forced choice distribution, (5) conducting factor analysis to analyze and interpret Q sorts to identify as many viewpoints from participant responses, and (6) grouping participants into "families" to conduct post sort focus groups (Militello et al., 2016).

The first step in the InQuiry process is to develop the concourse. The concourse is the concourse is the overall population of statements that will make up the Q sort (Watts & Stenner, 2012, p. 45). The statements created for the concourse are directly related to the topic that is being studied. The statements for the concourse were gathered through interviews with relevant participants, literature reviews of the research topic, or through discussion with educators of all levels. These statements can be descriptions of behaviors, traits, beliefs, etc., having to do with the topic being studied (Watts & Stenner, 2012, p. 57). A number of statements are gathered but not all will be used. The statements will undergo a rigorous editing process, which is the second step of the InQuiry process.

Once the statements had been gathered, the researcher subjected them to a revision process. This process took the statements from a large number to a more manageable and appropriate number determined by the condition of sort. Two things that the statements must do are provide a complete coverage of the topic and provide a balanced view of the topic (Watts &

Stenner, 2012, p. 58). The statements must cover all aspects of the subject and represent all of

the possible perspectives of the participants. All participants must be able to relate to the

statements in some way, be it positively, negatively, or neutral. The Q sample will then be edited

for redundancy, wording, and relevance. At this time, researchers will pilot their statements

before groups of people by means of survey, interview, discussion, etc., and the groups will go

through and discuss any needed adjustments. Statements should be straightforward and unbiased.

This process ultimately yielded the statements that were used in the sort. The number of

statements differ. The traditional number of statements to be sorted is between 40 and 80 (Curt,

1994). Too few statements could impact the validity of the coverage of the topic and too many

could make the analysis process overwhelming.

Development of Q Sample

For the sake of this study, in order to understand the beliefs of the local administration,

participants were asked to sort a series of statements into rank order. These statements were

developed using current literature on the subject and interviews conducted with educators

throughout the district. These statements are opinion based and have no right or wrong answer.

Participants will sort statements based on a condition of sort. For the sake of this study, the

condition of sort will be "What factors do you, as school and district leaders, feel impact a

teacher's decision to stay in the teaching profession?"

The statements for this study were taken from the literature review conducted previously

in this dissertation, as well as from survey responses sent to a variety of educators in two school

districts located in eastern North Carolina. The survey sent to educators was an informal,

anonymous instrument solely to collect general feelings on the factors that have impacted

retention. Each statement was also written with the same opening, "The decision to remain a

teacher is…," in order for these statements to also be used in another study focusing on the perceptions of the teachers themselves. Writing the statements in this manner allowed for a more precise relationship between the responses garnered by two participant groups. The above statements represent the perceptions of how best to support beginning teachers and retain them within the field of education, specifically in the districts that they currently work.

Based on the feedback of these teachers, the statements were culled to forty-four statements and edited for clarity and conciseness. Each edit to their responses is detailed below:

- Statements 11 and 12 were a repeat of statements 2 and 3 and were removed. Statements 2 and 3 were moved and have now become statements 9 and 10.

- Statements 10 and 20 originally read "My decision to remain as a teacher is most impacted by how involved I am able to be in the decision making processes of the school" and "My decision to remain as a teacher is most impacted by my having input into solving problems at my school," respectively. Based on recommendations from the teachers, these statements were combined into one statements to now read "My decision to remain as a teacher is most impacted by my involvement in the decision making and problem solving processes of the school" in statement 8.

- Statements 5, 30, and 34 originally read "My decision to remain as a teacher is most impacted by having opportunities to plan with other teachers," "My decision to remain as a teacher is most impacted by having opportunities to collaborate with other teachers," and "My decision to remain as a teacher is most impacted by the time I have in a day to collaborate with my peers," respectively. Teachers in the pilot group felt that these statements all said the same thing and could be combined into one statement. These statements have been combined into one statement to now read

as statement 3 "My decision to remain as a teacher is most impacted by the opportunities I have in a day to collaborate and plan with other teachers in my school."

- Statements 4 and 37 originally read as "My decision to remain as a teacher is most impacted by having a high quality mentor" and "My decision to remain as a teacher is most impacted by the peer mentoring that I received," respectively. Teacher feedback indicated that these two statements were the same and could be combined. These two statements were combined to now read as statement 2 "My decision to remain as a teacher is most impacted by having received a high quality peer mentor."

- Statement 33 originally read "My decision to remain as a teacher is most impacted by my agreement with district policies and procedures." Teachers in the pilot group recommended that the word "state" be added to the statement so that the statement now reads "My decision to remain as a teacher is most impacted by my agreement with state and district policies and procedures."

In addition to using teacher feedback to edit the Q sample statements, a meeting was held between other researchers and professors to make final revisions. This meeting allowed the researcher to collaborate with peers also familiar with the topic of this study, as well as with former school administrators who have become University professors. This time was used to revise, remove, or combine statements in an effort to make the statements better capture the entire nature of the study and to make them clear to the participants who sorted them. The participants in this exercise were given the statements, cut out, and asked to sort them. They were asked to sort by both the condition of sort mentioned previously and also by theme. Once participants had independently sorted their statements, a discussion was started beginning with

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looking at statements that had some overlap or redundancies. This process led to several

statements being combined.

Next, participants looked at the statements and identified any issues with wording that

may affect the meaning of the statements. Statement meaning must be clear so that there is no

misinterpretation by the P sample on what the researcher is addressing. All participants in this

phase of the revision process shared their thoughts and personal interpretations. Changes were

made accordingly.

The final phase of the statement revision process was determining if any statements

needed to be added to the sort. It is vital in a sort to have all areas of the research represented in

the statements. Several statements were added by means of separating out original thoughts into

more specific and targeted statements. Statements were also added based on professional

discussion held between the educators participating in the editing process. Table 3 shows the

statements that were utilized to comprise the final Q sample utilized during the Q sorting

process. Table 3 shows the statements that were utilized to comprise the final Q sample utilized

during the Q sorting process.

The statements were then presented to a range of educators from those two school

districts and reviewed. The educators did not analyze the statements for their validity or

occurrence in their district but simply at the relevance to the topic of the study and the manner in

which they were presented. The groups were asked to analyze the statements and give feedback

in order to improve and make clearer.

Table 3

Factors of Beginning Teacher Support Q-Sample Statements

No.	Statement	Source	Factor
1	The decision to remain a teacher is most impacted by salary.	Allen, 2005 Darling-Hammond, 2003 Administrator Survey Participant 1, 2, 3, 4, 5, 6, 7, 9, 13, 14,15, 16, 17, 19, 20 Teacher Survey Participant 2, 3, 4, 5, 14, 16, 17, 19, 20	External Factors
2	The decision to remain a teacher is most impacted by having a high quality mentor.	Allen, 2005 Ingersoll, 2002 Pamu, 2010	Teacher Working Conditions
3	The decision to remain a teacher is most impacted by having opportunities to build relationships with other teachers in the district.	Allen, 2005	Teacher Working Conditions
4	The decision to remain as a teacher is most impacted by the amount of student behavior problems a teacher has to address.	Ingersoll, 2003 Administrator Survey Participant 13, 16, 19, 20	Teacher Working Conditions
5	The decision to remain a teacher is most impacted by the level of motivation of students.	Ingersoll, 2003 Administrator Survey Participant 7	Teacher Working Conditions

Table 3 (continued)

No.	Statement	Source	Factor
6	The decision to remain a teacher is most impacted by how involved a teacher is in the decision making/problem solving processes of the school.	Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011 Brown & Wynn, 2009 Ingersoll, 2003	Teacher Working Conditions
7	My decision to remain a teacher is most impacted by the belief in the value of education in society.	Loeb, Elfers, Michael, & Plecki, 2004 Teacher Survey Participant 23, 28, 32, 37, 41	Internal Factors
8	The decision to remain a teacher is most impacted by the desire to work with children.	Loeb et al., 2004 Teacher Survey Participant 22, 23, 24, 25, 26, 27, 28, 29, 33, 34, 36, 36, 40, 41	Internal Factors
9	The decision to remain a teacher is most impacted by having high levels of administrative support.	Allen, 2005 Boyd et al., 2011 Brown & Wynn, 2009 Administrator Survey Participant 1, 4, 5, 6, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21	Leadership
10	The decision to remain a teacher is most impacted by having opportunities for leadership in the school.	Brown & Wynn, 2009 Charlotte Advocates for Education, 2004 Urick, 2012	Teacher Working Conditions

Table 3 (continued)

No.	Statement	Source	Factor
11	The decision to remain a teacher is most impacted by receiving work-related recognition.	Boyd et al., 2011 Blasé & Kirby, 1992 Brown & Wynn, 2009 Charlotte Advocates for Education, 2004 Teacher Survey Participant 33	Internal Factors
12	The decision to remain a teacher is most impacted by the school administrator treating the teacher as a professional.	Boyd et al., 2011	Leadership
13	The decision to remain a teacher is most impacted by the ability of an administrator to provide specific feedback to improve teaching.	Boyd et al., 2011 Tomon, 2009	Leadership
14	The decision to remain a teacher is most impacted by having opportunities to collaborate with other teachers about curriculum.	Allen, 2005 Boyd et al., 2011 Brown & Wynn, 2009 Charlotte Advocates for Education, 2004	Teacher Working Conditions
15	The decision to remain a teacher is most impacted by having opportunities to collaborate with other teachers about pedagogy.	Allen, 2005 Boyd et al., 2011 Brown & Wynn, 2009 Charlotte Advocates for Education, 2004	Teacher Working Conditions
16	The decision to remain a teacher is most impacted by having an atmosphere of trust in the school.	Tomon, 2009	Teacher Working Conditions

Table 3 (continued)

No.	Statement	Source	Factor
17	The decision to remain a teacher is most impacted by having an administrator that is actively working to improve the school.	Tomon, 2009	Leadership
18	The decision to remain a teacher is most impacted by having an administrator that creates a shared vision for the school.	Brown & Wynn, 2009 Charlotte Advocates for Education, 2004 Tomon, 2009 Administrator Survey Participant 17	Leadership
19	The decision to remain a teacher is most impacted by teachers having meaningful relationships with staff members in their school.	Brown & Wynn, 2009 Charlotte Advocates for Education, 2004 Teacher Survey Participants 27, 35, 38, 39, 40, 41	Teacher Working Conditions
20	The decision to remain as a teacher is most impacted working in a student-centered environment.	Brown & Wynn, 2009 Charlotte Advocates for Education, 2004	Teacher Working Conditions
21	The decision to remain as a teacher is most impacted by having an administrator that applies policies in a fair and consistent manner.	Brown & Wynn, 2009 Charlotte Advocates for Education, 2004	Leadership
22	The decision to remain as a teacher is most impacted by being part of a professional learning community.	Brown & Wynn, 2009 Charlotte Advocates for Education, 2004	Teacher Working Conditions

Table 3 (continued)

No.	Statement	Source	Factor
23	The decision to remain as a teacher is most impacted by the perceived impact a teacher has on students.	Boyd et al., 2008 Boyd et al., 2010 Goldhaber, Gross, & Player, 2007 Ronfeldt, Lankford, Loeb, & Wyckoff, 2011	Internal Factors
24	The decision to remain as a teacher is most impacted by students' academic success.	Boyd et al., 2008 Boyd et al., 2010 Goldhaber, Gross, & Player, 2007 Ronfeldt et al., 2011	External Factors
25	The decision to remain a teacher is most impacted by seeing the difference made in students' lives.	Pilot group teacher feedback	Internal Factors
26	The decision to remain a teacher is most impacted by the teacher's agreement with state policies and procedures.	Pogodzinski et al., 2012	External Factors
27	The decision to remain a teacher is most impacted by the teacher's agreement with district policies and procedures.	Pogodzinski et al., 2012	External Factors
28	The decision to remain as a teacher is most impacted by the teacher's interest in the subject that they teach.	Pamu, 2010	External Factors

Table 3 (continued)

No.	Statement	Source	Factor
29	The decision to remain as a teacher is most impacted by a teacher feeling high levels of satisfaction in the job.	Pilot Study Group Feedback	
30	The decision to remain a teacher is most impacted by the rigor of the teaching profession.	Pamu, 2010	External Factors
31	The decision to remain a teacher is most impacted by feeling respected by the community.	Maples, 2016	Internal Factors
32	The decision to remain a teacher is most impacted by the professional development that is received.	Grossman & Thompson, 2004 Hallum, Chou, Hite, & Hite, 2012 McCollum, 2014	Teacher Working Conditions
33	The decision to remain a teacher is most impacted by the induction program that a teacher participated in as a beginning teacher.	Ingersoll & Smith, 2004 Ingersoll & Strong, 2011 Hallam et al., 2012 Weibke & Bardin, 2009	Teacher Working Conditions
34	The decision to remain a teacher is most impacted by the job stability the job affords.	Ingersoll & Smith, 2004 Ingersoll & Strong, 2011 Hallam et al., 2012 Weibke & Bardin, 2009 Teacher Survey Participant 39	External Factors
35	The decision to remain a teacher is most impacted by feeling physically safe at work.	Stockard & Lehman, 2004	Teacher Working Conditions
36	The decision to remain a teacher is most impacted by the level of control a teacher has over the work environment.	Stoackard & Lehman, 2004	Teacher Working Conditions

Table 3 (continued)

No.	Statement	Source	Factor
37	The decision to remain as a teacher is most impacted by the curricular support received.	Grossman & Thompson, 2004 Teacher Survey Participant 32	Teacher Working Conditions
38	The decision to remain as a teacher is most impacted by the ability to maintain a work-life balance.	Teacher Survey Participant 8, 9, 12, 15, 18, 21, 28	Teacher Working Conditions
39	The decision to remain as a teacher is most impacted by the breaks that are received throughout the year (summer, holidays, etc.).	Teacher Survey Participant 24, 25, 29, 30, 31, 34, 36, 37, 39, 41	External Factors
40	The decision to remain as a teacher is most impacted by the retirement benefits that a teacher will receive at the end of their career.	Teacher Survey Participant 22, 24, 31, 34, 35, 37	External Factors
41	The decision to remain as a teacher is most impacted by the level of parent involvement at the school.	Ingersoll, 2002 Teacher Survey Participant 4	Teacher Working Conditions
42	The decision to remain as a teacher is most impacted by the opportunities for advancement in the profession.	Ingersoll, 2002 Administrator Survey Participant 1, 3, 8, 12, 14 Teacher Survey Participant 4, 11	External Factors
43	The decision to remain as a teacher is most impacted by the knowledge that colleagues know you personally.	Pilot Study Group Feedback	Internal Factors

Table 3 (continued)

No.	Statement	Source	Factor
44	The decision to remain as a teacher is most impacted by being known personally by administration.	Pilot Study Group Feedback	Leadership

The groups were asked to give feedback following the guidelines of several questions:

1. Are the statements worded clearly and are they understandable? If not, what changes would you suggest?

2. Are there any statements that are similar in nature and should be combined?

3. Are there any statements that you would remove from the list?

4. Are there any additional statements you would add to the list?

All changes are shown in the final set of statements presented in Table 3.

The P Sample

The P sample refers to the participants who will be completing the Q sort. The participants in a Q study are the variables of the study. These people are chosen because they are directly related and relevant to the subject matter of the study. For this study, the P sample consisted of school leaders, as the information being gathered is based on the perceptions of school and district leaders on beginning teacher retention. It is their unique and diverse perspectives that this study is interested in.

The participants for this study were chosen from one school district located in the central region of North Carolina. The district is rural and mainly exists as a bedroom community to the Research Triangle Park. The district has a current annual teacher turnover rate of 17%, with the beginning teacher turnover hovering are 21%. In some cases, individual schools in the district have a nearly 40% annual turnover rate. The district serves roughly 8,000 students grades Pre-Kindergarten to twelfth. There are approximately forty building level administrators and twenty district leaders. All of these people were asked to participate in this study. Thirty-one of the people asked did complete the sort and post-sort survey. The demographics of each sort are studied in the next chapter.

This study chose to focus on the retention of beginning teachers because of the high rates of turnover that exist within this population within several school districts in the eastern part of the state of North Carolina. By asking school and district leaders for their perspectives on beginning teacher support, the study hopes to yield a better perspective on why teacher choose to stay or leave these districts based on the philosophies and practices that are being implemented by leadership. This group also provides a wide range of perspectives based on individual beliefs, leaders' preparation programs, district leadership styles, district expectations, and programming. All of the aspects will give participants a unique perspective on the topic, as well as a contrasting perspective to that of teachers in which to identify similarities and differences between the two.

Q methodology allows for these perspectives to be analyzed and commonalities identified between the participants. InQuiry allows for these perspectives and commonalities among participants to be further explored. InQuiry, as developed by Militello et al. (2016), allows for participants to be interviewed after the sort is complete in order to gain a deeper insight into the perspectives of the participants. This deeper delve into participant rationale will provide a deeper context to the occurrence being studied.

The Q Sort

The Q sort is the actual manipulation and ranking by participants of the statements created from the Q sample. Participants were asked to sort the statements in rank order in response to a condition of sort. The condition of sort for the purpose of this study is "What elements of beginning teacher support do you as a school or district leader think most impacts their decision to remain in profession?"

Participants were asked to place the statements into a forced distribution model, where they will place the statements that they most agree with the +4 category and those they less relate

to in the -4 category. The sorting distribution is normally numbered from a positive value at one

pole, positive association, through zero, and to the equivalent pole on the negative (Watts &

Stenner, 2012, p. 89). There are no correct or incorrect placements in the sorts. The placement of

the statements is based solely on their own personal perspectives. The Q sort distribution grid

that will be used can be found in Figure 1.

For the sake of confidentiality, all participants were given an identifier code, which

allowed the researcher to record individual responses without the personal views of the

participants being known to any others. Also, consent forms were given to all participants before

the completion of the sorting activity (see Appendix D). Participants also received a written

document outlining the procedures and protocols used in the Q-sort process (see Appendix B)

and are part of a discussion before the sort where the researcher clearly outlines the process. All

participants were able to withdraw from the sort at any time.

Once the participants were thoroughly prepared for the sort, they were given a set of

statement cards. Each card had one statement printed on it, along with a statement number.

Participants were first asked to read through the statements and sort the cards in general piles

based on their initial feeling of agreement, neutrality, or disagreement. This process helps to

make the more detailed rank placement easier in the next steps of the sorting process.

Once the statements had been placed into three piles denoting their general ranking,

participants were given a distribution grid (see Figure 1). This grid helped participants rank their

statements in forced distribution. All statements had to be placed into the grid. Only one

statement could be placed in each square. Participants were forced to make decisions about the

exact placement of their cards based on the strength of their perspectives of the statement topics.

Strongly Disagree   Neither Agree/Disagree   Strongly Agree

Figure 1. Q-Sort distribution grid.

Once the Q-sort was completed, participants were asked to answer several post-sort questions. These questions were designed to give the researcher a better understanding of the perceptions and backgrounds of the participants. Participants were asked to explain their rationale behind the placement of the cards in both the "Strongly Agree" (+4) column and the "Strongly Disagree" (-4) column.

Follow-Up Interviews

While the Q-sort collects the quantitative data for the study, InQuiry requires that there be a qualitative piece to the research as well. This is captured in the post-sort follow-up interviews that were conducted by the researcher (see Appendix D). The follow-up interviews with chosen participants allowed the researcher to gain a deeper understanding of the perceptions, opinions and viewpoints of, in the case of this study, school and district leaders' on the topic of beginning teacher support and retention. These interviews will be one form of personal communication where responses are recorded from participants, along with the post-sort survey. The participants for these interviews will be administrators that loaded significantly to the Factors created by the Q-methodology process. These participants will have high correlations to the ideal study created for each sort, which means that their sort, and thus their perspective, most closely matches the sort most closely representing the viewpoints of the other participants who loaded to the Factor. The post-sort interviews gave the researcher the opportunity to ask questions that may clarify some sort responses. It also provided an opportunity for participants to share their own specific viewpoints that may not have come through in the sort.

