

## **ABSTRACT**

**COCHRAN, ALICE BETH. AN EXAMINATION OF A TEACHER ENHANCEMENT LEADERSHIP SYSTEM MODEL FOR TEACHER RETENTION IN AN URBAN PUBLIC SCHOOL SYSTEM.** (Under the direction of Dr. Ken Brinson).

The purpose of this qualitative study is to examine a Teacher Enhancement Leadership System Model that Wake County Public Schools has designed to attract and retain talented teachers.

The primary research questions were, “What influences a teacher’s choice to stay in the teaching profession?” and “How can Wake County Public School’s Teacher Enhancement Leadership System Model address the teacher retention issue?”

Nine broad categories of concern emerge from the literature when teachers are asked why they are leaving teaching: 1) classroom management; 2) lack of preparation; 3) school reform; 4) isolation; 5) induction programs; 6) school culture; 7) principal’s role; 8) lack of teacher leadership and 9) money.

Semi-structured, face-to-face interviews were conducted with nine teachers and one principal from six different schools in Wake County. The schools chosen were based on the six schools with the lowest teacher turnover during the 2003-2004 school year. Four elementary schools, one middle school and one high school were represented

The major findings about what influences a teacher to stay in the teaching profession were: 1) abundance of paperwork; 2) heavy workload; 3) lack of time to reflect; 4) increased demands of students; 5) amount of teacher empowerment; 6) quality of teacher education programs; 7) purposeful hiring; 8) number of new initiatives; 9) lack of communication; 10) changes in family

life; 11) low salaries; 12) lack of recognition; 13) lack of resources and 14) support of administrators.

All of the teachers and principal interviewed felt that the TELS Model 1) gives teachers opportunities for advancement other than moving into administration; 2) recognizes teacher leaders by providing money and time to do these jobs; 3) complements the National Board Certification; 4) embeds time into the school day to reflect; 5) recognizes teachers as professionals; 6) rewards teaching excellence; 7) encourages teachers to proceed in their profession and 8) creates a climate of professionalism.

**AN EXAMINATION OF A TEACHER ENHANCEMENT LEADERSHIP SYSTEM  
MODEL FOR TEACHER RETENTION IN AN URBAN PUBLIC SCHOOL SYSTEM**

by  
**ALICE BETH COCHRAN**

A dissertation submitted to the Graduate Faculty of  
North Carolina State University  
in partial fulfillment of the  
requirements for the Degree of  
Doctor of Education

**EDUCATIONAL ADMINISTRATION AND SUPERVISION**

Raleigh

2006

**APPROVED BY:**

---

---

Chair of Advisory Committee

*To teachers everywhere  
who are the single most important people  
making a difference  
in the lives of children*

## BIOGRAPHY

I grew up on the Canadian prairies on a 1500-acre wheat farm near a town of 900 people called Hamiota. Some of my Canadian friends remind me that the schools at which I have been principal are significantly bigger than the town in which I grew up. The nearest larger city was 50 miles away and it had a population of about 50,000 people. The capital of the province, Winnipeg, was 180 miles away and I reached the 6<sup>th</sup> grade before visiting there.

I loved basketball, and from the age of twelve, really starting focusing on being the best that I could be in basketball while continuing to play all the other sports. No one in my family even played sports so I played because I loved to play. I ended up representing my country on Canada's National Olympic team. I would have gone to the Olympics if my sister had not died right before the 1984 Olympics and then our third ranked Canadian team lost in Malaysia in the Pre-Olympics and did not get to go to the Seoul Olympics in 1988.

In 1988 after we did not go to the Olympics, I married a man from North Carolina and moved to North Carolina. I am not married anymore but have chosen to stay in North Carolina which is where I call home now.

Basketball also gave me the opportunity to travel the world. I have been on every continent except the two poles and Australia. We did not always go to the major tourist countries. I got a lifetime of travel in those years for which I am grateful. This travel really gave me some of the worldly perspective, in the true sense of the word that filled some of the vacuum that I did not get in Hamiota (that small town of 900 people that I grew up in) and has allowed me to really see things through many different lenses. This has certainly been extremely useful as an educator of a very broad range of students.

In Hamiota, it was ambitious to aspire to be a teacher. I still believe it is ambitious today but for very different reasons. Only five students out of a graduating class of thirty-three students went to college from Hamiota Collegiate so the desire to be a teacher meant that I had the opportunity to go to university and my basketball scholarship gave me the means to do so.

My idealism made me leave the classroom and move into administration. Touching 150 students was not enough. I needed more. I knew from the time that I did my student teaching to become a teacher that I eventually wanted to be a principal because each school felt different and I believed that the principal had something to do with the culture that was created. I wanted to help create that positive culture that impacted 1000 or 2000 kids and not just the 150 students that I taught. I enjoyed being an assistant principal. I love being a principal. Seeing and feeling a whole school at work is exciting.

As I worked on my research on teacher leadership and teacher retention, I saw the connections to my life. I saw how my lenses chose my topic for me and shaped the dissertation I wrote. And yet, it is in these connections that my passion lies and that is why I wanted to study teacher retention. I believe that if you create a positive culture that matches the students you are serving and is constantly evolving that teachers will stay longer, making a difference in students' lives.

## **ACKNOWLEDGMENTS**

My desire to pursue a doctoral degree could not have been realized without the support and encouragement of many people in my life. I will be forever grateful for their wisdom, support, advice, and the sharing of their time. I am grateful to Joy Ussery Frankoff, Mary Cochran, Bruce Cochran, Dante, Dr. Ken Brinson, Dr. Carol Pope, Dr. Paul Bitting, Dr. Peter Hessling, Cathy Williams, Julia Williams, Kate Williams, George Moore, Toni Patterson, Dr. Joe Peel, Jim Boggs, Dr. Anthony Rolle, the faculty and students at Ligon Gifted and Talented Magnet Middle School, and the faculty and students at Enloe International Baccalaureate/Gifted and Talented Magnet High School. I am also grateful to the teachers who allowed me to interview them.

## TABLE OF CONTENTS

List of Tables .....	x
1. Chapter One: Introduction .....	1
Statement of Problem.....	2
Purpose of Study .....	2
Research Questions.....	4
Significance of Study.....	4
Assumptions and Limitations .....	5
Summary .....	6
Definition of Terms.....	6
2. Chapter Two: Literature Review .....	8
Background to Teacher Shortage.....	8
Demand Increases .....	8
New Generation of Teachers .....	10
Student Achievement.....	11
Teacher Attrition.....	11
Classroom Management .....	12
Lack of Preparation.....	12
School Restructuring and Reform.....	13
Isolation.....	14
Induction Programs.....	14
School Culture .....	15
Role of Principal .....	15
Lack of Teacher Leadership.....	16
Money .....	17
Teacher Leadership and Compensation .....	18
North Carolina and Teacher Retention .....	20
Wake County Public School System’s Teacher Enhancement	



	and Leadership System .....	21
	Wake County Public School System .....	21
	Background to the Teacher Enhancement and Leadership System.....	22
	Description of Teacher Enhancement and Leadership System .....	25
	Table 1: Teacher Enhancement and Leadership System: From Novice to Advanced Career Teacher Leader .....	28
	Summary.....	30
3.	Chapter Three: Methodology.....	31
	Introduction.....	31
	Pilot Study.....	32
	Focus Groups .....	32
	Focus Group Questions.....	32
	Selection of Subjects.....	34
	School Selection.....	35
	Teacher Selection .....	35
	Principal Selection.....	36
	Data Collection and Analysis.....	36
	Interviews.....	36
	Interview Technique .....	38
	Data Analysis .....	39
	Summary.....	40
4	Chapter Four: Findings .....	42
	Introduction.....	42
	Demographic Data of Interviewees District and School.....	42
	Demographics of Schools of Teachers and Principal Interviewed .....	43
	Table 2: Free & Reduced Lunch & Performance Composites of Schools of Teachers and Principal Interviewed .....	44

Demographics of Teachers/Principal Interviewed.....	44
Table 3: Demographics of Teachers Interviewed .....	45
Motivations for Being an Educator.....	46
A Teacher’s Day .....	50
Perspectives on the Teacher Enhancement	
Leadership System Model.....	50
Career Progression.....	51
Additional Compensation .....	55
Job Enhancements.....	58
Clarity of Teacher Enhancement Leadership System Model .....	62
Overall Perceptions of the Teacher Enhancement and Leadership System.....	63
Educators Own Perceptions on Retaining Teachers .....	64
Abundance of Paperwork .....	64
Heavy Workload .....	65
Lack of Time to Reflect and Practice .....	65
Increased Demands of Students.....	66
Amount of Teacher Empowerment.....	67
Support of Administrators.....	69
Quality of Teacher Education Programs.....	69
Purposeful Hiring.....	70
Number of New Initiatives.....	70
Lack of Communication .....	71
Changes in Family Life.....	72
Low Salaries.....	72
Lack of Recognition.....	73
Lack of Resources.....	73
Summary.....	73
5. Chapter Five: Summary, Recommendations, Limitations.....	75
Introduction.....	75
Problem Restatement .....	75
Restatement of Purpose.....	76

Research Question Findings .....	77
Research Question 1: What influences a teacher’s choice to stay in the teaching profession? .....	77
Research Question 2: How can Wake County Public School’s Teacher Enhancement Leadership System Model address the teacher retention issues?.....	78
Limitations of Study .....	79
Recommendations for Teacher Enhancement Leadership Model .....	80
Recommendations for Further Study .....	82
Things to Consider .....	82
Significance of Study .....	84
Conclusion .....	85
6. References.....	86
7. Appendices.....	98
8. Appendix I .....	99
9. Appendix II .....	100
10. Appendix III.....	101
11. Appendix IV.....	102
12. Appendix V.....	104
13. Appendix VI.....	107

**List of Tables**

Table 1	Teacher Enhancement Leadership System: From Novice to Advanced Career Teacher Leader .....	28
Table 2	Free and Reduced Lunch & Performance Composites of Schools of Teachers and Principal Interviewed .....	44
Table 3	Demographics of Teachers Interviewed .....	45

*“I think it is getting more and more difficult for this district to retain teachers even with the higher pay and resources and all that. It’s becoming harder to keep teachers and that is scary.”*(Principal Interview, Fall 2005)

## **CHAPTER ONE**

### **INTRODUCTION**

“Half of all teachers will retire in nine years. One-fifth of new teachers quit within three years. Half of all new teachers quit within five years” (Crosby, 2002, p. 1). With so many veteran teachers retiring, new teachers quitting and more students attending public schools, the teacher shortage is almost at a crisis point. By 2012 over two million teaching positions will be available throughout the United States (Crosby, 2002;Johnson, 2000).

Just as we are expecting more and more from our schools the likelihood of having quality teachers in the classrooms is becoming less and less. In order to dramatically improve student learning, teachers are required to develop new skills and to take on new and complex roles to ensure student success. Teachers are expected to teach challenging curricula to diverse learners, use highly technical and analytical skills for continuous improvement based on data, focus on and produce results, collaborate, build and influence learning communities and assume leadership roles in facilitating school improvement.

Teachers leave the profession because of difficult working conditions such as paperwork and less time to teach. They leave because of accountability demands and the increasing job complexity and stress. They leave due to a lack of opportunity for advancement and recognition and low salaries. On top of all these issues, teachers are not given the respect that they feel they

deserve in the community and in society in general. School districts, states and the country as a whole face huge challenges in addressing these concerns of teachers.

### **Statement of the Problem**

School systems across the country are scrambling to fill unfilled teaching positions created by the teacher shortage. In Wake County, North Carolina, over 800 teachers are hired each year and 35% of Wake County teachers leave within their first five years of teaching. The annual turnover rate for teachers has grown from 9.2% in 2001 to 11.3% in 2004. A conservative estimate for the cost of this teacher turnover in Wake County is \$9,172,800 (Human Resources Wake County Public School System, 2004). Another hidden cost to the success of the district is the impact of a new “inexperienced” teacher or a less qualified substitute teacher on student achievement in the district. It is difficult to calculate the value of experience and expertise as well as constancy and consistency. At a time when the district must focus on improving its work processes to improve its performance, it is faced with a huge training issue created by teacher turnover (Human Resources Wake County Public School System, 2004).

Wake County is experiencing the national trends for school systems in regards to teacher shortage. The school system has shortages in science, math and special programs, and the dramatic growth that the county is experiencing only adds to the need to compete successfully for talented teachers. Between 2004-2005 and 2007-2008 Wake County is expected to employ 2000 additional teachers if current projections hold (Human Resources Wake County Public School System, 2004).

### **Purpose of the Study**

The purpose of this study is to examine a Teacher Enhancement Leadership System (TELS) model that Wake County Public Schools has designed to attract, retain, and motivate talented

teachers. The model has not been implemented yet because it has not yet been funded. So this study will examine the merits of the model through the eyes of teachers in Wake County Public Schools to aid in predicting if the plan will succeed in retaining teachers in Wake County Public Schools.

There are three components: 1) career progression for advancement; 2) additional compensation; and 3) job enhancement (Human Resources Wake County Public School System, 2004).

In the career progression component, teachers develop in their careers by increasing their academic and instructional expertise, reflecting on their experience to improve practice and by gradually assuming more complex roles in school improvement processes. As teachers develop and move into leadership roles in their careers, their pay is commensurate with increased qualifications and responsibilities (Odden & Kelley, 1996; Human Resources Wake County Public Schools, 2004).

The additional compensation component is designed to provide annual skills-based pay to teachers who demonstrate advanced level skills and leadership and to provide market-based pay and free tuition for teachers who add additional licenses in shortage areas. It also provides strategic incentive bonuses to improve novice teacher retention and provides ten days release time per year for novice and mentor teachers to plan and collaborate regularly on instructional improvements. The additional compensation component provides a bonus for teachers during their license renewal year with evidence of growth and a one-time bonus for receiving National Board of Professional Teaching Standards Certification.

Job enhancements are the third component of TELS. Job enhancements expand on selected leadership roles for talented teachers to provide career choices within teaching. These leadership

roles and responsibilities are those that the Wake County Public School System believes are necessary for teachers to assume in order to extend instructional leadership throughout the school. These roles require advanced skill sets beyond subject matter expertise. The career enhancement component recognizes that selected leadership roles are important enough to school effectiveness to be job-embedded so that time is allotted during the regular school day to carry out these responsibilities (Human Resources Wake County Public Schools, 2004).

### **Research Questions**

In order to target some areas in which teachers need extra support as an assurance that they remain in Wake County, this study asks two major questions:

1. What influences a teacher's choice to stay in the teaching profession?
2. How can Wake County Public School's Teacher Enhancement Leadership System Model address the teacher retention issue?

### **Significance of the Study**

Other researchers have conducted studies on teacher retention, most notably Ingersoll (1999, 2001, 2002a, 2002b) who found that teacher turnover affects school culture, student achievement, the school community as a whole, the ability to sustain improvement and increases incidents of student misbehavior. However, there are very few models that combine teacher pay, teacher leadership, and time to address teacher retention. The Teacher Enhancement and Leadership System that Wake County Public Schools has designed attempts to address the nine key reasons teachers are leaving or not entering the profession at all. This model has the potential to attract and retain teachers as well as build teacher leadership within schools.

Teachers' opinions on current issues in the field of education are often neglected and teachers' views on issues central to staffing classrooms in the United States are seldom given the



priority they deserve. This study examines factors related to recruitment and retention from the perspective of public school teachers in Wake County.

Wake County Public Schools is a merged city and county urban school district with over 115,000 students and encompassing 864 square miles. Teacher retention is a national issue as well as a local issue, so lessons can be learned from this study that could be replicated in other large similarly situated urban districts across the country. This study also offers a basis for future studies once the Teacher Enhancement and Leadership System model has been implemented when funding becomes available. It also adds to the body of knowledge that already exists on the critical issue of teacher retention.

### **Assumptions and Limitations**

A major assumption of this research is that the teachers and principal were honest and forthright. Their experiences, their perspectives, their support or concern for the Teacher Enhancement and Leadership System model were considered not only valid sources of data but also valuable sources. It is also assumed that the teachers and principal chosen were well qualified to speak to what keeps teachers in teaching and whether or not the TELS model will help to attract and retain quality teachers in Wake County Public Schools.

Limitations of the study include the small number of subjects, the specific geographic area, the fact that the Teacher Enhancement and Leadership System model has not been implemented, and the possibility of human error in data collection.

A consideration of this study is that I, as the researcher, work in Wake County Public Schools and participated in the Career Pathways Committee that designed the Teacher Enhancement and Leadership System model. For thirteen years, I have worked in Wake County Public Schools as a teacher, assistant principal and now a principal. The schools that I have worked in are not used

in the study. The inside perspective offers the unique perspective of perhaps knowing areas that the researcher knows need to be explored. However researcher bias is accounted for by being clear that the Teacher Enhancement Leadership Model is only a potential means to an end of teacher retention to me and I want to critically look at the model to determine if the model will help retain teachers in Wake County. I am not tied to the TELS model. I am tied to teacher retention.

### **Summary**

This dissertation is divided into five major chapters. Chapter One contains an introduction, statement of the problem, purpose of the study, research questions, assumptions and limitations of the study. A review of the literature is found in Chapter Two. Chapter Three describes the methodology, including the pilot study, selection of subjects and data collection and analysis. Chapter Four contains the analysis and comparisons of the data collected in the study. Finally Chapter Five provides a summary of the findings from this study as well as conclusions and implications. Recommendations for practice and directions for future research are also addressed in Chapter Five.

### **Definition of Terms**

Careered Teacher: A teacher in the state of North Carolina who has completed the Initially Licensed Program required for new teachers to receive tenure.

Focus Groups: The focus groups for this study were held in the Wake County Computer Decision Lab where teachers answered the open-ended questions directly on a computer.

Initially Licensed Teacher (ILT): Teachers who have not received career status in the state of North Carolina. This process usually takes four years if the teacher starts with a complete

teaching license. ILT's must complete an approved mentor program to receive career status in North Carolina.

Performance Composites: The percentage of students in a school or district at or above grade level as determined by North Carolina's standards and accountability model.

Teacher Migration: Teachers moving from one school to another, but not leaving the teaching profession.

Teacher Retention: Retaining teachers at one school from one year to the next.

Teacher Turnover: Wake County calculates teacher turnover rate by resignations from July 1 of a given year through July 1 of the next year so transfers from one school to another within the county would not be included in this number (Wake County Human Resources, 2005). The state of North Carolina calculates teacher turnover based on who is on the payroll in March of a given year compared to March of the next year (North Carolina Department of Public Instruction).

