

WHY DO TEACHERS QUIT? AN INVESTIGATION OF THE INFLUENCE OF  
SCHOOL ENVIRONMENT AND TEACHER CHARACTERISTICS ON  
DISCONTENT AND ATTRITION

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## ABSTRACT

Teacher attrition is a widespread problem in the United States and is most severe in urban and rural schools. High rates of teacher attrition and discontent contribute to budget problems and decreased educational school quality. The purpose of this study is to examine how a variety of environmental factors and teacher background characteristics contribute to teacher attrition and discontent. The school system along with the relationship between teacher background and school organization will be considered. The core research questions guiding this study are: To what degree do school environmental factors and teacher background characteristics explain teachers' discontent and ultimate attrition? What is the relationship between teacher discontent and departure? Logistic regression was used to analyze data from the School and Staffing Survey and the Teacher Follow-up Survey collected by the National Center for Education Statistics to answer the research questions. Significant predictors that increased the odds of teacher discontent include: middle school setting, urban locale, rural locale, teacher perceptions of student problems, and teacher perception of community problems. Significant predictors that decreased the odds of teacher discontent include: school salary, highly qualified status, union membership, classroom control, and principal/colleague support. Predictors that increased the odds of teacher attrition include: certification type, school size, rural locale, teacher perceptions of student problems, and classroom control. Predictors that decreased the odds of teacher attrition include: teacher race and ethnicity, highly qualified status, and minority student enrollment.

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## CHAPTER ONE

## INTRODUCTION

*As a beginning teacher, I was enthusiastic about teaching first grade. I had visions of using the progressive theories and teaching methods I learned from my teacher education program and thought I would stay in the classroom for many years. What I found was that teachers' lives are chaotic, stressful, and challenging. I was overwhelmed by feelings of failure on a daily basis and questioned my career decisions. In addition to managing my classroom and teaching lessons, I was burdened by paperwork, felt pressured by students' parents, and felt isolated from my teacher colleagues. I was dissatisfied with the non-existent mentoring program I was promised when I signed my contract, and I felt pressured to keep up with the curriculum pacing guides even though my students did not understand the material. During the spring break of my first teaching year, I went on job interviews to try to find alternate employment. In less than one year on the job, I, like many other new teachers, decided that I wanted to leave the field of teaching.*

*I was unable to find a job outside of teaching, and I returned to the classroom for another year. I was pleased to find that my teaching experience improved. I learned how to manage my time and my class and was able to make some personal time for myself. I began to reach out to other teachers and participate in professional development opportunities. By my third year, I actually began to enjoy teaching and parents began to request me as a teacher for their children. I won a teaching award and mentored a student teacher from a local college. Nevertheless, despite my success, I left the classroom after three short years like over one-third of new teachers.*

The above story of the author's experience is repeated time and time again in American public schools. A beginning teacher enters the classroom to find that it is not what he or she envisioned. Instead of spending time preparing for lessons, teachers must spend time filling out forms and handling paperwork. Rather than being creative with teaching techniques and developing lesson ideas to motivate students, teachers are restricted to pacing guides and often have their lessons written for them already. Teachers are isolated from their coworkers, receive little recognition for their work, and find that they do not have enough time to accomplish all of their tasks. Many teachers become dissatisfied with their jobs; some stick it out while others try to find alternative employment quickly. Those who do stick it out are at risk for burnout, exhaustion, and high levels of stress.

Sadly, about one-third of all new teachers decide to leave the classroom within the first three years (Darling-Hammond, 2003; Ingersoll, 2001). Half of new teachers do not make it through their fifth year of teaching (Ingersoll & Smith, 2003). Moreover, a study in Texas revealed that over 30% of trained teachers never even enter the field of teaching (Gonzalez reported in Howard, 2003), and teacher turnover is 50% higher in high-poverty schools than low-poverty schools (Ingersoll, 2001). These realities, although negative for schools that must constantly replace teachers, are devastating for those teachers that choose to leave the careers for which they prepared and invested time. With the cost of college education getting higher and higher, the time necessary for taking certification exams, and the amount of time it takes to become a teacher, the personal costs of new teacher attrition are enormous.

Teacher attrition, the voluntary exit of teachers from the classroom before retirement, is problematic on a national level. Every state and every district, public and private schools, and primary and secondary schools experience some degree of teacher attrition. Attrition is problematic for several reasons. First, teacher stability is critical to providing high quality education for all students. Next, teachers are costly to replace once hired and trained (Bryk, Sebring, Allensworth, Luppescu & Easton, 2010). Third, schools that serve students that are marginalized suffer more from teacher attrition and transfer to other schools; these are the students that need quality education to take advantage of opportunities to improve their quality of life.

Estimates suggest that 12% of all teachers leave teaching every year, with only 25% of all these cases are due to teacher retirement (Alliance for Excellent Education, 2005; Boe, Cook, & Sunderland, 2008; Ingersoll, 2002). In high poverty schools, as many as 20% of teachers leave every year; some transfer to other schools while others leave the classroom permanently. When the attrition rate among new teachers is examined, the numbers are staggering. Ingersoll has called the high rate of teacher attrition among new teachers, approximately one-third in the first three years, a “revolving door” and has linked this problem to teaching shortages that exist in the United States (2002, p. 23).

Urban schools, which often have large percentages of students in poverty or students of color, are particularly vulnerable to the effects of teacher attrition, and such schools are traditionally difficult to staff (Ingersoll, 1999). These schools experience more turnover than suburban and rural public schools (Guin, 2004; Strunk & Robinson, 2006). Turnover refers to teachers that leave their current jobs and transfer to different

schools to teach. When teachers leave urban schools and cannot be replaced, urban schools typically rely on substitute teachers or uncertified teachers, which lowers the quality of instruction (Howard, 2003).

Teacher certification and teacher experience have been found to impact student achievement. For example, uncertified, temporarily certified, and emergency certified teachers are associated with lower levels of student achievement in schools (Darling-Hammond, Berry, & Thoreson, 2001). Schools that are difficult to staff typically rely more on teachers without standard certifications to fill vacancies. Moreover, Darling-Hammond et al. (2001) determined that in the fields of science and mathematics, more teacher education, training, and experience led to better student achievement. Additionally, Rockoff (2004) found that longer years of teaching service significantly predicted higher reading and mathematics test scores. Constant turnover and attrition in schools is problematic for students because schools rely on less-experienced and under-certified teachers to staff classrooms and deliver instruction.

The loss of teachers is costly for school districts because substantial resources are needed to prepare and train new teachers for the classroom. Alliance for Excellent Education (2008) estimates that individual urban schools spend \$70,000 every year due to teacher transfer while suburban and rural schools spend \$33,000 each year. Moreover the Alliance reports that urban school districts spend an additional \$8,750 for each teacher that resigns while non-urban districts spend \$6,250 per teacher. Urban schools and urban districts, which typically receive fewer funding dollars than suburban schools, must constantly pay to replace teachers which results in fewer dollars to use for curriculum, technology upgrades, building repairs, and other school and district needs

(Shockley, Guglielmino & Watlington, 2006). Thus teacher attrition and transfer could be a cause of budget restraints for school districts and individual schools that experience a lot of turnover.