The interviews followed the post-sort interview protocol presented in Appendix E. Participants will be placed into groups based on the loading factors, or the statistical relationships that exist between participants with similar perspectives, or interviewed

individually. These groups discussed the viewpoints and perspectives that were present in the results of the sort and delved further into the experiences and beliefs behind their perspectives. These conversations provided the most meaningful and impactful element of the research. Notes were taken on each interview.

<center>**Data Analysis**</center>

The data collected from the Q-sorts was entered into the PQMethod software program. This program ran a factor analysis on the individual sorts and create a statistical interpretation of the quantitative data. The analysis includes computation of a factor analysis and Varimax factor rotation (Militello et al., 2016; Watts & Stenner, 2012). Q methodology is a by-person factor analysis where response patterns are examined across participants rather than across variables (Militello & Janson, 2012).

For the purpose of this study, data was collected from the results of the Q sort that was completed by school and district leaders. Data collection materialized as participants completed the Q sorts and the follow-up questions, contained in the protocols (see Appendices B and C). This phase of data collection lead directly into the data analysis phase where the results of the sorts and questions were processed in order to determine themes that existed between the participants using a general content analysis (Lincoln & Guba, 1985). Themes were determined using a pattern analysis that will be used to extract any patterns that are present in participant responses or from the complex data (Creswell, 1998; Miles & Huberman, 1994; Stake, 1994). Pattern analysis is used when trying to obtain further information regarding a set of variables.

The factor analysis of the Q-sort data helped the researcher to develop common themes that exist between participant responses. The program found correlations between the Q-sorts and a factor analysis and showed the relationships between the participants and how they loaded

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(Brown, 1980). The factor that a participant loads to is derived from the factor being removed from the correlation matrix. From this process a measure is given to how closely the participant related to the factor from the responses in their sorts. When a factor is removed from the correlation matrix, left behind is the residual correlations, or the relationship between the commonalities that are now missing (Watts & Stenner, 2012, p. 111).

Examining these correlations allowed the researcher to identify groups and categorize them using themes that they all related to. Developing these themes gave the researcher a better understanding of the major perspectives that are associated with the topic. Understanding the diverse viewpoints that exist related to a topic allowed for a more meaningful approach to discussing and addressing the problem of practice being studied.

The next step in the process was to group, or create families, of participants who loaded highly to certain factors. These families consist of other participants who loaded highly to the same factors. Where the researcher will know what factors have been assigned and how the P sample loaded, the focus of these group meetings is for discussion on the topic of the study. Participants were interviewed individually. These interviews allowed for members of the study to discuss further the factors presented in the sort. These interviews also allowed researchers to ask thoughtful questions, take notes on participant responses and to bring a deeper understanding to the quantitative sort data. This process also helped researchers to answer research question 3. In the case of this study, participants discussed supports for retaining beginning teachers.

Subjectivity Statement

The influence of a researcher's personal experiences can potentially impact the focus and interpretation of the study and results. In an effort to be transparent with the reader of the study,

it is crucial for the researcher to provide some personal background as to their experience and relationship with the study topic.

After graduating from the University of North Carolina at Chapel Hill with a Bachelor's degree in elementary education, I began my teaching career in Wake County. There I taught kindergarten. I then moved to a fifth grade teaching position in Granville County where I worked for four years. I found it profoundly beneficial to have worked with students as they entered the elementary school setting and as they prepared to leave. I was given a unique perspective of child development that I continue to rely on in my current position.

After my tenure in the classroom, I moved into an administrative role as an assistant principal after receiving my Master's Degree in School Administration from North Carolina State University. At NC State, I was a Northeast Leadership Academy (NELA) fellow, working in rural schools in the northeast region of the state of North Carolina. As a beginning assistant principal in a socio-economically disadvantaged school with a high number of beginning teachers, I began to see that there was a great need for additional supports within the schools and district in order to retain these novice educators.

As I continued my journey through several schools, both at the elementary and high school levels, I saw the same issues with support, job satisfaction and retention amongst the beginning teachers. It became a personal focus to provide any additional administrative support that I was able to within my role as a school leader to these new teachers. Through the years I have served on both the Beginning Teacher Support Program team and the Teacher Recruitment and Retention committee.

The topic of this research study came from both my own personal experiences as a floundering beginning teacher, as well as my interactions with other school and district leaders in

the quest to retain and properly support beginning teachers. Through this research, I hope to be able to provide area leadership with an in-depth understanding of the best practices that should be implemented in the district to support beginning teachers. I also hope to provide the district's leadership with an accurate measure of how their perceptions of support impact the actual teacher's that they hope to retain.

Summary

In this chapter an overview of methodological and research design process was presented. The InQuiry process and Q methodology used in this study was explained. An explanation for why these methodologies were chosen was given and rationalized. The processes, protocols, and phases of this research design were outlined in detail. These included the steps of building the concourse, developing the Q-sample, the procedures for completing a Q sort and the process for collecting and analyzing the collected data. The statistical findings of the study will be presented in Chapter 4.

CHAPTER 4: FINDINGS

Introduction

The purpose of this InQuiry study was to identify the elements of support that school and district leaders perceive to have the most impact on beginning teacher retention. This study also explored the reasons behind the administrators' viewpoints.

A perception, is a "judgment resulting from awareness or understanding." (Perception, n.d.). Based on these perceptions school leaders make choices regarding the best practices that should be implemented in their schools to support beginning teachers. Choices made by school leadership, define the culture of a school and directly impact the decisions that teachers make on whether they remain or leave. School leaders make judgments every day on the practices that they observe in their buildings. They base these judgments on their own experiences, as well as the training and indoctrination that they have received from their districts. Based on these judgments, plans are set in place and expectations are formed. By examining school leader perceptions of best practices to support and retain beginning teachers, one can begin to identify leadership styles, pedagogical trends and potential gaps in understanding that may exist between school leaders and the beginning teachers that they strive to support.

The purpose of this study is to answer three research questions. First, what has research shown are the key factors influencing teachers' decisions to stay or leave the teaching profession, was answered in the literature review presented in chapter two of this dissertation, and by surveying and interviewing district school educators.

Questions two and three are addressed in this chapter of findings. These questions are:

2. What do school and district leaders identify as elements most impactful to a

   beginning teacher remaining in teaching?

3. Why do school and district leaders identify these elements as most effective?

These questions were answered by using an InQuiry research methodology. In this study 31 district leaders participated. Their perceptions of beginning teacher support and retention were analyzed using a statistical software program called PQMethod. This analysis gives statistical meaning to personal beliefs. That information can then be analyzed to find patterns and relationships that can then be used to connect people and pedagogies, while exploring best practices.

This chapter explores the findings from the InQuiry process as it was applied to school and district leadership perceptions on beginning teacher support and retention. The quantitative data findings were then reviewed by the original participants of the study to then bring the process full circle by creating a qualitative conclusion to the findings that are shared both in Chapter 4 and again in Chapter 5.

Correlation Matrix

The purpose of the Correlation Matrix is to compare participants' sorts to one another. Each participant's sort results were specific to their own beliefs. When their sort responses were in entered into the PQMethod program, a matrix was created that allows the researcher to view responses in relation to other participants. Each relationship is given a statistical figure that represents how similarly or dissimilarly participants' sorts were to each other (Watts & Stenner, 2012).

For the purpose of this study, 31 school and district level administrators were asked to complete a sort. Each participant was given a distribution grid containing 44 squares and 44 cards containing statements of elements that impact beginning teacher support and retention. These statements were created by the researcher from information gathered through the literature

review and through informal surveying. Each statement was to be placed in one square with values ranging from -4 to +4. The level of a participants' belief of the statements impact on beginning teacher support and retention was indicated by the placement of the cards on the matrix.

If a person strongly agreed with the statement, it was placed in the +4 category, if they strongly disagreed, the statement would be placed in the -4 column. The grid was a forced distribution grid, so participants were forced to place their statements in the columns and blocks provided. A forced distribution grid allows participants to deeply analyze their beliefs and make decisions on what they ultimately feel are the most and least important elements of beginning teacher retention.

This study analyzed 31 participants sorts, thus the matrix measured 31x31. Each relationship or correlation is measured between -1.0 and +1.0. A correlation coefficient of +1.0 indicates that the sort relationship is identical. This only occurs in this study when a participant is compared to their own sort, as the sorts are identical. A -1.0 correlation coefficient indicates that there is a complete reverse of the answers. This would occur if every answer is in the exact opposite category of the participant that they are being compared to. In this sort, a -1.0 correlation coefficient was not present.

An example of this description is the relationship between Participant 30 and Participant 31. Their correlation coefficient was .53, a relatively high positive correlation. This means that these two participants sorted similarly. These two participants fell on the same factor, Factor 2. The reverse would be the correlation between Participant 1 and Participant 19, who had a -.05 correlation coefficient, which shows that their sort responses were not similar to one another. Participant 1 loaded to Factor Two, where Participant 19 loaded to Factor 3. Participants loading

to the same factor would have similar sorts and higher correlations than participants who loaded

to different factors. Table 4, is an abbreviated correlation matrix that provides an example of

how the participants measured against one another and how the information is presented.

Factor Analysis

Once individual sorts have been compiled and data has emerged, a factor analysis of the

sort data must occur. The factor analysis is the process by which the Q-sort data is organized in a

manner where similar sorts are grouped together to form larger clusters. These clusters reveal

which participants sorted their statements in a similar way. This process focuses on how the

statements themselves are sorted and not the participant who sorted them.

Referring back to the correlation matrix, groups or clusters are created by analyzing the

Q-sorts that are highly correlated. These sorts have a correlation closest to +1.0. The sorts that

were highly correlated, with similar characteristics, are grouped together and later in the study

the similarities are analyzed to create a theme that can be used define and set that group apart.

Themes are identified during follow up interviews. The PQMethod program ran and analyzed the

sort data and found that eight unrotated factors were present. This means that all thirty-one

participants' sorts could be clustered mathematically into eight distinct factor groups. The eight

unrotated factors captures that many viewpoints. Capturing all eight viewpoints gives the

researcher a broad view of the data but does not provide much depth. By rotating the factors, the

number of factors is decreased but still captures distinct viewpoints that exist from the sort data.

At this point, the researcher analyzed the Eigenvalues for each factor to decide which factor

rotation to apply to the data. This Eigenvalue data can be found in both Figure 2 and Table 5.

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Table 4

Correlation Matrix Between Sorts (Truncated)

Participant	P1	P2	…	P18	P19	…	P30	P31
P1	1.0	.42	…	.04	-.05	…	1.0	.33
P2	.42	1.0	…	.29	.19	…	.19	.50
…	…	…	…	…	…	…	…	…
P18	.04	.29	…	1.0	.36	…	.17	.19
P19	-.05	.19	…	.36	1.0	…	.35	.03
…	…	…	…	….	…	…	…	…
P30	.32	.19	…	.17	.35	…	1.0	.53
P31	.33	.50	…	.19	.03	…	.53	1.0
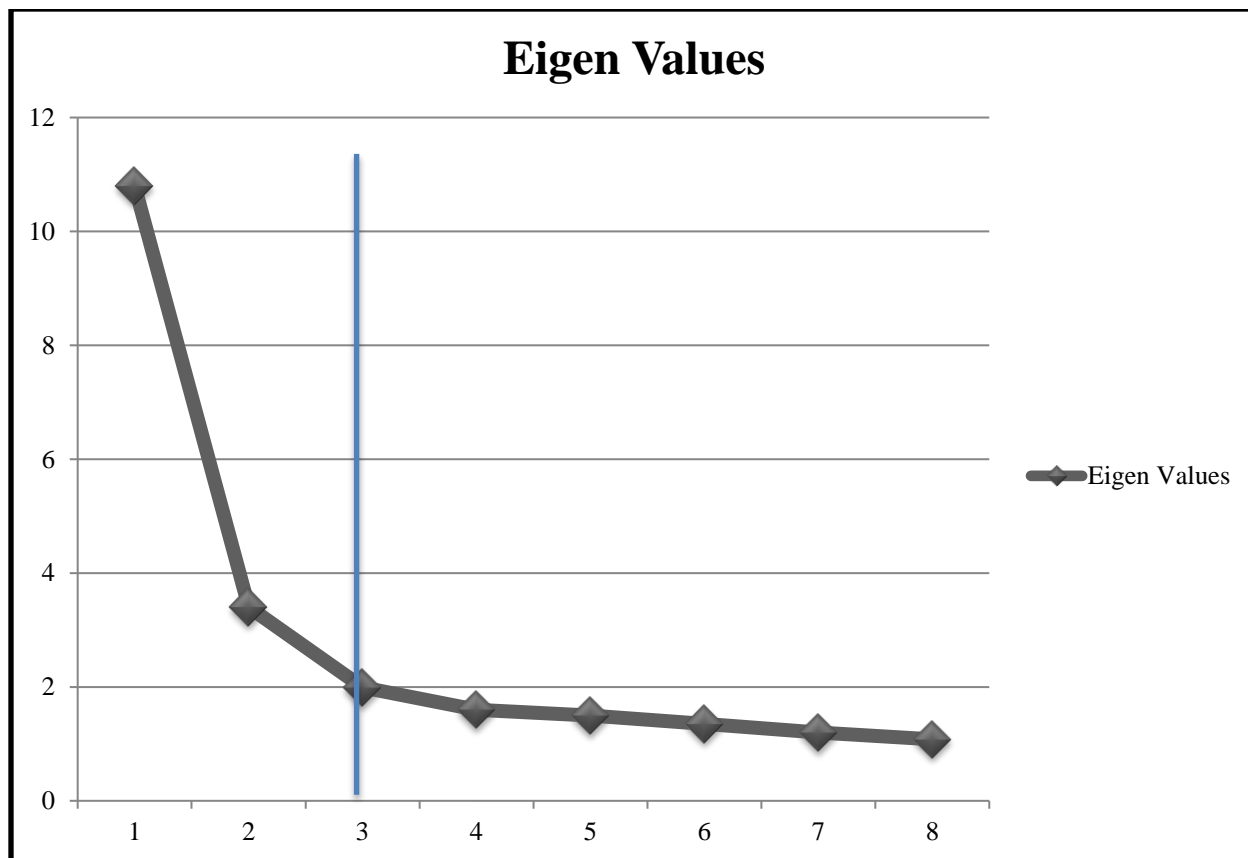
Figure 2. Scree plot of Eigen values.

Table 5

Information Used to Determine the Factor Rotation

Factor Rotation Solution	Eigen Value Included	Explained Variance	Number of Participants Loaded	Correlation Among Factors
2	10.8, 3.4	46%	30	0.51
3	10.8, 3.4, 1.99	52%	29	0.56 0.30 0.49
4	10.8, 3.4, 1.99, 1.6	57%	26	0.54 0.40 -0.03 0.39 0.19 0.20
5	10.8, 3.4, 1.99, 1.6 & 1.5	62%	27	0.60 0.39 0.04 0.22 0.40 0.22 0.38 0.28 0.36 0.19

Eigenvalue is applied to a matrix equation to create parameters for a set of values that have a differential equation with a nonzero solution. Eigenvalues are used to see the depth of an equation as it changes over time, or is manipulated or rotated. For the purpose of this study an Eigenvalue scree plot was created using the Eigenvalues of the eight unrotated factors to see where noticeable changes in data occurred. The elbow presented itself between Factors 2 and 3. It is the Eigenvalues of the matrix data that helped the researcher to decide which factor rotation to apply to the sorts to determine the number of factors to apply and group participants.

All of the Eigenvalues for this study's eight un-rotated factors had a value greater than 1.0. The researcher began by examining the Eigenvalues of the eight factors. Factor One has an Eigenvalue of 10.8. The strongest value present, however, in Q-Methodology, a one factor rotation does not present dynamic enough data due to the fact that other factors must be present to provide a more inclusive understanding of the data. The researcher continued to examine the Eigen values for Factor Two: 3.4, Factor 3: 1.99, Factor 4: 1.6 and Factor 5: 1.5. The Eigenvalues for Factors 6, 7, and 8 were 1.3, 1.2 and 1.08. From this data and an examination of the scatter plot mentioned previously, it was determined that the greatest changes occurred between Factors 2 and 3. The explained variance between the factors was 46% between Factors 1 and 2; 52% between Factors 1, 2, and 3; 57% between Factors 1, 2, 3 and 4; and 62% between Factors 1, 2, 3, 4 and 5.

A discussion with the researcher's dissertation chairperson was held to determine which factor rotation would be best to apply in order to include all thirty-one participants voice, while having a high level of explained variance. From this discussion, it was determined that a three factor rotation, with an explained variance of 52% would best capture the major themes and similarities amongst all of the participants viewpoints.

Factor Loadings

In order to take a deep look at the factors and make it easier to interpret the data produced, a three factor Varimax rotation was run. By this process each Q-sort was loaded on one of the three factors, thus identifying which factor each sort had the highest correlation score with. The factor correlation score determines the level of similarity between each of the sorts. This score reflects the closeness of each sort to an ideal sort that exists for each of the three factors (Militello & Benham, 2010). Table 6 shows the correlations between the factor scores.

Table 6 shows which factor each Q-sort loaded to. This means, which of the three factors produced did each sort have a high factor correlation score with. For the purpose of this study, the level of significance ($1/\sqrt{44} \times 1.96 = 0.3$) was determined to be 0.3 with 95% confidence. The asterisk beside a correlation score indicates which factor each participant loaded most highly on. The asterisk is located beside the factor correlation score closest to 1.0, indicating that that sort had the greatest similarities to the ideal sort for the determined factor.

The rotated factors represent 52% of the explained variance, with Factor One representing 23%, Factor Two representing 18%, and Factor Three representing 11%. Factor One had 11 participants load significantly. Factor Two had 13 participants load significantly. And Factor Three had 7 participants load significantly. All participants loaded at a $p<.05$ level. All participants of the study loaded significantly to one of the three factors, revealing that all of the participants' viewpoints were captured by the three factors presented.

Table 7 shows where each of the individual statements falls on the ideal sort for each factor. The sorts consisted of 44 statements, which were then grouped by significance into three distinct factors. Each statement has a placement on the ideal forced distribution grid for each factor. Table 8 shows the location of each placement, from -4 (strongly disagree) to +4 (strongly

Table 6

Correlations Between Factor Scores

	Factor 1	Factor 2	Factor 3
Factor 1	1.0000	0.5572	0.3426
Factor 2	0.5572	1.0000	0.4917
Factor 3	0.3426	0.4917	1.0000

Table 7

Factor Matrix Using Participants' Q-Sorts (Loadings)

Participants	Factor 1	Factor 2	Factor 3
P1	0.2041	0.7021*	-0.1700
P2	0.6665*	0.4194	0.1795
P3	0.6676*	0.0175	0.3748
P4	0.3645	0.5977*	0.4017*
P5	0.7146*	0.3002	-0.2086
P6	0.8331*	0.2071	0.1253
P7	0.1941	0.4590	0.4723
P8	0.3766	-0.0595	0.5316*
P9	0.6279*	0.3637	0.1145
P10	0.3989	0.6565*	0.1950
P11	0.2301	0.5853*	0.3765
P12	0.2313	0.2774	0.3951*
P13	0.1079	0.2346	0.4591*
P14	0.5828	0.6412*	0.0504
P15	0.0130	0.3802	0.4743*
P16	0.7457*	0.2831	-0.0591
P17	0.1179	0.3099*	0.0808
P18	0.3606	0.0548	0.4590*
P19	0.1490	-0.0265	0.7945*
P20	0.1551	0.4509*	0.4479

Table 7 (continued)

Participants	Factor 1	Factor 2	Factor 3
P21	0.6538*	0.1511	-0.1406
P22	0.8119*	0.0262	0.2962
P23	0.3995	0.6247*	0.0271
P24	-0.1313	0.5161*	0.1352
P25	0.1523	0.5598*	0.1579
P26	0.7078*	0.2144	0.3505
P27	0.7071*	0.1746	0.1769
P28	0.1175	0.5150*	0.4489
P29	0.7448*	0.6887*	0.1845
P30	-0.1642	0.6486*	0.4112
P31	0.2439	0.7442*	0.0689
% Explained Variance	23	18	11

Note. * for .1 significance $1/\sqrt{44}$ x 1.96 = 0.3 at or above sig. $p<.01$, 95% confidence.