That would include resignations, non-paid leaves and transfers. This figure generally results in a higher figure than the way Wake County calculates teacher turnover.

Teacher Enhancement and Leadership System (TELS): A model designed by Wake County to help attract and retain teachers by rewarding teacher leadership.

Working Conditions: Conditions within a school. Ex. colleagues, physical plant, administrative support, student behavior.

*“I think that anything that pushes for people to advance themselves – you always have to be a learner, you always have to continue to improve yourself.”* (Teacher Interview, Fall 2005)

## CHAPTER TWO

### LITERATURE REVIEW

#### **Background of Teacher Shortage**

Demand Increases. At the turn of the millennium, more than 30 percent of the nation’s nearly three million schoolteachers were over 50 years old and will soon be looking to retire. By the year 2010 over 50 percent of current teachers will retire. Increasing birth and immigration rates, particularly in the southwestern United States, have increased the number of students in school, thereby requiring more teachers. Policy changes, such as class size reductions, have also increased the demand for teachers. The shortages are intensified in urban and remote, rural areas and in certain academic disciplines (Galluzzo, 1999; Haselkorn, 2000; Johnson, 2000; Johnson 2004).

Teacher shortages are a recurring problem in American education. There was a shortage of teachers in the 1940s; then in 1962, there was a shortage of science, math, foreign language and elementary teachers. By the early 1970s, the National Education Association declared an end to the teacher shortages. The general increase in available teachers in the 1970s could have been a product of programs created by the federal government in response to Sputnik in 1957, desegregation, and the passage of the Civil Rights Act of 1964. A drop in student enrollment in the 1970’s also created teacher layoffs, causing fewer people to enter the teaching field. By the 1980s, the signs of future teacher shortages were evident again with increased teacher retirement (Rebore, 2001).

In the 1980s emergency-teaching credentials began springing up across the country to fill classrooms, and by the 1990s the number of emergency licenses had exploded. Now almost all states offer some type of alternative education program to increase the speed of bringing new teachers into the classroom (Feistritzer, 2001). These licenses are especially used in content areas where there are severe shortages such as science, math and special programs. Lackzo-Kerr & Berliner (2002) note that alternative credential programs do “attract a more diverse group of candidates, specifically, older adults, minorities and retired military personnel” (p. 18). However, Lackzo-Kerr & Berliner also note that teachers with alternative credentials have limited understanding of curriculum, student ability, and are not as able to learn from teaching experiences or to convey information to students.

The traditional solution of lowering the standards to let noncertified teachers into the classroom to solve teacher shortages is inadequate and inappropriate. Among the public, there is a perception that content experts would make ideal teachers. In addition, the Federal No Child Left Behind legislation (U. S. Department of Education, 2001) demands that teachers be “highly qualified,” virtually eliminating emergency-teaching credentials (Crosby, 2002; Galluzzo, 1999). The No Child Left Behind law requires “highly qualified” teachers to hold a bachelor’s degree in the subject area they are teaching, have full state certification, and demonstrate subject matter competency.

Not only are there fewer people going into the teaching profession, but teachers, particularly new teachers, are leaving the profession at an alarming rate (Crosby, 2002; Public Forum, 1996). Ingersoll (2001) reports that 39% of teachers leave the profession in the first five years of teaching.

New Generation of Teachers. Much of the research about teachers' work and careers is drawn from the baby boomer generation of teachers. Studies have shown that this group of teachers born between 1946 and 1964, 1)valued job security, 2)valued autonomy over teamwork, 3)tolerated isolation, 4)eschewed competition, 5)respected administrative authority, 6)disavowed the importance of pay, 7)opposed differential treatment within their ranks and 8)expressed little interest in career advancement (Johnson, 2000). People who teach today do so at a time when public service has little status, whereas other lines of work such as business offer high status, rapid advancement and quick riches. Unlike their predecessors, teachers today are looking for variety, teamwork, risk-taking, entrepreneurial opportunities and high pay (Johnson, 2000). These goals are in stark contrast to the generation of teachers that is retiring, so our response to finding and keeping good teachers must change.

During the late 1960s and early 1970s the results of the women's movement lured many women and minorities to more lucrative professions like engineering, law, technology, and consulting when in the past women and minorities had few career opportunities other than teaching. "Those who teach today do so realizing that they could have higher status, work more comfortably, and earn substantially higher salaries in other settings" (Johnson, 2004, p. 20).

A larger percentage of teachers entering the profession today enter teaching at different stages of their lives than the baby boomers did. Some new teachers leave other careers to enter teaching, and even when they enter teaching they don't necessarily plan to teach for the rest of their careers. This has a huge impact on what a "new" teacher looks like and what he/she needs as far as support and induction. Most of the baby boomers took the traditional route to teaching of undergraduate and graduate programs that included extensive preservice coursework, student teaching, and ultimately certification (Johnson, 2004). Almost half of the teachers in Susan

Moore Johnson's study, *The Project on the Next Generation of Teachers* (2004), are mid-career entrants; over fifty percent were first-career entrants.

School districts are finding it increasingly difficult to recruit new teachers when fewer teachers are entering the teaching profession than ever before. In order to address this recruitment problem, school districts need to address why teachers are leaving as the two are intricately entwined. Why would prospective teachers choose to enter the teaching field as they see their peers leaving at alarming rates?

Student Achievement. Teachers have a major impact on student achievement (Darling-Hammond, 1999; Lewis, Parsad, Carey, Bartfai, Farris & Smerdon, 1999). Darling-Hammond (1997) reports that no other intervention can make the difference that a knowledgeable, skillful teacher can make in the learning process. The U.S Department of Education (1999) has found that the quality of teaching is the most important in-school factor for improving student achievement. Research has shown that the residual effects of both very effective and ineffective teachers are measurable two years later regardless of the effectiveness of teachers in later grades (U. S. Department of Education, 1999). While it is sometimes hard to advocate for higher teacher salaries and increased funding to improve teacher working conditions to the public, the research supporting quality teachers and student achievement should behoove us to do so.

### **Teacher Attrition**

Addressing teacher attrition is vital to improving student achievement, since teaching is the most important in-school factor for improving student achievement. Teacher turnover affects the sense of school community and weakens the ability of the school to sustain improvement (Ingersoll, 2001; National Commission on Teaching and America's Future, 2003). The frequent turnover of staff affects the culture of the school and student achievement (Yee, 1990; Ingersoll

2002b). Ingersoll, (2002b) also concludes that schools with higher rates of teacher turnover have increased incidents of student misbehavior. Teachers play a vital, necessary, and growing role in providing instructional leadership in a school organization (Fullan, 1993). Reducing high teacher turnover will help in the overall performance of schools (Ingersoll, 2001).

I have grouped the areas of concern that emerge from the literature when teachers are asked why they leave teaching into nine categories. There is a perception that money is the only reason teachers leave, but the research demonstrates that classroom management, teacher preparation programs, school restructuring and reform, isolation, induction programs, school culture, role of the principal and lack of teacher leadership are just as important.

Classroom Management. Large class size has a big impact on the teacher in the classroom: more students means more papers to grade, more paperwork to do, and more classroom management challenges (Theobald, 1989). Student discipline is often cited as a reason by existing teachers, reporting that they are babysitting more than “teaching.” Another factor in retaining teachers is the grade level at which they work. Secondary teachers leave before elementary teachers do (Murnane & Olsen, 1989; Veenman, 1984). As Ganser (1999) explains, all teachers face a huge challenge in motivating students to learn. The increased trend towards more inclusive and mainstreaming special programs students into regular classes has increased the struggle for teachers to meet the needs of all the students in their classrooms.

Lack of Preparation. In March 1999, at the annual meeting of the American Association of Colleges for Teacher Education, U.S Secretary of Education Richard Riley urged college presidents and provosts to raise teacher education to greater prominence on their campuses (Imig, 1999). Riley stated that university programs have not adjusted to helping new teachers prepare for the change in the issues that teachers face in the classrooms today. Billingsley and



Tech (1993) point out that teachers with little or no classroom experience prior to accepting their first teaching position leave teaching at higher rates than teachers with more experience in the classroom. This has led colleges and universities to review courses for teachers and to make changes incorporating more integration of theory and practice and earlier opportunities for classroom observations and field experiences. New teachers too often are forced to do two jobs as a first year teacher: they have to teach and they have to learn how to teach (Feiman-Nemser & Remillard, 1995).

School Restructuring and Reform. Ross, Alberg, Smith and Anderson (2000) examined teachers' attitudes, school climate, teaching practices and student achievement during reform efforts in Memphis public schools. They found that teachers were often dissatisfied about the initial training received with new reforms. They were also concerned about the high cost of reforms and the problems which occur when translating reform goals into practice. The study found that teachers believed that the reform efforts were improving teaching methods, but that the reforms created extra work in such areas as lesson planning, staff meetings, and professional development. The lack of adequate materials and supplies to implement reform was also cited (Bol, Nummrery, Stephenson & Mogge, 2000).

A school reform issue that has dramatically changed teachers' role is high stakes testing. In 1999, Jones, Jones, Hardin, Chapman, Yarborough & Davis conducted a survey of 236 elementary teachers in five school districts across North Carolina to determine the effects of the state's high-stakes program of accountability (New ABC's of Public Education, North Carolina Department of Public Instruction) on instruction, teachers, and students. The ABC's of Public Education in North Carolina is an accountability program designed to increase student achievement by measuring overall performance of schools as well as growth for each student.

Teachers are awarded bonuses if their school demonstrates growth and achieves adequate overall performance. The results of the survey revealed that teachers experienced a lack of control over the classroom as a result of the program. More than 70% of the teachers surveyed stated that their morale was lower as a result of the ABC's program (Jones et al., 1999).

Isolation. Crosby (1999), says that “teachers suffer from a lack of psychic nurturing, and they are virtually alone in the classroom, without adult support. Indeed, teaching, as it is now practiced in urban schools, is the most isolated of the professions” (p. 302). Teachers often report that they feel isolated and seldom encouraged to reflect on their work (Moller, 1999). Too often the desire to teach cannot offset the lonely conditions of the classroom. Previous generations of teachers thrived on isolation, but the new generation of teachers want to collaborate with their colleagues (Johnson, 2004).

Induction Programs. As Kuzimic (1994) explains, the early induction phase of teachers plays a critical role not only in keeping teachers in the profession but in how their teaching practices and perceptions for the rest of their teaching life are shaped. A new teacher induction program should be designed to meet the specific needs of a particular school or district (Heidkamp & Shapiro, 1999). The induction program should focus on socialization to the teaching profession, adjustments to the procedures and culture of the school site and system and the development of effective instructional and classroom management skills (Recruiting New Teachers, 2000). According to Wong & Wong (1998), 95% of beginning teachers who experienced support during their initial years, remained in teaching after three years and 80% of the supported teachers remained in teaching after five years.

Twenty-eight states require or strongly encourage mentor programs (Olson, 2000). There is evidence that good mentoring does help support new teachers (Darling-Hammond, 1999; Reiman

& Thies-Sprinthall, 1998), but there is also evidence that it has severe limitations. Susan Moore Johnson's (2004) study showed little evidence that one on one mentoring provided much support for new teachers. Unless new teachers had common planning time with their mentors, taught the same subject and were located close to one another, the effects were limited. Hargreaves and Fullan (2000) warn that mentoring programs could fail if they are not integrated with the school or district induction program.

School Culture. The culture of an individual school is critical to keeping teachers in the classroom. That is what creates disparities in teacher retention rates at schools that are seemingly the same on the surface as measured by students' socioeconomic status, race, geographic location and district and school size. Rosenholtz (1991) found that good working conditions and recognition were linked to higher teacher retention rates. Because most teachers go into teaching to make a difference the rewards they search for are the intrinsic rewards of feeling successful with their students or feeling appreciated by their colleagues, parents or administrators. Perceived ineffectiveness leads to low self esteem in teachers, dissatisfaction and eventually attrition (Weiskopf, 1980).

Teachers who believe that they have little faculty input into decision making also leave teaching at increased rates (Ingersoll, Alsalam, Quinn, and Bobbit, 1997). Susan Moore Johnson (2004) writes that "the next generation of teachers seeks a range of roles, both within the classroom and outside by which to exercise broad influence" (p. 18).

Role of the Principal. The role of the principal is vital to retaining high quality teachers in the classroom. This role starts with the principal as the key person in the hiring process. The National Association of State Boards of Education (1998) believes that what states need are "targeted programs that attract candidates who are willing and able to meet the needs of the

schools in which they will be asked to teach” (p. 13). The right match between a candidate and a school is vital to keeping teachers in teaching. The principal is the key person to access the accuracy of this match in the hiring process.

Billingsley and Cross (1992) found that higher levels of principal support create teachers who are less stressed, more committed to their schools and more satisfied with their jobs. When administrators fail to support teachers on disciplinary, parental, or educational issues, teachers can feel undermined in their efforts. Seyfarth (1991) believes that the principal is important to the development and sustainment of teacher satisfaction by, securing necessary materials, coordinating parent involvement, ensuring teacher autonomy, and maintaining student discipline.

Lack of Teacher Leadership. Roland Barth (2001) believes that teacher self-renewal is key to retaining teachers in the teaching profession:

With learning comes replenishment of body, mind, and spirit – and of schools . . .

Replenishment comes from either leaving the exhausting work of the schoolhouse or from remaining there and coming alive as a learner. In order not to lose educators from the schools as dropouts, they must be restored as learners. The self-renewal of educators and the self-renewal of our schools goes hand in hand. One is dependent on the other (p. 28).

Johnson (2000) believes that “current recruits will not be content to patiently wait their turn to exercise leadership inside and outside their classrooms” (p. 3). Teachers must be at the forefront of education policy at the school, district, state and national level for teachers to feel empowered and stay in teaching. They have got to feel they are making a difference (Fullan, 1993; Crosby, 2002). Miech and Elder (1996) looked at teachers who started teaching between 1972 and 1986. They found that idealistic men and women left the teaching profession at the same rate except in the 1970s when women had fewer opportunities and therefore were more apt to stay in teaching

even if they did not feel that their idealistic expectations were being met. Moller (1999) interviewed teacher leaders from across the nation and found them “eager to talk about their experiences: they often felt isolated and seldom are invited to reflect on their leadership work” (p. 11).

Money. Duttweiler (1987), Siefert (1982) and Hendrix & Mertens (1986) strongly support the idea that teachers need to be offered higher salaries to attract and retain them in the profession. Cockburn (2000) found that lower salaries or fewer benefits have a negative impact upon retention of teachers. Low economic rewards are the common reason cited by individuals who opt not to enter teaching (Rydell, Gage & Colness 1986).

A report on teacher retention, mobility and attrition in Texas (Texas Education Agency, 1995) found that teachers being compensated at comparably lower rates were more likely to leave the profession. From 1988-1993 the teaching salaries in Texas were five to twenty percent lower than similar occupations for which teachers were eligible. During the 1988-89 school year, twenty-six percent of first year teachers left their jobs in districts with comparably lower salaries.

Stinebrickner (1998) found that the amount of time teachers stayed in their first job was affected more by wages than improved work conditions such as smaller student-teacher ratios. Stinebrickner also found that teachers with better job opportunities like science teachers tended to leave teaching sooner than others. He argued that a flexible structure allowing preferential pay for these teachers would help retain them. Milanowski (2002) also found that in order to attract mathematics candidates to teaching, it would take an annual starting salary of 45% above the local average to attract 48% of the mathematics or science sophomore students. However, Milanowski also noted that while low salaries are issues for becoming teachers, working conditions and job demands also play a role.

Jacobson (1988) studied the distribution of salary increments and effects on teacher retention in New York. He concluded that school districts that improved the relative attractiveness of their salary schedules did a better job of retaining teachers. This effect was even greater when districts improved midcareer salaries.

Salary appears to become an issue only with teachers who are dissatisfied with other parts of their jobs (Bogenschild, 1988). Any effort to address compensation must also address the other factors that teachers are leaving the classroom.

### **Teacher Leadership and Compensation**

School systems across the country are scrambling to fill unfilled teaching positions created by the teacher shortage that will predictably increase in number. To address the problem, a comprehensive plan to address the teacher shortage must address the issues of salary, lack of time and respect. Some plans address teacher salaries without addressing lack of time and others address the lack of respect without addressing salary and still others address time without addressing salaries. Because school districts have to be accountable to the public, any change in compensation plan that requires additional funding will have to address student achievement as well (Odden & Kelley, 1996).

The traditional single salary schedule is not well suited to the demands of today's reform environment. As the notion of "job" is replaced by the notion of competencies, or knowledge and skills in the business world, knowledge and skills also begin to replace the job as the basis of compensation. Organizations are shifting away from the old way of paying knowledge workers for a job and toward sophisticated, and elaborate, knowledge and skills-based pay systems (Odden & Kelley, 1996). Knowledge and skills include those needed for the technical aspects of

the work – instructional knowledge and skills in education – as well as teamwork, collegial relationships, managerial skills and other sets of expertise.

In raising their performance to new levels, organizations have moved away from pay based on seniority to new compensation strategies based on:

1. Pay for acquiring new knowledge and skills: Knowledge and skills-based pay gives workers direct economic incentives to acquire the competencies they need to work successfully in a restructured environment.
2. Performance-based team, group and organizational bonuses: Group performance bonuses link pay to organizational results.
3. Value-added assessments: Based on a computer program to create a picture, based on test scores, of how much an individual teacher contributes to her/his students' learning each year. This value added assessment compares students' scores in any given year with the scores they would be expected to get, based on previous scores. The difference is the value added by the students' teacher.
4. Career ladders: Teachers receive promotions and raises for taking on new responsibilities, such as providing support to marginal teachers. Teachers wishing to advance on the career ladder have their applications reviewed/approved by a peer panel. (Brandt, 1990; Crosby, 2002; Odden & Kelley, 1996; Tomlinson, 1992).

In education, a strategic compensation structure would tie teacher pay to education reform goals and strategies. Years of experience and education units and degrees are at best indirect measures of the types of knowledge and skills teachers need to raise students to current performance standards. The traditional salary schedule has no element directly linked to raising student achievement, the main goal of educational reform. The challenge is to design

compensation systems that provide direct incentives for teachers to improve the quality of their instruction and to raise student achievement. Designing an effective compensation system requires the involvement and support of employees and their leaders. The knowledge and skills-based elements should constitute the largest share of an individual teacher's salary. This pay structure rewards teachers for meeting certain professional standards – with the expectation that meeting such standards will boost student achievement.