The school climate can also be negatively affected by low teacher retention. Guin (2004) found that schools with high turnover rates, which had higher percentages of high-poverty and minority students, had disruptions to their instructional programs, had to repeat professional development, and had less teacher collaboration. These effects are likely to lower student achievement and, when coupled with the known benefits of having experienced teachers in the classroom, can seriously affect student educational outcomes. Moreover, the school climate has been linked to positive teacher outcomes, so a strained school climate due to teacher turnover can have very real consequences for teachers in terms of their stress and overall satisfaction (Guglielmi & Tatrow, 1998).

Teachers that remain in their classrooms or are able to transfer to different schools may not be satisfied with their jobs as teachers. Moreover, they could also experience high levels of stress or become burned out and become less productive. Studies suggest that many teachers experience stress; a study in an urban area reported that 100% of the teachers surveyed experienced some type of job-related stress (Dworkin, Haney, Dworkin & Telschow, 1990) whereas a study in England reported that 20% of teachers are highly stressed (Kyriacou & Sutcliffe, 1979). A study in an urban area suggests that among all teachers, less than half of teachers were satisfied with class size, support from parents, school learning environment, and availability of resources (Kearney, 2008). Many factors could contribute to negative physiological and psychological symptoms and effects such as the students, work load, or parents. Nevertheless, the physiological and

psychological health of the teaching staff is critical to the overall health and success of the school in which the teachers work.

Psychological and physiological health of teachers is important for many reasons. Teachers that experience high levels of stress are more likely to miss days of work (Kyriacou, 1980) and thus the students could get behind in their curriculum. Teachers who are dissatisfied could negatively affect the morale of their students and fellow teachers which could result in lowered motivation of students and staff (Ostroff, 1992). Motivation is very important for students; especially students in high poverty or predominately Black and Latino schools. Teachers that experience burnout not only suffer physiologically, but also become detached from their responsibilities and roles (Maslach, Schaufeli & Leiter; 2001). They could also take out their frustrations on students and become abrasive towards them. Thus, even if teachers do not quit their jobs, psychological effects such as stress or dissatisfaction could affect schools in a multitude of ways.

### Purpose of Study

This study examines environmental factors that influence teachers to leave the teaching profession from an ecological perspective. Moreover, the study examines how the school environment is related to teacher dissatisfaction. An ecological perspective is one that considers the complexity of the environment where people live, work, and interact with others (Bronfenbrenner, 1976). The school organization can be thought of as a system with many layers. Each layer, such as the classroom, the school, the neighborhood and city where the school is located, the school system, the state, and the national government, contributes to the overall environment where teachers are either

unable to persist and quit or persevere and remain in the classroom. Moreover, the school environment could contribute to teacher dissatisfaction at various levels in the system. For example, teacher's satisfaction could be widely affected by their principals' leadership and by the behavior of the students. These two aspects of the teachers' environment are located at different proximity to teachers.

Several features of school environments have been directly tied to teacher attrition and dissatisfaction. For example, negative school climates, poor administrative leadership, and the quality of the school building have each been associated with increased rates of teacher attrition (Buckley, Schneider, & Shang, 2005; Tye & O'Brien, 2002; Lee, Dedrick & Smith, 1991). Additionally, the racial and economic composition of the student body has also been shown to play a role in attrition rates of teachers (Ingersoll, 2004; Jacob, 2007). These same features have also been associated with teacher dissatisfaction in the extant literature (Litt & Turk 2001, Zembylas & Papanastasiou, 2006). Individual teacher background and professional characteristics, such as age, race, highest degree held, and length of teaching service are also important considerations when examining teacher attrition. The proposed study will analyze how individual teacher characteristics interact with the school environment to influence or prevent teacher attrition. Once the school environmental factors that contribute to teacher attrition and dissatisfaction are identified, this study will consider how teacher dissatisfaction and attrition can be reduced.

As a beginning teacher, I recall the most stressful aspects of teaching were building relationships with parents and classroom management. These issues are common with many new teachers (Griffith, Steptoe & Cropley, 1999; Howard & Johnson, 2004).

In hindsight, I believe the social organization of my school made it difficult to seek assistance from peers or administrators without feeling burdensome to them. Moreover, the district in which I taught did not offer significant induction support to me such as mentoring and professional development. Studies on teacher attrition and teacher stress suggest that classroom management is one of the most troublesome areas for new teachers (Geving 2007; Harrell et. al 2004); thus schools and districts that are structured in a way to offer support in these areas may have more success in retaining teachers. Perhaps if my school district or principal knew how to make adjustments to offer more support, then I would have had a more positive experience in the classroom my first year.

This study identifies specific features of the ecological school system and teacher characteristics in order to pinpoint the areas that are predictors of teacher attrition and dissatisfaction. Moreover, the results will be used to consider policy changes and other interventions that may help teachers persist in schools, especially schools that typically cause higher rates of stress and attrition for teachers. Therefore, my goal is to increase the extant knowledge for educational leaders, policy-makers, and the research community about factors within districts, schools, and classrooms that can be modified to help retain teachers.

### Research Questions

The following research questions are important because they emphasize dual sources of teacher attrition, mainly teacher background characteristics and school environment. Intent to leave teaching and teacher discontent are detrimental to schools, even if the teachers do not actually leave their jobs (O'Brien, Goddard & Keeffe, 2007). Moreover, an exploration of the relationship between discontent and attrition will provide

insight to the differences between teachers with similar perceptions of their jobs that experience different outcomes in attrition. This exploration will be useful in determining which teachers thrive in stressful environments and how traditionally stressful schools can support teachers effectively.

1. To what degree do school environmental factors and teacher background characteristics explain teachers' discontent and ultimate attrition?
  - A. What teacher characteristics and school environmental characteristics explain resignation?
  - B. Is there a relationship between discontent and attrition among teachers in similar school environments? If so, what factors explain the relationship?
2. Controlling for school environment, are there significant differences in teacher characteristics between teachers that resign and teachers that do not resign?

#### Definitions of Terms

The following definitions will be used to guide the statistical procedures and analyses of the study.

1. Ecological school system: The ecological school system is a complex system made up of sub-systems (microsystem, mesosystem, exosystem, macrosystem) that creates the school environment. The teacher is the unit of analysis in the ecological environment. The microsystem will refer to the classroom, the mesosystem will refer to the school and immediate community, and exosystem will refer to the school district, and the macrosystem will refer to the state and national systems of education. Within each sub-system, characteristics of the environment can potentially affect teachers. See Figure A.

2. School environment: The school environment is synonymous with the ecological school system. It is comprised of nested sub-systems which make each school unique. The school environment is affected not only by the people within the school, but also by other stakeholders such as the district CEO, the state department of education, and colleges that produce teachers. Thus, the definition of the school environment takes all of these influences into account.
3. Teacher attrition: Teacher attrition is defined as the exit of teachers from classrooms due to reasons other than retirement, school closing, being fired, or being laid off. Attrition does not include teachers who transfer from one teaching job to another teaching job. Nor does it include teachers that transfer from one position within a school to another position.
4. Teacher transfer: Teacher transfer is defined as the voluntary movement of a teacher from one classroom teaching job to another classroom teaching job in a different school.
5. School organization: The school organization is comprised of features within a particular school that affect the working environment and teachers' work. The school organization does not refer to influences outside of the school, such as the socioeconomic status of the students, which could have an effect on the school. Rather, the school organization refers to the school policies, overall structure, and tasks and roles that effect the day-to-day operations of the school.