Table 8

Factor Q-Sort Values for Statements

Statements		Factor 1	Factor 2	Factor 3
1	The decision to remain a teacher is most impacted by salary.	-3	4	4
2	The decision to remain a teacher is most impacted by having a high quality mentor.	0	-1	2
3	The decision to remain a teacher is most impacted by having opportunities to build relationships with other teachers in the district.	0	-3	-2
4	The decision to remain as a teacher is most impacted by the amount of student behavior problems a teacher has to address.	0	3	4
5	The decision to remain a teacher is most impacted by the level of motivation of students.	-2	1	1
6	The decision to remain a teacher is most impacted by how involved a teacher is in the decision making/problem solving processes of the school.	1	1	-2
7	My decision to remain a teacher is most impacted by the belief in the value of education in society.	-2	-2	-1
8	The decision to remain a teacher is most impacted by the desire to work with children.	0	3	1
9	The decision to remain a teacher is most impacted by having high levels of administrative support.	4	3	2
10	The decision to remain a teacher is most impacted by having opportunities for leadership in the school.	0	0	-2
11	The decision to remain a teacher is most impacted by receiving work-related recognition.	-2	-2	1
12	The decision to remain a teacher is most impacted by the school administrator treating the teacher as a professional.	3	2	3

Table 8 (continued)

Statements	Factor 1	Factor 2	Factor 3
13 The decision to remain a teacher is most impacted by the ability of an administrator to provide specific feedback to improve teaching.	3	0	3
14 The decision to remain a teacher is most impacted by having opportunities to collaborate with other teachers about curriculum.	3	-1	1
15 The decision to remain a teacher is most impacted by having opportunities to collaborate with other teachers about pedagogy.	2	-2	-2
16 The decision to remain a teacher is most impacted by having an atmosphere of trust in the school.	4	2	0
17 The decision to remain a teacher is most impacted by having an administrator that is actively working to improve the school.	3	2	2
18 The decision to remain a teacher is most impacted by having an administrator that creates a shared vision for the school.	4	1	1
19 The decision to remain a teacher is most impacted by teachers having meaningful relationships with staff members in their school.	1	1	0
20 The decision to remain as a teacher is most impacted working in a student-centered environment.	-1	-1	-1
21 The decision to remain as a teacher is most impacted by having an administrator that applies policies in a fair and consistent manner.	2	1	3
22 The decision to remain as a teacher is most impacted by being part of a professional learning community.	2	-2	-1
23 The decision to remain as a teacher is most impacted by the perceived impact a teacher has on students.	2	4	-1

Table 8 (continued)

Statements		Factor 1	Factor 2	Factor 3
24	The decision to remain as a teacher is most impacted by students' academic success.	0	2	-2
25	The decision to remain a teacher is most impacted by seeing the difference made in students' lives.	2	3	0
26	The decision to remain a teacher is most impacted by the teacher's agreement with state policies and procedures.	-4	-4	-4
27	The decision to remain a teacher is most impacted by the teacher's agreement with district policies and procedures.	-3	-3	-4
28	The decision to remain as a teacher is most impacted by the teacher's interest in the subject that they teach.	-1	0	-3
29	The decision to remain as a teacher is most impacted by a teacher feeling high levels of satisfaction in the job.	1	4	3
30	The decision to remain a teacher is most impacted by the rigor of the teaching profession.	-3	-4	2
31	The decision to remain a teacher is most impacted by feeling respected by the community.	-1	0	-1
32	The decision to remain a teacher is most impacted by the professional development that is received.	0	-2	0
33	The decision to remain a teacher is most impacted by the induction program that a teacher participated in as a beginning teacher.	-2	-4	1
34	The decision to remain a teacher is most impacted by the job stability the job affords.	-3	-3	0
35	The decision to remain a teacher is most impacted by feeling physically safe at work.	1	2	0

Table 8 (continued)

Statements	Factor 1	Factor 2	Factor 3
36 The decision to remain a teacher is most impacted by the level of control a teacher has over the work environment.	-1	0	-3
37 The decision to remain as a teacher is most impacted by the curricular support received.	1	0	2
38 The decision to remain as a teacher is most impacted by the ability to maintain a work-life balance.	-1	1	4
39 The decision to remain as a teacher is most impacted by the breaks that are received throughout the year (summer, holidays, etc.).	-4	-1	-3
40 The decision to remain as a teacher is most impacted by the retirement benefits that a teacher will receive at the end of their career.	-4	-3	0
41 The decision to remain as a teacher is most impacted by the level of parent involvement at the school.	-2	0	-1
42 The decision to remain as a teacher is most impacted by the opportunities for advancement in the profession.	-1	0	-4
43 The decision to remain as a teacher is most impacted by the knowledge that colleagues know you personally.	0	-2	-3
44 The decision to remain as a teacher is most impacted by being known personally by administration.	1	-1	0

agree). A model of the ideal sort for each factor is presented throughout the remainder of the chapter.

Humphrey's Rule

Another test to make certain that the solution satisfied the criteria for this study is Humphrey's Rule, which states, "a factor is significant if the cross product of its two highest loadings (ignoring the sign) exceeds twice the standard error" (Brown, 1980, p. 223). Humphrey's Rule is applied in order to ascertain various criteria from certain factors. This process brings order to the subjectivity that exists in Q-methodological studies. All three factors satisfied this rule in Table 9 and were studied.

<center>**Factor One: Administration Matters**</center>

Eleven of the participants loaded significantly on Factor One. This group represented 35% of the total participation and 23% of the total explained variance. Of these eleven participants, eight were female and three were male; four currently work in a district leadership position, while seven are school level administrators; and all of them have well over ten years of experience in schools, with and average of eleven years of administrative experience. However, of these eleven participants, seven, had current or previous experience at the district level, although only four were currently in those positions. Table 10 provides an outline of the participant's demographic information. Figure 3 is the model sort for the participants who loaded to Factor One.

Table 11 provides the rankings of the statements that participants were asked to sort. The Z-score is a statistical measure of how close to or far from a statement's rank deviates from the distribution mean. As seen on Table 11, card 9, "The decision to remain a teacher is most impacted by having high levels of administrative support," had the highest level of agreement

Table 9

Humphrey's Rule

	Factor 1	Factor 2	Factor 3
Cross Product of Two Highest Loadings	.6763	.4835	.3647
Standard Error	.1508	.1508	.1508
Difference	.3747	.1819	.0631
Standard Error x 2	.3016	.3016	.3016

Note. Standard Error < .05.

Table 10

Participants Loading Significantly on Factor One

Participant	District Level	Years of Administrative Experience	Gender	Race	Age	Total Years in Education
P0-02	Middle	13	Male	Caucasian	42	20
P0-03	Middle	2	Female	African American	53	14
P0-05	Elemen.	5	Female	Caucasian	38	13
P0-06	Elemen.	8	Female	Caucasian	52	28
P0-09	Elemen.	7	Female	Caucasian	39	16
P0-16	Elemen.	13	Female	Caucasian	45	20
P0-21	District	9	Female	Caucasian	39	16
P0-22	District	17	Female	African American	47	25
P0-26	District	16	Male	African American	44	22
P0-27	Elemen.	9	Male	African American	55	23
P0-29	District	13	Female	Caucasian	49	27

Least Significant   Little/Neutral Significance   Most Significant

-4	-3	-2	-1	0	1	2	3	4
39	30	11	38	8	29	25	17	9
26	34	33	36	4	19	15	12	16
40	1	5	42	2	44	22	13	18
	27	41	20	24	6	21	14	
		7	31	32	37	23		
			28	10	36			
				3				
				35				

Figure 3. Factor one model sort.

Table 11

Factor One: Normalized Factor Scores

Cards	Statements	Z-Scores
9	The decision to remain a teacher is most impacted by having high levels of administrative support.	1.942
16	The decision to remain a teacher is most impacted by having an atmosphere of trust in the school.	1.577
18	The decision to remain a teacher is most impacted by having an administrator that creates a shared vision for the school.	1.500
17	The decision to remain a teacher is most impacted by having an administrator that is actively working to improve the school.	1.353
12	The decision to remain a teacher is most impacted by the school administrator treating the teacher as a professional.	1.342
13	The decision to remain a teacher is most impacted by the ability of an administrator to provide specific feedback to improve teaching.	1.157
14	The decision to remain a teacher is most impacted by having opportunities to collaborate with other teachers about curriculum.	1.013
25	The decision to remain a teacher is most impacted by seeing the difference made in students' lives.	0.936
15	The decision to remain a teacher is most impacted by having opportunities to collaborate with other teachers about pedagogy.	0.841
22	The decision to remain as a teacher is most impacted by being part of a professional learning community.	0.799
21	The decision to remain as a teacher is most impacted by having an administrator that applies policies in a fair and consistent manner.	0.764
23	The decision to remain as a teacher is most impacted by the perceived impact a teacher has on students.	0.727
29	The decision to remain as a teacher is most impacted by a teacher feeling high levels of satisfaction in the job.	0.719

Table 11 (continued)

Cards	Statements	Z-Scores
19	The decision to remain a teacher is most impacted by teachers having meaningful relationships with staff members in their school.	0.695
44	The decision to remain as a teacher is most impacted by being known personally by administration.	0.674
6	The decision to remain a teacher is most impacted by how involved a teacher is in the decision making/problem solving processes of the school.	0.360
37	The decision to remain as a teacher is most impacted by the curricular support received.	0.350
35	The decision to remain a teacher is most impacted by feeling physically safe at work.	0.313
8	The decision to remain a teacher is most impacted by the desire to work with children.	0.278
4	The decision to remain as a teacher is most impacted by the amount of student behavior problems a teacher has to address.	0.263
2	The decision to remain a teacher is most impacted by having a high quality mentor.	0.198
24	The decision to remain as a teacher is most impacted by students' academic success.	0.136
32	The decision to remain a teacher is most impacted by the professional development that is received.	0.130
10	The decision to remain a teacher is most impacted by having opportunities for leadership in the school.	-0.019
3	The decision to remain a teacher is most impacted by having opportunities to build relationships with other teachers in the district.	-0.047
43	The decision to remain as a teacher is most impacted by the knowledge that colleagues know you personally.	-0.197

Table 11 (continued)

Cards	Statements	Z-Scores
36	The decision to remain a teacher is most impacted by the level of control a teacher has over the work environment.	-0.283
42	The decision to remain as a teacher is most impacted by the opportunities for advancement in the profession.	-0.288
20	The decision to remain as a teacher is most impacted working in a student-centered environment.	-0.448
31	The decision to remain a teacher is most impacted by feeling respected by the community.	-0.485
28	The decision to remain as a teacher is most impacted by the teacher's interest in the subject that they teach.	-0.577
11	The decision to remain a teacher is most impacted by receiving work-related recognition.	-0.612
33	The decision to remain a teacher is most impacted by the induction program that a teacher participated in as a beginning teacher.	-0.739
5	The decision to remain a teacher is most impacted by the level of motivation of students.	-0.756
41	The decision to remain as a teacher is most impacted by the level of parent involvement at the school.	-1.031
7	My decision to remain a teacher is most impacted by the belief in the value of education in society.	-1.222
30	The decision to remain a teacher is most impacted by the rigor of the teaching profession.	-1.309
34	The decision to remain a teacher is most impacted by the job stability the job affords.	-1.384
1	The decision to remain a teacher is most impacted by salary.	-1.424
39	The decision to remain as a teacher is most impacted by the breaks that are received throughout the year (summer, holidays, etc.).	-1.734

Table 11 (continued)

Cards	Statements	Z-Scores
26	The decision to remain a teacher is most impacted by the teacher's agreement with state policies and procedures.	-1.834
40	The decision to remain as a teacher is most impacted by the retirement benefits that a teacher will receive at the end of their career.	-1.923

between the participants who loaded to Factor One, with a z-score of 1.9. This statement is placed in the +4 category of the ideal sort for Factor One.

The other two statements that complete the +4 column of the sort grid are, "The decision to remain a teacher is most impacted by having an atmosphere of trust in the school," with a z-score of 1.6 and "The decision to remain a teacher is most impacted by having an administrator that creates a shared vision for the school," with a z-score of 1.5. All three of the statements that were placed in the +4 or "strongly agree" column, revolved around the role of the school administrator.

Table 11 provides the rankings of the statements that participants were asked to sort. The Z-score is a statistical measure of how close to or far from a statement's rank deviates from the distribution mean. As seen on Table 11, card 9, "The decision to remain a teacher is most impacted by having high levels of administrative support," had the highest level of agreement between the participants who loaded to Factor One, with a z-score of 1.9. This statement is placed in the +4 category of the ideal sort for Factor One.

The other two statements that complete the +4 column of the sort grid are, "The decision to remain a teacher is most impacted by having an atmosphere of trust in the school," with a z-score of 1.6 and "The decision to remain a teacher is most impacted by having an administrator that creates a shared vision for the school," with a z-score of 1.5. All three of the statements that were placed in the +4 or "strongly agree" column, revolved around the role of the school administrator.

The role of the school administrator in developing a positive school culture is vital to a beginning teacher's experience. As documented in Chapter 2, the literature review, a school administrator has one of the greatest impacts on a teacher's decision to stay or leave a teaching

position or profession (Boyd et al., 2011). Teachers need to feel appreciated by their administrator and supported in their efforts (Boyd et al., 2011). Important also, they need to feel that they share in the mission and values of the school's leader both philosophically and in action (Boyd et al., 2011; Brown & Wynn, 2009). Teachers want to be a member of a collaborative team.

Of the eleven participants who loaded to Factor One, nine specifically cited "administrative support," on their post sort survey, as being the most important factor on a beginning teacher's decision to stay or leave the profession. School culture, success and collaboration were also listed repeatedly.

Participant 029, loaded significantly to Factor 1, with a correlation score of 0.7448 and due to that was chosen to participate in a follow-up interview. Participant 029 is a female, district level administrator who has both classroom experience, as well as the direct knowledge of the Beginning Teacher Support Program in the district, as well as recruitment and retention efforts. Upon reviewing the ideal sort for Factor One and taking a few minutes to reflect on the data, Participant 029 stated, "Teacher will stay at a school however tough if they have strong leadership" (personal communication, February 27, 2017). Participant 029 went on to state:

It all starts with leadership. Teachers leave if the administration is not there for the right reason. Leaders must be strategic planners able to implement the bigger plan and pull a team together. Beginning Teachers want to know if their administrator is going to advocate for them, is going to think 'is this the right thing to do for the beginning teacher.'

The idea of school administrators acting as strategic planners resonated through the responses given by those participants who loaded to Factor One. Participant 022 expressed this

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belief when they stated, "The single most influencer of teacher retention is an administrator who has a vision that includes strategies for school improvement." Participant 016 echoed the need for beginning teachers to feel as if they are part of a team, "I strongly believe that school leadership is critical! Teachers must feel like they are playing on the same team." This idea of collaboration was also seen throughout participant responses.

Of the statements that fell into the -4 or -3 columns, or strongly disagree, on Table 12, there was overwhelming agreement between participants from Factor One. Ten out of the eleven participants had either one or two of the statements in those categories on their respective sorts. Three participants had two of those statements in their -4 column.

Statements 39 and 40 were most often placed in the -3 and -4 columns of the sorts for Factor One. Statement 39 read, "The decision to remain as a teacher is most impacted by the breaks that are received throughout the year (summer, holidays, etc.)." In response to that several participants responded: Participant 022: "Although retirement benefits, salary, and holidays are nice little perks of being in education, they are not what keeps teachers in education." Participant 006: "Although we look forward to relaxing, our breaks don't determine if a BT remains." Participant 026: "I think breaks are only important to the teacher that has school aged children." As for statement 40 which states, "The decision to remain as a teacher is most impacted by the retirement benefits that a teacher will receive at the end of their career." Participants 003 and 005 stated, respectively, "Teachers, especially BTs, aren't think retirement for the most part," and "Students are not entering preparation programs for high salaries and stability of benefits."

Table 12

Factor One: High-Positive and High-Negative Statements

Score	Cards	Statements
+4	9	The decision to remain a teacher is most impacted by having high levels of administrative support.
+4	16	The decision to remain a teacher is most impacted by having an atmosphere of trust in the school.
+4	18	The decision to remain a teacher is most impacted by having an administrator that creates a shared vision for the school.
+3	17	The decision to remain a teacher is most impacted by having an administrator that is actively working to improve the school.
+3	12	The decision to remain a teacher is most impacted by the school administrator treating the teacher as a professional.
+3	13	The decision to remain a teacher is most impacted by the ability of an administrator to provide specific feedback to improve teaching.
+3	14	The decision to remain a teacher is most impacted by having opportunities to collaborate with other teachers about curriculum.
-3	30	The decision to remain a teacher is most impacted by the rigor of the teaching profession.
-3	34	The decision to remain a teacher is most impacted by the job stability the job affords.
-3	1	The decision to remain a teacher is most impacted by salary.
-3	27	The decision to remain a teacher is most impacted by the teacher's agreement with district policies and procedures.
-4	39	The decision to remain as a teacher is most impacted by the breaks that are received throughout the year (summer, holidays, etc.).

Table 12 (continued)

Score	Cards	Statements
-4	26	The decision to remain a teacher is most impacted by the teacher's agreement with state policies and procedures.
-4	40	The decision to remain as a teacher is most impacted by the retirement benefits that a teacher will receive at the end of their career.

The administrators who participated in the sort relegated some major elements of the job structure to minimal importance. Time off, retirement benefits, and job stability were three factors that were listed the most when teachers shared their thoughts in the information gathering and statements building portion of this research. Participants made comments pertaining to the importance of these factors on their decision to get into and remain in teaching. Two teachers stated that, "being on my personal children's schedule, summers off, always worked in schools near my home" and "state retirement plan, state insurance coverage, and work schedule," were the main reasons for them to remain in teaching. It appears that administrators did not factor in the personal reasons why a person may remain in teaching, choosing to focus more on their perceived impact on teacher retention.

When looking at the seven highest placed statements for this factor, sorted by school administrators, all were based on the external factors that a school administrator has control over. Of those seven statements, the first six were directly focused on the role of the administrator. These factors focused on administrative: support, vision, relationships, feedback, and trust. Participants who loaded to Factor One clearly felt that they were the guiding force on a beginning teacher's decision to remain in teaching.

Overall, the participants who loaded to Factor One had an overall belief that school administration was the most influential element of a teacher's decision to stay or leave the school and/or profession. Participants reflected on leadership's ability to be strategic planners that build teams that collaborate well and share in a vision. They also highlighted a leader's ability to build culture and advocate for a beginning teacher's success. The overarching belief was stated by Participant 006 when they said, "I believe that BTs come with the desire, but without administrative support and a sense of trust, that desire can wane enough to leave the profession."

The viewpoint found amongst these participants is strongly based on the impact of administration. Interestingly enough, seven of the eleven participants who loaded to this factor are currently or have in the past held leadership positions at the district level. These participants are the Human Resource, Curriculum, Exceptional Children's and Beginning Teacher Specialists. These are the people who have moved up the ranks and have seen all levels of the educational spectrum. These are also the leaders who have been away from the classroom and the experiences of a classroom teacher the longest. These participants spend their days focusing on the broader aspects of school policy and procedures.