Paying for knowledge offers several advantages over previous merit pay plans. All teachers can earn salary increases by acquiring new knowledge and skills. A teacher's eligibility for a salary increase is determined by demonstrated performance to clear standards and individual teacher eligibility for a bonus depends on school-wide performance gains, not just gains in individual classrooms. This matches the trend in the private sector where workers are organized into teams, and group awards are rapidly replacing individual merit pay programs (Alexander & Monk, 1988; Odden & Kelley, 1996).

### **North Carolina and Teacher Retention**

North Carolina is expecting to experience a shortage of some 80,000 teachers during the next ten years. The North Carolina Department of Public Instruction (NCDPI) projects that North Carolina's student enrollment will be sixth in the nation during the ten year span of 1996-2006 (Public School Forum of North Carolina, 1996). As the projection that the number of available teachers is decreasing, NCDPI predicted that in the ten-year period from 1996-2006, North Carolina would need to hire an average of 7,260 new teachers per year to compensate for the over six percent teacher turnover rate (Public School Forum of North Carolina, 1996). During the 2000-2001 school year, 43% of the teachers who left North Carolina public schools were



tenured. Part of the increase in the teacher shortage in North Carolina can be attributed to retirements and student population increases, but much of it can be attributed to teacher turnover.

Due to the large number of rural communities in North Carolina combined with large urban school districts, North Carolina is particularly vulnerable to the national trends of teacher attrition where increased shortages are found in urban and rural areas and in certain subject areas.

There are very few compensation models that address the reasons why teachers are leaving or not even entering the teaching profession and at the same time tied to student achievement.

Ingersoll (2001) pointed out the negative effects that teacher turnover has on student performance focusing on the continuity of learning that is disrupted and the inability of students to form mentoring relationships with teachers. The Wake County Public School System in Raleigh, North Carolina is trying to address all of these reasons in a Teacher Enhancement Leadership System model.

### **Wake County Public School System's Teacher Enhancement and Leadership System**

Wake County Public School System. The Wake County Public School System is a fast growing school district of approximately 115,000 students and over 134 schools. Bill McNeal, the superintendent of Wake County Public Schools from 2000 to the present 2006 was recognized as both the North Carolina Superintendent of the Year and the National Superintendent of the year in 2004. Wake County is a large school district geographically, including Raleigh, the capital of North Carolina, as well as several relatively small rural towns and communities in the school district encompassing 864 square miles. According to the 2000 Census, Wake County had 627,846 residents and typically Wake County adds about 20,000 people per year (Wake County Public Schools, 2006).

Background to The Teacher Enhancement and Leadership System. The Wake County Public School System serves a community that has high expectations for its schools. In order for Wake County to maintain the high quality education program that the district has, the district had to ask itself if it was doing everything that it could to recruit and retain high quality teachers for the present and well into the future in light of the teacher shortages that exist across the country. Wake Education Partnership, a community-based school advocacy organization linking human and material resources to strengthen Wake County's public schools, worked with the school district to form the Wake Task Force on Teacher Excellence in the spring of 1999. The Wake County Task Force on Teacher Excellence was composed of a broad-based group of stakeholders that was charged with the task of advancing teacher quality in Wake County Public Schools. The task force issued its findings and recommendations in a report titled *All for All* in January 2001 (Human Resources Wake County Public School System, 2004).

“This report reinforced some existing county initiatives focused on improving teacher quality such as the Wake Leadership Academy, the Kenan Fellows Program as well as such new initiatives as the Superintendent's Teacher Advisory Council and the Wake County Coalition of National Board Certified Teachers” (Human Resources Wake County Public School System, p. 2). The Wake Leadership Academy is a public-private partnership designed to foster exemplary leadership among principals and assistant principals. The Kenan Fellows Program is an innovative model to promote teacher leadership, address teacher retention and advance K-12 science, technology and mathematics education. The Superintendent's Advisory Council is a committee that serves as liaison between the Public School System administration and the schoolteacher communities. The Wake County Coalition of Nationally Board Certified Teachers is a group of teachers that are Nationally Board certified in Wake County that meet to further

their growth as professional educators. Superintendent Bill McNeal developed a plan entitled *Defining a Plan to Improve Teacher Quality*, which included four steps to improved teacher quality: 1) solve the problem of time; 2) build communication and trust; 3) restructure teacher compensation and benefits; and 4) build a culture of professionalism and learning (McNeal, 2002).

A second initiative was the final report of the Citizens Advisory Committee, a committee jointly created by the Wake County Board of Commissioners and the Wake County Board of Education to find a way to reconcile a long-running conflict between the Wake County Board of Commissioners and the Wake County Board of Education over funding for the Wake County Public School System. The Citizen's Advisory Committee employed the services of consultant MGT of America, Inc. to examine the financial and organizational structure of Wake County Public Schools and to provide recommendations. One of the final three conclusions emanating from this study was that Wake County Schools Human Resources has significant needs for additional resources to recruit and retain the required number of excellent teachers. The Citizen's Advisory Committee recommended 50.5 million dollars be spent on strategies in this area over the next four years (CAC, 2003).

From this recommendation Wake County put together a Career Pathways for Educators Committee to address the issue of teacher recruitment and retention. The Career Pathways for Educators Committee consisted of an Assistant Superintendent of Human Resources from the Wake County Public School System, a Vice President from Wake Education Partnership, The Director of the Wake Leadership Academy, teachers from the Superintendent's Advisory Council, the local president of the North Carolina Educator's Association, principals (I was one of those principals), assistant principals, assistant and area superintendents and an associate

superintendent. The committee also hired three outside consultants to help work through the design process – George Elwon, President, Raleigh Consulting Group; Dr. Ruth Ashe, Dean, School of Education Samford University; Dr. Maurice Persall, Director, Graduate Programs Samford University (Human Resources, Wake County Public Schools, 2004).

The committee held seven all day meetings from January 9, 2003 to November 7, 2003 to complete its work. In addition, members of the committee conducted focus groups during the summer of 2003. The first meeting of the committee consisted of many conversations discussing the work of Wake Education Partnership around quality teachers and the report of the Citizen’s Advisory Committee, issues around teacher retention coming out of the Superintendents Advisory Council, the work of Dr. William Sander’s from SAS concerning the impact of teachers on student learning, and the Wake County School District’s goal to improve teacher recruitment and retention (Human Resources, Wake County Public Schools, 2004).

The committee was given the charge to conceptualize a framework for creating career pathways for educators so that the school district could manage human resource systems to enable employees to focus their development in areas of interest as well as in areas that foster the achievement of organizational goals. This charge focused the committee on identifying leadership roles for teachers (Human Resources, Wake County Public Schools, 2004).

The committee studied the research on merit pay plans, performance-based pay plans, knowledge and skills-based pay plans, and career development plans for teachers. According to William Sanders “Teacher quality is the greatest single determinant of student achievement” (Archer, 1999, p. 1). Over the next several meetings, the committee decided that they were interested in a plan that focused on compensating knowledge and skills and that another step in the career progression needed to be added beyond career status in addition to just identifying job

roles. During these meetings lengthy discussions took place around the need for opportunities to be open for all that desired them and the team came to understand that they were developing a model that could significantly change the way teachers work in schools. The committee designed a model that would demand collaboration and support among and for all professionals. The committee also designed a set of questions to ask teachers serving in some of the identified roles in order to determine if the written job descriptions matched reality. These questions were asked of 33 teachers in focus groups during July 2003 (Human Resources, Wake County Public Schools, 2004).

After a year of meeting and studying various pay plans across the country, the Career Pathways for Educators Committee came up with a model to attempt to address teacher retention and teacher leadership in Wake County called the Teacher Enhancement Leadership System (TELS). At the time of this study the Teacher Enhancement Leadership System has not been implemented in Wake County Public Schools due to funding issues.

Description of Teacher Enhancement Leadership System (TELS). The Teacher Enhancement Leadership System is a long-term human resources strategy designed to recruit, support and retain talented teachers in the Wake County Public School System. This initiative has as its goal to build the capacity of the school system to achieve its goal of academic achievement for all students by making good teachers better. There are three proposed components: 1) A career progression; 2) additional compensation and 3) job enhancement (Human Resources Wake County Public School System, 2004).

In the career progression component, teachers will attempt to develop in their careers by increasing their academic and instructional expertise, reflecting on their experience to improve practice, and by gradually assuming more complex roles in school improvement processes.

TELS will enable teachers to pursue a variety of positions in their careers depending on their interests, abilities and accomplishments. As teachers develop in their careers, their pay should be commensurate with increased qualifications and responsibilities (Odden & Kelley, 1996; Human Resources Wake County Public Schools, 2004).

TELS identifies at least three distinct and developmental roles that comprise a teacher career progression: Novice, Career and Advanced Career (See Table 1). Specific expectations and responsibilities are associated with each of these roles. Presently, there are only two roles as defined by the state - non-careered and careered. The TELS model proposes adding a third role called advanced career status. Advanced career teachers would be expected to use skills learned to guide instructional improvement at department and school levels, engage other teachers in collaborative problem solving, mentor and train others on a regular basis, participate on system teams to design curriculum and lesson plans, and develop and assume other formal and informal leadership roles at the school level. The expectation for the career teacher is to expand competence and expertise in subject matter and/or critical curriculum and instruction areas necessary for student/school success. The career teacher would have opportunities to progress to advanced career teacher after acquiring and demonstrating the requisite skills. Novice teachers are beginners and would focus their energies on mastering the INTASC standards (national benchmarks for good instruction in the classroom), organizing and managing instruction for diverse learners, and learning how to reflect on their practice to improve skills. Time would be made available within the school calendar for novice teachers to work together and learn from mentor and advanced teachers (Human Resources Wake County Public School System, 2004).

The career progression would provide the framework to evaluate, modify and reorganize current training activities based on differentiation in professional development. It would also

serve as a basis for partnering with colleges and universities that may deliver some of the learning experiences. Accountability would be ensured through alignment to professional growth planning processes already in place as a part of the evaluation process (Human Resources Wake County Public Schools, 2004).

A centralized Professional Review Panel would be developed to evaluate teacher applications for advanced career teacher status. The Superintendent's Teacher Advisory Council would be charged with making recommendations about composition, selection criteria, training and procedures for the Panel. A rubric would be developed by the Professional Review Panel that clearly defines the advanced career teacher role, skill sets and evidences.

The additional compensation component would provide annual skills-based pay to teachers who demonstrate advanced level skills and leadership. The proposed amount is \$1250 per year. Market-based pay and free tuition for teachers who add additional licenses in shortage areas would also be provided as part of the additional compensation component. Five percent of a teacher's salary is proposed. Strategic incentive bonuses from \$300 to \$750 to improve novice teacher retention are part of the additional compensation proposal. These strategically timed incentive bonuses for new teachers would be provided at the end of the first and second semesters and again at the start of the school year to encourage retention. Ten days release time per year for novice and mentor teachers to plan and collaborate regularly on instructional improvements is included in the additional compensation proposal. The additional compensation component will also provide a bonus for teachers during their license renewal year with evidence of growth. Five hundred dollar one time bonuses for receiving National Board of Professional Teaching Standards Certification would also be given.

**Table 1: Teacher Enhancement and Leadership System: From Novice to Advanced**  
**Career Teacher Leader**

<b>Career Progression</b>	<b>Novice/Probationary</b>	<b>Career</b>	<b>Advanced Career</b>
<b>Criteria</b>	-Eligible to hold NC license	-Clear NC license	-Ability to collaborate with others -Completion of mentor training -Ability to design instruction to meet the needs of diverse learners -Use of data based decision making & research -2-3 years school/district leadership -Majority of ratings above standard -Five years successful teaching (2-3 in WCPSS) -2-3 years successful mentoring
<b>Focus</b>	-Designing quality work for students -Mastering INTASC standards	-Designing quality work for students -Expanding skills/knowledge -Developing/sharing best instructional practices	-Designing quality work for students -Expanding/developing/sharing best practices -Facilitating continuous improvement at classroom/department/school/system levels
<b>Expectations</b>	-At standard or better -Complete annual IGP -Completion of ILT	-At standard or better performance -Growth toward advanced career status on IGP -May mentor new teachers	-Majority of ratings above standard -Develop others through coaching, training -Lead collaborative planning/problem solving -May conduct peer observations -May serve on system teams to develop curriculum/model lessons
<b>Job Enhancements</b>	-10 days release time for training with mentors	-Eligible for extended contracts -Eligible to apply for reduced teaching load leadership responsibilities	-Eligible for extra duty pay -Eligible for extended contracts -Eligible to apply for reduced teaching load leadership responsibilities



**Table 1 Continued**

<b>Additional Compensation</b>	<ul style="list-style-type: none"> <li>-Signing incentive bonus for critical areas</li> <li>-PRAXIS reimbursement</li> <li>-Tuition reimbursement</li> <li>-Supplemental advancement</li> </ul>	<ul style="list-style-type: none"> <li>-Bonus every 5<sup>th</sup> year with license renewal and evidence of growth</li> <li>-Opportunity for 5% pay increase for adding 2<sup>nd</sup> license in critical area</li> <li>-\$500 one time bonus for NBPTS</li> </ul>	<ul style="list-style-type: none"> <li>-Annual skills pay for 5 years with continuing demonstration of successful teaching/instructional leadership</li> <li>-Opportunity for 5% pay increase for adding 2<sup>nd</sup> license in critical area</li> <li>-\$500 one time bonus for NBPTS</li> </ul>
--------------------------------	---	--	--

Job enhancements are the third component of TELS. Job enhancements expand on selected leadership roles for talented teachers to provide career choices within teaching. These leadership roles and responsibilities are those that the system believes are necessary for teachers to assume in order to extend instructional leadership throughout the school. These roles require advanced skill sets beyond subject matter expertise. Presently, the TELS model proposes that elementary grade level chairs, middle school team leaders, mentors, school leadership team leaders and middle school department chairs would receive extended contracts of 1-3 weeks at the beginning and/or end of the school year to perform some of the extra duties required of these leadership roles. High school department chairs, mentor coordinators, student support team coordinators and elementary and middle school department chairs would receive teaching load reductions embedding time during the school day to perform the tasks required of these leadership roles. In the future, there may be new roles that will evolve based on changing student and school needs. Currently, teachers are paid small stipends, referred to as extra duty pay, to carry out these functions on top of full teaching loads with little or no time built into the schedule. The career enhancement component recognizes that selected leadership roles are important enough to school effectiveness to be job-embedded so that time would be allotted during the regular school

day to carry out these responsibilities. Revised job descriptions will be developed to insure accountability for these functions. Pay should be increased commensurate with the responsibilities to attract talented teachers to these jobs. Ideally, novice and probationary teachers would not assume the more complex leadership roles until they became career teachers (Human Resources Wake County Public Schools, 2004).

### **Summary**

This chapter has sought to provide a theoretical framework for this research by conducting a review of the current literature in the following areas: 1) Background to the Teacher Shortage; 2) Teacher Attrition; 3) Teacher Leadership and Compensation; 4) North Carolina and Teacher Retention. This chapter also sought to outline Wake County Public School System's proposed Teacher Enhancement and Leadership System which is a model attempting to address the teacher retention issue and to search for other models addressing the teacher retention issue.

The next chapter will describe the methodology of qualitative research that was utilized in the study. The purpose of this research was to gain a better understanding of why teachers are leaving the Wake County Public School System and if Wake County's proposed Teacher Enhancement and Leadership System would address teachers' leaving the Wake County Public School System. The qualitative strategies of focus groups, face-to-face interviewing, and document analysis will be described in Chapter Three.

*“What you are trying to do, it seems, with this plan is create a level of professionalism for quality teachers.”* (Teacher Interview, Fall 2005)

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

My literature review found that there are few current compensation models that address all three of the reasons that teachers are leaving or not even entering the teaching profession and are at the same time tied to student achievement. Therefore, the method of research used for this study is qualitative and specifically a phenomenological study.

Historically, Edmund Husserl, a mathematician who studied in Leipzig and Berlin is credited with establishing the philosophy of phenomenology (Patton, 1990). Bogdan and Biklen (1992) believe that “researchers in the phenomenological mode attempt to understand the meaning of events and interactions to ordinary people in particular situations” (p.23). Phenomenologists emphasize the subjective aspects of people’s behavior. The goal is to understand the subjects from the participants’ perspectives. In order to understand the phenomenon from the subject’s point of view, the researcher must suspend their own judgments of what they believe the experience means to the people they are studying (Bogdan & Biklen, 1992).

Irving Seidman has developed an interviewing technique based on the phenomenological approach called phenomenologically based interviewing. The method combines life history interviewing and focused, in-depth interviewing informed by assumptions drawn from phenomenology and especially from Albert Schultz (Seidman, 1998).

The purpose of this research was to gain a better understanding about what influences teachers to stay in Wake County and if the Teacher Enhancement Leadership System can address

the teacher retention issue. Thus this study falls under the qualitative strategy of a phenomenology. I used a modified version of Seidman's phenomenologically based interviewing technique in this study utilizing open-ended questions but not following the three interview series that Seidman proposes.

This chapter will be divided into three sections. The first section will look at a pilot study of focus groups that helped define the key teacher leadership positions in the Wake County Public School System. The second section relates to the selection of the subjects. The third section addresses data collection and methods of data analysis.

### **Pilot Study**

Focus Groups. The Career Pathways for Educators Committee conducted focus groups during July 2003. Principals of every school in Wake County were asked to send someone in one of the teacher leadership positions listed below to participate in the focus group. Since the focus groups were held in the summer, the participation was lower than normal but the teachers who did come were committed to helping the county look at teacher retention.

Sixteen teachers were from Elementary Schools, 9 were from middle school and 8 were from high school. Twenty-three out of 108 Wake County schools were represented. The focus groups were held in the Wake County Computer Decision Lab where teachers could answer the open-ended questions directly on a computer to make the data collection and analysis easier. The following questions were asked of 33 Wake County teachers:

#### Focus Group Questions.

1. What tasks do you do in your role?
2. How much time does it take to complete the tasks for this role?

3. When do you get these tasks accomplished (example – during planning, before school, after school, etc.)?
4. What skills and/or training are required to perform this role effectively?
5. What value does this position add to helping students be successful?
6. Please review the list of job titles listed below. Are there other leadership roles that teachers could assume to add value to student success?

Teacher Action Researcher	Student Support Team Chair
Curriculum Writer/Specialist/Developer	Staff Development Trainer
Data Analyst	Mentor Coordinator
Grade Level Chair	Staff Development Coordinator
Team Leader	Program Coordinator for Magnet Schools
Department Chair	ESL Coordinator
Behavior Management Specialist	Lead Teacher
Mentor	School Improvement Team Chair
Grant Writer/Coordinator	Instructional Resource Teacher
Cooperating Teacher	Academically Gifted Coordinator
Test Coordinator	

7. If a teacher were recognized as being accomplished/expert, what would that mean in terms of the role and responsibilities?