### Overview of Study

The research questions will be answered through an empirical study which draws on data from the School and Staffing Survey (SASS) and the Teacher Follow-up Survey

(TFS). The US Department of Education sponsors both surveys through the National Center for Education Statistics. These large scale surveys regularly assess districts, principals, and teachers on their perceptions of issues pertinent to education and consist of five types of questionnaires: district questionnaires, principal questionnaires, school questionnaires, teacher questionnaires, and school library media center questionnaires. Moreover, extensive background data on the districts, schools, and teachers is collected. The public school version of the SASS includes 38,240 public school teachers representing all 50 states. The most recent iteration of the teacher surveys measured teachers' education and training, teaching assignment, certification, workload, professional development, perceptions about teaching, income, and many other factors related to teaching and schools. Both public and private schools are included; for this study only the public teacher portion of the survey will be analyzed.

The general purpose of the Teacher Follow-up Survey is to determine perceptions of a subsample of previously sampled teachers in the SASS who quit or transferred to a new school. The teaching status of the teachers is determined, such as remained at the same school, moved to another school, or resigned. Additional questions regarding the reasons for transfer or resignation are asked. The Teacher Follow-up survey was used to determine which teachers stayed, moved, and left in the year immediately following the SASS.

The analytical procedures were planned as follows: First, the survey questions that correspond to school environmental factors that have been shown to correlate with or predict teacher attrition directly or indirectly were identified and factor analyzed to determine distinct constructs. Then a series of multiple regressions were conducted to

determine which factors predict teacher attrition and discontent. The sample was limited to teachers that voluntarily resigned and did not leave for reasons such as retirement, being fired, school closing, or being laid off. Results were analyzed and compared to determine which individual and school factors mitigate attrition and teacher discontent.

### Significance of Study

A thorough understanding of factors that contribute to teacher attrition and discontent through an effect on the school environment could result in interventions and strategies that will help teachers and schools. Specifically, depending on which subsystems affect teachers, school reforms or programs could be initiated that would reduce attrition or dissatisfaction. A reduction in teacher attrition would help schools and districts by improving availability of experienced teachers, reducing money needed to train new teachers, and potentially improving the quality of instruction as teachers increase their years of service and become confident in their teaching methods. Decreasing dissatisfaction of teachers could help teachers by lowering their stress levels, increasing their motivation, and reducing the risk of burnout. Both teacher dissatisfaction and attrition have been studied globally, particularly in European countries. This study will examine how the school environment contributes to both teacher dissatisfaction and attrition and examine the connections between the two constructs among teachers in the United States.

Moreover, because the study will examine factors that mitigate teacher attrition and dissatisfaction at various levels in the school environment, new programs for teachers could be implemented that would help teachers in challenging environments to persist. Pre-service teachers could be taught techniques that they could take into the field to help

them cope with the stressors that they will likely encounter. Helping teachers to utilize protective factors that will make them more likely to thrive in a stressful environment would not necessarily require wide-spread policy changes or sweeping education reforms that other programs or solutions, such as school integration, would necessitate. As education policies place more demands on teachers through education reforms and high-stakes testing, it is unlikely that the problem of teacher attrition will be resolved on its own. Thus, greater effort should be directed toward studying the problem so that teachers will persist and students will reach higher levels of achievement.

## CHAPTER TWO

### THEORETICAL FRAMEWORK

This study is grounded on concepts and ideas borrowed from social ecological theory (SET) and school organizational theory. Social ecological theory was described in its most popular form by Erie Bronfenbrenner (1976) and emphasizes the complex environmental system where people live and operate. In essence, social ecological theory is a systems approach that carefully defines the multi-layered environment in which peoples' actions occur. To emphasize the complexity and dynamic nature of the environment where people live and work, Bronfenbrenner depicts the environment through four unique sub-systems, each one nested within the other. This approach allows for interactions between the individual and each sub-system and for interactions between sub-systems to be studied (Harney, 2007; Stokols, 1994). Social ecological theory is a useful tool for the study of schools because of the complex hierarchy in which schools exist.

Systems models can be easily applied to depict the various structures that impact schools and consequently teachers, such as the school neighborhood, the school district, the state department of education, and federal mandates such as the No Child Left Behind Law. Schools are influenced by a myriad of stakeholders and constant oversight at multiple levels; thus schools must not only appease the parents and students within its doors, but must also be responsive to demands from other stakeholders at higher levels. In addition to being influenced by various stakeholders, schools are also influenced by the communities and neighborhoods in which they are situated. Community influences could include the neighborhood the school is situated in, the economic status of the

students and parents, and the presence of charter, private, and parochial schools. These influences can affect how well a school is able to meet the needs of its students.

Bronfenbronner's social ecological theory has been applied to the study of teachers in previous studies, specifically studies of special education teachers by Miller & Brownell (1999). The adaptation used in this study is slightly different from that used by Miller and Brownell. In adapting Bronfenbrenner's theory to the study of teacher attrition and dissatisfaction, the unit of analysis is the teacher. The four sub-systems are defined as follows: the microsystem is the immediate classroom where the teacher works and carries out the majority of his or her activities; the mesosystem is the school where the teacher works; the exosystem is the larger school district and community where the teacher operates, lives, and interacts with others; and the macrosystem includes the larger structure of schooling, the various laws and statutes that regulate schools, and aspects of American culture (see Figure 1). All four sub-systems combine to form the ecological school system. Each sub-system of the ecological school system allows for identification of factors that could affect teacher attrition and satisfaction.

This systems approach defines the different components that make up a school's environment. In order to study teachers effectively, the complex environment in which they work must be taken into consideration and carefully analyzed. Moreover, because teacher attrition and dissatisfaction are each complex phenomena with a myriad of causes, each sub-system should be considered carefully for its particular influence, be it directly or indirectly through another source, such as teacher stress, burnout, or teacher efficacy.

School organization theory is also relevant to the study of teacher attrition and dissatisfaction because it allows for the use of teacher perceptions to assist in defining the school environment. Halpin and Croft (1962) operationalize school climate, an important construct of school organization, as teachers' perceptions of their work environment. Halpin and Croft determined eight dimensions of school climate through their research: hindrance, intimacy, disengagement, esprit, production, emphasis, aloofness, consideration, and thrust.