The overall perspective to emerge from this factor is a very top-down approach to teacher support. These leaders are focused on how his or her own actions impact a teacher, not necessarily how new teachers feel about that support. The district presented in this study is very top heavy with an ongoing focus on leadership. This focus certainly is not a negative, until it allows the leaders at all levels to lose focus of the individual needs of the teachers who are on the front lines, the teachers that an administrator's job is to support.

Factor Two: Job Satisfaction

Thirteen of the participants loaded significantly on Factor Two. This group represented 42% of the total participation and 18% of the total explained variance. Of these thirteen participants, ten were female and three were male; five currently work in a district leadership position, while eight are school level administrators; and all of them have approximately ten years of experience in schools, with a range of years of administrative experience. The average age of the participants in this category is mid-forties. Of the thirteen people represented in this group, five participants came to traditional education later in life from other careers or areas of

education. Table 13 provides an outline of the participant's demographic information. Figure 4 shows the model sort for Factor Two.

Table 14 provides the rankings of the statements that participants were asked to sort. The Z-score is a statistical measure of how close to or far from a statement's rank deviates from the distribution mean. As seen on Table 14, card 29, "The decision to remain as a teacher is most impacted by a teacher feeling high levels of satisfaction in the job," had the highest level of agreement between the participants who loaded to Factor Two, with a z-score of 1.8. This statement is placed in the +4 category of the ideal sort for Factor Two.

The other two statements that complete the +4 column of the sort grid are, "The decision to remain a teacher is most impacted by salary," with a z-score of 1.79 and "The decision to remain as a teacher is most impacted by the perceived impact a teacher has on students," with a z-score of 1.7. The other statements that fell into the "most significant" columns pertained to: a desire to work with children, administrative support, making a difference, and student discipline. All three of the statements that were placed in the "strongly agree" columns, revolved around elements of job satisfaction.

Of the thirteen participants who loaded to Factor 2, several themes in their post sort survey were recurring: administrative support, salary, feeling of success or impact, and a general feeling of overall satisfaction with the job. Of the thirteen participants, nine people explicitly stated the importance of support and positive relationships with school administration. Seven participants also stated that salary had a major impact on a beginning teacher's decision to stay in their job or the profession. And eight participants discussed the need for a novice teacher to feel as if they were being successful in the job and had a general feeling of satisfaction with their

Table 13

Participants Loading Significantly on Factor Two

Participant	District Level	Years of Administrative Experience	Gender	Race	Age	Total Years in Education
P0-01	District	10	Female	Caucasian	43	18
P0-04	High	8	Male	Caucasian	40	18
P0-10	Elemen.	6	Female	Caucasian	48	20
P0-11	Elemen.	N/A	Female	Caucasian	N/A	N/A
P0-14	Elemen.	15	Female	Caucasian	46	24
P0-17	Elemen.	17	Female	African American		20
P0-20	Middle	1	Male	African American	46	15
P0-23	District	7	Female	Caucasian	31	9
P0-24	District	N/A	Male	Caucasian	N/A	N/A
P0-25	District	22	Female	Caucasian	47	27
P0-28	Elemen.	3	Female	Caucasian	52	21
P0-30	District	3	Female	Caucasian	41	17
P0-31	Elemen.	5	Female	Caucasian	32	10

* N/A denotes that the participant did not provide information.

-4	-3	-2	-1	0	1	2	3	4
33	34	22	44	13	18	16	8	29
26	3	43	20	37	21	12	9	1
30	27	11	14	36	38	24	25	23
	40	15	39	41	6	35	4	
		32	7	42	19	17		
			2	10	5			
				28				
				31				

Figure 4. Factor two model sort.

Table 14

Factor Two: Normalized Factor Scores

Cards	Statements	Z-Scores
29	The decision to remain as a teacher is most impacted by a teacher feeling high levels of satisfaction in the job.	1.799
1	The decision to remain a teacher is most impacted by salary.	1.792
23	The decision to remain as a teacher is most impacted by the perceived impact a teacher has on students.	1.697
8	The decision to remain a teacher is most impacted by the desire to work with children.	1.535
9	The decision to remain a teacher is most impacted by having high levels of administrative support.	1.464
25	The decision to remain a teacher is most impacted by seeing the difference made in students' lives.	1.438
4	The decision to remain as a teacher is most impacted by the amount of student behavior problems a teacher has to address.	1.329
16	The decision to remain a teacher is most impacted by having an atmosphere of trust in the school.	1.168
12	The decision to remain a teacher is most impacted by the school administrator treating the teacher as a professional.	0.885
24	The decision to remain as a teacher is most impacted by students' academic success.	0.883
35	The decision to remain a teacher is most impacted by feeling physically safe at work.	0.785
17	The decision to remain a teacher is most impacted by having an administrator that is actively working to improve the school.	0.739
18	The decision to remain a teacher is most impacted by having an administrator that creates a shared vision for the school.	0.729

Table 14 (continued)

Cards	Statements	Z-Scores
21	The decision to remain as a teacher is most impacted by having an administrator that applies policies in a fair and consistent manner.	0.630
38	The decision to remain as a teacher is most impacted by the ability to maintain a work-life balance.	0.426
6	The decision to remain a teacher is most impacted by how involved a teacher is in the decision making/problem solving processes of the school.	0.290
5	The decision to remain a teacher is most impacted by the level of motivation of students.	0.158
13	The decision to remain a teacher is most impacted by the ability of an administrator to provide specific feedback to improve teaching.	0.136
37	The decision to remain as a teacher is most impacted by the curricular support received.	0.107
36	The decision to remain a teacher is most impacted by the level of control a teacher has over the work environment.	0.098
41	The decision to remain as a teacher is most impacted by the level of parent involvement at the school.	-0.033
42	The decision to remain as a teacher is most impacted by the opportunities for advancement in the profession.	-0.057
10	The decision to remain a teacher is most impacted by having opportunities for leadership in the school.	-0.180
28	The decision to remain as a teacher is most impacted by the teacher's interest in the subject that they teach.	-0.265
31	The decision to remain a teacher is most impacted by feeling respected by the community.	-0.336

Table 14 (continued)

Cards	Statements	Z-Scores
44	The decision to remain as a teacher is most impacted by being known personally by administration.	-0.349
20	The decision to remain as a teacher is most impacted working in a student-centered environment.	-0.372
14	The decision to remain a teacher is most impacted by having opportunities to collaborate with other teachers about curriculum.	-0.465
22	The decision to remain as a teacher is most impacted by being part of a fessional learning community.	-0.850
43	The decision to remain as a teacher is most impacted by the knowledge that colleagues know you personally.	-0.863
11	The decision to remain a teacher is most impacted by receiving work-related recognition.	-0.870
15	The decision to remain a teacher is most impacted by having opportunities to collaborate with other teachers about pedagogy.	-0.916
32	The decision to remain a teacher is most impacted by the professional development that is received.	-1.124
34	The decision to remain a teacher is most impacted by the job stability the job affords.	-1.136
3	The decision to remain a teacher is most impacted by having opportunities to build relationships with other teachers in the district.	-1.257
27	The decision to remain a teacher is most impacted by the teacher's agreement with district policies and procedures.	-1.386
40	The decision to remain as a teacher is most impacted by the retirement benefits that a teacher will receive at the end of their career.	-1.462

Table 14 (continued)

Cards	Statements	Z-Scores
33	The decision to remain a teacher is most impacted by the induction program that a teacher participated in as a beginning teacher.	-1.469
26	The decision to remain a teacher is most impacted by the teacher's agreement with state policies and procedures.	-1.470
30	The decision to remain as a teacher is most impacted by the retirement benefits that a teacher will receive at the end of their career.	-1.533

position. Personal safety, trust among colleagues, proper training and the handling of student

discipline were also factors that Factor Two participants listed as having an impact on teacher

retention.

Participant 01 had the highest correlation score for Factor Two, with 0.7021. As this

participant's view was most similar with the ideal sort for Factor Two, she was asked to

complete a follow-up interview. Participant 01 is Caucasian female with nearly twenty years of

educational experience and ten years in an administrative role. Participant 01 was asked to

review the ideal sort and the High-Positive and High-Negative statements for Factor Two. The

researcher then asked for her initial thoughts. Several statements stood out to the researcher

(personal communication, February 27, 2017). "Beginning Teachers stay because of external

factors: administrative support, discipline, training, PD. We know that salary has the biggest

impact on teacher retention. If we (school administrators) communicate the beliefs then we

create a culture. If we share the beliefs then we increase retention."

Those statements summarize the three major factors that were strongly represented:

administration, salary and the external factors that impact job satisfaction. Upon further

conversation with Participant 01, her overall description of the sort was explained as follows

(personal communication, February 27, 2017):

> The factors placed on the higher end of the sort have to do with factors that allow
>
> teachers to feel like they are making an impact on students. They are the 'big picture'
>
> ideas and factors. The ones on the lower end are the more granular, or small factors.

Participant 31 was also asked to participate in a follow up interview. Participant 31 has

ten years of education experience, with five of those being in the administrative realm.

Participant 31 also had a high correlation score for Factor Two, 0.6486. In response to

Participant 01's comments, Participant 31 responded by stating, "Relationships are the most important factor in any job. If a BT doesn't have positive and supportive relationships with their administrator or peers, then they will not stay. Back to job satisfaction, you have to like the people you work with in order to like where you work."

Researchers Stockard and Lehman (2004) broke down the definition of "job satisfaction" for teachers into the elements teachers perceived to impact their satisfaction most. The elements that they came up with were: support they received from others, the mentoring they received, their success in the classroom, the level of control which they had on their working environment, and the extent which the school conditions were deemed safe and orderly (Stockard & Lehman, 2004, p. 763). These elements were mirrored by the results from participants in Factor Two.

The second statement that was made by participant 31 was, "I have seen teachers leave the profession or move to other districts for a better salary. Not just for them to make more money but to be able to better support their families." The National Education Association made a statement on professional pay for teachers. Pay-related turnover is especially high for minorities, males, and teachers under the age of 30 (National Education Association, 2015). Participant 20, a middle aged African American male, stated in his post sort survey that salary was the number one factor on teacher retention because "income drives family and many have families." Participant 30, stated:

> Becoming a teacher is an all-encompassing lifestyle change. Teaching is a way of life.
> Teachers feel torn between their biological babies and their student 'babies.' Leaders
> could limit the after school hour activity that teachers are expected to participate in.
> District leaders could also push for higher supplements because everyone knows that
> teachers just don't get paid enough (personal communication, February 2, 2017).

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That statement made by participant 30 sums up the feelings that Factor 2 participants held. They universally believed that support, salary and a feeling of success were the elements that most impacted a beginning teacher's decision to stay in their position.

The factors that were seen as the least important to teacher retention were: induction programs (z-score -1.469), agreement with state policies and procedures (-1.470) and the rigor of the teaching profession (-1.533), as well as retirement benefits, district policies and procedures and job stability. Again, several of the participants stated in the post sort survey that beginning teachers were not concerned with the policies that existed outside of their classrooms and school buildings. Nor were they remotely thinking about the stability of benefits that the job would afford at its climax and end.

Other participants noted that the induction programs implemented by districts, specifically the pre-service training and mentor had little to no impact on their personal careers. One participant pointed out that, "I have seen lots of teachers leave the teaching field after applauding their mentors."

The participants who loaded to Factor 2 generally believed that beginning teachers remained in the field because of the internal desire to work with and impact children's lives. Of the factors listed as the most significant, found on Table 15, three focused directly on the desire to work with children and make a difference in their lives. The other four factors related the external aspects that impact and the general feeling of job satisfaction. These factors were administrative support, support with discipline, and salary. These external factors tend to impact a teacher's day-to-day peace of mind both within the school and in their personal lives. It appears from this research that a significant number of school administrators understand the daily stressors of being a beginning teacher. They recognize the impact that salary can have on a

Table 15

Factor Two: High-Positive and High-Negative Statements

Score	Cards	Statements
+4	29	The decision to remain as a teacher is most impacted by a teacher feeling high levels of satisfaction in the job.
+4	1	The decision to remain a teacher is most impacted by salary.
+4	23	The decision to remain as a teacher is most impacted by the perceived impact a teacher has on students.
+3	8	The decision to remain a teacher is most impacted by the desire to work with children.
+3	9	The decision to remain a teacher is most impacted by having high levels of administrative support.
+3	25	The decision to remain a teacher is most impacted by seeing the difference made in students' lives.
+3	4	The decision to remain as a teacher is most impacted by the amount of student behavior problems a teacher has to address.
-3	34	The decision to remain a teacher is most impacted by the job stability the job affords.
-3	3	The decision to remain a teacher is most impacted by having opportunities to build relationships with other teachers in the district.
-3	27	The decision to remain a teacher is most impacted by the teacher's agreement with district policies and procedures.
-3	40	The decision to remain as a teacher is most impacted by the retirement benefits that a teacher will receive at the end of their career.
-4	33	The decision to remain a teacher is most impacted by the induction program that a teacher participated in as a beginning teacher.
-4	26	The decision to remain a teacher is most impacted by the teacher's agreement with state policies and procedures.

Table 15 (continued)

Score	Cards	Statements
-4	30	The decision to remain a teacher is most impacted by the rigor of the teaching profession.

new teacher and their prospects of beginning a family. They also recognize that daily stressors on the job can impact a teacher's mental and emotional well-being that could lead to a dissatisfaction for the job, which would lead to a teacher leaving the profession. Again, this group of participants put a low amount of significance on agreement with policy and procedures, and interestingly enough on the induction programming which new teachers receive, counter to current literature on the subject.

The number of participants who loaded to Factor 2 was the greatest in the study, with a total of thirteen. Reviewing the participant demographics from this group, several interesting trends emerge, one being that this group of participants has the highest number of leaders who have been awarded the Principal of the Year Award for the district. This group also has the highest number of administrators that have at some time in their career worked in the English Language Learners, Exceptional Students, STEM, and Counseling areas of school programming. Overall, these participants built collaborative relationships with others in the district and continue to work in close proximity to teachers on a regular basis, through programming, coaching and school administrative positions.

Factor Three: Working Conditions

Seven of the participants loaded significantly on Factor Three. This group represented 23% of the total participation and 11% of the total explained variance. Of these seven participants, six were female and only one was male; five are school level administrators; and all but one has less than ten years of administrative experience. The age range of these participants is 34 to 60, with the majority being around 40 years of age. Table 16 provides an outline of the participant's demographic information. Figure 5 is the ideal sort for Factor Three.

Table 16

Participants Loading Significantly on Factor Three

Participant	District Level	Years of Administrative Experience	Gender	Race	Age	Total Years in Education
P0-07	Elemen.	5	Female	African American	40	18
P0-08	Elemen.	1	Female	African American	38	10
P0-12	Elemen.	5	Female	Caucasian	30	9
P0-13	Elemen.	5	Female	African American	40	18
P0-15	Elemen.	18	Male	African American	60	38
P0-18	Elemen.	7	Female	Caucasian	34	12
P0-19	Middle	6	Female	Caucasian	38	10

-4	-3	-2	-1	0	1	2	3	4
42	39	6	23	44	5	2	29	4
27	36	3	41	32	18	9	12	1
26	28	15	31	16	33	37	21	38
	43	24	20	34	11	17	13	
		10	22	35	14	30		
			7	25	8			
				19				
				40				

Figure 5. Factor three model sort.

Table 17 provides the rankings of the statements that participants were asked to sort. As seen on Table 17, card 4, "The decision to remain as a teacher is most impacted by the amount of student behavior problems a teacher has to address," had the highest level of agreement between the participants who loaded to Factor Three, with a z-score of 2.24. This statement is placed in the +4 category of the ideal sort for Factor Three.

The other two statements that complete the +4 column of the sort grid are, "The decision to remain a teacher is most impacted by salary," with a z-score of 1.93 and "The decision to remain as a teacher is most impacted by the ability to maintain a work-life balance," with a z-score of 1.9. The other statements that fell into the "most significant" columns pertained to: a job satisfaction, being treated as a professional by school administration, and having administrators apply policies in a fair and consistent manner. All of the statements that were placed in the +3 and +4 columns, revolved around elements of general support.

The researcher asked that all of the participants complete a post sort survey. This survey was created to capture the feelings of the participants as they completed the sort. It gave them the space to explain their thinking and add additional thoughts to the sort. Question number six of this survey asked participants to list the three most important factors that they believed influenced a teacher's decision to remain in teaching. The results from this question yielded the following responses: work-life balance, available resources, administrative support, mentor support, feeling of involvement, salary, discipline, job satisfaction and professional development. These factors differed from the other influencers from Factors One and Two due to the addition of day-to-day supports like professional development, mentor support, physical resources and the handling of discipline. These factors differ from the others because they are the basic elements that new teachers require to be productive on a daily basis. Without these most basic

Table 17

Factor Three: Normalized Factor Scores

Cards	Statements	Z-Scores
4	The decision to remain as a teacher is most impacted by the amount of student behavior problems a teacher has to address.	2.241
1	The decision to remain a teacher is most impacted by salary.	1.934
38	The decision to remain as a teacher is most impacted by the ability to maintain a work-life balance.	1.910
29	The decision to remain as a teacher is most impacted by a teacher feeling high levels of satisfaction in the job.	1.827
12	The decision to remain a teacher is most impacted by the school administrator treating the teacher as a professional.	1.597
21	The decision to remain as a teacher is most impacted by having an administrator that applies policies in a fair and consistent manner.	1.574
13	The decision to remain a teacher is most impacted by the ability of an administrator to provide specific feedback to improve teaching.	0.874
2	The decision to remain a teacher is most impacted by having a high quality mentor.	0.848
9	The decision to remain a teacher is most impacted by having high levels of administrative support.	0.796
37	The decision to remain as a teacher is most impacted by the curricular support received.	0.774
17	The decision to remain a teacher is most impacted by having an administrator that is actively working to improve the school.	0.543
20	The decision to remain as a teacher is most impacted working in a student-centered environment.	0.499
5	The decision to remain a teacher is most impacted by the level of motivation of students.	0.426

Table 17 (continued)

Cards	Statements	Z-Scores
18	The decision to remain a teacher is most impacted by having an administrator that creates a shared vision for the school.	0.396
33	The decision to remain a teacher is most impacted by the induction program that a teacher participated in as a beginning teacher.	0.310
11	The decision to remain a teacher is most impacted by receiving work-related recognition.	0.226
14	The decision to remain a teacher is most impacted by having opportunities to collaborate with other teachers about curriculum.	0.206
8	The decision to remain a teacher is most impacted by the desire to work with children.	0.178
44	The decision to remain as a teacher is most impacted by being known personally by administration.	0.080
32	The decision to remain a teacher is most impacted by the professional development that is received.	0.012
16	The decision to remain a teacher is most impacted by having an atmosphere of trust in the school.	-0.004
34	The decision to remain a teacher is most impacted by the job stability the job affords.	-0.015
35	The decision to remain a teacher is most impacted by feeling physically safe at work.	-0.136
25	The decision to remain a teacher is most impacted by seeing the difference made in students' lives.	-0.156
19	The decision to remain a teacher is most impacted by teachers having meaningful relationships with staff members in their school.	-0.184
40	The decision to remain as a teacher is most impacted by the retirement benefits that a teacher will receive at the end of their career.	-0.278

Table 17 (continued)

Cards	Statements	Z-Scores
23	The decision to remain as a teacher is most impacted by the perceived impact a teacher has on students.	-0.330
41	The decision to remain as a teacher is most impacted by the level of parent involvement at the school.	-0.410
31	The decision to remain a teacher is most impacted by feeling respected by the community.	-0.428
20	The decision to remain as a teacher is most impacted working in a student-centered environment.	-0.468
22	The decision to remain as a teacher is most impacted by being part of a professional learning community.	-0.488
7	My decision to remain a teacher is most impacted by the belief in the value of education in society.	-0.548
6	The decision to remain a teacher is most impacted by how involved a teacher is in the decision making/problem solving processes of the school.	-0.630

foundations, like classroom materials, guidance on school policies, procedures and classroom management, as well as ongoing training, a new teacher could certainly struggle to flourish in the classroom and profession.