The Focus Groups pointed to four key areas when looking at an accomplished or expert teacher. They were lack of time, lack of compensation, desire to be lifelong learners and teacher leadership. The key roles identified by the focus groups were high school and middle school

department chairs, middle school team leaders, elementary grade level chairs, mentor coordinators, school improvement chairs and staff development coordinators.

The Focus Group findings and the research that the Career Pathways for Educators Committee had been doing were used to shape the Teacher Enhancement Leadership System. The Career Pathways Committee used the data collected from these focus groups to fine tune their teacher leadership job descriptions and to determine the most important teacher leadership roles that could have the biggest impact on student achievement and teacher retention. The committee examined the roles of the teachers that attended the focus groups and picked roles that affected all three levels – elementary, middle and high – with the exception of middle and high school department chairs and middle school team leaders. The committee decided to give Student Support Team Chairs, Mentor Coordinators and High School Department Chairs 50/50 teaching roles meaning that they would continue to be paid full-time but be freed from teaching half of the day to perform their leadership roles. Middle School Department Chairs, School Improvement Chairs and High School Department Chairs not included in the 50/50 positions would be given two-week extended contracts to perform their leadership responsibilities and Middle School Team Leaders and Mentors would receive a week extended contract to perform their leadership duties. As the Career Pathways Committee's model took shape, it was named the Teacher Enhancement and Leadership System (TELS).

### **Selection of Subjects**

The population for this study consisted of Wake County Public School System teachers and a principal. The Wake County Public School System is a fast growing school district of approximately 115,000 students and over 134 schools. Bill McNeal, the superintendent of the Wake County Public School System from 2000 to 2006 was recognized as both the North

Carolina Superintendent of the Year and the National Superintendent of the year in 2004. Wake County is a large school district geographically, including Raleigh, the capital of North Carolina, as well as several relatively small rural towns and communities in the school district. According to the 2000 Census, Wake County had 627,846 residents and typically Wake County adds about 20,000 people per year. The school system is adding about 7000 students per year.

School Selection. The schools selected for the study were the six schools in the county with the lowest teacher turnover for the 2003-2004 school year. Within the six schools with the lowest teacher turnover elementary, middle and high schools were represented. Wake County calculates teacher turnover rate by resignations from July 1 of a given year through July 1 of the next year so transfers from one school to another within the county would not be included in this number (Wake County Human Resources, 2005). The state of North Carolina calculates teacher turnover based on who is on the payroll in March of a given year compared to March of the next year (North Carolina Department of Public Instruction). That would include resignations, non-paid leaves and transfers. This figure results in a higher figure generally than the way Wake County calculates teacher turnover.

The reason for choosing schools with low teacher turnover rates was because teachers and administrators at these schools were willing to share the reasons that they stay, and they had a picture of what it takes to get teachers to stay at a school. Principals at schools with high teacher turnover might make sure that they give access to teachers to say the “right” things. Principals at schools with low teacher turnover were more apt to give access to teachers who they genuinely believe can help with the study since teacher retention is perhaps something that they value.

Teacher Selection. To select the teachers, a letter was sent to the principals at the schools in each region of Wake County with low teacher turnover rates. The principals at the six schools

were asked to provide the names of one or two teachers that fit the criteria of being in a teacher leadership position within the principals' school. The teacher leadership positions that I asked about were based on the teacher leadership positions that arose from the focus groups (Appendix I). These positions were Student Support Team Chairs, Mentor Coordinators, High School and Middle School Department Chairs, School Improvement Team Chairs, Middle School Team Leaders and Mentors. The principal had the option of recommending a teacher in a leadership position other than the positions listed above to make sure that the Focus Groups did not miss a key position. The six principals all responded with at least one name of a teacher in a teacher leadership position within their school. One principal gave me eleven names of teacher leaders in the school. I contacted four of those teachers. The other five principals recommended one to three teachers in teacher leadership positions in their school that I could contact. Therefore, I contacted a total of fourteen teachers; nine responded and were interviewed.

Principal Selection. The principal from the school with the lowest teacher turnover rate was selected and interviewed. The reason a principal was interviewed was to potentially glean information to reinforce or negate what teachers were saying for validity purposes. Principals also have access to funding and staffing resources that teachers are not necessarily aware of that might be a reason for lower teacher turnover.

### **Data Collection and Analysis**

Interviews. During the spring and fall of 2005, face-to-face individual interviews with a principal and nine teachers from six schools in Wake County were conducted. After receiving the names of the potential interview candidates, they were contacted by letter explaining the purpose of the study and requesting approximately one hour of each of the interviewee's time for the face-to-face interview (Appendix II & III). These interviews served to extend the research of



the Focus Groups conducted previously. The informed consent form was included in the initial contact letter, and potential interview candidates were asked to return the informed consent form in a self-addressed stamped envelope if they were interested in participating in the study (Appendix IV). The principals from all six schools responded with names of at least one teacher leader in their school for me to interview and at least one teacher from each of the six schools consented to be interviewed.

Before starting the each interview, confidentiality was discussed with the interviewee. The interviewee was told that pseudonyms would be used for each interviewee and that schools would be referred to as elementary, middle and high and not by their specific names. They were also told that the interview notes and tapes would be coded and would not have identifiable features on the tapes and interview notes themselves and that the code sheet would be kept in a separate location from the tapes and interview notes for security purposes. The interview questions below were sent to the interviewees one week ahead of time as well as a brief outline of the Teacher Enhancement Leadership System to give interviewees a chance to think about the questions before the interview. This gave the interviewees a greater opportunity to give more in depth feedback on the Teacher Enhancement and Leadership System and served as a reminder of the upcoming interview. The interview format itself was discussed with each interviewee before the interview started.

Through these interviews, I got to hear the voices of the teachers talking about the job enhancement, career progression positions and additional compensation to further add to the body of research that Wake County is compiling to retain teachers in the Wake County Public School System.

Interview Technique. A semi-structured interview format was used for this study. Open-ended questions, combined with a few demographic questions, helped get a clear picture of the interviewee's story. The questions were based upon questions from other dissertations, reviewing the relevant literature, building on the focus group questions and talking to qualified qualitative researchers. The interviews were taped and transcribed and detailed notes were taken during each interview (Brinson, 1997). This technique was used so that the researcher had two data sources to rely on for analysis so that one could be a check of the other to be sure that no key information was missed. The notes and the tapes were kept in a secure location with no identifiable features except for a code without specific names or schools attached. The code sheet was kept in a separate location for security purposes.

Interviews afford opportunities for people to better reflect on their situations and thus find meaning in those situations. "At the heart of what it means to be human is the ability of people to symbolize their experience through language" (Seidman, 1998 p.2). Seidman (1998) also believes that "At the root of in-depth interviewing is an interest in understanding the experience of other people and the meaning they make of that experience" (p.3). The interviews I conducted for the study served to glean a deeper understanding of teacher retention through the eyes of teachers in Wake County Public Schools. See Appendix IV for Interview Questions for teachers and Appendix V for interview questions for Principal.

Questions 1 through 3 for teachers and 1 through 5 for the principal look at demographic information to use for comparison purposes. Questions 4 and 5 for teachers and 6 and 7 for the principal get at what drives them to be educators. People's motivation for going into education can be helpful in determining what to do to keep them there. Question 6 for teachers gives a picture of what a teacher's job looks like since time is one of the key factors in teacher retention

according to the literature. Question 8 for administrators helps to get at what this principal is looking for in a quality teacher. Questions 7 through 13 for teachers and 9 through 15 for the principal get the interviewees to look closely at Wake County's Teacher Leadership and Enhancement System to see if the model would be useful in retaining teachers and to give them an opportunity to give suggestions for improvement of the model. Questions 14 through 16 for teachers and 16 through 18 for administrators ask the interviewees to step away from the TELS model and have an opportunity to give their own suggestions for retaining teachers. The final question of course gives the interviewees a chance to share thoughts that I have not addressed but they feel are valid to the interview.

Data Analysis. Between interviews I could not help reflecting on what I had heard and making connections but I worked hard to try to not let that affect the next interview. I hired a transcriber to transcribe the interviews for me. The transcriber only had coded tapes and had no way of knowing what teacher or principal interview was being transcribed. The code sheet tying schools, teachers and tape numbers was kept in a different location than the tapes and the decoded tapes.

After all the interviews were completed and transcribed, I read through the text and marked what was interesting to me so that I did not lose that initial overall impression of the data before I was totally immersed in the data. This strategy is recommended by Seidman (1998) who sees the researcher's judgment as one of the most important ingredients that the researcher brings to the study. I also compared my field notes and the transcribed interview notes to check for similarities or differences to increase validity. After marking passages of interest, I then went back through and made notes from each group of questions 1-3 demographic information, 4-5 motivations for becoming a teacher, 6 what a teacher's day looks like, 7-13 teachers'

perceptions of the Teacher Enhancement Leadership System Model, 14-16 teachers' own ideas for retaining teachers and reported that data in Chapter Four. In each group of questions, I organized excerpts from the transcripts into categories, looking for connections and patterns that emerged. I coded the data from each question looking for similarities and differences between each teacher. I kept my categories tentative as I read and reread the transcribed interviews and interview notes being willing to change the name of the category as new ideas emerged in the interviews. However, I know that I have predispositions to certain themes from both my literature review and my own personal experience as a principal. To deal with these predispositions, I made sure that I used the language from the teachers and not my self-imposed labels.

After all the excerpts were categorized within each question set, I asked myself what meaning I had made from all the interviews. I reflected on the research experience itself. This gave me an opportunity to propose future research and identify areas where my research was weak.

### **Summary**

The Wake County Public Schools Human Resources Department and the Superintendent's cabinet believes that the Teacher Enhancement and Leadership System model has the potential to be more far reaching than just teacher retention even though that in itself is extremely important. With the projected implementation of the Teacher Enhancement Leadership System, Wake County has the opportunity to become a change agent, altering relationships among principals, teachers, parents and students to improve significantly the lives of Wake County's children. This phenomenological study will serve to study this new and innovative model in Wake County that tries to address all three of the reasons that teachers are leaving or not even entering the teaching profession – time, money, teacher leadership – to see how nine teachers and one principal in

Wake County feel about the potential impact of the Teacher Enhancement and Leadership System on retaining quality teachers in Wake County Public Schools.

*“Intellectually, I love the drive of helping the school make decisions based on the needs of children, based on the needs of teachers, based on the needs of the whole school climate.”*

(Teacher Interview, Fall 2005)

## **CHAPTER FOUR**

### **FINDINGS**

#### **Introduction**

The purpose of this study was to examine a Teacher Enhancement Leadership System (TELS) model that Wake County Public Schools has designed to attract, retain, and motivate talented teachers. There are three components to the Teacher Enhancement Leadership System: 1) career progression for advancement; 2) additional compensation; and 3) job enhancement (Human Resources Wake County Public School System, 2004). Since it seems that teachers' opinions on current issues in the field of education are often neglected and teachers' views on issues central to staffing classrooms in the United States are seldom given the priority they deserve, this study examined factors related to recruitment and retention by talking to public school teachers in Wake County, North Carolina.

Chapter Four provides an analysis of the data resulting from ten interviews with Wake County public school teachers and a principal from schools with the highest teacher retention data from the year 2003-2004. The chapter begins by giving the demographic data of Wake County as well as the population of teachers and principal that were interviewed and the schools for which they worked. Finally, each research question is addressed with the corresponding data.

#### **Demographic Data of Interviewees' District and Schools**

The Wake County Public School System is a fast growing school district of approximately 115,000 students and over 134 schools. This makes Wake County Public Schools the second

largest system in the state and the 27th largest in the nation. Of the 134 schools, there are 84 elementary schools, 28 middle schools, 17 high schools and 5 special optional schools. The student population is 61.6 percent white, 26.3 percent African-American, 5.6 percent Hispanic, 4.1 percent Asian, 2.1 percent multiracial and 0.3 percent American Indian. Teacher salaries range from \$28, 725 to \$64,566 (Wake County Public Schools, 2006).

Wake County is a large school district geographically, including Raleigh, the capital of North Carolina, as well as several relatively small rural towns and communities in the school district totaling 864 square miles. According to the 2000 Census, Wake County has 627,846 residents and typically Wake County adds about 20,000 people per year. The school system is adding about 7000 students per year.

#### **Demographics of Schools of Teachers and Principal Interviewed**

Four elementary, one middle and one high school are represented in the study. One year-round school, two magnet schools and three traditional schools are also included in the study. As demonstrated in the table below, all the schools are reflective of the county as a whole in free and reduced lunch percentages and performance composites. Two of the schools opened as new schools in the past five years.

**Table 2: Free & Reduced Lunch and Performance Composites of Schools of Teachers and Principal Interviewed 2003-2004**

<b>School</b>	<b>% Turnover 2003-2004</b>	<b>School Free &amp; Reduced Lunch 2003</b>	<b>School Performance Composite 2003-2004</b>	<b>Wake County Performance Composite 2003- 2004</b>
Elementary A	4.35%	23.9%	90.3%	92.1%
Elementary B	4.69%	14.9%	94.6%	92.1%
Elementary C	5.56%	34.4%	87.6%	92.1%
Elementary D	4.88%	19.2%	94.7%	92.1%
Middle	2.86%	32.1%	85.3%	88.9%
High	3.17%	25.9%	75.4%	82.8%

### **Demographics of Teachers/Principal Interviewed**

The teachers interviewed for this research support the current research on teacher turnover. Most teachers are female, non-Hispanic, white, and the percentage of teachers of color continues to be very low, despite the increasing numbers of minority students. Nine women and one man were interviewed. Teachers interviewed ranged from 30-year teaching veterans to a teacher who had taught for five years. All of the teachers had taught in Wake County for a large portion of their teaching careers. Teachers had been at the school where they are presently teaching from two to fourteen years.



**Table 3: Demographics of Teachers Interviewed**

Teacher	School	Race/ Gender	Subject	Years of Teaching	Years Teaching in Wake County	Years Teaching at This School	Teacher Leader Roles	National Board Certified
1 Cathy	Middle	White/ Female	Career Develop Coord	9	9	3	Career Development Coordinator	No
2 Sandra	High	White/ Female	Chemistry	21	17	14	Mentor, Grant Coordinator, Lead Teacher Health Science Academy	Yes
3 Bob	Elem C	White/ Male	4 <sup>th</sup> /5 <sup>th</sup> Grade Combo	7	7	7	Member Leadership, Technology & Writing Committees, Positive Behavior Support Chair	No
4 Patti	Elem D	White/ Female	4 <sup>th</sup> Grade	10	7	4	4 <sup>th</sup> Grade Chair, Leadership Team Member, Administrative Intern, National Board Coach	Yes
5 Mary	Middle	White/ Female	Museum Coord	5	4	2	Museums Coordinator	No
6 Ellen	Elem C	White/ Female	AcademGifted Enrich Teacher	18	18	7	Academically Gifted Enrichment Teacher, Co- Chair Writing Committee, Member School Improvement, Math Core Committees,	No
7 Rose	Elem A	White/ Female	1 <sup>st</sup> Grade	23	10	9	1 <sup>st</sup> Grade Chair	No
8 Betty	Elem B	White/ Female	Special ProgramsTeacher	30	12	12	Mentor Coordinator, Mentor, National Board Coach	Yes
9 Laura	Elem D	White/ Female	Instruct Resource Teacher	25	22	9	Instructional Resource Teacher, Testing Contact, School Improvement Team Chair, Leadership Team Member, IPT Contact	No

The principal from the school with the lowest teacher turnover at 2.86 percent was from the middle school. The principal was a white female who had been at the middle school for one year. Prior to becoming principal at the middle school, she was the principal at an elementary school in Wake County for eight years. She was an assistant principal for three years and taught for nine years in Wake County before becoming a principal.

### **Motivations for Being an Educator**

Four of the nine teachers interviewed had not initially planned to go into teaching when they went to college. Teaching found them. Mary, the middle school magnet coordinator, said, “Actually, I didn’t want to be a teacher at first. I think I was pushed by my parents and others to go a more academic and more professional path but ultimately that led me back to teaching.” However, even those that did not start out planning to teach were still involved in some other “helping” job such as a daycare worker, museum outreach contact, Girl Scout leader and orthopedic hospital worker. Ellen, the academically gifted coordinator at elementary school D said:

Actually, when I had my student teaching experience, that’s when I decided I wanted to be a teacher. Up until the point of student teaching, I really thought that I wanted to run my own daycare center and I was only getting my certification as a backup plan.

Many of the teachers talked about their love of children as a motivator in becoming a teacher. Betty, the special programs teacher at the year round elementary school said, “I was always passionate about helping other people.” And Patti, a teacher who lost both of her parents when she was ten found teachers who guided and paid attention to her - “I just wanted to be that type

of person who really cared about children and would go in and build a relationship and also help them learn.”

Rose, a first grade teacher at the magnet elementary school and the principal grew up knowing that they would be teachers because of the emphasis on education in their families. The principal grew up in a family of educators and Rose’s family had a big focus on education while she was growing up – “I remember growing up my parents thought teachers were the finest individuals in the world and we were just brought up to respect these people – anyone who teaches you.” Most of the interviewees shared a love for education, wanting to do more intellectually and loved going to school themselves.

“I wanted to see more of the development and the impact and have more of a connection so that’s what led me to go back and get my Master’s in Education,” Mary, the middle school magnet program coordinator said. Bob, an elementary school teacher who wants to go into administration talked about how a teacher made a difference in his life and how he wanted to make that same difference in other kids’ lives:

In high school, there was an opportunity for me to take two different paths and I had a teacher who kind of pulled me away from one and kind of aimed me in a different one to kind of keep me on the straight and narrow and get me into college. He gave me that opportunity. He gave me that chance.

Bob decided to become a teacher because he wanted to teach other children differently than he had been taught by most of his teachers. “I kind of vowed that when I became a teacher, I wouldn’t ever do that. That we had to do hands on learning and had to have involvement and I had to try to reach each student.”