Hoy (1986) modified the instrument created by Halpin and Croft and proposed a systems theory in order to more accurately define school climate. Hoy's perception of school climate refers to teachers' perceptions of their general work environment and is based upon different levels within the school organization. Hoy identifies three levels, technical, managerial, institutional levels. Interestingly, these levels could correspond to the microsystem and mesosystem in Bronfenbrenner's theory. The technical level includes the elements of morale and academic emphasis. Morale is the combination of satisfaction, pride, enthusiasm and friendliness that teachers feel about their job and school. Academic emphasis is comprised of the school's press for achievement along with the seriousness of the learning environment. The school's managerial level is composed of principal influence, consideration, initiating structure, and resource support. Principal influence is the principal's ability to affect superiors and to represent teachers; consideration is the principal's friendly, open, and supportive behavior; initiating structure is task-based and achievement-based behaviors by the principal; and resource support includes the action of obtaining resources needed by teachers. The institutional level is the highest level of school climate and is comprised of the school's integrity.

School integrity is the ability of the school to interact with the community in a way that is consistent with the school mission. (Hoy, 1990).

Hoy's conceptualization of school climate demonstrates how teacher perceptions are vital to understanding a school and its environment. Thus, this theory justifies the use of teacher perceptions to define a school climate. Hoy's concept of school climate will be used along with Bronfenbrenner's (1976) social ecological theory to define the school environment as teacher, school, and community characteristics along with teacher perceptions about their work. The combination of Hoy's and Bronfenbrenner's theories will create a more complete and useful portrait of the school environment for the purposes of exploring attrition and dissatisfaction than either theory could depict independently. The following literature review will explore teacher perceptions within the appropriate sub-system. For example, teacher perceptions of their students will be considered with the microsystem; teacher perceptions of their administrators will be considered with the mesosystem.

Although the school environment is critical for understanding teacher attrition and dissatisfaction, teacher characteristics are also important to consider. Individual teachers interpret their environments differently, seek different levels of support, and cope with challenges based on their unique perspectives. Studies indicate that external characteristics such as gender, age, race, and highest degree held; personality characteristics such as personal beliefs and ability to cope with stress; and behavioral tendencies affect teacher attrition and teachers' success within the classroom (see for example Kokkinos, 2007; Krieg, 2004; O'Donnell, Lambert, & McCarthy, 2008). The literature suggests that teacher characteristics play a different role in job satisfaction

(Culver, Wolfe, & Cross, 1990; Kearney, 2008; Litt & Turk, 2001). Thus, this study will consider teacher characteristics alongside school environmental factors.

The following literature review will consider studies about teacher characteristics and the school environment that inform how they affect teacher attrition and dissatisfaction. Specific factors that are explored include school climate, teacher stress, and teacher control. These constructs have been shown in the literature to affect teacher attrition and dissatisfaction in various ways (see for example Bobbitt, Faupel, & Burns, 1991; Goddard and Goddard, 2006; Lee, Dedrick, & Smith, 1991). It is important to note that factors could affect teachers within more than one sub-system. These overlaps will be noted in the literature review. Once the literature review is presented, connections will be drawn to the current study and gaps in the literature will be presented to justify the need for additional research.

#### Teacher Background Characteristics

Teacher characteristics include external characteristics that are categorical in nature, internal perspectives such as personality and coping resources, and behavioral tendencies such as calling out sick or working late past the school day. These characteristics of teachers also include constructs such as burnout and stress. The relationships between teacher characteristics and teacher attrition and dissatisfaction, both directly and indirectly, are presented below.

Strunk and Robinson (2006) examined teachers in the United States using the School and Staffing Survey and found that teaching experience is related to teacher attrition. Specifically, teachers with 0-2 and 3-4 years of teaching experience are more likely to leave their jobs than teachers with 5-10 years, 11-20 years, and more than 21

years of teaching experience. The authors also found that probationary certified teachers are more likely to quit teaching than teachers with standard certifications. Harrell, Leavell, Van Tassel, and McKee (2004) studied teachers in North Texas and found that most common reasons for leaving teaching were income, discipline problems, raising a family, and problems with parents. Similarly to Strunk and Robinson (2006), Harrell et al. found that the top predictors of teacher attrition were little experience in classroom, income less than \$25,000, and having a graduate degree. The finding that teachers with advanced education are more likely to leave teaching supports other findings that high-quality teachers exit the field of teaching more than low-quality teachers.

Krieg (2006) conducted a study in Washington State to explore the relationship between teacher quality and teacher attrition. Teacher quality was determined through students' standardized test scores. Data for students' scores and teachers' longevity were obtained through the state's Office of the Superintendent of Public Instruction. Krieg found that female teachers of students that score higher on achievement tests are less likely to leave their teaching positions. According to Krieg, female teachers were more likely to leave the field of teaching when the students in their schools were less-talented in general or had lower test scores on achievement tests. The authors' study is based on the assumption that students with lower test scores have less qualified teachers; based on this assumption less-qualified teachers have higher rates of attrition.

Other studies have found that higher qualified teachers leave the field of teaching and contradict Krieg's (2006) findings. Lankord, Loeb and Wyckoff (2002) examined public school teachers in New State over a period of 15 years. They found that teachers that left teaching had stronger qualifications than teachers that remained in teaching.

They defined teacher quality using teacher characteristics such as having an advanced degree, current certification in assignment, attendance at a competitive college, and passing the teacher exam on the first attempt. Lankford et al.'s (2002) conception of quality teaching is different from Krieg's (2006) in that teacher quality is based solely upon teacher characteristics rather than student achievement or student exam scores. This difference could be a reason for the discrepancy in findings. The proposed study will examine teacher quality in terms of certification status and holding advanced degrees to explore teacher attrition.

Teacher training and preparation has also been found to influence the attrition of teachers. Latham and Vogt (2007) conducted a study to examine the attrition rates of teachers prepared through professional development schools (PDS) and those trained through traditional methods. The PDS model shrinks the gap between teaching theory and practice by providing more time in the school environment. Specifically, the PDS model provided students with more than one semester of student teaching experience while the traditional preparation provided one semester of student teaching. Latham and Vogt found that PDS preparation significantly and positively influenced teachers' persistence in the teaching field when compared to traditional teacher education (Latham & Vogt, 2007).

In regards to teacher dissatisfaction, teacher characteristics have been found to play a limited role. Researchers who conducted a large mixed-methods study of over 17,000 teachers in Canada, commissioned by the Canadian Teachers Federation in the early 1990s, found that teachers who did not consider other career options were more satisfied. Teachers who were committed to the teaching profession early on in their

teacher preparation were enjoyed their jobs more than teachers that thought about joining other professions (Satisfaction and Stress, 1992). The researchers also found that in general, 90% of teachers enjoy their jobs and 60% of teachers would choose teaching again (Satisfaction and Stress, 1992).

Liu and Ramsey (2008) examined the 2000-1 version of the Teacher Follow-Up Survey in order to determine teachers' satisfaction with different aspects of their jobs. They found that race and years of teaching experience were related to job satisfaction among teachers. Specifically, minority teachers were less satisfied with teaching and teachers with more years of experience were more satisfied with teaching. Moreover, Liu and Ramsey found that female teachers were more satisfied than male teachers. This gender difference has been confirmed by several other studies (Bogler, 2001; Chapman & Lowther, 1982; Menon, Papanastasiou, & Zembylas, 2008).