A follow-up interview was conducted with Participant 13. Participant 13 had a correlation score of .4591 to the ideal sort for Factor Three. This participant is an African American female, who has been a teacher, assistant principal and principal at the elementary school level. After reviewing the data for Factor Three and sharing her initial thoughts, she was asked by the researcher to name the factor. This is, to put a title to the factor that encompasses the elements that are strongly represented by the sort. In doing so her title was "support." She went on to name the most important factors to retaining beginning teachers. She stated that beginning teachers required, "Support. Support with learning curriculum. Support with classroom management. Support with learning the procedures in a school. Support in planning effective lessons. Collaboration with peers" (personal communication, February 3, 2017).

Participant 13 and Participant 19 also shared their thoughts on another prominent factor that was listed as the most significant factor to beginning teacher retention: discipline. They engaged in a conversation regarding behavior with Participant 13 saying that, "if nothing was being done to address discipline problems then they (teachers) will leave." To which Participant 19, with a .7945 correlation score with Factor Three added, "if teachers can't teach because of behavior problems they will leave."

The factors that were highlighted throughout the sort results, the post sort survey and follow up interviews all indicate that general working conditions and basic supports are the bedrock for teacher retention according to those participants who factor loaded to Factor Three. This reflects the research done by Darling-Hammond in 2003 that found that working conditions

as defined by administrative support, available resources, and input in school decision-making, was a major factor in teacher retention. It also reflects Harry Wong's 2004 research that found the new teachers need to collaborate with their peers and receive meaningful school based professional development.

Like the other two factors agreement with local and state policies were ranked as the least important factors influencing a teacher's decision to remain. Unique to Factor Three was the inclusion of advancement in the profession, interest in the subject being taught and colleagues knowing one another on a personal level. Statements such as "they should know before they start if they like the content" they teach and "I don't feel that teachers care about building relationships with adults as much as they do with students," are unique to this Factor's responses. The participants associated with Factor Three appeared to put much of the emphasis on teacher retention on the teachers themselves. This can be seen in Table 18, which identifies the elements that the participants who loaded to this factor feel are the most and least impactful to teacher retention. This group of administrators focused on the factors that could impact a teacher's personal feelings. The statements listed as having the highest significance had a theme of how teachers personally felt about the job or how they were treated. There was less of an emphasis on the role of the administrator and more on how a teacher handled the job. A good example of this was at the end of the sorting session with principals, one participant spoke to the researcher and made the statement, "It has nothing to do with the principal or the school, a teacher will always find someone to blame if they can't handle it." That statement, although fairly negative, is a fairly decent summation of the findings of Factor Three. These school leaders put the focus on a teacher's ability to maintain balance and perspective without the external supports of school personnel or external resources.

Table 18

Factor Three: High-Positive and High-Negative Statements

Score	Cards	Statements
+4	4	The decision to remain as a teacher is most impacted by the amount of student behavior problems a teacher has to address.
+4	1	The decision to remain a teacher is most impacted by salary.
+4	38	The decision to remain as a teacher is most impacted by the ability to maintain a work-life balance.
+3	29	The decision to remain as a teacher is most impacted by a teacher feeling high levels of satisfaction in the job.
+3	12	The decision to remain a teacher is most impacted by the school administrator treating the teacher as a professional.
+3	21	The decision to remain as a teacher is most impacted by having an administrator that applies policies in a fair and consistent manner.
+3	13	The decision to remain a teacher is most impacted by the ability of an administrator to provide specific feedback to improve teaching.
-3	39	The decision to remain as a teacher is most impacted by the breaks that are received throughout the year (summer, holidays, etc.).
-3	36	The decision to remain a teacher is most impacted by the level of control a teacher has over the work environment.
-3	28	The decision to remain as a teacher is most impacted by the teacher's interest in the subject that they teach.
-3	43	The decision to remain as a teacher is most impacted by the knowledge that colleagues know you personally.
-4	42	The decision to remain as a teacher is most impacted by the opportunities for advancement in the profession.
-4	27	The decision to remain a teacher is most impacted by the teacher's agreement with district policies and procedures.

Table 18 (continued)

Score	Cards	Statements
-4	26	The decision to remain a teacher is most impacted by the teacher's agreement with state policies and procedures.

Interestingly enough, the participants who loaded to Factor 3 are leaders who work at the school level. Their positions range from novice administrators to retired administrators who have been brought back to support high needs schools. Five of the seven participants in this group currently work at the highest-needs schools in the district. From the sort results, these administrators put an emphasis on the day-to-day operations of a school. In high needs schools, the day-to-day operations are what take the most time for an administrator.

Consensus Statements

A consensus statement is a statement that is viewed by all participants of the sort in a similar manner. These statements were sorted by each participant in a similar manner, meaning that they are located in the same columns or areas indicating that all participants found these statements to be universally impactful or unimportant to the retention on beginning teachers, as is the condition of sort for this study. There were four statements that were identified as consensus statements. The statement with the greatest significance, with a z-score for each factor ranging from -1.39 to -1.66, was statement 26, which states, "The decision to remain a teacher is most impacted by the teacher's agreement with state policies and procedures." This statement was placed in the sort column of -4 for all three Factor groups. This means that universally, school and district administrators in the district felt that this was one of the least impactful elements in teacher retention. Statements by participants on the post-sort survey reflect this opinion:

Participant 2: Most teachers, in my opinion, do not keep up with the policy.

Participant 29: Beginning Teachers feel that they can't impact policy.

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Participant 1: Most beginning teachers don't realize the impact that policy and 'political impact' have on their day to day, like annual school calendars, number of students in a classroom, etc. (personal communication, February 7, 2017).

Another highly correlated statement was statement 27, which also had to do with policy but at the local level. The statement reads, "The decision to remain a teacher is most impacted by the teacher's agreement with district policies and procedures." This statement was placed in the -3 and -4 columns on the ideal factor sorts and had a z-score ranging between -1.39 and -1.62. Again, this statement was universally identified as having little to no impact on a beginning teacher's decision to remain in their current position or the field of education itself. Statement 20, "The decision to remain as a teacher is most impacted working in a student-centered environment," and statement 31, "The decision to remain a teacher is most impacted by feeling respected by the community," were universally seen as being neutral factors in beginning teacher retention, being placed in the -1 or 0 column in the sorts for all three identified Factors. Table 19 shows the statements and their relationships to each Factor.

Summary

From the data analysis, three distinct factors emerged. These factors were: Administration Matters, Job Satisfaction, and Working Conditions. These factors represent the distinct viewpoints held by school and district level administrators in a small, rural North Carolina school district. The viewpoints are what these leaders apply to their work with beginning teachers, which have large impacts on teacher retention. The purpose of the next chapter is to analyze the data through the lens of research from Chapter 2 and to provide a discussion of the implication for policy, practice and research for the district as well as the educational community.

Table 19

Consensus Statements

Statements	Factor One Values	Factor Two Values	Factor Three Values
20	-1	-1	-1
26	-4	-4	-4
27	-3	-3	-4
31	-1	0	-1

CHAPTER 5: DISCUSSION

Introduction

Initial findings of this study showed a shared viewpoint among all three factors. This viewpoint was that external factors mattered most. This chapter includes the major findings of the research study pertaining to school and district administrators' perceptions of factors that impact a beginning teacher's decision to remain in their position and the profession of teaching. These findings will be compared to the literature reviewed on the topic, the similarities and differences, as well as personal viewpoints found throughout the study. The discussions and data findings from this research topic will then be summarized and recommendations and implications of the findings on teacher retention will be presented, along with the perspective and learning of the researcher. An epilogue is also found in this chapter, with the two separate vantage points of the researcher further explored and the impact on her learning discussed.

Present among the findings are similarities and differences that exist between administrative perceptions found in the data collected between the three factors that were named in Chapter Four. These factors serve as themes that exist throughout the educational leadership community of the district studied. These factors were: Factor One: Administrative Support, Factor Two: Job Satisfaction and Factor Three: Working Conditions. Also examined are the similarities and differences that exist between administrative and teacher perceptions.

Thirty-one school and district level administrators were asked to complete a sort of forty-four statements that were created from three major data collection phases. School and district administrators where the chosen population for this research due to their distinct placement within the educational framework and their ability to impact beginning teachers. These phases were: the initial interviews with teachers, which collected personal beliefs on beginning teacher

retention; the sort conducted by district administrators; and the post sort surveys completed by the administrators who participated in the sort. Beginning and veteran teachers alike were sent an anonymous survey asking for their thoughts on the reasons that BTs remain in teaching and their beliefs on why BTs left. This phase gave a personal approach to this study. These findings in turn had responses that naturally focused on the personal nature of the teaching profession, with answers relating to pay, time allowed for familial responsibilities and the overall desire of most teachers to work with children. The second phase of data collection focused on the administrative attitudes towards teacher retention and had responses that relate to administrative impact, general supports and resources provided to beginning teachers, and an overall focus on job satisfaction. The final phase of data collection focused on digging deeper into administrative beliefs on retention and seeking personal ideas on what impacts a novice teacher's decision to remain in education. These comments broke the major factor headings down to a more personal level and elicited answers revolving around the level of support given to teachers and the detailed elements of job satisfaction, such as safety and work-life balance, that administration believe hold significant power for beginning teacher retention.

Summary of Factors

Factor One: Administrative Support

Participants in who factored into this group, recognized the huge impact that school administration has on a beginning teacher's decision to remain. This group of participants universally felt that administrative support was the greatest influencer of teacher retention. Participants of this Factor believed that an atmosphere of trust and an administrator created vision for the school, in addition to administrative support, were the three most influential elements on a beginning teacher's satisfaction with their job. These three areas of support,

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atmosphere and vision are three major elements of a principal's job description. These participants felt that if a beginning teacher did not feel as if they were trusted or were involved in the "gotcha game," then they would not be able to succeed in their position. They also believed that in order for a novice teacher to remain in their position, they would have to firmly see and believe in the vision that the principal had created for the school. School vision is the roadmap that many teachers follow to help navigate through the roadblocks that naturally occur in education. Having a strong leader-led vision helps beginning teachers know what direction they need to grow in.

This group of participants also had the role of the administrator placed in three of the four slots in the +3 column. These statements were:

Statement 17: The decision to remain a teacher is most impacted by having an administrator that is actively working to improve the school.

Statement 12: The decision to remain a teacher is most impacted by the school administrator treating the teacher as a professional.

Statement 13: The decision to remain a teacher is most impacted by the ability of an administrator to provide specific feedback to improve teaching.

These statements again echo the important role that a school administrator plays in providing the guidance that a beginning teacher requires to be successful. Participants believe that the principal sets the vision and mission for the school and must get on the ground level, by providing feedback, modeling the behaviors that are expected of BTs, and providing explicit feedback to novice teachers on their instruction and student learning.

Factor Two: Job Satisfaction

The participants who were part of this factor had a wide range of conditions that they felt were influential to beginning teacher retention, unlike Factor One participants who very clearly identified the school administrator as the most important factor. Factor Two participants believed that a high level of job satisfaction was the most indicative indicator of a BT remaining at their job. That statement was followed by the impact of salary and the perceived impact that a teacher felt they had on the students that they taught. Those three statements rounded out the +4 column of Factor Two's ideal sort.

Those three statements were clearly reflected in the post sort surveys and interviews that were conducted for this study. Many of the participants believed that there was a work-life balance that had to be struck in order to feel successful and remain teaching. This group of participants took a much more personal approach to the job and the definition of job satisfaction. This is seen in the set of statements that were placed in the +3 category of the ideal sort. These statements focused on a beginning teacher's desire to work with children (8), having administrative support (9), making a difference in students' lives (25) and the levels of student behaviors that they must address. These statements show that a teacher must feel satisfied that they have done their job appropriately and been supported by those around them while doing so.

The statements mentioned above range from salary, to student impact, to levels of support within the school. Those are vastly different areas of school factors but they all merge to create a level of job satisfaction. A beginning teacher must be able to support their families and live on the salary that they make. They must also be passionate about the students that they teach. The elements of Factor Two are beautifully summed up by Participant 30 who stated:

Becoming a teacher is an all-encompassing lifestyle change. Teaching is a way of life. Teachers feel torn between their biological babies and the student "babies" that they teach. I think that sometimes teachers feel that they have shortchanged their own families for their careers. They spend too much time away from their families and are not able to properly support them financially due to the low salaries. Feeling personally satisfied with my job is what keeps teachers teaching. It is a personal thing. It is what keeps them going as individuals.

Factor Three: Working Conditions

The participants in Factor Three placed a large emphasis on the conditions under which beginning teachers worked. The statements listed on the ideal sort as the most impactful were statements 4, 1 and 38: "The decision to remain as a teacher is most impacted by the amount of student behavior problems a teacher has to address," "The decision to remain a teacher is most impacted by salary," and The decision to remain as a teacher is most impacted by the ability to maintain a work-life balance." These are a combination of the elements that participants in Factors One and Two felt were impactful. The next four statements that were sorted in the high-positive category pertained to job satisfaction, being treated as a professional by school administration, fair and consistent application of policies and procedures, and feedback for improving teaching.

This group of participants put more of an emphasis on the physical aspects of teaching. This was seen in the post-sort survey responses and follow-up interviews. Elements that these participants listed and discussed as being crucial to beginning teacher retention were: resources available at the school to the teachers, mentor support, physical safety, professional development and student behavior. These are the ground level elements of support that impact a teacher's

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day-to-day operation in the classroom. Support and resources are the two pillars for the state's Working Conditions Survey. These elements are what teachers deem to be the most beneficial to their practice. These participants recognized that if a beginning teacher cannot manage the daily aspects of being a prepared instructor, classroom manager, and supported employee, then they could not be successful or satisfied with their position.

Findings and the Literature

This section focuses on how the findings of this research compare with the literature that previously exists on the research topic. Beginning Teacher retention is a much studied topic as it is hugely relevant to today's educational landscape. Researcher Richard Ingersoll has studied the trends of teacher retention for several decades. He found that attrition has increase over the last several decades and that nearly 50% of teachers leave the profession within their first five years (Ingersoll, 2012, p. 49). The purpose of this section is to compare side by side the findings from research on the topic of beginning teacher retention and attrition with the perceptions of school and district leaders in Granville County. This will be done in order to determine effective practices that should be further examined in order to lower beginning teacher attrition and increase retention in the district. By examining administrators perceptions and beliefs against literature and teacher perceptions, findings may emerge that can impact the turnover rates for the district.

Beliefs regarding beginning teacher support have been studied broadly and have yielded a universally accepted format that districts should implement in order to retain and grow beginning teachers. However, the current research aimed to look the perceptions of acting school administrators to see if there were commonalities or discrepancies between research and practice

that impact beginning teacher retention. The current study examined this research in order to

answer the following research questions:

1. What are the key factors influencing teachers' decisions to stay in or leave a district

    or the teaching profession?

2. What do school and district leaders identify as elements most impactful to a

    beginning teacher remaining in teaching?

3. Why do school and district leaders identify these elements as most effective?

Several common themes emerged from this study that align with the research, presented

previously, by all of the participants from Factors One, Two and Three.

Administrative Support

The role of a school administrator is no longer a managerial one. Being a principal is no

longer simply about handing discipline or being the person who makes sure that facilities are

clean and the staff is following the rules. Being a school leader now rests heavily on the word

leader. A principal must lead the school in vision. They must set the tone and create the

atmosphere that all stakeholder will take part in. They must model the behaviors and

expectations that surround instruction, discipline, respect and trust. They must now be

instructional leaders, able to provide specific feedback to teachers and offer suggestions to

strengthen teaching practices. School administrators must also be the cheerleaders for their

teachers who are over worked and under paid. And above all else they must be advocates for

both their students and their teachers. Participant 29 spoke to the fact that school leaders must be

strategic about their work. She stated that school leaders:

> must be strategic planners. They have to be able to envision and implement the bigger
>
> plan that exists within a school. They must have strong people skills and recognize that

the people matter, that knowing their people matter and be able to pull a team together. A school leader must be able to build a school culture that includes accountability, expectations, communication, and collaboration that build the structure of the school. (personal communication February 2, 2017)

All of the participants of this study agreed, in some form, that administration was a crucial aspect of beginning teacher retention. Whether it be general support, creation of a school vision and atmosphere, instructional feedback or consistency of policies and procedures, all thirty-one participants identified school level administration as the number one factor impacting a beginning teacher's decision to remain. Of the forty-four statements presented for sort, eight directly mention administration and several others allude to administrative influence. Of those eight statements, seven were present in at least one Factor's high-positive statement list. This illustrates that all three Factors saw administrative support and input as highly important to beginning teacher retention.

There is much literature that supports the notion that school building administrators have a great impact on teacher retention. Researcher Richard Ingersoll has studied teacher attrition for decades and has reported that a lack of appropriate administrative support is given as a main factor behind a beginning teacher's decision to leave teaching (Ingersoll, 2012, p. 49).

This is also echoed by research presented in the *American Educational Research Journal* that identified that teacher perceptions of administrators has a major impact on beginning teacher retention. This research found that feeling appreciated and supported by school administration while also being a part of the problem solving process at the school and being encouraged to collaborate with peers, were key factors in beginning teacher retention (Boyd et al., 2011). This aligns directly with the findings of this research, especially with the findings from Factor One

that found that those specific elements of administrative support were noted for being influential on teacher retention. Participant 2 stated: "Teachers need to know that they have administrative support and they are working in an environment that will allow them to grow."

As in this research study, Brown and Wynn (2009) interviewed principals on their strategies for retaining teachers. Their study focused on twelve principals who had low (less than 20%) turnover rates in their schools. The researchers' findings were similar to the beliefs of the administrators, especially in Factor One of this study. They found that hiring the people that were the best "fit" for their school was important. Just as participant 29 mentioned that recruiting and hiring the right people for the job was a major responsibility of an administrator. Brown and Wynn also reported that these successful principals created a shared vision among their teachers. Collective vision was highlighted by Participant 22 of this study when it was stated that, "The single most influencer of teacher retention is an administrator who has a vision that includes strategies for school improvement." And lastly, Brown and Wynn found that principals successful at retaining beginning teachers made themselves available to them and provided honest feedback, positive affirmation and the resources that they required.

In the beginning phases of creating the statements of sort for this study, teachers were asked to complete an anonymous survey where they were asked to list what they perceived to be the biggest influencers on beginning teacher retention. Both beginning teachers and veteran teachers were asked for their input. This gave some dimension to the study that would allow for the views and perceptions of a variety of stakeholders in education to be included in this study. While the study focused on beginning teachers, many veteran teachers have acted as mentors and colleagues to novice teachers and have a perspective on the topic. The researcher felt that it was important to reflect this viewpoint in the statements. The number one factor listed by the survey

participants was the school level administrator. Comments from the initial survey focused mainly on the importance of support and affirmation from school administration.

Research completed by Darling-Hammond in 2003, for an article titled "Keeping good teachers: Why it matters what leaders can do, focused on the four main factors that keep teachers teaching". Two of those four factors are covered under the three Factor headings that this research has found. The first factor was working conditions, which includes administrative support, which was covered in the previous section, and salary, which, will be reviewed in the following section.

Salary

As stated above, Darling-Hammond determined that salary played a vital role in keeping good teachers in the classrooms. The statement was made that beginning teachers are more impacted by this than veteran teachers may be. This is due to the fact that North Carolina has just recently begun to look at beginning teacher pay and making it comparable to other states. Beginning in the 2015-2016 school year the North Carolina Senate voted to increase teacher pay to a base salary of $35,000 for teachers in their first five years of teaching. This universal pay raise was the result of a decline in new teachers entering the teaching workforce in the state. Not only were fewer students entering the teacher preparation programs at the state's universities, they were also being scouted by other states with high pay grades.