The cultures at the schools the teachers were teaching presently had a huge impact on them choosing the schools in the first place and staying at those schools. Laura, the instructional resource teacher at elementary D says about her school, “I feel a real spirit of collaboration.” Ellen, the academically gifted teacher at elementary C noted, “I had interviewed at several different schools but this one felt very welcoming, friendly, and felt like a family inside immediately and I decided this is where I wanted to come.” Rose, the first grade teacher, comments, “There is a strong emotional tie to everyone in the school.” “Everybody believes in children and that all children can learn,” Patti, the 4<sup>th</sup> grade teacher at elementary D says. Teachers felt that it was important that the atmosphere at the school did not pit grade against grade and that the environment was helpful, supportive and that everyone in the building had similar beliefs. Teachers liked the feeling of working as a team. Laura, the instructional resource teacher and the school improvement team chair says, “The school sets goals and plans to reach those goals and really spends a lot of time with their school improvement plans. Implementing that plan is not just something on the shelf, it’s a work in progress.” A common belief system or vision was an important part of the school culture. Some principals had teams of teachers do the hiring of other teachers, enhancing the collaborative environment.

Two teachers who worked at schools that had recently opened spoke about how teachers were selected for the school as a key factor in the school culture. Betty, the special programs teacher at the year round elementary school emphasized the importance of hiring. “Now when (school) started they gave the principal, which I think is a crucial part in teacher retention, the ability to hire who she chose, who she wanted to be on her staff and that is what happened.” In contrast, at Bob’s elementary school teachers were assigned from another elementary school and there was a big turnover of faculty after the first year.

Along with school culture, the principal had the biggest impact on teachers choosing and staying at a school. Rose says about her magnet elementary school principal, “The principal is fantastic. She understands teachers and loves the children.” Bob, the 4<sup>th</sup>/5<sup>th</sup> grade teacher at elementary C specifically stated that he went to his school because of the principal. “When I talked to the principal, she really sold me on a brand new school concept and coming in and learning from the beginning and kind of advancing as the school advances.” Patti left her previous school because of the principal: “I have left schools because of the administration.”

Two teachers brought up diversity. Ellen, the academically gifted teacher at elementary C went to the school she works at for the diversity it would provide her own sons. Mary, the middle school magnet program coordinator reflects on how going into teaching after working in other careers first helped her address the diversity in the school she is at now. “I think if I had gone into teaching right at twenty-two that I wouldn’t have been able to address the diversity of the students in my classroom like I was able to going into teaching in my late twenties.”

The type of instruction at the school where Mary chose to go was a key reason in her choosing to go to her magnet middle school. She liked the Paideia model of teaching and the interactive nature of the museum linked to instruction. Bob, the 4<sup>th</sup>/5<sup>th</sup> grade combo teacher at elementary C commented on wanting freedom and creativity but at the same time needed some kind of pacing guide to help make decisions about where he should be by a certain time.

Two teachers reported that they liked the proximity of their school to their home. Betty, the special programs teacher at the year round elementary school commented on the importance of the physical environment. “I do like the facilities. It is your environment, it’s your day, it’s where you live, it’s your family. All of these things.”

The principal's motivation for becoming a teacher mirrored the teacher responses. She came from a family of educators. She grew up knowing she would become a teacher. She became an administrator initially for financial reasons and then because a principal inspired her to see that being a principal could affect school change and school improvement.

### **A Teacher's Day**

All of the teachers arrived at school significantly before the school day started for students, ranging from 5:45AM to 7:45AM depending on when school started at their particular schools. Because Wake County elementary schools generally have later start times to accommodate buses, the elementary teachers generally arrived a little later than the middle and high school teachers. The teachers stayed until 4PM to 5:30PM on a daily basis and also had some evening responsibilities such as parent meetings and PTA. The teachers who were not permanent classroom teachers had flexible days with most of their time spent supporting other teachers, chaperoning field trips, team teaching with other teachers, planning for meetings they were in charge of facilitating, and taking on additional responsibilities such as being the test coordinator, and mentor coordinator. Classroom teachers were tied to their classrooms with a structured schedule with some teachers not having planning some days -especially in elementary schools. Elementary teachers also were still supervising students during their lunch period.

### **Perspectives On The Teacher Enhancement Leadership System Model**

The teachers and the principal had a lot to say about TELS. Overall, the teachers really liked the possibilities that TELS presented but they also needed more clarity in some places and had some suggestions of components to add.

Career Progression. In the career progression component, teachers develop in their careers by increasing their academic and instructional expertise, reflecting on their experience to improve

practice and by gradually assuming more complex roles in school improvement processes. As teachers develop and move up in their careers, their pay should be commensurate with increased qualifications and responsibilities (Odden & Kelley, 1996; Human Resources Wake County Public Schools, 2004).

Opportunities for growth in the classroom in the Teacher Enhancement Leadership Model were appealing to the teachers interviewed. Anything that pushed teachers to improve themselves was seen as positive by five of the participants. Sandra, the high school chemistry teacher said, “You’ve taught twenty years and learned a lot but so many times there are just so many ways to do it. You are ready to grow.”

Several teachers commented on how the career progression section provided for teachers who were currently handling these responsibilities. Laura, the instructional resource teacher at elementary D thought that “adding the level advanced career would be a great incentive because it would recognize teachers who are already leaders, mentors and trainers.”

Patti, the 4<sup>th</sup> grade teacher at elementary D immediately made the connection between the TELS model and National Board Certification for teachers. “I felt like I’ve done a lot of that just by going through that process and you know the classes I’ve been to and I’ve mentored a couple of National Board candidates so I feel those are things I’ve already done. I feel like it compliments the National Board piece.” Patti felt that everyone should go through the National Board Certification process.

Several teachers commented on how the Career Progression component of TELS allowed teachers to advance in their careers without going into administration. Sandra, the high school chemistry teacher said:

I am looking at where I would fit in to this and it appeals to me because I have made it my

career. Teaching is your career and I feel like in the teaching field as the system is now, the only way you can advance is to maybe move into administration and I have no desire to do that. That is just not what I feel called to do.

On the other hand Betty, the year round elementary school special programs teacher, commented that some teachers might not like the added level of advanced career status in the job enhancement component. Betty felt that the difference between those that would not like this added level and her was that she was passionate about her career and they were not. She personally liked the differentiated piece of the career progression plan.

Two teachers commented directly about liking the criteria for advanced career status where teachers were required to complete five years of successful teaching before applying and have two to three years of successful mentoring. Patti, a 4<sup>th</sup> grade teacher said, "I liked the two to three years of successful mentoring in the Career Progression section. You don't want someone in a leadership position who does not want to help out." The high school chemistry teacher, Sandra, really saw the school-wide effect that an emphasis on mentoring could have in a school:

If you get those new teachers and you help them handle their classroom discipline based on the experiences you have then things are going to sort of have a domino effect the more productive every teacher can be, the less discipline school wide. You know I don't want to deal with administrative issues or discipline issues other than in my classroom but I feel like that lead teacher could provide a support that's not there now that could be very valuable.

Sandra also saw the potential for mentoring all teachers and not just new teachers - perhaps a veteran teacher who has come in from outside the district.

Advanced career status would give teachers some options to teach a class or two but have more leadership roles to be able to help teachers with what they have learned in the last



twenty years of teaching. I'd like that. I think I am good.

Ellen, the academically gifted teacher really liked seeing the career status in the middle. She felt that the career area is an area where teachers feel left out and that a five-year bonus would be something to strive for.

Ellen really liked the built in staff development expected of the advanced career status teachers. "I think everyone is expert in an area and facilitating staff development within their own school in their expert area is an awesome idea." This sharing of expert areas gives teachers the opportunity to share that expert area with others.

The limiting of outside time for new teachers in the TELS model was really important to Cathy at the magnet middle school. She also felt that younger teachers needed more time to focus on content and curriculum, so she liked the release days for new teachers. These release days would provide extra time for new teachers in survival mode to observe other teachers, grade papers or brush up on their curriculum.

Despite overwhelming positive comments about the career progression component of the Teacher Enhancement Leadership System model, the teachers and principal also had several suggestions and cautions if Wake County Public Schools was going to move forward with the model.

Mary, the magnet middle school coordinator, recommended that out-of-state teaching experience be honored for novice teachers and for advanced career status perhaps accepting a letter of recommendation from a department chair from out of state. Rose wanted to see more differentiation in the job descriptions so that teachers could really hone in on what they were enthusiastic about. Rose also felt that anything a teacher does extra for a school even though not contained in a document should be included, such as home visits, taking students to movies and

buying Christmas trees. Laura suggested that a rubric for mentors and department chairs for advanced career status would be helpful. Mary did not want advanced career status to be based solely on administrative evaluations. Regarding novice teachers, Cathy felt that it should be written in their contracts that they would receive a smaller course load and extra planning and then add classes and add to the course load progressively in years two and three.

As for cautions, Patti commented that leave time for novice teachers was a double-edged sword because the novice teacher was away from their students and had to do lesson plans. Rose, the first grade teacher at the magnet elementary school said “It looks good on paper. National Boards are a lot of work and teachers taking National Boards do not have a lot of time to spend with students. A friend of mine spent 300 hours to complete National Boards.” Mary, the magnet program coordinator at the middle school warned that she sees the positive but could also see where the focus could be taken off the classroom with teachers getting caught up in getting advanced career status and forgetting the kids because of the amount of time required outside the classroom. Mary says:

National Boards puts so much on the teachers and I’m not saying that self-evaluation and self-assessment isn’t a valuable tool and creating systems for teachers to be doing self-evaluation and self-assessment is great but I watch people go through the National Board Certification process and I have no desire to do it. I know that I could have gotten it when I was in the classroom but it just seemed like an extraordinary amount of work and to me it seemed so arbitrary. You are going to base your decision, some person who has never met me is going to base their decision to award me this label and you’ve never been in my classroom, you’ve never talked to my kids.

Additional Compensation. The additional compensation component will provide annual skills-based pay to teachers who demonstrate advanced level skills and leadership, provide market-based pay and free tuition for teachers who add additional licenses in shortage areas, provide strategic incentive bonuses to improve novice teacher retention and provide ten days release time per year for novice and mentor teachers to plan and collaborate regularly on instructional improvements. The additional compensation component will also provide a bonus for teachers during their license renewal year with evidence of growth and a one-time bonus for receiving National Board of Professional Teaching Standards Certification.

The principal said about additional compensation, “I think that for people really good at teaching, it is not about money but if a little bonus comes along they are more apt to keep on.” Rose said, “I really like the idea of doing this for teachers who are here giving their all and it’s a way to say thank you to them and to recognize them.” Bob commented, “A lot of these with additional compensation are based on continuing education for teachers to continue to push themselves so they are more well-rounded, continue to learn and are more willing to try new things.” Sandra emphasized, “This would keep quality teachers in the classroom instead of going into administration.” Betty said, “If you are adding responsibility like mentor coordinator then you should be compensated. Other careers get bonuses when they have done a good job or for additional work.”

Teachers and the principal specifically liked the one time National Board Certification bonus, the license renewal bonus for all teachers doing their job well but for not going above and beyond, five percent pay for additional license area and tuition reimbursement. However, there were mixed opinions about whether National Board Certification should be required for teachers to pursue the advanced career status option.

Rose felt, “additional compensation for teachers to take classes in computer skills, teaching reading, etc. is really important. Wake County assumes sometimes that teachers have these skills and they do not.” Rose also felt that it was nice to know that teachers were getting compensated for time taken to learn a new skill like in business.

Laura, a veteran teacher commented that new teachers come to the county for the additional bonus, but then there is nothing right now after that for those who have leadership skills and do all the extra things so she was pleased to see additional compensation in the model for quality teachers that are already in the system. “Extra duty pay is an incentive for veteran teachers who are busy in leadership roles and different committees.”

As with the career progression the teachers and principal had several suggestions for improvement but also words of caution. Patti brought up that, “So many teachers go above and beyond the number of hours needed for license renewal which is fifteen. It would be nice if we could compensate them for extra hours or roll additional hours into the next five year cycle.” Rose suggested that a supplemental advancement for supplies would be nice because most teachers spend their own money for supplies in the classroom. Other suggestions for additional compensation were advancement for travel, paying for teachers to go to professional conferences, increasing percent of salaries for advanced career status teachers, paying for the Praxis test for teachers who have to take it and putting money into guaranteeing smaller class sizes. However, Bob emphasized that extra duty jobs like Student Support Team members should receive additional compensation but that teachers should not expect additional compensation for jobs that are part of their jobs like bus duty, hall duty and lunch duty.

Rose and Cathy commented that incentives were needed for young teachers to feel like their situation was financially secure and showing a clear progression for young teachers would be

helpful for them to see their financial futures if they stayed in teaching. “It would show new teachers that teachers are not locked into teaching that it is something they are choosing to do and how better off they are going to be.”

Ellen suggested making sure that the five-year bonus on teachers’ renewal year only be given to teachers with evidence of growth. The principal warned that compensation needed to be tied to teachers doing a better job with kids and Sandra, a National Board certified teacher, warned that it was important that Nationally Board certified teachers not lose their National Board certification twelve percent pay increase to be an advanced career status teacher in Wake County. This could be done by having advanced career status teachers still teach a class or two in addition to fulfilling the job enhancement roles. On the flip side, Rose, warned that too much emphasis was put on National Board Certification versus practical experience and she believed that practical experience in the classroom was more important than licensure on paper.

Time embedded into the school day being more important than money came up several times in responses. Cathy said “Time is a bigger issue than money. Building release days or providing subs and paid extended contracts are more important. Teachers are already putting in this time and now would get paid for this time.” Laura emphasized that “It is important to have compensation but also compensation in terms of time for teachers to be doing things like they do anyway on their own time like committees and then burn out.” One teacher emphasized that it was important at the school level to communicate up front on jobs that will receive additional compensation and planning so that teachers have the whole picture before accepting or declining rather than finding out after the fact.

Rose wanted eligibility for the additional compensation clarified. “The model states that teachers who serve in different capacities would be compensated but does not state whether they

would do one job, two jobs, three jobs or ten jobs to get the additional compensation. Would they have to be on leadership team plus be department chair?”

Sandra, the high school chemistry teacher wanted to make sure that the right teachers signed up to be mentors and not just teachers who want extra money:

I’ve been a mentor and you know that little bit of extra money each month is always nice but you know and I am going to be honest with you, I feel like a lot of teachers just do the mentor for the money and never really work productively with their mentee. Money is always nice and I think if this program does develop care needs to be taken that teachers are doing this not just for the money. Because there are some really good teachers who are doing it for the right reasons and therefore they are doing a good job so therefore you will compensate.

Mary asked “How do we get a true idea of who is ready to step up and if tied to pay how do we make sure the wrong people don’t step up to get the money?”

Mary also warned that additional compensation should not be tied to individual school administrations. She is worried that anyone can dress themselves up for a day and that administrators can also have favorites so the panel should be centralized at the central level.

Job Enhancements. Job enhancements are the third component of TELS. Job enhancements expand on selected leadership roles for talented teachers to provide career choices within teaching. These leadership roles and responsibilities are those that the Wake County Public School System believes are necessary for teachers to assume in order to extend instructional leadership throughout the school. These roles require advanced skill sets beyond subject matter expertise. The career enhancement component recognizes that selected leadership roles are important enough to school effectiveness to be job-embedded so that time would be allotted

during the regular school day to carry out these responsibilities (Human Resources Wake County Public Schools, 2004).

Laura captured the job enhancement component well when she said “Dedicated professionals are carrying a heavy load anyways. They spend summer vacations and hours after school so they would welcome the opportunity for extended contracts and increased extra duty pay.” Ellen commented that she liked reducing the teaching load of veteran teachers to take on teacher leadership roles (that they were already doing). “I see teachers that have been around awhile and each year there are additional responsibilities put on teachers to do paperwork. Some of the paperwork is county produced and some is state produced.”

Most of the teachers and the principal really liked the ten-day release time for new teachers with mentors and mentor coordinator. Any additional compensation for what goes on in the classroom was seen as important. They felt this would be particularly helpful at the beginning of the year “when all teachers are immediately thrown into staff development whether you have new curriculum to review or not so there is not a lot of down time to get your own classroom ready” (Cathy). So the release time would give mentors and mentees time to meet. This ten day release time would also help with the teacher isolation issue by giving new teachers an opportunity to visit other schools, see others modeling teaching and to work on programming.

The principal specifically praised extended contracts for special education department chairs and grade level chairs in the elementary schools. She could really see the value of giving the special programs department chairs extra time that they are paid for to do all the paperwork that special programs demand. This would also help other special programs teachers at the school with some of their paperwork.

Overwhelmingly, the teachers and the principal really supported that the job enhancement component addressed the issue of time being embedded into the school day for teacher leader roles. Patti, a fourth grade teacher said, “We need relief for new teachers coming in needing to go to Trailblazers training, K-2 or 3-5 literacy assessment training, writing, EMARC. They never have time to go back to their classrooms and practice it.” Laura, the instructional resource teacher said, “More time built in to practice training they have learned not just for novice teachers but for any new initiative brought in for all teachers.” Betty, the special programs teacher said, “We need to deal with the reflection part more in the classroom. Peer observations really help teachers learn.” The principal commented, “Collaboration and planning time is needed for everyone.” Rose emphasized:

Job enhancement is wonderful because we do bus duty for twenty minutes, grants for many hours, cross walk duties. Anything you do above and beyond should count as job enhancement – bus duty, lunch duty, three hours in the afternoon. I know it is a salaried job but we do well above what is expected for pay.

Several teachers wanted to make sure that not only were ten release days built in for the novice teachers but that the ten release days were built in for the mentors to work with the novice teachers as well. They liked that a fulltime mentor might be in each school according to the model. Patti and Betty emphasized the value of mentor time to model for the novice teacher versus release days. “Be conscious of the extra work created by taking a new teacher out of the classroom ten days. Instead have someone come in class and teach lessons modeling good teaching behavior.” “Lacking for mentors is time to do modeling in classroom with teachers. New teachers need to be shown.”



Sandra, the high school chemistry teacher suggested that retired teachers could be used as mentors but only if they are there day in and day out. Patti suggested having National Board coaches as one of the job enhancement job roles while Sandra warned that even though she is Nationally Board certified, she does not feel that the teacher leader roles in the job enhancement section need to necessarily be Nationally Board certified. Sandra felt that people near retirement that are good teachers would also make good teacher leaders. She also believed that teachers that are Nationally Board certified but not officially mentor trained should be allowed to mentor without going through the training.

Sandra, the high school chemistry teacher suggested that for extended contracts, teachers should be able to submit a plan detailing what they would do with that extended time. For example, a teacher could write an integrated curriculum unit, write new curriculum and get an extended contract. The proposal should be approved by someone centrally. This would encourage teacher creativity and empower teachers to be creative and innovative. Patti suggested that new teachers should be able to be brought in a week before other teachers start on an extended contract so that they could receive the new initiative training.

The principal pointed out the reduced teaching load would be harder to implement in elementary school than in high school where a teacher can be released for a period or two whereas in elementary school they have their students all day except for maybe when the students go out for electives so principals would have to be creative in reducing elementary school teaching loads.