Chapman & Lowther (1982) conducted a quantitative study with 5762 University of Michigan graduates to determine how teacher abilities, values, and accomplishments are associated with teacher job satisfaction. They found that women are more satisfied with teaching than men. In regards to the types of skills associated with teacher satisfaction, Chapman and Lowther found that speaking and persuasion skills were positively associated with teacher satisfaction. In contrast, writing and communication skills were negatively linked to satisfaction. In addition to gender, the specific strengths could be important for teachers and affect their level of satisfaction.

Green-Reese, Johnson, and Cambell (1991) conducted a study with 229 physical education teachers in urban schools in order to determine how age, teaching experience, and school size were related to job satisfaction and stress. They found that job

satisfaction is severely affected by job stress. However, age and years of teaching were not significantly related to job satisfaction. This finding contradicts Liu and Ramsey's (2008) study which found that years of teaching experience is significantly related to job satisfaction. The authors noted the discrepancy between their results and those of previous studies and determined that subgroups of teachers should be examined in future studies rather than all teachers.

#### Teacher Perceptions: Burnout, Stress, Autonomy, and Efficacy

Teacher burnout is defined as a construct with three components: exhaustion, depersonalization, and inefficacy (Maslach, 1993). Exhaustion is directly linked to stress experienced over long time periods and is the most widely studied and reported component of burnout. Blasé (1982) defines burnout as a function of ineffective performance with students. Burnout occurs when teachers' efforts and coping resources fail to overcome job-stress. Kokkinos (2007) determined that burnout is a result of chronic stress and that personality and work-related stressors were associated with burnout. Nevertheless, burnout also includes inefficacy, which is teachers' beliefs that they are unable to be effective at their jobs, and depersonalization which is the mental separation of the teacher from his or her job.

Weisberg and Sagie (1999) sampled 28 teachers in Israel and found intention to leave ones job was significantly correlated with the physical and mental exhaustion component of burnout. Physical exhaustion, mental exhaustion, and lack of tenure were significantly related to intention to leave teaching. The three variables explained 66.76% of the variance with physical exhaustion contributing 39.14% and mental exhaustion

contributing 17.31%. Thus, at least two dimensions of burnout are significantly related to teacher attrition.

Goddard and Goddard (2006) surveyed 112 teachers in Australia and found that 21% of respondents were seriously considering leaving their current job. The researchers also found that 54% were considering a non-teaching job while 46% were considering another teaching job at a different school. When examining the burnout levels of the teachers, Goddard and Goddard found significant differences on all three dimensions in the expected direction. Thus teachers that seriously considered leaving their jobs reported more exhaustion, depersonalization, and inefficacy than teachers not considering leaving their jobs. This finding supports Weisberg and Sagie's (1999) findings that burnout plays a major role in attrition.

In addition to burnout being examined as a cause of teacher attrition, a few studies have connected teacher stress to teacher attrition. Kyriacou and Sutcliffe (1978) studied 257 teachers in England. They found that high levels of self-reported stress are associated with decreased job satisfaction and increased intent to leave teaching. Moreover, high stress levels were associated with total number of days absent from work, meaning that teacher stress could affect the quality of education that students receive.

Miller and Brownell (1999) revealed that stress was a significant predictor of teacher attrition among special educators. They found that teachers that stayed in teaching reported less stress than teachers that left the field of teaching. A study by Gersten et al. (2001) examined factors related to special educator attrition rates. The researchers surveyed three large urban schools and found that "stress due to job design plays a pivotal mediating role in determining the extent to which different aspects of

teachers' working conditions influence the decision to stay in or leave special education" (Gersten et al, 2001, p. 563). Thus, stress affected intent to leave teaching indirectly. Cross and Billingsly (1994) also examined how stress and job satisfaction were related to teacher attrition. They found that teachers with higher levels of stress were less committed to teaching and more likely to leave their jobs.

Pei and Guoli (2008) surveyed 500 teachers in China and found that more than half of elementary and secondary teachers are relatively stressed. Pei and Guoli also found that occupational stress affected both teacher health and work. The researchers explored the role of school and gender in teacher stress and found that type of school, elementary, junior high, and senior high, played a role in the amount of stress teachers experienced. Elementary school teachers had significantly more stress than junior or senior high school teachers while gender had no effect. Pei and Guoli also determined that years of service plays a role in the stress of teachers with teachers that had five or fewer years of teaching and teachers that had 16 to 20 years of teaching experiencing significantly more stress than other groups.

Needle, Griffin, Svendsen (1981) surveyed teachers in Minnesota and found that high levels of stress lead to somatic symptoms, high anxiety, and psychological difficulties. The authors determined that stress affects classroom environment, the teaching and learning process, and goal attainment for teachers. Moreover, high stress levels were found to lower job satisfaction and job self-esteem. The connections between job satisfaction and teacher attrition have been documented by several researchers and are described in detail in the mesosystem section of the literature review. In general low

teacher job satisfaction is related to increases in attrition among teachers (Bobbitt, Faupel, & Burns, 1991).

Researchers have also examined personal characteristics of teachers and how differences among teachers relate to teacher attrition. Nassiri (2005) conducted a study to determine the effect of a relaxation program to help teachers cope with stressors. The experimental study placed 40 teachers from London into two groups. The experimental group listened to a relaxation tape for ten minutes daily for one month and completed a daily relaxation log and took a weekly perceived stress scale. The control group did not listen to the tape daily but completed the daily log and the weekly stress scale. Findings indicate that the relaxation tape reduced teachers' stress significantly and thus could be an effective coping strategy. This study is limited, however, in that the long-term effects of the daily relaxation tape were not examined.

Kyriacou (1980) surveyed 42 teachers in England to determine the types of coping strategies teachers use to respond to stressors. The survey contained a list of 33 potential coping actions, and teachers rated each strategy based on frequency of use. The top three coping actions were trying to keep things in perspective, trying to avoid confrontations, and trying to relax after work. This study is limited in that it did not ask the teachers how effective the coping strategies were. Moreover, the survey did not allow teachers to suggest strategies they used that were not on the list.

Zurlo, Pes, and Cooper (2007) conducted a study with Italian school teachers from nursery through high school and compared their stress levels and coping strategies with British school teachers. The authors found that Italian teachers have better mental health than British teachers. Italian teachers' pressures stem from lack of status,

workload, and aggressive pupils, but they adopt more coping strategies than the British teachers. Coping strategies that the Italian teachers used were decision autonomy, recognizing personal limitation, being innovative, using time management, and being non-confrontive with situations that arise.

In relation to teacher dissatisfaction, the literature suggests that teacher perceptions are related to how teachers view their jobs. Kreis and Brockopp (2001) conducted a study with 60 public school teachers in New York State to determine the relationship between three dimensions of job autonomy and job satisfaction. The three dimensions were: (1) teachers' perceived autonomy within the classroom, (2) autonomy outside the classroom but within the school, and (3) an overall sense of autonomy. Perception of autonomy within the classroom was significantly related to job satisfaction, but no other perceptions of autonomy were significantly associated. Thus, teachers' ability to control their own classrooms is important for teachers to be satisfied with their jobs.