Of the people who participated in the original survey that was used to collect data for the creation of the statements, over half of them stated "pay" or "salary," meaning lack thereof, as a reason that they believed that beginning teachers left the classroom or district. These original participants were educators themselves who were still teaching in the district at the time of the

survey. The literature focused on pay was solid and consistent with what teachers were talking about. The research for this study found mixed perceptions from active school administrators.

Participants in Factors Two and Three clearly felt that salary had a major impact on a beginning teachers decision to remain. Both of these Factor's ideal sorts placed the statement regarding pay, Statement 1: *The decision to remain a teacher is most impacted by salary,* in the +4 column. This data shows with clarity that the majority, twenty out of thirty-one, of the participants perceived salary to be a major influencer of a beginning teachers retention decision.

The participants who believed that salary was a major factor in teacher retention made their thoughts very clear in the post sort surveys. An overwhelming majority mentioned the lack of pay to beginning teachers and the impact on their personal lives.
A few of these comments are highlighted below.

Participant 19: "Teachers can't keep up with the cost of living"

Participant 13: "Salary affects how you and your family may be able to live."

Participant 8: "Being a teacher costs many teachers a lot of pocket money and with a low salary this can be discouraging."

Participant 28: "Teachers need to be able to live, not just survive."

An interesting point to this research point, is that the participants in Factor One, placed salary in the high-negative column of the ideal sort, which means that the universal viewpoint of the participants in this factor did not think that salary had much, if any, impact on a teacher's decision to remain in the classroom. And this data is supported by comments such as:

Participant 27: "Teachers have no control over these (salary) policies."

Participant 21: "Although this is important, salary does not make or break retention in North Carolina, all base salaries are the same."

Participant 13: "For what we do in this profession, we don't get paid enough but you

know that when you enter it."

Interesting that even the participants who listed salary as a low impact factor to retention, also

stated that they realized that salary was an important factor, simply not the main ones that impact

retention.

Collaboration

The literature supporting teacher collaboration is overwhelming. From research on

induction programing, the role that an administrator needs to play, and the professional and

instructional supports that need to be implemented to best support beginning teachers,

collaboration plays a large role. All teachers must be given the opportunity to collaborate with

their peers. This collaboration can look like Professional Learning Communities (PLCs), aligned

grade-level planning time daily or weekly, school and district level Professional Development

opportunities, or Induction programs such as Teacher Talks. There is not a one size fits all for

teacher collaboration but there is no shortage of programs, frameworks and research studies that

support the importance of collaboration on the practice and retention of novice teachers.

People new to the profession must be able to ask questions in a safe environment, to

people who have more experience and can give them ideas and feedback. Peer collaboration is

not an evaluative experience. It is a low stakes, high gains interaction that works to strengthen

personal relationships as well as professional knowledge. Most collaboration occurs at the school

level through PLCs and common planning. In some schools it also can occur through peer

observation and feedback (Cannone, 2014; Ingersoll, 2012; Wong, 2004).

Participant 13 shared her beliefs in the follow up interview regarding the most important

areas of support that impact a beginning teacher's decision to stay. In it she stated that,

"Collaborating with peers, especially regarding curriculum, planning, school procedures, and classroom management are the most important supports a new teacher can have."

Where participant follow-up interviews and post-sort responses spoke to the importance of collaboration, as did the initial surveys done by teachers, none of the Factors had collaboration in a high-positive position for teacher retention.

Top-Down and Graciousness

Overarching findings for the research show a larger trend of sorters, in this case school and district level administrators, feeling as though they generally have the largest impact on a beginning teacher's decision to remain teaching or in their current position. This is a very top-down attitude that has been adopted by the majority of the administrators in the district that was studied. Authors Peter M. Senge (1994), focus on a systems thinking approach in The Fifth Discipline Fieldbook. They specify that a top-down or bottom-up approach to organizational change is not effective. They put emphasis on a systematic structure that lays importance in the interconnectedness and perceptions of all of the people involved. It is not possible to have a school divided in half between "us" and "them." A top-down approach to schooling creates the potential for collapse. In the case of the district being studied, this collapse can be seen coming.

The administrators in this district repeatedly placed themselves at the center of importance for beginning teachers. Factor One, placed almost all of the focus on themselves and their impact, and participants in Factors Two and Three did as well to some extent. Be it a focus on relationships with administrators, feedback, recognition, or the external elements that a principal controls. This approach, where is does line up with some research on the importance of administrators on the retention of beginning teachers, is a fairly egocentric approach to leadership. These principals place the focus of the school on themselves, not on the teachers, and

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certainly not on the students and families that they serve. There is a level of graciousness that is universally absent from the leadership perspectives shared in this study.

Graciousness is a theme that authors Patricia M. Hughes and Bill Grace (2010) focus on in their work Gracious Space. Gracious space is a term defined as, "a spirit and a setting where we invite the 'stranger' and embrace 'learning in public'." It is a concept, a framework, and a technique for fostering understanding through graciousness and open-mindedness. Its strategies focus on building trust, collaborating through inquiry and listening. These are critical aspects needed in schools in order to bring cohesion and peace to a naturally chaotic dynamic. Leaders cannot expect that they are the fundamental piece in the school puzzle. They are only one piece and must work to build understanding of the varying perceptions that each stakeholder brings to the picture. Teachers, students, families, communities, and leaders are all part of the fabric of schooling. A graciousness of each of their beliefs and perspectives must be at the forefront for success.

Implications for Policy, Practice and Research

There are implications for policy, research, and educational practice based on the findings of this study. This section presents suggestions for policy changes at the district level for increased involvement and support of beginning teachers. The following section provides suggestions for practitioners, including district and school-based leaders. And finally a section devoted to identifying further research that could be done to explore the intricacies of beginning teacher support and ultimate retention.

Policy

This section includes recommendations regarding policy at district level that emerged from the study. This section will examine district policies of leader placement as well as the

involvement of administrators in planning district wide beginning teacher support programming. These are elements that are soundly researched based but are lacking in commitment to by educational leaders in the district at all levels.

As induction programming was universally seen as having little to no impact on a beginning teacher's decision to remain in the classroom from the perspective of current school and district administrators, school administrators should be included in the induction program process. As this element of support is widely regarding as having a high impact on beginning teacher retention, it is the recommendation of the researcher that the district include administrators in the induction program process. This process was created in order to better support beginning teachers. A lack of buy-in from local administrators in this process can greatly impact the program's effect on teachers.

As seen from the responses garnered by the participants of this study, most school administrators do not see the effectiveness of the induction program currently in place. It would be meaningful for the district to not only look at the induction program itself and the elements of support that it provides for new teachers, but also to look at a more effective way to include school administrators. It would be difficult for a school administrator to find the benefit of the program if they were unaware of the elements and benefits of such a program.

Like the induction program, effective mentoring was perceived to have little impact on a beginning teacher's decision to remain. Mentoring is another crucial piece of BT support that has been widely researched and reported on. One of the major elements of mentor support is having a mentor that is appropriately matched with a mentee. The literature details the importance of effective mentoring on a new teacher's decision to remain in the classroom.

Currently, the process of assigning mentors to beginning teachers is more of a numbers game in the county involved in this study. Many schools approach this process as simply a way to fulfill a requirement. Mentors are assigned to mentees based on numbers and availability instead of personality, background and commonalities in subject matter. It is a crucial element of the mentoring process that mentors be properly matched with the mentees that they are to support in order to be effective. A district wide look at how mentors are chosen, trained and assigned to mentees should be taken. This would provide a chance for the policy surrounding mentors be reevaluated and possibly adjusted to better meet beginning teachers' needs.

As school administrators are the frontline for helping to support beginning teachers, it would benefit all stakeholders for them to be involved in the process. A school administrator should be aware of their role in the process in order to better support novice teachers. There are many elements of the programming that are implemented to support new teachers to the district, as such, a principal who is present, aware, and part of the discussion regarding effective programming would benefit not only the beginning teachers but the district as a whole.

It is also imperative that mentors be properly trained in the mentoring process. The research feels that a deeper look at the mentoring preparation and training procedures should be taken. This would ensure that mentors were properly equipped to help novice teacher's transition into the role as a classroom teacher and grow as a practitioner.

The concept of graciousness can be applied in this study toward district leaders. It is vital that they know their people. Every person has their own personality, as does every school. Every leader has his or her style and pedagogical framework from which they operate. District leaders must be aware of these factors and place them in schools accordingly. If a principal's approach to leadership does not match and meld with the needs and focuses of a school, then chances are

high that conflict with occur. If a school operates from a place of distrust and conflict, there will be no chance for progress and unity to emerge. District leaders must know their people well in order to place them in a best-fit situation that will foster growth among all stakeholders for the benefit of the students and the communities that they serve.

Along with proper leadership matches for schools and a deeper knowledge of leader styles, District personnel should provide principals and assistant principals alike with proper ongoing training. District visions along with research are consistently changing. The skills, which a school leader acquired during their time obtaining their administrative degree, may not always be appropriate throughout their entire career. The district must implement leadership trainings annually that school administrators be required to attend. The trainings may be lead by district personnel but should also be led by outside entities current on best leadership practices. Keeping administrators current on effective practices will ensure that they do not become stale or ineffective at operating a school and supporting their stakeholders.

Practice

This section aims to provide recommendations based on the findings of this research that will help school building administrators in their practice of supporting beginning teachers. This is a role that has over time and due to budget cuts, lack on man power and overarching policies, been depleted from the once relationship centered practice to a more automatic movement. Administrators in many instances feel as if they do not have the time or resources to best provide the nurturing and support that a new teacher requires. There are some basic things a school administrator can do to help support their novice teachers that don't require money or extra resources.

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Administrators can come from a place of Graciousness to know the people that they work with. This concept can certainly apply to both district leaders and school building leaders. It is critical to know your people. This idea can interpreted two ways, the first being focused at the school leader. It is imperative that school leaders know the place from which a person is coming from. This goes beyond background and experience, this gets at the heart of how they operate as a human being. All people, especially the teachers in this study as well as the teachers in the concurrent study, want to be treated as professionals and treated in a consistent and fair manner (Tschannen-Moran, 2014). That is a basic human need and right. No one, administrators included, want to feel as if they are being spied on, undermined, or treated as being an inferior. Treating people as such eats away at the foundation of any structure.

Surprisingly, there were some participants in this study who frankly stated that their job as a school administrator was to micromanage their staff in order to make sure that they were doing what was required. Participant 13 stated in a follow-up interview that, "being in a work place that is micromanaged shouldn't make you leave, you just need to learn the expectations." That statement gets to the heart of the reasons why teachers, especially beginning teachers leave the profession. It is administrators with this mindset that drive them out. It creates an atmosphere of dominance in a school, which is counter to the universal belief that schools are a place of learning and exploration, two things that cannot be nurtured in such a top-down environment.

As the findings indicate, collaboration among beginning teachers is crucial for their development of knowledge and practice. A school administrator should pay special attention to the way that they create the schedule for teachers. It is imperative that time be scheduled into the school day and week that allow beginning teachers to work with their grade-level colleagues, as well as with their mentor. Professional Learning Communities, common planning times and

grade level meetings are ways for new teachers to engage in effective planning and sharing of ideas. These must be strategically placed in the daily schedule for beginning teachers. Time should also be allocated for the meetings between beginning teachers and their assigned mentors. In many cases these meetings happen only when necessary and not on a regular basis. A principal must create a time and a space in the school schedule that is specific for these gatherings.

Research

This study was created in order to collect and analyze data on current administrators' perceptions of the elements of the teaching profession that most impact a beginning teacher's decision to remain in the teaching profession. While this study revealed common factors among the groups of administrators participating in the study, there are still opportunities for further research based on the findings of this study. The following are potential areas for further research:

- An additional study focusing on the perceptions of the beginning teachers in the district on the factors that impact their decision to remain in teaching would be a powerful tool. Having teachers classified as beginning teachers sort the same statements as the participants in this study, would add a deeper level of understanding of the needs of the teachers that we are supporting. It would also highlight the disparities that may exist between the two groups and offer insight on how to close the gap and create a stronger atmosphere of trust and foster growth.

- This study only concentrated on school and district level administrators from one school district. An additional study could focus on administrators from a variety of districts that have similar demographics in order to see if the perceptions of this

subgroup of people are common throughout rural communities. This could add dimension to the implications of practice and policy in rural educational settings.

- The participants of this study had a wide range of administrative experience. An alternate study could focus on the perceptions of administrators in various phases of their leadership career and the shifting viewpoints that may be associated with experience.

- This study focused on the factors that impacted beginning teacher' decisions to remain in teaching. A comparative study could be done between beginning teachers and their veteran counterparts to see if there were changes in fundamental beliefs and viewpoints at different phases of a teaching career. This insight would have implications for district retention programming.

- A deeper look at the district policies and procedures that foster the universally held definition of administrator could be a powerful tool to strengthen leadership strategies among current and future school leaders. Programming currently in place to support leadership in the district could be impacted by the results of this study in tandem with additional research into the commonly held beliefs and methodologies held by school leaders.

- An additional study involving both beginning teachers and school administrators from across a wider area may provide a more in depth study on how the perceptions of administrators compare with those of beginning teachers and the underlying impact that they similarities or differences have on beginning teacher retention in certain geographical or demographic areas.

Research on teacher retention is extensive. However, there is a lack of research available focused on administrator perspectives on teacher retention. There are many factors that impact a person's decision to remain in teaching. These factors can be universal or they can be specific to the district or area where one teaches. Further research on what most impacts a teacher's decision to remain would be beneficial for districts as they create plans, hire leaders and implement programs focused on beginning teachers. Further research on administrative perspectives can also provide deeper insight to the culture and atmosphere that exist in school districts. This insight should be a catalyst for change if disparities and gaps are identified. Any further research conducted with beginning teachers in mind would help with the issue of retention that is seen not only in the district studied for this dissertation but for districts across the country who are facing the same challenge of high rates of beginning teacher turnover.

Summary

When research was being compiled for this study, the majority of the information regarding beginning teacher support and retention revolved around induction and mentoring programs. Researchers like Wong, Ingersoll, and a myriad of other experts in the field of education, wrote prolifically about the importance and need for structured induction programs. Frameworks and models of effective induction programs have been written. Outlines of the important elements of mentor support and interaction have been created. But the findings of this study focused on the perceptions of district and school level administrators, does not support the research. Of the three Factors determined in this research, none of them placed any statement regarding induction and mentoring into the high-positive category.

Of the thirty-one participants who completed the sort, fifteen had both statements 2 and 33, *The decision to remain a teacher is most impacted by having a high quality mentor* and *The*

decision to remain a teacher is most impacted by the induction program that a teacher participated in as a beginning teacher, respectively, in the negative impact columns. Only seven participants had both of those statements placed in the neutral to positive impact columns. Interestingly, nine participants had one statement in a high-impact position and a low-impact position. The statement regarding having a quality mentor was placed in the positive columns thirteen out of fifteen times, leaving the statement regarding the induction programming to be placed in neutral or negative-impact areas. This finding is significant to the research being done on this topic and the implications on district planning, as this is the complete antithesis of research done on the impact of mentoring on beginning teacher retention.

Another interesting point to highlight is that of the teachers that were initially surveyed, many said that breaks and school year scheduling were very important reasons why teacher stay in the classroom. This is counter to the beliefs of the administrators who took part in this study who unanimously placed the statement, *The decision to remain as a teacher is most impacted by the breaks that are received throughout the year (summer, holidays, etc.),* in the least significant category. The ideal sort for Factor One placed this statement in the -4 column, Factor Two had it in the -1 column and Factor Three had this statement located in the -3 column. This illustrates a discrepancy between teacher and administrative perceptions.

Another interesting point is that the majority of personal conversations with beginning teachers held by the researcher of this study, revolved around a general disagreement with the district policies and programs that are currently in place in Granville County. This statement, *The decision to remain a teacher is most impacted by the teacher's agreement with district policies and procedures*, was a consensus statement among all of the sorts, placed in the -3, -3, and -4

columns of the ideal sorts. Again, this is another variation on the perceptions of beginning teachers and school administrators.

Several common themes emerged from this research. Across all phases of data collection, several factors were present. These factors included administrative support and salary, being present as the most impactful elements of teacher retention and policy being universally ranked as least important on teacher retention. The two factors on retention, administrative support and salary are also two factors that are heavily prevalent in the current literature surrounding teacher retention. Numerous studies and articles presented in Chapter Two of this research outline the need for strong and consistent administrators to be present in schools in order to provide vision, feedback and moral support for beginning teachers. Salary is also a common theme within literature, both academic and popular, that stands out as a major factor in a beginning teacher's decision to remain in the field of education. Salary has recently become and even more prolific topic given that this study was conducted in North Carolina, a state that currently ranks at the bottom for teacher pay in the United States.

Administrative Support was a high-positive statement for Factors One and Two, being located in the highest +4 position for Factor One participants and +3 column for Factor Two sort participants. It was also listed a significant number of times by the teachers in the statement piloting process. Salary, was listed as the second most impactful factor on teacher retention by participants in Factors Two and Three, and was the most listed response by teachers as their reason for leaving the profession. These findings support that notion that both administrative support and salary are the most influential reasons beginning teachers are leaving the profession. An interesting caveat to the belief that salary is hugely impactful on teacher retention, were the responses from the Participants in Factor One, who universally felt that salary had little to no

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impact on beginning teacher retention. The ideal sort for Factor One placed statement 1 *The decision to remain a teacher is most impacted by salary,* in the -3 column, indicating that it was a less influential element of teaching retention.

Another interesting pattern emerged from the findings. The majority of administrators in the district felt that mentoring and induction programming had little, if any impact on beginning teacher retention. This finding is counter to the literature that exists of the topic. Educational leaders across the country have written volumes on beginning teacher induction programming and the need for proper mentor support. These are concepts that have not only been written about but they have been bought into by most school districts. Districts have spent thousands if not millions of dollars trying to implement researched based induction programs for new teachers. These ideas have become programs that are clearly mapped out. It appears that where these programs may be in place in this district and follow the guidelines accordingly, that they are not bought into by the administrators, as fewer than five administrators ranked them among their most impactful elements in the sort.

The recommendations set for by the research: include administrators in the district induction programming, provide beginning teacher with best-fit mentors, and come from a place of Graciousness to know your people, all revolve around a universal theme of bringing relationships back to the role of supporting beginning teachers.

Epilogue

To gain a deeper understanding of the impact of administrators' perceptions on a beginning teacher a parallel study was completed by another researcher, with similar aspects but one major difference, the participants in their study were teachers themselves. The concurrent study asked current teachers, from any range of experience, but from the same rural region of the

state, to complete a similar Inquiry sort using the same statements as this study. However, their condition of sort was: *What elements of the teaching profession are most influential on your decision to remain in education and at the school you are currently in*? The findings of that study were almost completely opposite of the findings of this study. The discrepancy between the two is a major finding in and of itself. It highlights the gap that exists between teachers and administrators on a variety of levels.

The major theme found in the other the study's results was that most teachers simply wanted to work with children. They were not motivated by financial incentives or in professional advancements. They did not require the external supports or collaborative relationships that administration typically requires. They entered the field knowing that they would never be paid adequately for the job that they did, so salary was generally not a factor. Most importantly, these teachers saw the role of the administrators as one of creating an atmosphere and culture of trust and respect. These teachers put the emphasis of education on the students that they teach and the individual needs that they strive to meet, not on the daily routine and interaction with their school leaders.

Those findings were similar to the experiences that I had my first years as a school administrator. As I struggled to transition from the classroom to the office side of things, I watched as our new teachers struggled to make the switch from student to practitioner. Each would walk in the doors full of energy and ideas, but by Christmas the tears became more frequent, Spring Break a new level of exhaustion had set in and by June we knew that they would not be back the following year. This was a pattern that I witnessed as an elementary school administrator as well as a high school administrator. The schools were different but the pattern was the same.