Clarity of Teacher Enhancement Leadership System Model. It became clear as teachers and the principal talked about TELS that there was some confusion about the model. For example, Rose said that everything extra that a teacher did they should be compensated for such as bus

duty, lunch duty and hall duty. Rose did not understand that the intent of the model was to compensate with time or money teacher leader roles that directly affect student achievement in the classroom and not things like bus duty and hall duty.

Teachers wanted more clarity on the job roles that would be included in the job enhancement roles. Rose wanted to see the revised job descriptions for some of the teacher leader roles depending on their interests, abilities and accomplishments. Betty specifically said that she did not understand what skills pay was. Cathy wanted more clarity about support for teachers. The reduced teaching load created questions particularly for elementary school teachers like Betty who wondered what that would look like – fewer children, teaching three days instead of five. And Ellen commented that if you take teaching responsibility away from your mentors then who is really mentoring your teachers? More specifics were needed about the Review Panel process according to Mary, the magnet middle school coordinator. More specifics about extended contracts and whether they would be one week, two weeks, two months, was recommended by Sandra. Patti felt clarification regarding designing quality work for students was needed under the advanced career focus. “Does that mean particular lessons or creating tiered assignments for particular grades or subject areas?” Rose wanted specific examples of teachers who had taught for two years, five years, seven years, ten years, fifteen years and if the model was implemented what it would look like for them. “What could novice teachers work on in ten days release time? How would it look if the special programs department chair had a reduced load?” This would allow teachers to see the progression and what they would be eligible for at each benchmark.

To ensure clarity as the system rolls out the plan, Betty suggested getting a marketing person to get it out and come to faculty meetings to share with teachers. Laura commented that it was really important “to have staff development or a workshop to make teachers aware of the

program and give them an opportunity to give input but mainly to know in an organized fashion and not in a memo.” Bob, the 4<sup>th</sup>/5<sup>th</sup> grade teacher suggested that if it was not financially feasible to implement the plan as a whole then to roll out parts of the plan over ten years so that everyone was clear and that it was given a chance to succeed.

Overall Perceptions of the Teacher Enhancement Leadership System. Betty, the elementary special programs teacher said, “Looks like someone spent a lot of time researching this plan.” Laura, the instructional resource teacher said, “I am really excited to hear about this – first time I heard about it.” Patti felt that, “it flowed well from one piece to another.” Mary, the middle school magnet coordinator said, “Anything to increase experiences for teacher leadership is positive – creating a climate of professionalism.” Sandra, the high school chemistry teacher said, “This plan is making our work more professional like other jobs with leave time, career progressions, etc.” Cathy, the career development coordinator said, that it was “neat to see another option out there.” Ellen, the academically gifted elementary teacher said, “It would be nice if it were put into action.” Bob emphasized, “Follow through on this program!” The principal commented, “I am excited about this plan for Wake to retain teachers. It recognizes teachers as professionals and rewards excellence in the profession. This is a step to retaining quality teachers.” Laura again emphasized that TELS was “a program well overdue where teachers are perceived as professionals and are encouraged to proceed in their profession.”

Along with the praise also came concerns from Mary such as “my cynical view is things can look great on paper. My concern would be how effectively it can be put into place. For example, the review process – does it become costly and time consuming for teachers?” Bob worried about the money for implementation:

When it comes to implementation, well there is not as much money as they had planned and

so then things get cut or thought that had gone into development of it doesn't necessarily go into the implementation and that is probably the most critical part of it. Well not the most critical, but a critical part of it.

Mary felt that it was important to "make sure the administration is on board and embracing the model." Sandra warned that "it needs to be about the kids and not just making it easier, better and more money for teachers."

### **Educators' Own Perceptions on Retaining Teachers**

Several overriding topics emerged from the teachers and the principal's own perceptions on how to retain teachers.

Abundance of Paperwork. Paperwork came up time and time again. Sandra, the high school chemistry teacher said "Everything we do ought to maximize the amount of time teachers spend with kids not away from them. Maximize the time to plan not to do clerical work." Ellen said, "Lighten up with paperwork." Patti suggested that palm pilots would help with data collection in elementary schools rather than walking around with a clipboard. "We don't need five folders for each child. The paperwork needs to be streamlined." Cathy commented, "I think that the workload and paperwork is astronomical." Betty, the elementary special programs teacher said, "There is more paperwork and documentation than teaching. It gets old. We do more documenting than grading especially in special programs with students that have Individualized Education Plans. Some schools have someone to do all the documenting." Nearly every teacher interviewed brought up the issue of paperwork in one form or another.

Heavy Workload. Closely tied to paperwork is teacher overall workload and the teachers had a lot to say about workload. Sandra said, "Reduce class size. If I have twenty-four lab stations, why put thirty kids in my class? Give schools more ADM to reduce class size." Bob felt that

“teachers leave out of frustration and large class sizes.” Cathy talked about gradually adding responsibility for new teachers saying that a second year teacher can do a few more things than a first year teacher. The principal commented that “You can go to Lee County and not have the same level of required staff development and the same level of demands however, you also get paid less.” Rose remembered, “I like seeing new teachers come in and say, Oh this is going to be fun and I say yeah, it’s going to be fun and to see them a year later and they can’t wait to get out. That hurts you know because they are missing a lot.” Laura recalled a veteran teacher at her school who moved to Wake County and left at Christmas saying “It is just too much I don’t understand and I don’t have time and I can’t take it all.”

Lack of Time to Reflect and Practice. Cathy felt that “Teachers need release time for collaboration and learning whatever that learning is for you. For new teachers that might be classroom management and for veteran teachers it might be perfecting teaching reading.” The principal said “I think that honoring that time is really important. Our profession changes all the time. There is always a new way to teach everything. There is always a new way to do it. But this learning has to be done after school and on workdays and there is just not enough time.”

Patti emphasized that:

For people to stay on top of their game and in touch with the best practices there needs to be a structure around learning and support for learning and growth. You can’t just have teachers drive to take a training and assume that implementation will happen. You need time to practice what you have learned.

Time built in the school day is critical for teachers getting their work done.

Increased Demand of Students. The demands of the students and the challenges that a changing student population brings, came up in most of the teacher interviews. Mary commented that:

Teacher education programs that our teachers have gone to have got to address meeting the needs of diverse learners. As a magnet we have the richest of Wake and the poorest of Wake in one classroom together. How do you embrace that? How do you address that? How do you build on that?

Cathy talked about an alternative school situation for some students:

Set school up as a privilege. Have a holding tank for students who failed a grade, made bad choices, refused to change, and let them work their way out of the holding tank. The students that have behavior problems should be in this holding tank and teachers should not be forced to work with them.

Cathy also talked about discipline being a big concern at her magnet middle school:

Discipline is the biggest reason that teachers are leaving this school. A first year social studies teacher left at Christmas. Sometimes the mix of the group is just bad. She had an excellent mentor who knew she was struggling and she still left. I don't think she is teaching now. She was enthusiastic, had a good background in education and young. Youth is tough. My biggest asset is age and two kids of my own around this age. This is a tough school to be at. A lot of magnet students have pulled out. This is a new school that opened with great fanfare. The technology is new. The faculty is new. I think people leave because the kids are demanding. The downtown kids are demanding and magnet parents are demanding.

They expect a certain program and balancing that is hard.

Rose, the first grade teacher comments that:

This school has an extended day program so students are dropped off at 7AM and not picked up until 6PM so their social skills are lacking. We need more role models for kids. Maybe we need to bring senior citizens in who have the time to sit and listen to these kids since they have the time because they are starved for attention. Children are needier and behavior problems stem from that. Students want attention and they are going to get it whether it is positive or negative.

Rose also talked about the increase in at risk students at her school:

It is hard for young teachers to come in and see some students with no snack and the parents never come to school. It is an overwhelming job when you have twenty-five children and fifteen of them are at risk. When I first started there may have been one or two at risk students in my class. These kids are going to be taking care of us when we are 95. That is scary. We need to instill moral values and character in students. I think that is a big concern for a lot of young teachers, oh am I going to have to give a shot, am I going to have to check the blood sugar. I mean that is a lot for someone to have to do during a day when you have twenty-five other children and some of them are on meds every two hours and you are going oh my god, it is 11:00AM and I haven't given him his meds and it's hard. That's a lot of pressure cause you try to do it and I have seen a lot of people just go I am losing it over this. I've seen a big change in schools and teaching over the last ten years. Families have unrealistic expectations of schools. They expect us to raise their children. I love children but do not want to raise 115 over a career.

Amount of Teacher Empowerment. Teacher empowerment was a huge theme throughout teachers' comments about retaining quality teachers in Wake County Public Schools. Teachers want to be part of the decision-making process and are willing to do all the extra that teaching

entails if they feel a sense of ownership in the school. The high school chemistry teacher Sandra said:

Being able to be in a leadership role or be a part of planning this small learning community – I have never worked harder but never enjoyed anything more. We have teacher empowerment! Teachers need to be empowered and teachers need to feel like they matter when it comes to decision-making and not just Oh I'm the boss, you do what I tell you to do. Teachers are the ones that spend time with children but we don't get to make any of the decisions. Guidance and administration make the decisions without even asking us. Teachers know best how they can teach and how their children learn. Not just department chairs should make decisions. I'm talking every teacher. Every teacher needs to feel like they matter and are empowered in the decision-making process.

Mary felt that it was important to communicate teacher involvement in designing programs like TELS, "So even though teachers may have been involved in the process of creating a program that is not necessarily communicated and so it is seen as an us versus them mentality." Patti, the 4<sup>th</sup> grade elementary teacher talked about the need for school-based decision-making where teachers were an active part of the school improvement plan. For example, at this teacher's school, the End of Grade test scores were shared at a faculty meeting and the principal asked for input from the whole faculty about how to boost those scores and how to use extra funds to do so.

Closely tied to teacher empowerment is school culture and the principal specifically said this about school culture: "I think school culture has a lot to do with it. It's the culture you know. Nobody cares, the teachers close their doors, I don't get any administrative support – you know that sort of thing. All that they want me to do and no one helps me."



Support of Administrators. Most of the teachers talked about the support of the administration being critical in teacher retention both at the school level and centrally. Sandra said, “Administrators decide over the summer all the rules and regulations. Not one teacher sits in with them.” Betty commented, “The system needs to back their teachers. At some schools, principals are demanding but not effective.” Rose pointed out that “If teachers feel that they are not backed by the principal or families don’t appreciate what they are doing, they will leave.” Patti said “Lucky for us we have a principal who understands that it is a lot and she is not going to come in your classroom and attack you for not following through, but some administrators would.” Cathy emphasized, “Support in the classroom is the foundation. Support in general. We are short on people so teachers need to feel supported, especially the ones struggling like first, second and third year teachers.” Teachers overall wanted supportive, helpful administrators but Patti also wanted a principal who would address concerns with specific teachers and not let them slide. “If teachers are not doing what they should, don’t make blanket statements to the whole faculty, address that teacher individually in a professional way. It needs to be done. Teachers need to be held to the same standards.”

Quality of Teacher Education Programs. Two teachers directly mentioned teacher education programs as a problem with retaining teachers. Cathy pointed out that “Student teaching is totally different.” Cathy felt that student teaching did not reflect what they found when they got into their own classrooms. Mary said “Teacher education programs that our teachers have gone to need to address the needs of diverse learners.” Mary felt that addressing the needs of diverse learners would better prepare teachers for the diverse learners that they would find in their own classrooms.

Purposeful Hiring. Five teachers talked about the hiring process as a key to teacher retention. Sandra said, “Hire passionate teachers – quality individuals that have that drive and thirst for knowledge.” Mary talked about how her school developed a list of interview questions to try to get at what the school was looking for in teachers to address the diverse backgrounds of the students that they would be teaching. “I mean if they feel confident enough in hiring them, then they should feel confident enough in decisions that they made.” Rose saw the value of the right match between a career and the person. “This job suits my personality better than any other job I could have done. If you don’t love it, it is not the job for you.” Betty said, “Money did not lead me into teaching but if I was doing a dissertation, I would look at teachers’ children and see what career they chose. Teachers’ children have good role models but they are not choosing teaching.” This comment seems to get at the right match for teaching too and the children of teachers would have a much clearer idea of what they were getting into than other people. Changed expectations for teaching are a comment that Bob mentioned. “Some teachers get in here and realize they should not be teachers and leave.”

Number of New Initiatives. The number of new initiatives going on at once that requires training and new learning is brought up time and again by the teachers that were interviewed.

Choose a program and stick with it for a few years – EMARC, trailblazers, report cards – three new things at once. I understand the why but it would be nice if they staggered them. For some young teachers, this is totally overwhelming and frustrating. Allow people to be more comfortable with one thing before other things come into play. I know as a county, we are cutting edge. Maybe instead of going countywide, we should use pilot schools to work out the kinks (Bob, 4<sup>th</sup>/5<sup>th</sup> grade teacher)

Patti said, “Elementary teachers are required to go to six meetings from 4 to 7PM for reading training. And this is just for reading. The same expectation will happen for math. I left Wake County and came back and was drowning with all the training for new initiatives.” Cathy says of new teachers, “New teachers are overwhelmed with new initiatives and new information that they need to learn.” Laura talked about a twenty-five year veteran moving in from outside the county to Wake who quit by Christmas because she could not handle all the expectations that Wake County had for teachers.

Lack of Communication. Mary, who had worked in another smaller school district said:

The size of Wake County is the reason people leave. Human Resources and Central Office are overwhelming and scary – application process. I understand why the county is big and support that reason but size leads to directives from central. You have these different directives that don’t line up with each other. It is not always communicated where these directives come from and why they are important so the impression is they are one more thing on teachers’ plates so it is going to add to stress level, burnout and lack of control because they are not coming from within the school.

Communication was emphasized again by Ellen, “I like to know why I am doing something. Explaining the why you are doing things like staff development.” Bob commented, “The size of the county makes it hard for personal caring.” Patti, a fourth grade teacher said, “Communication within Wake County Central Office is one of the reasons why teachers leave Wake County. Different trainers say different things. I think teachers want to do what is right but then they get discouraged and they are like I am just not going to do it at all if they can’t get their stories straight.”

Changes in Family Life. Sometimes teachers leave teaching for reasons seemingly unrelated to teaching, like family members getting transferred in their jobs, going back to graduate school or having a baby. Bob said, “Babies are the biggest reason teachers leave our school. They are starting families and can’t afford daycare. It is cheaper to be at home than to pay for daycare and they are not happy leaving teaching.” Ellen echoed what Bob said, “People leave due to family issues. They get pregnant and stay home with the baby or find a school closer to home or where their babysitter is.”

Low Salaries. Betty, the elementary special programs teacher said, “Overall I think that teachers have to have enough money to take care of themselves. Teachers can’t buy homes, parents cancel or don’t show up for appointments but would not do the same for a doctor’s appointment and have to have part-time jobs to make ends meet.” The principal commented, “I think that people like the idea that they can earn more money. So any opportunity to get a bonus or earn a percentage increase or any of these things is positive.” Rose said, “Teachers leave because of money and long work hours with no emotional or monetary compensation.” Rose also said that teachers leave because of salary but that she appreciates Wake County’s supplement. Betty talks about her children not choosing teaching themselves because of seeing the long hours she works and the salary that she gets.

Lack of Recognition. Patti, a fourth grade National Board certified teacher focused a lot on the need for recognition of teachers. “No one says that you’ve done a good job.” “No one says anything when you follow a procedure like you are supposed to do. She suggested that different districts or principals should do a Spotlight on a Teacher like the Spotlight on Students that Wake County Public Schools presently does and then recognize that teacher in the monthly newsletter that the county presently does. Patti also felt that more publicity about teachers’

achievements should be showcased in the newspaper. She says that she knows that the school gets a letter when the school meets or exceeds their growth standard but she would like to see more individual and personal recognition of teachers. Something as simple as the principal choosing a teacher to showcase a great practice in the classroom at a faculty meeting. She would also like to see more parents recognizing the good work that teachers do.

Lack of Resources. Sandra, the high school chemistry teacher said, “It requires technology to do grades, so make sure every teacher has a computer that is up to date. It takes ninety percent longer to do attendance on NCWISE so why are we moving to a system that takes longer?” Rose said “We need more resource teachers and counselors. Emotional issues spring up that we did not have to deal with before. Moms were at home and dads worked. Children do not have either parent now. Nurses are needed in every school.”

### **Summary**

This study examined factors related to recruitment and retention by talking to public school teachers in Wake County, North Carolina. This chapter served to share the analysis of the interview data from nine teachers and one principal in Wake County Public Schools about perceptions of the Teacher Enhancement Leadership Model and retaining teachers in general. There are three components to the Teacher Enhancement Leadership System: 1) career progression for advancement; 2) additional compensation; and 3) job enhancement (Human Resources Wake County Public School System, 2004). Teachers’ views in general on issues central to staffing classrooms in Wake County Public Schools and specifically on a model that Wake County Public Schools has designed to attract, retain and motivate talented teachers were shared.

The next and final Chapter 5 will provide a summary of the findings from this study and conclusions and implications for those findings. Recommendations for practice and directions for future research will be addressed in this chapter as well.

*“I think it is a wonderful thing to give teachers a wider view that they are perceived as professionals and that it is encouraged that they proceed in their profession.”* (Teacher

Interview, Fall, 2005)

## **CHAPTER FIVE**

### **SUMMARY, RECOMMENDATIONS, LIMITATIONS**

#### **Introduction**

This phenomenological study sought to determine the reasons why teachers choose to stay in the teaching profession and what potential effect Wake County Public School System’s proposed Teacher Enhancement Leadership Model might have on teacher retention. TELS attempts to address three key issues emerging from an examination of the literature on teacher retention - teacher pay, teacher leadership and the issue of time. The study was conducted during the spring and fall of 2005 through nine face-to-face structured interviews with teachers from the schools with the lowest teacher turnover during the 2003-2004 school year in the Wake County Public School System and one face-to-face structured interview with the principal from the school with the lowest teacher turnover during the 2003-2004 school year. An analysis of the questions the teachers and the principal answered on teacher retention in general and specifically on the TELS model was done and common topics emerged.

#### **Problem Restatement**

Wake County is feeling the effects of the national trends in regards to teacher shortage. Wake County has shortages in science, math and special programs and the dramatic growth and baby boomer retirements that the county is experiencing only adds to the need to compete successfully for talented teachers. At a time when the district must focus on improving its work processes to

improve its performance, it is faced with a huge training issue created by teacher turnover (Human Resources Wake County Public School System, 2004).