Pearson and Moomaw (2005) conducted a quantitative study with 171 Florida teachers to determine the relationship between teacher autonomy and four other constructs, job stress, work satisfaction, empowerment, and professionalism. Teacher autonomy was separated into two dimensions, curriculum autonomy and general teaching autonomy. Correlations revealed that curriculum autonomy was significantly and negatively related to job stress; moreover, general teaching autonomy was significantly and positively associated to empowerment and professionalism. The strongest correlations reported were between empowerment and professionalism; the relationship was positive. Other findings include a negative relationship between job stress and each

of the following: job satisfaction, perceived empowerment, and professionalism, and a positive relationship between job satisfaction, professionalism and empowerment.

Marion and McIntire (1991) conducted a study with 477 teachers from twenty rural Maine communities in order to determine differences between satisfied and dissatisfied teachers regarding their perceptions of school organization, empowerment, status, and attitude toward students. The researchers found that satisfied teachers experienced significantly more empowerment within their schools than dissatisfied teachers; the differences found in empowerment were greater than any other factors examined. The study showed significant differences between satisfied and dissatisfied teachers with satisfied teachers having more efficacy than dissatisfied teachers.

#### The Classroom as a Microsystem

Microsystems are comprised of the individual classroom where teachers teach and typically involve only one or two teachers. Challenges that occur within the classroom, such as classroom management, interactions, with parents, and student attitudes may not necessarily be problematic for other teachers within the same school. For example, a veteran teacher may have exceptional control over her classroom while a novice teacher may struggle with management. Studies that connect challenges within the microsystem to teacher attrition and dissatisfaction are described below.

As previously mentioned, teacher stress has been found to be a predictor of teacher attrition (Miller & Brownell, 1999). Geving (2007) surveyed 128 preservice teachers and supervising high school teachers from 44 states in order to determine the types of student and teacher behaviors that are associated with teacher stress. She found that teachers reporting more problems with student behaviors tended to report more

stress. Specific student behaviors that were significantly correlated with teacher stress were harming school property, hostility toward other students, coming to class unprepared, hostility towards the teacher, not paying attention in class, lack of effort, hyperactivity, lack of interest in learning, noisiness, and breaking school rules. Geving also found that teacher behaviors can influence negative student behaviors. Specifically teacher behaviors such as disregarding school policy, interrupting a student, and displaying behaviors that students should not display were significantly correlated with negative behavior from students.

Griffith, Steptoe, Cropley (1999) studied 780 primary and secondary school teachers in South London in an effort to determine predictors of job stress. Through a survey design, the authors found that low social support and poor coping responses predicted job stress. Specifically, more stress is linked to lower social support. The researchers also determined that work pressure and student misbehavior were rated as the most important sources of stress.

Rieg, Paquette, and Chen (2007) conducted a qualitative study with five novice elementary teachers. They found that the major stressors for these new teachers were dealing with parents, pressure concerning standardized tests, classroom management, and observations. The teachers coped with their stressors by talking with colleagues, taking time for themselves and their families, exercising, listening to music, and keeping a journal. The sources of stress, classroom management and observations, are characteristics of individual classrooms; however the methods in which they cope with their stress could be considered teacher characteristics. This study, therefore, overlaps teacher characteristics with the microsystem.

Teacher dissatisfaction has been shown to vary by classroom variables. Kyriacou and Sutcliffe (1979) sampled 218 teachers in England to study the association between teacher stress, absenteeism, and intention to leave teaching. They found that sources of stress that are significantly correlated with job satisfaction are noisy students, too much work to do, trying to maintain values, difficult classes, misbehavior among students, inadequate salary, and inadequate discipline policy. Sources of stress significantly correlated with frequency of absences are too much work to do, poor student attitudes towards work, and lack of time to spend with individual students. Two sources of stress were significantly correlated to intent to leave teaching, poor career structure and inadequate salary. Poor career structure refers to the ability to advance to higher positions; salary refers to compensation for teaching. Analysis of these variables also revealed that intention to leave teaching is significantly correlated to self reported teacher stress, job satisfaction, and frequency of absences.

Anthony (2009) reviewed a series of Met Life surveys on the teaching profession to determine changes in teacher satisfaction over time. The author found that overall satisfaction with teaching has risen from 1984 to 2008. Some issues that teachers reported are that twice as many teachers say the number of LEP students they teach hinders student learning (11% in 1984 to 22 percent in 2008) and 43% of teachers say that students' varied learning abilities challenge their ability to effectively teach. Moreover, 50% of teachers reported poverty as a problem. Positive findings from the review include that two-thirds of teachers say they were well-prepared for the profession and that more teachers report that resources are available to them. Moreover, the

percentage of teachers that are satisfied with salary increased from 40% in 1984 to 62% in 2008.

Butt and Lance (2005) reported the results of a national project in the United Kingdom that was government supported and aimed at improving teacher satisfaction. The project decreased the total hours secondary teachers worked each week and increased the proportion of time spent on tasks directly related to teaching. Furthermore, the initiative examined accountability and autonomy of teachers. Results of the study suggested that job satisfaction was affected by the government initiative, specifically accountability and removal of autonomy. No relationship was found between teacher satisfaction and hours worked. The teachers suggested that more time to teach, more resources, and better working conditions would improve teacher satisfaction.

#### The School as a Mesosystem

The mesosystem is the next level of the ecological school system; it is comprised of the school itself and the immediate neighborhood where the school is located. This sub-system includes relations among and between coworkers and administrators and characteristics of the locality where the school is located. Challenges that appear within the mesosystem would affect the school as a whole and could influence all the teachers within it. Major components of the mesosystem are the school climate as defined by Hoy (1990) and the socioeconomic/ racial characteristics of schools and schools' students.

One of the earlier studies on teacher turnover (includes attrition and mobility from one school to another) was conducted by Bruno and Doscher (1981) in a single large metropolitan school district to examine teacher transfer requests from urban and non-

urban schools. The authors found that higher percentages of black students at a school site were correlated to a larger percentage of teachers requesting transfers. Moreover, Bruno and Doscher found that a school with large numbers of black students was considered less attractive by teachers transferring into the school and negatively affected the general retention of teachers. Thus, an early finding regarding teacher mobility indicates that the school population plays a role in the retention of school teachers.

Howard and Johnson (2004) conducted a qualitative study of ten Australian teachers in disadvantaged schools. The teachers were identified as resilient and successful for their teaching environments which were located in areas with high levels of poverty, violence, and unemployment. The purpose of the study was to examine the factors that helped these teachers persist in their teaching environment which made them 'at risk' for stress and burnout. The teachers identified aggressive and abusive parents as the major stressor in their school environment. A strong sense of agency, strong support groups, efficacy, and pride in achievement served as protective factors for these teachers. Although specific challenges, other than the characteristics of the school or neighborhood were not identified, the protective factors illustrate the importance of social support within the school and a strong sense of agency.