I could empathize with these beginning teachers because I too found it difficult to find my footing as a teacher my first year. Using the tools that I had gathered from my college courses and combining them with school expectation and a dose of reality was a challenge. From my first year as an administrator I began to make beginning teachers a more solidified priority. I couldn't always fix their frustration or undo their bad days but I could listen. I could be a confidant and sounding board. I could help them with the little things that made the day to day that much harder. I didn't do it because I was their school administrator. I did it because I was human.

This research topic came from an organic place. It also happened that this was an area that my school district was studying, as they were beginning to see trends of high turnover among the beginning teacher subgroup. Initially, the focus was on the perceptions of the beginning teachers themselves but as I got deeper into the literature and research, I became more interested in the viewpoints of the administrators. I knew how the beginning teachers felt, what I didn't know was how the administrators whose job it is to support and retain the beginning teachers felt. This is also a topic where little research exists. Over the years I had witnessed how strongly administrators impacted teacher retention but I didn't know why that was. Was it standard operating procedure to support beginning teachers as they did? Was it the training that they had received in their schooling for administration? Was it a personal and fundamental belief that guided their behaviors? Or was it something else?

Through this research I was tasked with not only continuing to be a practicing school administrator but also to remember what it was like to be a beginning teacher. To help with the latter, I completed a sort myself through the eyes of a twenty-one year old, first year teacher. This sort can be found in Figure 6. Though it has been some time since I was that, those

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Least Significant				Little/Neutral Significance				Most Significant
-4	-3	-2	-1	0	1	2	3	4
26	32	28	9	17	39	24	2	8
30	3	10	1	42	40	31	12	25
15	33	18	27	7	37	19	21	16
	22	14	41	20	43	4	34	
		13	5	6	38	23		
			11	44	29			
				36				
				35				

Figure 6. Sort from researcher's first year perspective.

emotions still run deep and the memories of the good, the bad and the downright ugly are still clear in my mind. The sort from my beginning teacher days is shown below.

Looking at this, my focus then was more about going in to work each day and doing no harm. With that I mean, going in to work every day with a smile on my face and a positive attitude, with a spirit focused on teaching and loving my students to the best of my ability. I remember focusing on the peanut allergies in my room, not how much planning time I had. I spent hours getting materials ready to make our very own pumpkin patch in the classroom for the students who had never been to one, not writing lesson plans. I spent countless nights stressed about how that meeting with a parent would go the next day, not on the staff meeting or professional development. Looking back at my sort, I remember why I became a teacher. Why I stayed awake, or worried, or got frustrated. I did those things because I had a room full of children that needed me to be the best version of myself that I could be. The results of my sort from my beginning year's perspective showed that I was impacted most by intrinsic motivators. I was teaching for the students and was driven by my own internal set of beliefs.

An interesting counter to my above sort is the sort that I completed for the purpose of this study through the eyes of a school administrator that I currently am. As an administrator, I now see things differently. That much is evident in the sort that I completed with the perspective that I have today on what impacts beginning teachers. Where there is still a purity of spirit, there is also a jadedness. There is a removed since of priority. There is a focus on the day-to-day factors that keep a school progressing. The underlying trend is that as an administrator, I feel that beginning teachers are more motivated by external factors, i.e. salary, administrators, relationships, etc. Maybe this perspective comes from the fact that eternal factors are the focus of

an administrator's job. Perhaps, we as administrators have placed our personal perspectives of our own jobs on beginning teachers and are operating to support them from the wrong place. I used a unique methodology to gain deeper insights into the school administrators' viewpoints on how to best support and retain beginning teachers. This methodology allowed me to hear the voices and stories of all of the participants and to bring practice and policy back to a very human level. In administration, so often we forget that not only we are human but the people that we work with and work for are human also. We get lost in the handbooks and toolboxes of the trade that we have been taught to live by. Hearing people's voices and their beliefs has made the role of school leader much more real and relevant again.

The implications of this research on the researcher also stand to be looked at. I fell right into the same trap that all of my colleagues did. We placed a higher emphasis on external factors and our own impact on beginning teachers. We placed a higher importance on ourselves then we did on the students that our new teachers teach. We placed the importance in a school on the administrator, not on the students. People don't decide to teach because they are excited about working with a great principal. People decide to teach because they want to be a positive influence in a child's life. This research will not only have impacts on district programming and supports for beginning teachers, but it will also impact me as I move forward in my own educational career.

School administrators are in a unique position to stem the tide of teacher attrition. What I learned from this study will not only help me to regain my perspective of why I do the job that I do but hopefully also bring awareness to the district and the leaders who work in it. In our society all students are required by policy to get an education. It is time to look at the practice that surrounds this policy to examine how we are supporting our students by providing them with

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the best-qualified and supported teachers. As research has indicates, school administration plays a large role in teacher retention. It is time to bring individuality and humanity back into the way that we as administrators support novice teachers.

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APPENDIX A: LITERATURE REVIEW TABLE

Citation	Findings
Cannone, E. M. (2014). *A case study of a school district induction and mentoring program for beginning teachers* (Order No. 3621065). Available from ProQuest Dissertations & Theses Global. (1545674248). Retrieved from http://search.proquest.com.jproxy.lib.ecu.edu/docview/1545674248?accountid=10639	The Belleview Induction and Mentoring Institute: - New Teacher Institute: 4 day training, orientation, curricular support, district expectations, school site orientation - 1:1 mentoring (mentors had 5 years' experience, training, matching content/level when able,) - PD (10 hours annually) Findings: there were no set definitions for any of the above programming and communication was lacking throughout the district
Ingersoll, R., & Strong, M. (2011). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research. *Review of Educational Research, 81*(2), 201-233. doi:0.3102/0034654311403323	-Typical of theory underlying induction is Zey's (1984) mutual benefits model, drawn from social exchange theory. This model is based on the premise that individuals enter into and remain part of relationships to meet certain needs, for as long as the parties continue to benefit. Zey extended this model by adding that the organization as a whole (in this case the school) that contains the mentor and mentee also benefits from the interaction. -The goal of these support programs is to improve the performance and retention of beginning teachers, that is, to both enhance and prevent the loss of teachers' human capital, with the ultimate aim of improving the growth and learning of students (see Figure 1). -some programs are primarily developed and designed to foster growth on the part of newcomers; in contrast, others are also

	designed to assess, and perhaps weed out, those deemed ill-suited to the job. Moreover, teacher induction can refer to a variety of different types of activities for new teachers—orientation collaborative periods, meetings with supervisors, developmental, extra classroom assistance, reduced workloads, and, especially, mentoring,
Ingersoll, R. (2012). Beginning teacher induction: what the data tell us. *Education Week.* Retrieved from http://www.edweek.org/ew/articles/2012/05/16/kappan_ingersoll.h31.html	Trends: -"ballooning" of teacher force mid-80s-late 2000s -creating a "greening" of teachers, or younger teachers in work force -40-50% of new teachers leave in their first 5 years p.49 -attrition of first year teachers has increased by one third over last two decades p.49 -" that beginning teachers, in particular, report that one of the main factors behind their decision to depart is a lack of adequate support from school administrators (Ingersoll, 2003). -beginning teachers taking part in an induction program "from about 50% in 1990 to 91% by 2008" p.50 Percent of 1st year teachers who received various support induction supports: Facetime with administrator 87% Mentor 81% Beginners Seminars 71% Collaboration with Colleagues 31% Teacher Aide 31% Reduced Course Load 17% -Induction has a positive effect
Kearney, S., & Boylan, M. (2015). Reconceptualizing beginning teacher	-The term induction has been used interchangeably with organizational

induction as organizational socialization: A situated learning model. *Cogent Education,* 1028713-1028713. doi:10.1080/2331186X.2015.1028713	socialization in business (Antonacopoulou & Güttel, 2010; Cooper-Thomas & Anderson, 2006; Gherardi & Perrotta, 2010) and has been used in education to mean mentoring (Wong, 2004), orientation (Martinez, 1994), and professional socialization (Lawson, 1992) -The opportunity for beginning teachers to learn within a professional learning community that cultivates their preparation through collaboration with experienced members of the community, and inversely allows them to contribute back to the community, are fundamental ingredients for a successful induction program (Kearney, 2013).
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, September). *WWC review of the report: Impacts of comprehensive teacher induction: Final results from a randomized controlled study.* Retrieved from http://whatworks.ed.gov	Intervention Group received: - Veteran mentors spending 2 hours face to face with mentee (reviewing lesson plans, student work, observations, etc) - monthly PD - study groups -observations by veteran teachers Outcome on retention: - Not statistically significant
Wiebke, K., & Bardin, J. (2009). New teacher support. *Journal of Staff Development, 30*(1), 34-36. Retrieved September 1, 2015, from www.nsdc.org	-primary reason for leaving teaching: lack of support and poor working conditions - The Alliance for Excellent Education defined comprehensive induction programs as having: high-quality mentoring (trained, full time), common planning time, ongoing PD (content, diverse learning needs, student management, external collaborative network of teachers, standards based evaluation - old school "buddy" mentors not effective p. 35

	mentoring requires strong principal support - mentoring should focus on standards based and data driven conversations (with some emotional support) -p.36 second year teachers benefit more from mentoring than first year because they are able to focus on instructional improvement
Wong, H. (2004). Induction programs that keep new teachers teaching and improving. NASSP Bulletin, 88(638), 41-58.	" Induction is a systemwide, coherent, comprehensive training and support process that continues for 2 or 3 years and then seamlessly becomes part of the lifelong professional development program of the district to keep new teachers teaching and improving toward increasing their effectiveness." p.2 "Mentors are an important component, perhaps the most important component of an induction program, but they must be part of an induction process aligned to the district's vision, mission, and structure. For a mentor to be effective, the mentor must be used in combination with the other components of the induction process." p.2 Figure 3. Difference between mentoring and induction p.5 Study from 5 countries p. 6: Induction should be: Comprehensive, Professional Learning Experiences, Collaboration Elements of a successful induction program:p.8 • Begin with an initial 4 or 5 days of induction before school starts

	• Offer a continuum of professional development through systematic training over a period of 2 or 3 years • Provide study groups in which new teachers can network and build support, commitment, and leadership in a learning community • Incorporate a strong sense of administrative support • Integrate a mentoring component into the induction process • Present a structure for modeling effective teaching during inservices and mentoring • Provide opportunities for inductees to visit demonstration classrooms. • Teachers remain with a district when they feel supported by administrators, have strong bonds with their colleagues, and are collectively committed to pursuing a common vision for student learning in a performance oriented culture as they build capacity and community. p.12
Alison Fox Rosemary Deaney Elaine Wilson, (2010),"Examining beginning teachers' perceptions of workplace support", Journal of Workplace Learning, Vol. 22 Iss 4 pp. 212 - 227 doi.org/10.1108/13665621011040671	-BTs learn through collaboration, action, reflection and dialogue -networking and collaborative opportunities should be held both within the school and outside the workplace
Grossman, P., & Thompson, C. (2004). District Policy and Beginning Teachers: A Lens on Teacher Learning. *Educational Evaluation and Policy Analysis, 26*(4), 281-301. Retrieved August 28, 2015, from http://www.jstor.org/stable/3699509	The support that a district gives, including the assignments to beginning teachers, curricular support, assessments designed, environment created, discussions had, and resources given, impact a beginning teacher's idea of teaching. Professional Development set clear expectations, direction and specific training for new teachers which impact their practice. A district should take responsibility for

	training and molding their teachers.
Killeavy, M., & Moloney, A. (2009). Reflection in a social space: Can blogging support reflective practice for beginning teachers? *Teaching and Teacher Education, 26*, 1070-1076. doi:0.1016/j.tate.2009.11.002	-Developing a reflective approach to practice is now viewed as one of the key activities in the development of the professional -teachers' approaches to reflection on practice, at individual or group level and where this fits in the overall institutional and policy context is relevant to the development of professional cultures.
Lemaire, J. (2014). Improved Support for beginning teachers. *Education, 95*(1), 3-3.	Adoption of a BT support program that allows new teachers time to: observe others' classroom instruction, engage in professional reflection and discussion, to create assessments and analyze student data, participate in individualized PD, work toward higher education and certifications Mentors will be released for one hour per week from their duties to work with BTs The district hired new teacher mentors to work across the district with temporary teachers
Our Position & Actions on Professional Pay. (2015). Retrieved from www.nea.org	The National Education Association made a statement on professional pay for teachers. -Pay-related turnover is especially high for minorities, males, and teachers under the age of 30. -NEA is advocating for a $40,000 starting salary for all pre-K-12 teachers, and appropriate professional pay for higher

	education faculty and staff.
Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal, 48*(2), 303-333. doi:10.3102/0002831210380788	Teacher perceptions of their administrators has the greatest influence on a teacher's decision to stay or leave -receive recognition/support -feel respected & appreciated -encouraged to change teaching methods if not working -collaboration encouraged -instructional planning based on assessment -teachers help solve school problems -agreement among staff about the school mission
Brown, K. M., & Wynn, S. R. (2009). Finding, Supporting, and Keeping: The Role of the Principal in Teacher Retention Issues. *Leadership And Policy In Schools*, 8(1), 37-63.	This study interviewed 12 principals with low turnover-attrition rates (less than 20%) in a district with high turnover/attrition rates (42%) to identify strategies these principals use to retain teachers. There were 45 schools total in this district serving 45,000 students. The lit review for this study included great statistics on teacher attrition/retention. -look for "fit"- look for applicants that have personalities that will work with the personalities you have on staff, make intentional placement decisions and nurture bonds between the new and veteran staff, shared values key -shared vision/values among staff and an agreement on what that looks like every day in the classroom -supporting new teachers- be open and available, provide affirmation and resources, build capacity -support focuses on "growth and development, not evaluation and punishment" -Relationships- know your teachers personally, "family feel", consistent and fair -Situational leadership- leadership styles

	change dependant upon the situation The school is a professional learning community for all -Shared leadership
Darling-Hammond, L. (2003). Keeping good teachers: Why it matters what leaders can do. Educational Leadership, 60(8), 6-13.	4 major factors influence a teacher's decision to leave: -working conditions- administrative support, lack of resources, teacher input in decision making -salaries- leave for higher paying jobs or districts; this factor is more important to teachers beginning their career -teacher preparation- inadequately prepared; the more training teachers receive during college, the more likely they are to remain in education; those who enter teaching through alternative licensure pathways are less likely to remain in education -mentoring support- programs have to be designed with opportunities for the new teacher to learn from a veteran teacher rather than by trial and error
Tomon, Catherine. (January 2009). *The Impact of Principal Leadership on Working Conditions and Teacher Retention in North Carolina Middle Schools* (Doctoral Dissertation, East Carolina University). Retrieved November 11, 2015 from the Scholarship. (http://hdl.handle.net/10342/2214.)	-teachers with positive perceptions of their school's working conditions were more likely to remain at their school -respondents that were planning to remain at their current schools agreed that the leadership of the school was working to improve the school, specifically an atmosphere of trust and respect, shared vision, feedback for instructional improvement, addressing teacher concerns, -school leadership is the factor that most impacts a teacher's decision to remain at their school
Urick, A. M. (2012, May 1). To What Extent Do Typologies of School Leaders across the	-no matter what type of leadership style a principal has, there will always be those within the school with varying perceptions of

U.S. Predict Teacher Attrition? A Multilevel Latent Class Analysis of Principals and Teachers. *Online Submission*, 2012. *ERIC*, EBSCO*host* (accessed November 10, 2015).	principal and teacher leadership -teacher satisfaction with a principal varies dependant on the fit of the teacher with the principal's leadership style -transformational leadership is necessary for shared instructional leadership -teachers who work with "controlling" principals were more likely to leave their position at that school but not necessarily to leave education -leadership is multidimensional and leaders practice multiple leadership styles -teacher perceptions of leadership are influenced by their satisfaction with the principal and their view of their fit within the school -correlation between leadership styles and teacher styles that contribute to teacher retention/attrition -principals need to be aware of which teachers feel like they don't have principal leadership and find ways to incorporate these teachers into the school leadership to feel supported
Wong, H. (2004). Induction programs that keep new teachers teaching and improving. NASSP Bulletin, 88(638), 41-58.	- admin needs a deep understanding of the teachers and students that they lead - need to collaborate and want to teach the teachers - develop meaningful school based PD -" work with a firm conviction that all teachers have the potential to become effective teachers" - need to be role models and instill passion
Angelle, P. (2002). Mentoring the Beginning	Lower performing schools had mentoring

Teacher: Providing Assistance in Differentially Effective Middle Schools. *The High School Journal, 86*(1), 15-27. Retrieved November 7, 2015, from http://www.jstor.org/stable/40364342	programs where the mentor saw themselves as simply completing required paperwork for the district mentoring program, or taking a passive role (i.e. disseminating information about the school, making staff introductions), sink or swim mentality Effective schools mentors offered moral support, sounding board, frequent meetings, address needs beyond the district protocols. classroom management, and day to day housekeeping (gradebooks, parent conferences, etc.)
Barrera, A., Braley, R., & Slate, J. (2010). Beginning teacher success: An investigation into the feedback from mentors of formal mentoring programs. *Mentoring & Tutoring: Partnership in Learning, 18*(1), 61-74. doi:10.1080/13611260903448383	a mentoring program must have very clear goals school administration should be a piece of the mentoring program, providing feedback to both the mentor and mentee, and setting clear expectations for the mentoring program mentors must be given adequate time to observe and provide feedback to their mentee from the admin, and should be located near their mentee in the building targeted staff development should be provide to beginning teachers based on the populations that they teach
Boreen, J., & Niday, D. (2000). Breaking through the Isolation: Mentoring Beginning Teachers. *Journal of Adolescent & Adult Literacy, 44*(2), 152-163. Retrieved August 8, 2015, from http://www.jstor.org/stable/40013535	Elements of mentoring through: modeling, illustrating theory and practice, affirming, questioning, qualifying and reflecting Mentors should be competent professionals in both practice and theory Peer mentoring should in theory allow for professionals to engage in positive exchanges of professional language and ideas
Brooks, V. & Sikes, P. (1997) *The good mentor guide* (Buckingham and Philadelphia, Open University Press).	It is important that the mentors are well-informed about the aims of the mentorship, as well as the needs of the mentee. Mentor

	training should involve activities that support the mentors' own professional development and give them the tools to discuss and meet new teachers' needs and questions
Clutterbuck, D. (2001) *Everyone needs a mentor: fostering talent at work* (3rd edn) (London, The Chartered Institute of Personnel and Development).	Mentor competencies • Self-awareness (understanding self) • Communicating • Sense of proportion/humour • Interest in developing others • Goal clarity • Behavioural awareness (understanding others) • Conceptualizing • Business/professional knowhow • Committed to own learning • Relationship management
Evertson, C. M., & Smithey, M. W. (2000). Mentoring effects on proteges' classroom practice: An experimental field study. Journal of Educational Research, 93,294-304.	Teachers with trained mentors had better classroom organization, management and student engagement in first year.
Fick, V. E. (2011). *Mentoring Programs: Key Differences in Support for Beginning Teachers* (Doctoral dissertation). Liberty University, Lynchburg, VA.	- The researcher found that although administrators in high turnover schools profess to being aware of the importance of mentoring programs and BTs support, many responded that their high turnover rate was due to teacher deficiency, not lack of support - teachers in high turnover schools were less likely to receive follow up training and PD -there was a gap between knowledge and practice of how a proper mentoring program should work in the high turnover school
Gardner, L. (2015). Principals' perceptions about elements of mentoring support That most impact the development of a new principal's leadership capacity (Unpublished	-benefits of principal mentoring: networking, clarity in job, collaboration, learning from veteran administrators, etc -institutionalized mentoring (district vision

doctoral dissertation). East Carolina University, Greenville, North Carolina.	and expectations): mentor selection, proper training, structured program. clear focus on learning curriculum, instruction, organizational practices,
Hallam, P., Chou, P., Hite, J., & Hite, S. (2012). Two Contrasting Models for Mentoring as They Affect Retention of Beginning Teachers. *NASSP Bulletin, 96*(3), 243–278-243–278. doi:10.1177/0192636512447132	-Teachers who come from an unconventional path (e.g., Teach for America) have a higher chance of leaving the profession than those who emerge from a traditional teacher education program (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2006) -studies have shown an important connection between teacher retention and contextual factors within the school, especially administrative support, staff associations, teacher impact, student performance, safety, and facilities (Hirsch, Emerick, Church, & Fuller, 2006; Loeb, Darling-Hammond, & Luczak, 2005) -The word *mentor* comes from Homer's epic *The Odyssey* (trans. 1969). During Ulysses's absence, his son Telemachus was left in the care of his father's trusted friend Mentor, who taught and guided in his transition from boyhood to manhood -When beginning teachers participate in mentoring programs, retention is substantially increased because they experience improved support, better working conditions, and increased job satisfaction (Brill & McCartney, 2008; Flesch, 2005; Guarino, Santibanez, Daley, & Brewer, 2004; Ingersoll, 2007; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011). -Increased teacher retention results in a more experienced faculty, which affects student performance (Fullan, 2006; Ingersoll & Strong, 2011). -improved retention enables an organization to develop and implement effective induction

	and professional development programs and maintain quality collaboration and instructional programs necessary to sustain student learning (Darling-Hammond & Bransford, 2005; Guin, 2004; Ingersoll & Strong, 2011). -modeling and support: instructional support, networking, collaborative relationships, empowerment and instilling confidence -personal relationships: critical, mutual awareness, openness and respect -Professional Learning Communities: collaboration and reciprocal learning -beginning teachers rated their in-school mentors and collaborative PLC teams high in both development and communication -distirct coaches ranked lower -The combination of in-school mentors and collaborative PLC teams in Asher's mentoring model, which provided closer proximity and higher communication intensity, may have helped better retain beginning teachers during their first year. - on-site mentors more effective than district or off-site mentors (p. 262)
Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: a critical review of the research. *Review of Educational Research*, 81(2), pp. 201-233. doi: 10.3102/0034654311403323	Comparative study on a number of studies conducted on the impact of induction programming and mentoring programs for beginning teachers.
Lindgren, U. (2005). Experience of beginning teachers in a school-based mentoring Program in Sweden. *Educational Studies*, 31(3), pp. 251-263.	mentorship programs provide newly graduated teachers with the assistance needed during the difficult transition from preservice education to actual classroom teaching building relationships, setting personal goals and having informed educational discussions create positive outcomes on mentees