### **Restatement of the Purpose**

The purpose of this study was to examine a Teacher Enhancement Leadership System (TELS) model that Wake County Public Schools has designed to attract, retain, and motivate talented teachers. There are three components: 1) career progression for advancement; 2) additional compensation and 3) job enhancement (Human Resources Wake County Public School System, 2004). In the career progression component, teachers develop in their careers by increasing their academic and instructional expertise, reflecting on their experience to improve practice and by gradually assuming more complex roles in school improvement processes. The additional compensation component will provide annual skills-based pay to teachers who demonstrate advanced level skills and leadership, provide market-based pay and free tuition for teachers who add additional licenses in shortage areas, provide strategic incentive bonuses to improve novice teacher retention and provide ten days release time per year for novice and mentor teachers to plan and collaborate regularly on instructional improvements. Job enhancements expand on selected leadership roles for talented teachers to provide career choices within teaching.

Since the model has not been implemented yet due to funding, this study examined the merits of the model through the eyes of teachers in the Wake County Public School System to give important information about the plan's ability to succeed in retaining teachers in the Wake County Public School System if TELS were implemented. We also glean additional information about teacher retention in general through the eyes of teachers.



### **Research Question Findings**

#### **Research Question 1: What influences a teacher's choice to stay in the teaching profession?**

Through the interviews of nine teachers and one principal in the Wake County Public School System, the major findings about what influences a teacher to stay in the teaching profession were 1) the abundance of paperwork; 2) the heavy workload; 3) lack of time to reflect and practice; 4) the increased demands of students; 5) the amount of teacher empowerment (involved in decision-making, sense of ownership); 6) the quality of teacher education programs; 7) purposeful hiring (teachers involved in the hiring process and finding teachers that match the school culture); 8) the number of new initiatives; 9) lack of communication at and between the school, central office, state and national levels sending mixed messages to teachers 10) changes in family life like having a baby; 11) low salaries; 12) lack of recognition; 13) lack of resources and 14) support of administrators.

Many of these reasons for teachers staying in the teaching profession overlap with the major findings of my literature review where nine categories of concern emerged from the literature when teachers were asked why teachers leave the profession. Prevalent research cited in the research include 1) lack of sufficient money; 2) classroom management problems; 3) lack of preparation; 4) school restructuring and reform; 5) isolation; 6) induction programs; 7) school culture; 8) role of the principal and 9) lack of teacher leadership.

It is interesting to note that my literature review did not address changes in family life since that came up a lot as a reason for teachers leaving a school, particularly a school that they were happy at. Perhaps, that is an area that needs to be explored in teacher retention with initiatives like job sharing, flexible work schedules and childcare on or near school campuses for teachers' children.

Another area that the literature review did not address, but the teachers in Wake County mentioned was paying for teachers to attend professional conferences in their content area to further their body of knowledge. Wake County does partially reimburse teachers for tuition, but there is little money to attend professional conferences; if there is money available, it pays for registration and substitute teachers, not for travel, food and lodging.

On the other hand, the teachers interviewed in Wake County did not address induction programs at all whereas the literature looks fairly extensively into induction programs. Maybe because none of the Wake County teachers interviewed were new teachers, they were not aware of what induction programs were done at the county or school level to retain teachers.

Research Question 2: How can Wake County Public School's Teacher Enhancement Leadership System Model address the teacher retention issue? All of the teachers and the principal interviewed felt that the Teacher Enhancement Leadership System model could help retain teachers in the Wake County Public School System. They believed that the TELS Model 1) gives teachers opportunities for growth and advancement other than moving into administration; 2) recognizes teacher leaders, mentors and trainers that are already in these roles by providing money and time to do these jobs; 3) complements the National Board Certification; 4) embeds time into the school day to practice and reflect; 5) recognizes teachers as professionals; 6) rewards teaching excellence; 7) encourages teachers to proceed in their profession and 8) creates a climate of professionalism.

Specifically, the teachers and the principal liked 1) limiting outside time for new teachers which is embedded in the model 2) the one time National Board Certification bonus; 3) the license renewal bonus; 4) the five percent pay for adding an additional license area; 5) tuition

reimbursement; 6) money tied to acquiring new skills; 7) ten-day release time for new teachers and 8) reduced teaching load for veteran teachers to take on teacher leadership roles.

### **Limitations of Study**

The fact that the Teacher Enhancement and Leadership System Model has not been implemented and may not be implemented in the near future because of the lack of funding is a limitation for this study. To be able to interview teachers and a principal in schools where the model has been implemented for several years would increase its usefulness.

None of the teachers or the principal in the study was minorities and only one teacher was male. So the interviewees were predominantly white females, the traditional mainstay of public education schoolteachers. Since there is increased concern about attracting and retaining minority teachers and the student population is increasingly minority, the population of the study participants is another limitation. The fact that the principals recommended predominantly white females as the teacher leaders in their schools raises the concern that perhaps few minorities hold teacher leadership positions in the schools. It is also interesting to note that only one male was recommended by a principal in the study.

All of the teachers interviewed had at least five years of teaching experience. Perhaps, hearing from a first or second year teacher would lend insight into the needs of first through fifth year teachers where a huge percentage of teachers turnover.

The fact that I am a principal in Wake County Public Schools and helped in designing the Teacher Enhancement Leadership System could have biased my judgment in objectively looking at TELS. However, since funding TELS is a huge expense, my bias is not towards TELS but to finding a model that will retain teachers with the biggest return for the school system's money. I

think this made me motivated to want to acknowledge problems with TELS rather than avoid them.

### **Recommendations for Teacher Enhancement Leadership Model**

The feedback from the teachers and principal about the TELS model was positive. In fact, it was more than positive; the teachers were excited about the possibilities that the model provided them and appreciative that Wake County was looking to find the funding to implement the TELS model. However, they also had some suggestions that will be helpful for Wake County to examine as they fine tune the model before implementation.

Even though the research points to the glaring problem of retaining new teachers, the TELS model focuses on designing another level for the careered teacher and adding teacher leadership roles for the careered teacher. The model looks at release days and signing bonuses for new teachers, and perhaps some of the teacher leadership roles for careered teachers like a full time mentor coordinator and new teachers being able to see a career progression will impact new teachers, but the direct focus of the model does appear to be on careered teachers. The teachers and principal interviewed suggested bringing in new teachers a week early on extended contracts to be able to spend time in their classrooms before all the pre-school staff development and meetings start.

If money is the big problem with implementing the TELS plan then perhaps implementing one part of the TELS model like adding the Advanced Career Status component or piloting TELS at a couple of schools around the county with high teacher turnover would at least get the model started.

The issue of administrative commitment to the model will be extremely critical to the success of the plan. There can be extra pay tied to teacher leadership positions and career progression

but if school administrators are not constantly looking at ways to support teachers and make the right hiring matches then many of the potential benefits of the model could be overridden.

Administrative buy in is not addressed in the TELS Model at all.

Examples of a 2<sup>nd</sup> year, 5<sup>th</sup> year, 10 year, 20 year teacher and what their career progression and additional compensation possibilities would look like would make the model clearer.

Advanced Career status teachers being able to write a proposal for an extended contract would add to the TELS model's effectiveness.

The TELS model does not address payment for travel and paying for professional conferences for teachers. Perhaps, that is something that Wake County could look at to include in the TELS model since attending conferences to further teacher learning is a vital underlying theme of the TELS model.

The TELS Model does not look at how teachers' family life affects teacher retention. The whole issue of childcare is not addressed. One high school in the county has a childcare program within the school serving teachers with pre-school children and at the same time allowing students at that high school to learn about childcare. Easily accessible and affordable child care where teachers could frequently see their children to reduce the sick child issue stress and a flexible work schedule might help retain teachers during their child bearing years. The TELS model does not address this issue.

More clarity around the Review Panel was needed for teachers to see that advanced career status is not based solely on administrative evaluations and who will be on the panel and the amount of time that it will take from teachers and the classroom if it is classroom teachers on the Panel was needed.

### **Recommendations for Further Study**

When the Wake County Public School System implements all or parts of the Teacher Leadership and Enhancement System Model, further study could be done on the model's effectiveness by conducting interviews of teachers and principals at schools where the model has been implemented over several years. Conducting a quantitative study where a survey is done of a large number of teachers in Wake County might glean insights that this qualitative study did not. Interviewing only teachers in years one to five in their teaching careers in the Wake County Public School System would help to address the issue of beginning teacher attrition. The same could be said for minority teachers where only minority teachers were interviewed for a study to see what would specifically be attractive to attracting and retaining minority teachers to Wake County. Other models or plans could be designed to attract and retain teachers that could be studied. Additional research is recommended to more thoroughly identify the causes of teacher turnover in Wake County Public Schools and the reasons why teachers stay. Studying schools with high teacher turnover might give insights that examining schools with low teacher turnover did not. Greater study into the area of the effect of principals' leadership style on teacher retention needs to be done to determine how best to educate principals about how to hire and retain teachers. A study of all the principals in the school system might help determine how leadership affects teacher retention. Additional insights might be gained by studying teachers' reaction to the Teacher Enhancement Leadership Model in different geographical regions.

### **Things to Consider**

As I reflect on my study, there are several methods that I would consider if I were to do the study over again. Three of the ten people interviewed were from one middle school – the principal and two teachers. This was the school that had the lowest teacher turnover during the

2003-2004 school year. Having an additional teacher from one of the other six schools might have given me a broader perspective.

Only one middle and one high school were represented in the study while four elementary schools were represented. That may have made some of the data elementary top heavy. However, Wake County has seen huge increases in teacher turnover in elementary schools so more information to retain teachers in elementary schools might be needed in Wake County.

Instead of asking six principals for the names of two teacher leaders from their schools, I could have asked ten principals from the schools with the lowest teacher turnover for the names of several teacher leaders from their school. This would have given me a larger range of teachers with whom to talk to and maybe have included another middle and high school.

Of course, asking the principal for the names of teacher leaders in their school has its pros and cons. I wondered if I could have emailed the entire faculties at each of the six schools and asked for volunteers but I would still need the permission of the principal as the gatekeeper. So even though I know that asking the principal could have its biases, I cannot think of another way to access the teachers at specific schools.

Interviewing the principal did not really give me additional information about teacher retention different from the teachers' information. When I chose to interview a principal, I believed that since principals' have access to resources that teachers do not necessarily know about that the principal might have some insights that the teachers did not have. However, the principal was right in line with what the teachers said as far as her opinion of the Teacher Enhancement Leadership System Model and teacher retention in general, so interviewing the principal was helpful in a different way than I expected. And since it is critical that principals be

on board with addressing teacher retention to retain teachers, the fact that this principal is on the same page as the teachers is reassuring.

### **Significance of the Study**

There are few models that address teacher pay, teacher leadership and the issue of time to retain teachers; the Teacher Enhancement Leadership System Model attempts to do this. This study shows that the TELS model does have the potential to retain teachers and is worthy of implementing. The TELS Model also tries to address teacher retention in a comprehensive way and not just address one piece of teacher retention.

The Wake County Public School System is a merged city and county urban school district with over 115,000 students and encompassing 864 square miles. Teacher retention is a national issue as well as a local issue so lessons can be learned from this study that could be replicated in other large similarly situated urban districts across the country. This study also offers a basis for future studies once the Teacher Enhancement and Leadership System model has been implemented when funding becomes available.

This study offers other school districts a model to consider in retaining teachers and at the same time continues to add to the body of research on the critical issue of teacher retention by listening to teachers themselves.

Teacher retention has been a concern in Wake County for several years as the formation of the Career Pathways Committee indicated but over the past three years as this study has evolved, teacher retention has risen to the top of the superintendent's list of goals for the district. So the need for useful initiatives to retain quality teachers is in even greater demand, making this study even more timely and significant.



### **Conclusion**

Retaining the best and brightest quality teachers is critical to the future of public education. In a time when many would like to see public schools become schools of choice and perhaps dismantle the public school system as it is today, it is vital that public schools continue to look at reforms that strive for excellence. Who is more critical than our teachers in striving for excellence? Getting insights about teacher retention directly from teachers to put systems in place that will attract and retain quality teachers and at the same time strive for excellence for our students is at the heart of the future of public education.

## REFERENCES

- Adams, Kurt C. (2003). Deciding to leave: A phenomenological study of teachers' decisions to leave the classroom. *Dissertation Abstracts International*, 64, 12, p. 4277.
- Alexander, Kern & Monk, David H. (1988). *Attracting and compensating America's teachers*. Cambridge, Massachusetts: Ballinger Publishing Company.
- Archer, Jeff. (1999). Sanders 101. *Education Week*, May 5, 1999.
- Barth, Roland. (2001). *Learning by heart*. San Francisco: Jossey-Bass.
- Billingsley, B. S., & Cross, L. H. (1992). Predictors of commitment, job satisfaction, and intent to stay in teaching: A comparison of general and special educators. *The Journal of Special Education*, 14, 162-168.
- Billingsley, B. S. & Tech V. (1993). Teacher retention and attrition in special and general education: A critical review of the literature. *The Journal of Special Education*, 27, 137-174.
- Bogden, Robert C., & Biklen, Sari Knopp. (1998). *Qualitative research for education: An introduction to theory and methods*. (3<sup>rd</sup> ed.). Boston: Allyn and Bacon.
- Bol, L., Nummery, J., Stephenson, P., & Mogge, K. (2000). Changes in teachers' assessment practices in the new American schools restructuring models. *Teaching and Change*, 7(2), 127-146.
- Brandt, Richard M. (1990). *Incentive pay and career ladders for today's teachers: A study of current programs and practices*. Albany: State University of New York Press.
- Brinson, Kenneth Hill Jnr. (1997). The impact of the superintendency on the spouses and families of retired public school superintendents. *Dissertation Abstracts International*,

(UMI Nos. 3085674)

Buckingham, Marcus & Coffman, Curt. (1999). *First, break all the rules: What the world's greatest managers do differently*. New York: Simon & Schuster.

Citizen Advisory Committee for Appropriate Funding of Public Education in Wake County, Citizen Advisory Committee on School Funding Final Report, February 2003.

Cockburn, Anne D. (2000). Elementary teachers' needs: Issues of retention and recruitment. *Teaching and Teacher Education*, 16(2), 223-238.

Coward, Renee Higdon. (2003). Teacher renewal and commitment to education: A qualitative analysis of teachers' experiences at the North Carolina center for the advancement of teaching (NCCAT) Dissertation Abstracts International, 64, 03A, p. 759. (UMI Nos. 3085832)

Crosby, Brian. (2002). *The \$100,000 teacher: A teacher's solution to America's declining public school system*. Sterling, Virginia: Capital Books, Inc.

Crosby, E. (1999, December). Urban Schools: Forced to fail. *Phi Delta Kappan*, 81(4), 298-303.

Darling-Hammond, Linda. (1999). *Teacher quality and student achievement: A review of state policy evidence*. Center for the Study of Teaching and Policy, University of Washington, 1999, 4.

Darling-Hammond, Linda. (1999). *Solving the dilemmas of teacher supply, demand and standards: How we can ensure a competent, caring and qualified teacher for every child*. New York: National Commission on Teaching and America's Future, 1999.

Duttweiler, A.T. (1980). Teacher shortage: Big problems for small schools. Phi Delta Kappan, 52, 205-206.

- East Carolina University (2001). ECU, Craven agree to establish hub. East Carolina University News Release. Retrieved December 18, 2002 from [http://www.news.ecu/releases/craven\\_hub.html](http://www.news.ecu/releases/craven_hub.html)
- Feiman-Nemser, S., & Remillard, J. (1995). *Perspectives on learning to teach* (Issue Paper 95-3). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. ERIC Document Reproduction Service No. ED 392 749)
- Feistritzer, E. (2001). *Alternative teacher certification: an overview 2001*. Washington, DC: National Center for Education Information. Retrieved November 23, 2002 from [http://ncei.com/2001\\_Alt\\_Teacher\\_Cert.htm](http://ncei.com/2001_Alt_Teacher_Cert.htm)
- Firestone, William. (1993). Why “professionalizing” teaching is not enough. *Educational Leadership*: 50(6), 6-11.
- Flanagan, Jean Ann. (2003). The impact of induction programs on retention of novice teachers as reported by novice teachers and district administrators in selected Texas public schools in regions XIII & XX education service centers. *Dissertation Abstracts International*, 64, 12A, p. 4290. (UMI Nos. 3115392)
- Fullan, Michael. (1993). Why teachers must become change agents. *Educational Leadership*, 50(6), 12-17.
- Galluzzo, Gary. Will the best and the brightest teach? *Education Week*, 5 May 1999.
- Ganser, T. (1999). Reconsidering the relevance of Veenman’s (1984) meta-anlaysis of the perceived problems of beginning teachers. (ERIC Document Reproduction Service No. ED 429 964), 7-9
- Glesne, Corrine. (1999). *Becoming qualitative researchers: An introduction*. (2<sup>nd</sup> ed.). New York: Longman.

- Goleman, Daniel, Boyatzis, Richard, & McKee, Annie. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston, Massachusetts: Harvard Business School Press.
- Hanushek, E.A., Rivkin, S.G., and Taylor, L.L. (1995). Aggregation bias and the estimated effects of school resources. Working paper 397. University of Rochester, Center for Economic Research.
- Hargreaves, A., & Fullan, M. G. (2000). Mentoring in the new millennium. *Theory into Practice*, 39(1), 50-56.
- Haselkorn, D. (2000). *Recruitment and retention of quality teachers*. Subcommittee on post-secondary education, training and life-long learning, Washington, D.C.
- Heidkamp, A., Shapiro, J. (1999). Part II. Creating an induction program. The elements of a supportive induction program. Retrieved July 10, 2002 from <http://www.ascd.org/readingroom/books/scherer99.html>
- Hendrix, J. R., & Mertens, T. R. (1986). Attracting and retaining qualified high school science teachers: Views from those on the firing line. *The American Biology Teacher*, 48, 32-36.
- Holstein, James A. & Gubrium, Jaber F. ((2003). *Inside interviewing: New lenses, new concerns*. Thousand Oaks: Sage Publications.
- Human Resources Wake County Public School System, Unpublished report of *Teacher Career Pathway Design Committee*. Wake County, NC, March 2004.
- Imig, D. (1999). *President's briefing: American Association of Colleges for Teacher Education Briefs*, 20, 2.
- Ingersoll, R. M. (1999). Understanding the problem of teacher quality in American schools. *Education Statistics Quarterly*. 1 (1), 15-18. U.S. Department of Education, NCES

1999-626.

- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Ingersoll, R. M. (2002a). *Out-of-field teaching, educational inequality, and the organization of schools: An exploratory analysis*. University of Washington: Center for the Study of Teaching and Policy Document R-02-1).
- Ingersoll, R. M. (2002b, June). The teacher shortage: A case of wrong diagnosis and wrong prescription. *National Association of secondary School Principals Bulletin*, 86(631), from [http://www.principals.org/news/bltn\\_teachshort0602.html](http://www.principals.org/news/bltn_teachshort0602.html).
- Ingersoll, R. M., Alsalam, N., Quinn, P., & Bobbit, S. (1997). *Teacher professionalization and teacher commitment: A multilevel analysis*. U.S. Department of Education, NCES 97-069.
- Institute for Educational Leadership. (2001). *Leadership for student learning: Redefining the teacher as leader*. Washington, DC.
- Jacobson, S. L. (1988). The distribution of salary increments and its effect on teacher retention. *Educational Administration Quarterly*, 24, 178-199.
- Janesick, Valerie J. (2004). *"Stretching" exercises for qualitative researchers*. (2<sup>nd</sup> ed.). Thousand Oaks: Sage Publications.
- Johnson, Susan Moore. (2000). Teaching's next generation. *Education Week*, 7 June 2000.
- Johnson, Susan Moore. (2004). *Finders and keepers: Helping new teachers survive and thrive in our schools*. San Francisco: Jossey-Bass.
- Jones, M. G., Jones, B. D., Hardin, B., Chapman, L., Yarbrough, T., & Davis, M. (1999),

- November). The impact of high stakes testing on teachers and students in North Carolina. *Phi Delta Kappan*, *81*(3), 199-203.
- Kotter, John P. (1996). *Leading change*. Boston, Massachusetts: Harvard Business School Press.
- Kuzmic, K. (1994). A beginning teacher's search for meaning: Teacher socialization, organizational literacy and empowerment. *Teaching and Teacher Education*, *10*(1), 15-27.
- Lackzo-Kerr, I. & Berliner, D.C. (2002, September 6). The effectiveness of "Teach for America" and other under-certified teachers on student academic achievement: A case of harmful public policy. *Education Policy Analysis Archives*, *10*(37). Retrieved 1/30/2003 from <http://epaa.asu.edu/epaa/v10n37>.
- Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. San Fransisco, CA: Jossey-Bass.
- Lewis, L., Parsad, B., Carey, N., Bartfai, N., Farris, E., & Smerdon, B. (1999). *Teacher quality: A report on the preparation and qualifications of public school teachers*. Executive Summary U. S. Department of Office of Educational Research and Improvement. <http://nces.ed.gov/pubs99/1999080.pdf>
- Lincoln, Yvonna S., & Denzin, Norman K. ((2003). *Turning points in qualitative research: Tying knots in a handkerchief*. Walnut Creek: AltaMira Press.
- Locke, Lawrence F., Spirduso, Waneen Wyrick, & Silverman, Stephen J. (2000). *Proposals that work: A guide for planning dissertations and grant proposals*. (4<sup>th</sup> ed.). Thousand Oaks: Sage Publications.
- McNeal, Bill. (2002). *Defining a plan to improve teacher quality: A plan for action presented by Bill McNeal*. Wake County Public School System.

- Merriam, Sharan B. (1988). *Case study research: A qualitative approach*. San Francisco: Jossey-Bass Publications.
- Milanowski, A. (2002, March). *An exploration of the pay levels to attract mathematics, science and technology majors to a career in K-12 teaching*. Madison, WI: Wisconsin Center for Educational Research.
- Moller, G. (1999, Fall). You have to want to do this job. *Journal of Staff Development*. 20(4), 10-15.
- Murnane, R. J., & Olsen, R. J. (1989). The effects of salaries and opportunity costs on duration in teaching: Evidence from Michigan. *The Review of Economics and Statistics*, 71: 347-352.
- National Association of Secondary School Principals. (1996). *Breaking ranks: Changing an American institution*. Reston, Virginia: National Association of Secondary School Principals.
- National Association of State Boards of Education. (1998, October). *The numbers game: Ensuring quantity and quality in the teaching workforce*. Alexandria, VA: Author.
- National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future*. New York: National Commission on teaching and America's Future, 6.
- National Commission on Teaching and America's Future. (2003, January). *No dream denied: A pledge to America's children*. New York: Teachers College.
- North Carolina Teaching Fellows Commission. (1999). *Keeping talented teachers*. Raleigh: North Carolina Public School Forum, 11.
- North Carolina Department of Public Instruction,  
[http://www.ncpublicschools.org/docs/src\\_communications/resources/srcdata\\_source0304.pdf](http://www.ncpublicschools.org/docs/src_communications/resources/srcdata_source0304.pdf)



- Odden, Allan, & Kelley, Carolyn. (1996). *Paying teachers for what they know and do: New and smarter compensation strategies to improve schools*. Thousand Oaks, California: Corwin Press.
- Olson, L. (2000a, January 13). Finding and keeping competent teachers. Education Week. 19(18), 12-18.
- Olson, L. (2000b, January 13). Sweetening the pot. Education Week. 19(18), 28-34.
- Palmer, P. J. (1998). The courage to teach. San Francisco: Jossey-Bass Publishers.
- Patton, M.Q. (1990). *Qualitative evaluation and research methods* (2<sup>nd</sup> ed.). Newbury Park, CA: Sage Publications.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications.
- The Public School Forum of NC. (1996). *A profession in jeopardy: Why teachers leave and what we can do about it*. BellSouth Foundation.
- Rebore, R. W. (2001). *Human resources administration in education*. Boston: Allyn and Bacon.
- Recruiting New Teachers, Inc. (2000). *A guide to developing teacher induction programs*. Belmont, MA: Author.
- Reiman, A. J., & Thies-Sprinthall, L. (1998). *Mentoring and supervision for teacher development*. New York: Addison-Wesley Longman.
- Rosenholtz, S. J. (1991). *Teachers' workplace: The social organization of schools*. New York: Teachers College Press.
- Ross, S. M., Alberg, M., Smith, L., & Anderson, R. (2000). Using whole-school restructuring designs to improve educational outcomes: The Memphis story at year three. *Teaching*

*and Change*, 7(2), 111-126.

Rydell, L. H., Gage, B. J., & Colnes, A.L. (1986). Teacher recruitment and retention in Maine:

An overview. Rural Special Education Quarterly, 7 (2), 22-23.

Schlechty, Phillip C. (2002). *Working on the work: An action plan for teachers, principals, and superintendents*. San Francisco, CA: The Jossey-Bass Education Series.

School Visit Findings of Governor Easley's Education First Task Force. (2002).

*Hallmarks of excellence: How successful schools succeed*. Raleigh, NC: Education First Task Force.

Seidman, Irving. (1998). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. (2<sup>nd</sup> ed.). New York: Teachers College Press.

Seifert, E. H. (1982). *Recruitment and strategies for small schools*. (ERIC Document Reproduction Service No. 223 400).

Seyfarth, J. T. (1991). *Personnel management for effective schools*. Boston: Allyn and Bacon.

Sommer, Barbara W., & Quinlan, Mary Kay. (2002). *The oral history manual*. Walnut Creek: AltaMira Press.

Spears, Larry C. (Ed) (1998). *Insights on leadership: Service, stewardship, spirit, and servant-leadership*. New York: John Wiley & Sons, Inc.

Spinella, Faith Ann. (2003). *The principals' role in new teacher retention*. Dissertation

Abstracts International, 64, 05, p. 1487. (UMI Nos. 3093178)

Stake, Robert E. (1995). *The art of case study research*. Thousand Oaks: Sage Publications.

Stinebrickner, T. R. (1998). An empirical investigation of teacher attrition. Economics of

Education Review, 17 (2), 127-136.

Strong, Michael. (October, 2004). *Induction, mentoring and teacher retention: A summary of the research*. Paper presented at the Association of Teacher Educators of Europe, Agrigento, Italy.

Texas Education Agency. (1995). Texas teacher retention, mobility, and attrition: Teacher supply, demand and quality policy research. Report number 6. (ERIC Document Reproduction Service No. 399 233)

Theobald, N. D. (1989). *Whether in knowledge or ignorance: An economic model of K-12 public school teacher retention*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED 307 688).

Tomlin, Carolyn R. (2001). Building teacher morale: 20 ways to keep good teachers. *Today's School: Shared Leadership in Education*, September/October, 26-29.

Tomlinson, Harry. (1992). *Performance-related pay in education*. New York: Routledge.

Turner, Donald. (2004). Teacher attrition in North Carolina Dissertation Abstracts International, 64, 12, p. 4307..(UMI Nos. 3117427)

U. S. Department of Education. (2001). *No Child Left Behind*. Washington, DC. <http://www.nclb.gov>.

U. S. Department of Education. (1999). *A talented, dedicated and well-prepared teacher in every classroom*. Washington, DC: Author.

Vandenberghe, Roland & Huberman, Michael A. (1999). *Understanding and preventing teacher burnout: A sourcebook of international research and practice*. Cambridge.

- Veenman, S. (1984). Perceived problems of beginning teachers. Review of Educational Research, 54(2), 143-178.
- Wake County Public Schools, (2006). Wake County Public Schools Public Information website, [http://www.wcpss.net/basic\\_facts.html](http://www.wcpss.net/basic_facts.html).
- Wake Task Force on Teacher Excellence. (2001). *All for all: Teacher excellence for every child*. Wake Education Partnership.
- Weiskopt, P. E. (1980). Burnout among teacher of exceptional children. Exceptional Children, 47, 18-23.
- Wheatley, Margaret J. (1994). *Leadership and the new science: Learning about organization from an orderly universe*. San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Whitaker, Todd, Whitaker, Beth & Lumpa, Dale. (2000). *Motivating & inspiring teachers: The educational leader's guide for building staff morale*. Larchmont, NY: Eye on Education.
- Wiegand, Cecelia Dolan. (2003). Factors leading to the retention of K-12 public school teachers: Why do they stay? Dissertation Abstracts of America, 64, 11, p. 3925. (UMI Nos. 3112553)
- Wolcott, Harry F. (2001). *Writing up qualitative research*. (2<sup>nd</sup> ed.). Thousand Oaks: Sage Publications.
- Wong, H. K., & Wong, R. T. (1998). *The first days of school*. Mountainview, CA: Author.
- Yee, S. M. (1990). *Careers in the classroom: When teaching is more than a job*. New York: Teachers College Press.
- Yin, Robert K. (2003). *Case study research: Design and methods*. (3<sup>rd</sup> ed.). Thousand

Oaks: Sage Publications.

Zou, Yali, & Trueba, Enrique (Henry) T. (2002). *Ethnography and schools: Qualitative approaches to the study of education*. Lanham: Rowman & Littlefield Publishers, Inc.

## **Appendices**

## **Appendix I**

### **Letter to Principals**

Beth Cochran

Dear Name of Principal:

I am doing research for my doctoral dissertation at North Carolina State University on teacher retention in Wake County Public Schools. In speaking with Toni Patterson, the Associate Superintendent for Wake County Human Resources, I received the name of your school as one of the top ten schools in the county last year in teacher retention. Congratulations on this honor!

I am very interested in talking to one or two teachers from your school about teacher retention and about a Teacher Enhancement and Leadership System model that Wake County Public Schools is thinking about implementing to help retain high quality teachers. Could you recommend one or two teachers from your school that hold a leadership position such as Mentor Coordinator, High School or Middle School Department Chair, Student Support Team Chair, School Improvement Plan Chair, Middle School Team Leader, Mentor or any other key leadership position to talk to me.

If you give me the name and contact information for the teachers, with your permission, I will contact them directly and explain that you have recommended them, what I want to talk to them about and the relative time commitment. Please find attached a copy of the letter that I will send to them. I have obtained permission from Wake County Public Schools Evaluation and Research Department to conduct this research in Wake County.

Thank you in advance for your cooperation.

Sincerely,

Beth Cochran

## **Appendix II**

### **Letter to Teachers**

Beth Cochran

Dear Name of Teacher:

I am doing research for my doctoral dissertation at North Carolina State University on teacher retention in Wake County Public Schools. Your school was one of the top ten schools in teacher retention last year. From your principal, I understand that you hold a leadership position within your school and he/she has recommended you for me to talk to. Congratulations on both these honors!!!

I am very interested in talking to you about teacher retention and about a Teacher Enhancement and Leadership System model that Wake County Public Schools is thinking about implementing to help retain high quality teachers.

I would like to conduct a one-hour interview with you with a potential follow-up interview if necessary and with your permission. I will work with you as to the time and location of the interview.

If you are willing to participate in this interview, please complete the attached consent form and return it to me in the enclosed self addressed stamped envelope. University standards require me to point out that if you choose to participate in the survey or the interview, no penalty or loss of benefits will occur. You can discontinue the process at any time.

Thank you in advance for your time and to hopefully talking to you about the very important issue of teacher retention.

Sincerely,

Beth Cochran



### **Appendix III**

#### **Letter to Principal to be Interviewed**

Beth Cochran

Dear Name of Principal:

Thank you for giving me the names of two teachers from your school in teacher leadership positions to interview for my doctoral dissertation at North Carolina State University on teacher retention in Wake County Public Schools. Not only is your school below the county average in teacher turnover, your school has the lowest teacher turnover in the system.

As part of my research, I not only want to talk to teachers about the Teacher Enhancement and Leadership System model that Wake County Public Schools is thinking about implementing to help retain high quality teachers, I would also like to talk to a principal. As the principal of the school with the lowest teacher turnover in the system, I would love to talk to you if you are willing.

I would like to conduct a one-hour interview with you with a potential follow-up interview if necessary and with your permission. I will work with you as to the time and location of the interview.

If you are willing to participate in this interview, please complete the attached consent form and return it to me in the enclosed self addressed stamped envelope. University standards require me to point out that if you choose to participate in the survey or the interview, no penalty or loss of benefits will occur. You can discontinue the process at any time.

Thank you in advance for your time and to hopefully talking to you about the very important issue of teacher retention.

Sincerely,

Beth Cochran

**Appendix IV****Interview Questions For Teachers.**

1. How many years have you been a teacher?
2. How many years have you been in Wake County?
3. How many years have you been in this school?
4. What made you want to be a teacher?
5. Why are you teaching at this school?
6. Tell me what an average day looks like for you.
7. Looking at the career progression section of the Teacher Enhancement Leadership System Model, do you feel it would help keep quality teachers in Wake County? Why or why not?
8. Do you feel that the additional compensation section of the Teacher Enhancement Leadership System Model will help keep quality teachers in Wake County? Why or why not?

9. Do you feel that the job enhancement section of the Teacher Enhancement Leadership System Model would keep quality teachers in Wake County? Why or why not?
10. What, if anything could be done to make the Teacher Enhancement Leadership System clearer to teachers?
11. Is there anything you would like to see added or changed in the career progression section of the Teacher Enhancement and Leadership System?
12. Is there anything you would like to see added or changed in the additional compensation section of the Teacher Enhancement and Leadership System?
13. Is there anything you would like to see added or changed in the job enhancements section of the Teacher Enhancement and Leadership System?
14. What is the single most important thing you feel Wake County Public Schools could do to retain quality teachers, in your opinion?
15. What do you see as the biggest reason that teacher leave teaching at your school?
16. What do you see as the biggest reason that teachers leave teaching in Wake County?
17. Is there anything that I have not asked you that you would like to share with me?

## Appendix V

### Interview Questions for Principals.

1. How many years were you a teacher?
2. How many years were you a teacher in Wake County, if any?
3. How many years have you been an administrator?
4. How many years have you been an administrator in Wake County?
5. How many years have you been an administrator at this school?
6. What made you want to be a teacher?
7. What made you want to be an administrator?
8. Why did you pick the teacher leaders that you picked for me to interview?
9. Looking at the career progression section of the Teacher Enhancement Leadership System Model, do you feel it would help keep quality teachers in Wake County? Why or why not?

10. Do you feel that the additional compensation section of the Teacher Enhancement Leadership System Model will help keep quality teachers in Wake County? Why or why not?
11. Do you feel that the job enhancement section of the Teacher Enhancement Leadership System Model would keep quality teachers in Wake County? Why or why not?
12. What, if anything could be done to make the Teacher Enhancement Leadership System clearer to teachers?
13. Is there anything you would like to see added or changed in the career progression section of the Teacher Enhancement and Leadership System?
14. Is there anything you would like to see added or changed in the additional compensation section of the Teacher Enhancement and Leadership System?
15. Is there anything you would like to see added or changed in the job enhancements section of the Teacher Enhancement and Leadership System?
16. What is the single most important thing you feel Wake County Public Schools could do to retain quality teachers, in your opinion?
17. What do you see as the biggest reason that teachers leave your school?

18. What do you see as the biggest reason for teachers leaving Wake County?

19. Is there anything that I have not asked that you would like to share with me?

## Appendix VI

### North Carolina State University INFORMED CONSENT FORM for RESEARCH

Title of Study: Teacher Retention in Wake County Public Schools

Principal Investigator: Beth Cochran

Faculty Sponsor: Dr. Ken Brinson

---

We are asking you to participate in a research study. The purpose of this study is to examine a Teacher Enhancement Leadership System (TELS) model that Wake County Public Schools has designed to attract, retain and motivate talented teachers by making it more rewarding to be a teacher.

#### INFORMATION

If you agree to participate in this study, you will be asked to be interviewed face to face in a private setting for approximately one hour.

#### RISKS

The confidentiality procedures listed below will ensure that no one will know what comments were made by you. Readers will only know that the comments came from a teacher in Wake County Public Schools.

#### BENEFITS

If the Teacher Enhancement Leadership System Model were implemented then all teachers in Wake County Public Schools stand to potentially receive financial bonuses for taking on additional responsibilities and for performing their jobs at high levels.

#### CONFIDENTIALITY

The information in the study records will be kept strictly confidential. Data will be stored securely in a locked office and numbers will be used to identify interviews so that if the documents were accidentally lost then no one could tie the notes to you. The source codes will be locked in my office. No reference will be made in oral or written reports, which could link you to the study.

#### CONTACT

If you have questions at any time about the study or the procedures, you may contact the researcher, Beth Cochran, at . . . . If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact the Chair of the NCSU IRB for the Use of Human Subjects in Research Committee, Box 7514, NCSU Campus or Assistant Vice Chancellor, Research Administration, Box 7514, NCSU Campus.

**PARTICIPATION**

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed at your request.

**CONSENT**

“I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may withdraw at any time.”

Subject's signature \_\_\_\_\_ Date \_\_\_\_\_

Investigator's signature \_\_\_\_\_ Date \_\_\_\_\_