Smith and Ingersoll (2004) conducted a similar study looking at a national data set. They found that teachers in high-poverty schools were more likely to leave teaching than beginning teachers not in high-poverty schools. Loeb, Darling-Hammond, and Luczak (2005) corroborated the findings with a sample of 1071 California school teachers. In addition to finding that that racial, ethnic, poverty, and language composition of school affects teacher turnover, Loeb et al. also found that other

organizational characteristics such as working conditions also affect teacher turnover. Working conditions were defined in the study as: tangible teacher supports, physical facilities, textbooks and technology, professional development, parent involvement, and tests teachers must administer.

Peterson, Perrachione, and Rosser (2008) conducted a study with 201 Missouri public school teachers in order to determine internal and external factors that influence teacher job satisfaction and retention. The results suggest that retention is influenced by teacher satisfaction with the profession, not work-related duties. Three intrinsic motivators (personal teaching efficacy, working with students, and job satisfaction) significantly influence job satisfaction. Extrinsic motivators, specifically good students, teacher support, positive school environment, and small class size, also influence job satisfaction among teachers. Dissatisfaction with teaching is influenced by extrinsic factors such as role overload, low salary, parent support, student behavior, and class size. In regards to retention, teachers who were satisfied with the teaching profession and satisfied with teaching at their school of employment were less likely to leave teaching. However, teachers who were single, had unfavorable impressions of school policy, and had an opportunity to leave for another profession were less likely to remain in teaching.

Benmansour (1998) conducted a study with 153 Moroccan high school teachers to determine the relationship between job satisfaction, coping, and stress. The author found that 45% of teachers were satisfied with their jobs with no subgroup differences. Obstructions to job satisfaction include curriculum, lack of manuals, lack of facilities/resources, finances, and the low social status of teachers. Over half (58%) of teachers

reported high levels of stress; the researcher also found that stress and job satisfaction were negatively correlated.

Cross and Billingsley (1994) found that the strongest direct influence of intent to stay in teaching among several factors such as personal characteristics, school factors, and organizational factors is job satisfaction, which supports the connection between job satisfaction and teacher attrition. Although job satisfaction was a significant predictor of intent to stay in teaching, employability outside of teaching also played a significant role, meaning that teachers that perceived few employment options were more likely to intend to stay in teaching than teachers that perceived career options outside of teaching. The researchers determined that job satisfaction was influenced by role problems, principal support, and stress, which indicates that these organizational factors are significant for teachers, especially since these factors were also cited as causes for attrition (Berry and Barnett, 2008).

Buckley, Schneider, and Shang (2005) added to the literature by examining the connection between the structural conditions of schools and teacher turnover in Washington, DC, public schools. The authors found that facilities quality is a significant factor in teacher retention. Thus the physical characteristics and structure of schools play a role in the attrition of teachers.

Hoy and Woolfolk (1993) sampled 179 teachers from 37 elementary schools in New Jersey in order to explore how school climate affects teacher efficacy. Institutional integrity and teacher morale were the only two components of school climate that predicted general teacher efficacy. Schools promoted personal teaching efficacy when teachers perceived their colleagues set high/ achievable goals, created orderly/ serious

environment, and respected academic excellence. Personal teaching efficacy was encouraged by factors that helped teachers maintain classroom order and solve instructional problems.

Friedman (1991) surveyed 1597 teachers in Israel to determine the differences in the school environments between schools with high rates of teacher burnout compared to schools that have low rates of teacher burnout. He found that school policy is a factor that differs among high-burnout and low-burnout schools. Specifically, high-burnout schools had a structured administrative hierarchy, teachers that did not cooperate, and specific set goals that were measured regularly. Low burnout schools, in contrast, had flexible educational objectives and emphasized staff integration.

Kukla-Acevedo (2009) explored whether three workplace conditions were related to teacher mobility decisions (administrative support, classroom autonomy, and behavioral climate). Movers and leavers had different results; teachers with less than five years of experience were 1.5 times more likely to leave teaching than experienced teachers. Teachers younger than 30 were three times more likely to exit teaching than teachers aged 50 or older. Administrative support was the only factor significantly related to teacher turnover once other factors were added. Other factors were union membership and Latino/a heritage. First year teachers' decisions to leave teaching were influenced by administrative support, behavioral climate, marital status, union membership, and math/science subject area. Principal support was a protective factor for teachers except for first year teachers.

School-wide factors and variables have also been shown to affect teacher dissatisfaction. Kearney (2008) found that among all teachers, less than half were

satisfied with class size, support from parents, school learning environment, and availability of resources. These factors were also cited as causes of teacher attrition. Retention rates (3 years in the classroom) were between 89.1% and 74.77% for white teachers and between 94.1% and 76.5% for black teachers during a five year time span. Kearney (2008) did not specifically connect job satisfaction with retention as a focus for the study.

Culver, Wolfe, and Cross (1990) determined that school climate and commitment to teaching were significant factors in explaining job satisfaction. School climate included factors such as poverty status, race of students, and available resources. They found that teaching experience and other background factors such as race and sex had little effect. However, among white teachers, lower achieving white teachers tended to be more satisfied with teaching than higher achieving white teachers. Culver et al.'s study also supports findings by Kearney (2008) that school resources and learning environment are significant factors for teachers in regards to job satisfaction.

Menon, Papanastasiou, and Zembylas (2008) conducted a study among school teachers in Cypress in order to determine the relationship between teacher variables, organizational variables, and job satisfaction. The researchers sampled over 450 teachers in the quantitative study using surveys. The major findings are that lower school levels were associated with increased job satisfaction; teachers in primary schools were more satisfied than teachers in secondary schools. Other findings include that increased job satisfaction is related to school climate and professional goal attainment. Salary was not found to be a significant predictor of teacher satisfaction.

A study by Rhodes, Nevill, and Allan (2004) examined 368 teachers in primary, secondary, and secondary schools in the United Kingdom. The researchers aimed to identify factors that were dissatisfying for teachers in an effort to increase teacher retention. The findings suggest that the most dissatisfying components of teaching are workload, balance between work and home, administrative tasks, society's views of teachers, and pupil behavior issues. The most satisfying features of teaching were friendliness of staff, classroom atmosphere, climate of achievement, and recognition of efforts by leadership.

Liu and Ramsey (2008) identified the aspects of teaching that teachers found most and least favorable in their review of the 2000-1 Teacher Follow-Up Survey. They found that teachers were most satisfied with safety and least satisfied with work conditions and compensation. Teachers ranked the order of school aspects from the greatest to least satisfying as: safety, school administration, student interaction, resources, professional development, compensation, and work conditions.

The previously cited study commissioned by the Canadian Federation of Teachers (Satisfaction and Stress, 1992) also listed some school-wide factors related to teacher satisfaction. The author reported that relating positively to students contributed the most to teacher satisfaction followed by principal recognition, principals' respect for teachers, and inclusion of teachers in policy decisions. Moreover, community respect was mentioned by the teachers; 50% reported that they felt respected in the community.

Crossman and Harris (2006) conducted a quantitative study on school teachers in Surry, England, in order to examine how the type of school affects the satisfaction of secondary school teachers. They found that teacher satisfaction varied by type of school.

Specifically, independent and privately managed schools had more satisfied teachers, while foundation schools and Anglican schools had less satisfied teachers. The authors noted that possible causes for the results are differences in resources available, differences in oversight, differences in academic control, and differences in community status.