McCollum, I. (2014). *Beginning Teachers' Perceptions of a Teacher Mentoring Program* (Doctoral dissertation). Walden University.	Findings indicated that beginning teachers acknowledged a need for additional support; those interviewed felt the need for professional development with attention to instruction, classroom management, and mentoring. A district program was designed to introduced beginning teachers to the idea and process of being a mentee, while also providing instructional support, and developing Personal Growth Plans with their mentor
Jim O'Brien & Fiona Christie (2005) *Characteristics of support for beginning teachers: evidence from the new Teacher Induction Scheme in Scotland, Mentoring & Tutoring: Partnership in Learning*, 13:2, 189-203, DOI: 10.1080/13611260500105535	mentoring is both an instructional and psychological task. A mentor must help make a beginning teacher feel good about themselves and their work while also helping to give objective feedback, instructional support, etc.
Ohio Department of Education, Center for the Teaching Profession and Ohio Educator Standards Board. (2011). *Ohio's Model Peer Assistance and Review (PAR) Program.* Ohio.	Peer Assistance for all teachers, not simply BTs The model program shall include the following elements. -Releasing experienced classroom teachers from instructional duties for up to three years to focus full-time on mentoring and evaluating new teachers and underperforming veteran teachers through classroom observations and follow-up meetings; -Professional development for new and underperforming teachers that is targeted at their instructional weaknesses; -A committee comprised of representatives of teachers and the employer to review teacher evaluations and make recommendations regarding the teachers' continued employment. -Program must provide the intensive support gvers appropriate training, there must be adequate funding and support, a clear vision

	and mission from the district to apply across the district, collaboration between administrators and all stakeholders, a climate focused on growth, development, and evaluation of teachers for the purpose of improved instruction
Ratliff, M. B. (2013). *Beginning Teacher Mentoring Program in a Small Rural District in North Carolina* (Doctoral Dissertation). Wingate University, Wingate, NC.	beginning teachers must: share knowledge, reflect on their practice, vent frustrations, observe master teacher, participate as a member of a learning community, and create a sense of responsibility for their own learning, growth, and development as teacher practitioners.
Rockoff, J. E. (2008). Does mentoring reduce turnover and improve skills of new employees? Evidence from teachers in New York City (Working Paper 13868). Cambridge, MA: National Bureau of Economic Research. Retrieved from http://13 868	limited evidence that these measures of mentoring quality had large impacts on teacher absences, teacher retention, and student achievement. My most consistent findings are that teachers whose mentor had prior experience working in their school were more likely to return to teaching in their schools, and that other types of support for new teachers (e.g., common planning time) help increase retention
Smith, T., & Ingersoll, R. (2004). What Are the Effects of Induction and Mentoring on Beginning Teacher Retention? *American Educational Research Journal, 41*(3), 681-714.	Lower attrition for teachers having different types of induction programming, ie.e mentor in same subject, collaboration with colleagues No decrease in attrition for teachers with a reduced teaching load or a teacher's aid in the first year

*East Carolina
University*

Title of Research Study: School and district leader perceptions on beginning teacher retention

Principal Investigator: Elizabeth Moran, under the guidance of Dr. Matthew Militello

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Please provide a unique identifier that you will remember:_____

Condition for Sorting the Statements—keep this statement in mind as you sort the statements:
What factors do you as a school or district leader feel impact a beginning teacher's decision to stay in the district or profession?

Q Sort Instructions:

1. Lay out the number cards from left to right with the negative (-) numbers on your left (see picture below):

2. Read through all **44** cards to become familiar with the statements.

3. As you read through the statements for a second time, organize them into three piles:

   ▪ On the right, place the cards that you feel are **most representative of what you believe are the elements that are the most influential towards a beginning teacher's decision to remain in teaching.**
   ▪ On the left, place the cards that are least representative.
   ▪ In the middle, place the cards that you feel less certain about.

4. Beginning with the pile on the right, place the **three** cards that you **agree** with the most under the +**4** marker.

5. Now, turning to your left side, place the **three** cards that you **disagree** with the most under the **-4** marker.

6. Continue this process until all the cards are placed. You are free to change your mind during the sorting process and switch items around.

7. When completed, you should have the following number of cards under each row:

- You should have **3** cards under markers +**4** (most **agree**) and -4 (least **agree**).
- You should have **4** cards under markers +**3** (**agree**) and -3 (**disagree**).
- You should have **5** cards under markers +**2** (slightly **agree**) and -2 (slightly **disagree**).
- You should have **6** cards under markers +**1** (slightly **agree**) and -1 (slightly **disagree**).
- You should have **8** cards under marker **0** (**neutral**).

8. Your sorted cards should match the diagram below. After sorting the cards, please record the number on the cards onto the diagram below in the order in which you placed them. KEEP YOUR CARDS OUT—you will need them to answer the follow-up questions.

Post Q Sort Interview Questions:

1) Please list a few of the cards in the +4 column and your reasons for placing it there.

Card #:_____

Card #:_____

2) Please list a few of the cards in the -4 column and your reasons for placing it there.

Card #:_____

Card #:_____

3) Were there specific statements that you had difficulty placing? *Choose one and please list the number of the statement and describe your dilemma.*

Card #:_____

5) Is there a statement that you would have like to see in the sort? If so, what would the card have said and where would you have placed it?

6) In order, what are the three most important factors you believe are the most influential towards a beginning teacher's decision to remain in teaching? Why are they important and how could school and district leaders offer these experiences?

7) Would you be willing to participate in a post-sort focus group interview?

APPENDIX C: POST-SORT FOCUS GROUP PROTOCOL

*East Carolina
University*

Title of Research Study: School and district leader perceptions on beginning teacher retention

Principal Investigator: Elizabeth Moran, under the guidance of Dr. Matthew Militello

Please provide a unique identifier that you will remember:_____

Participants with significant loading on a particular factor will sit with other participants who loaded on the same factor. Loading on a common factor represents a statistically significant shared perspective. The purpose of this focus group interview is to gain additional insights about why participants have their perspectives.

After performing factor analysis on all of the responses, your responses are statistically similar to those shown in the model sort.

Condition for Sorting the Statements—as a reminder, keep this statement in mind as you participate in the focus group interview process: *What factors do you as a school or district leader feel impact a beginning teacher's decision to stay in the district or profession?*

1)   Who is in your group? Describe any similarities and/or differences (e.g., demographics, job, etc.).

2)   Which statements best represent your shared perspective?

3)   What has had the greatest impact on how you sorted your cards the way you did? (Examples- past experience, courses, current knowledge, etc.). Please explain your answers.

4)   What name would you assign that represents the perspective illustrated by this model sort? Explain why and the meaning associated with that name—use card statements to provide justification for your name.

East Carolina
University

**Consent to Take Part in Research that has
Potentially Greater than Minimal Risk
Information You Should Think About Before Agreeing to
Take Part in This Research**

Title of Research Study: School and district leader perceptions on beginning teacher retention

Principal Investigator: Elizabeth Moran, under the guidance of Dr. Matthew Militello

Researchers at East Carolina University (ECU) study issues related to society, health problems, environmental problems, behavior problems and the human condition. To do this, we need the help of volunteers who are willing to take part in research.

Why am I being invited to take part in this research?
The purpose of this study is to seek to understand what factors most impact a beginning teacher's decision to remain teaching. As a school or district leader, you are being invited to take part in this research to seek your perceptions, viewpoints, and insights about how you feel that beginning teachers best feel supported. You are being asked to take part in the study by participating in a Card Sort Exercise. Your participation in this study is voluntary. The decision to take part in the research is yours to make. You have the right to participate, to choose not to participate or to stop participating at any time without penalty. By conducting this research, we hope to obtain findings to the following research questions:

   The research questions that will frame this study are outlined below.
   4. What has research shown are the key factors influencing teachers' decisions to stay in or leave a district or the teaching profession?
   5. What do school and district leaders identify as elements most impactful to a beginning teacher remaining in teaching?
   6. Why do school and district leaders identify these elements as most effective?

If you volunteer to participate in this research, you will be one of about 40 people to do so.
Are there reasons I should not take part in this research?
There are no known reasons for why you should not participate in this research study. In addition, there are no known risks to participating in the card sorting exercise.
What other choices do I have if I do not take part in this research?
You can choose not to participate.

Where is the research going to take place and how long will it last?
The research will be conducted at Granville County Public Schools Central Office at 101 Delacroix St, Oxford, NC 27565. The total amount of time you will be asked to volunteer for this study is approximately one hour.

What will I be asked to do?
You will be asked to sort 44 cards. These cards have statements about mentoring support printed on them and your task will be to sort them according to your own beliefs and viewpoints. This process should take approximately one hour. After sorting the cards, you will be asked to complete a brief questionnaire about the statements and why you placed specific statements in certain areas on the distribution grid. In addition, you will be asked some general demographic data. Your card sort and your responses to the questionnaire will remain confidential.

What might I experience if I take part in the research?
We do not know of any risks (the chance of harm) associated with this research. Any risks that may occur with this research are no more than what you would experience in everyday life. We do not know if you will benefit from taking part in this study. There may not be any personal benefit to you but the information gained by doing this research may help others in the future.
Will I be paid for taking part in this research?
We will not be able to pay you for the time you volunteer while being in this study.

Will it cost me to take part in this research?
It will not cost you any money to be part of the research.

Who will know that I took part in this research and learn personal information about me?
ECU and the people and organizations listed below may know that you took part in this research and may see information about you that is normally kept private. With your permission, these people may use your private information to do this research:
- Any agency of the federal, state, or local government that regulates human research. This includes the Department of Health and Human Services (DHHS), the North Carolina Department of Health, and the Office for Human Research Protections.
- The University & Medical Center Institutional Review Board (UNCIRB) and its staff have responsibility for overseeing your welfare during this research and may need to see research records that identify you.

How will you keep the information you collect about me secure? How long will you keep it?
The information in the study will be kept confidential to the full extent allowed by law. Data will be stored securely on a computer and in a location of which only the researcher has access. No reference will be made in oral or written reports that could link you to the study.

What if I decide I do not want to continue in this research?

You can stop at any time after it has already started. There will be no consequences if you stop and you will not be criticized. You will not lose any benefits that you normally receive.

Who should I contact if I have questions?
The people conducting this study will be able to answer any questions concerning this research, now or in the future. You may contact the Principal Investigator at phone number 919-693-9161 (days, 8:00 am – 4:00 pm) or email moraneh@gcs.k12.nc.us.

If you have questions about your rights as someone taking part in research, you may call the Office of Research Integrity & Compliance (ORIC) at phone number 252-744-2941 (days, 8:00 am – 5:00 pm). If you would like to report a complaint or concern about this research study, you may call the Director of the ORIC at 252-744-1971.

I have decided I want to take part in this research. What should I do now?
The person obtaining informed consent will ask you to read the following and if you agree, you should sign this form:

- I have read (or had read to me) all of the above information.
- I have had an opportunity to ask questions about things in this research I did not understand and have received satisfactory answers.
- I know that I can stop taking part in this study at any time.
- By signing this informed consent form, I am not giving up any of my rights.
- I have been given a copy of this consent document, and it is mine to keep.

Participant's Name (PRINT)   **Signature**   **Date**

Person Obtaining Informed Consent: I have conducted the initial informed consent process. I have orally reviewed the contents of the consent document with the person who has signed above and answered all of the person's questions about the research.

Person Obtaining Consent (PRINT)   **Signature**   **Date**

East Carolina
University

Informed Consent to Participate in Research
Information to Consider Before Taking Part in Research
That Has No More Than Minimal Risk

Title of Research Study: School and district leader perceptions on beginning teacher retention

Principal Investigator: Elizabeth Moran, under the guidance of Dr. Matthew Militello

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Researchers at East Carolina University (ECU) study issues related tot society, health problems, environmental problems, behavior problems and the human condition. To do this, we need the help of volunteers who are willing to take part in research.

Why am I being invited to take part in this research?

The purpose of this study is to seek to understand what factors most impact a beginning teacher's decision to remain teaching. As a school or district leader, you are being invited to take part in this research to seek your perceptions, viewpoints, and insights about how you feel that beginning teachers best feel supported. You are being asked to take part in the study by participating in a Card Sort Exercise. Your participation in this study is voluntary. The decision to take part in the research is yours to make. You have the right to participate, to choose not to participate or to stop participating at any time without penalty. By conducting this research, we hope to obtain findings to the following research questions:

The research questions that will frame this study are outlined below.

1. What has research shown are the key factors influencing teachers' decisions to stay in or leave a district or the teaching profession?
2. What do school and district leaders identify as elements most impactful to a beginning teacher remaining in teaching?
3. Why do school and district leaders identify these elements as most effective?

If you volunteer to participate in this research, you will be one of about 40 people to do so

Are there reasons I should not take part in this research?

There are no known reasons for why you should not participate in this research study. In addition, there are no known risks to participating in the post-sort interview.

What other choices do I have if I do not take part in this research?
You can choose not to participate.

Where is the research going to take place and how long will it last?
The research will be conducted at Granville County Public Schools Central Office at 101 Delacroix St, Oxford, NC 27565. The total amount of time you will be asked to volunteer for this study is approximately one hour.

What will I be asked to do?
If you agree to participate in this stage of the study, you will be asked to participate in an interview as a follow-up activity to the previous card sorting exercise. Interview questions will focus on the findings of the Q-sort and will be used to seek a deeper understanding of your viewpoints and perceptions about the factors that emerged during the sort and its analysis. Reflection questions will be asked to gain understanding of the rank value you assigned certain factors in the rank order.

What might I experience if I take part in the research?
We do not know of any risks (the chance of harm) associated with this research. Any risks that may occur with this research are no more than what you would experience in everyday life. We do not know if you will benefit from taking part in this study. There may not be any personal benefit to you but the information gained by doing this research may help others in the future.

Will I be paid for taking part in this research?
We will not be able to pay you for the time you volunteer while being in this study.

Will it cost me to take part in this research?
It will not cost you any money to be part of the research.

Who will know that I took part in this research and learn personal information about me?
ECU and the people and organizations listed below may know that you took part in this research and may see information about you that is normally kept private. With your permission, these people may use your private information to do this research:

- Any agency of the federal, state, or local government that regulates human research. This includes the Department of Health and Human Services (DHHS), the North Carolina Department of Health, and the Office for Human Research Protections.
- The University & Medical Center Institutional Review Board (UNCIRB) and its staff have responsibility for overseeing your welfare during this research and may need to see research records that identify you.

How will you keep the information you collect about me secure? How long will you keep it?
The information in the study will be kept confidential to the full extent allowed by law. Confidentiality will be maintained throughout the data collection and data analysis process.

Information gathered from the interview will be maintained in a secure, locked location and will be destroyed upon successful completion of the study. No reference will be made in oral or written reports that could link you to the study.

What if I decide I do not want to continue in this research?
You can stop at any time after it has already started. There will be no consequences if you stop and you will not be criticized. You will not lose any benefits that you normally receive.

Who should I contact if I have questions?
The people conducting this study will be able to answer any questions concerning this research, now or in the future. You may contact the Principal Investigator at phone number 919-693-9161 (days, 8:00 am – 4:00 pm) or email moraneh@gcs.k12.nc.us.

If you have questions about your rights as someone taking part in research, you may call the Office of Research Integrity & Compliance (ORIC) at phone number 252-744-2941 (days, 8:00 am – 5:00 pm). If you would like to report a complaint or concern about this research study, you may call the Director of the ORIC at 252-744-1971.

I have decided I want to take part in this research. What should I do now?
The person obtaining informed consent will ask you to read the following and if you agree, you should sign this form:
- I have read (or had read to me) all of the above information.
- I have had an opportunity to ask questions about things in this research I did not understand and have received satisfactory answers.
- I know that I can stop taking part in this study at any time.
- By signing this informed consent form, I am not giving up any of my rights.
- I have been given a copy of this consent document, and it is mine to keep.

Participant's Name (PRINT)   **Signature**   **Date**

Person Obtaining Informed Consent: I have conducted the initial informed consent process. I have orally reviewed the contents of the consent document with the person who has signed above and answered all of the person's questions about the research.

Person Obtaining Consent (PRINT)   **Signature**   **Date**

APPENDIX F: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

Notification of Exempt Certification

From: Social/Behavioral IRB

To: Elizabeth Moran

CC:

        Matthew Militello

Date: 1/5/2017

Re: UMCIRB 16-002335
        School leadership perceptions on beginning teacher support

I am pleased to inform you that your research submission has been certified as
exempt on 1/4/2017. This study is eligible for Exempt Certification under category #2 .

It is your responsibility to ensure that this research is conducted in the manner reported in your
application and/or protocol, as well as being consistent with the ethical principles of the Belmont
Report and your profession.
This research study does not require any additional interaction with the UMCIRB unless there
are proposed changes to this study. Any change, prior to implementing that change, must be
submitted to the UMCIRB for review and approval. The UMCIRB will determine if the change
impacts the eligibility of the research for exempt status. If more substantive review is required,
you will be notified within five business days.
The UMCIRB office will hold your exemption application for a period of five years from the
date of this letter. If you wish to continue this protocol beyond this period, you will need to
submit an Exemption Certification request at least 30 days before the end of the five year period.

The Chairperson (or designee) does not have a potential for conflict of interest on this study.