An examination of sources of satisfaction and dissatisfaction of teachers in Cypress by Zembylas and Papanastasiou (2006) suggests that primary sources of satisfaction for teachers are working with children, contributing to society, collaborative work with colleagues, professional growth, salary, and work schedule. In contrast, primary sources of dissatisfaction are social problems, student failure, lack of discipline, lack of respect and status in community, and lack of autonomy.

#### The School District as an Exosystem

The exosystem is the next sub-system in the ecological school system; the exosystem as comprised of the school district and larger city/ municipality where the school district is located. The exosystem can contain several different schools, and challenges at this level would affect the school system as a whole. Examples would be school funding allocations, layoffs, and teachers' salaries. This study did not directly analyze school districts and larger societal norms and culture.

Berry (2008) conducted a qualitative study among national board certified teachers to determine their perceptions of staffing problems and how to address the issue. The teachers shared that policy makers should increase teacher salaries, improve access to good principals and skilled colleagues, offer smaller class sizes to reduce student load, increase quality professional development, and improve classroom resources.

Imazeki (2005) conducted a study using pre-existing data on teachers in Wisconsin from the Wisconsin Department of Public Instruction to study the effect of wages on teacher mobility. The main finding is that increases in wages significantly reduce teacher exits within the Milwaukee school system (Imazeki, 2005). Hahs-Vaughn and Scherff (2008) conducted a study using the national School and Staffing Survey to determine what factors were related to English teacher attrition. The authors examined both individual and school characteristics and found that only salary was significantly related to increased teacher attrition (Hahs-Vaughn & Scherff, 2008). This finding corroborates Imazeki's (2005) findings. The literature did not identify significant causes of teacher dissatisfaction that would fall in this level of the ecological school system.

### The Macrosystem

The macrosystem is comprised of cultural and societal notions of schooling is the largest sub-system in the ecological model. Challenges in this system would affect school districts within the United States as a whole. Examples of such challenges are the No Child Left Behind Law, the status of teachers within US culture, and the general structure of schooling. The effect of standardized testing on teachers has been examined more readily than other macrolevel factors.

A study by Taylor, Shepard, Kinner, and Rosenthal (2003) indicates that standardized testing has had an effect on public school teachers in Colorado. The authors conducted a survey on teachers' perspectives after implementation of the Colorado State Assessment Program and a report card of schools based on the scores. They also reported changes to teacher morale and stress due to the CSAP test. Eighty-one percent of teachers that participated in the survey reported a decrease in teacher morale in their

schools. A teacher in the report states, “The CSAP did not cause me to improve my classroom. It caused me to leave my classroom” (Tayler et al., 2003, p. 26). Another teacher reported, “I felt demoralized and unappreciated by all of the negative press in the newspapers and have doubted myself as an educator for the first time” (Taylor et al., 2003, p. 26). Moreover the authors found that the school report card, in addition to the exam, caused stress for teachers, students, and schools.

McNeil and Valenzuela (2000) conducted a study to examine the impact of a state-wide standardized test in Texas on teachers and schools. Results indicate that there is a 4.1% difference in teachers leaving low performing schools than high-performing schools. Moreover, the authors found that because of the standardized test, teachers are forced to teach in ways that are inconsistent with their training.

A study by Abrams, Adams, and Pedulla (2003) surveyed teachers in 29 states to determine the impact of standardized testing on teachers. They found that teaching in a high-stakes testing environment contributed to stress and low morale for teachers. Forty-five percent of all teachers reported that teacher morale was low in their school, and more teachers in a high-stakes testing environment compared to a low-stakes testing environment reported pressure from parents, principals, and superintendents to improve test scores.

### Summary

The review of literature revealed under-researched areas in regards to teacher attrition and dissatisfaction. For example, the exosystem and macrosystem are the least studied sub-systems in the ecological schools systems. This could be due to recent changes in national politics, such as the No Child Left Behind Law, or due to a lack of

tools to measure challenges in the exosystem and macrosystem. Nevertheless, in order to obtain a complete picture of teacher attrition, the exosystem and macrosystem should be studied and included in analyses.

Additionally, in regards to teacher attrition, there are few studies that combine more than two levels of the ecological school system. Although some studies examine teacher characteristics along with one two sub-systems, no studies reviewed comprehensively examined the entire ecological school system. Thus, the factors remain significant when compared to all other potential factors are unknown.

In regards to teacher dissatisfaction, teacher characteristics, other than sex, age, and teaching experience, are not typically included in the analysis. There are many additional characteristics that could play a role in teacher dissatisfaction that have not been studied.

Another concern is that few studies consider rural schools which may have features that make them stressful environments for teachers. Because this study relies on a large data set that includes rural schools along with urban and suburban schools, rural schools and the factors that cause teachers to leave them can be studied in detail.

The review of literature reveals several constructs and variables that should be included as potential predictors of teacher attrition and dissatisfaction. Specifically, constructs such as teacher efficacy, school climate, and teacher stress should be included. Other variables such as classroom management, teacher autonomy, principal support, highest degree earned, and certification status should also be considered as potential predictors.

## CHAPTER THREE

### DATA AND METHODOLOGY

The purpose of this study is to explore the role of teacher background characteristics and school environment in teacher discontent and attrition. Quantitative measures were used to analyze the 2007-8 School and Staffing Survey (SASS) which is administered and collected by the National Center for Education Statistics. The discontent and attrition of public school teachers throughout the United States was of interest to the researcher, thus particular attention was paid to variables that would include background characteristics of teachers, school context, features of the classroom (microsystem), and the school (mesosystem). The exosystem and macrosystem were not explored due to limitations of the survey. The methods and design of the study will be explained in context of its goals and purposes. Important aspects of the data set will be discussed including sample size, scope, and variables to be used.

#### The Data

The data draws from two surveys conducted on a national scope by the National Center for Education Statistics (NCES), the School and Staffing Survey (SASS) and the Teacher Follow-up Survey (TFS). The SASS was developed in the mid 1980s after a review was completed on several surveys that were administered to teachers separately. The SASS was created to combine the data collected from teachers and school personnel on those surveys with additional information on teacher demand, school conditions, and perceptions of school climate and problems in schools. There are four different components to the SASS: the School Questionnaire, the Teacher Questionnaire, the

Principal Questionnaire, and the School District Questionnaire. This study used data from the public school version of the Teacher Questionnaire (NCES, 2010). This version was selected because it included teachers in public and charter schools from grades kindergarten through twelfth grade. This is the population of teachers of interest to the researcher. Moreover, the data from the survey includes information about the schools in which the teachers work, which is also of importance to the researcher.

The SASS was first administered in its current form in 1987. It has been administered a total of six times with the 2007-8 version being its most recent iteration. Every iteration of the SASS yields improvements and additions to the survey in an effort to collect more relevant data. The most recent iteration of the Teacher Questionnaire included new items such as grade range of teaching certification, use of electronic communications with parents, and out-of-pocket expenses for school supplies (NCES, 2010). The 2007-8 version of the SASS was used because it provided the most recent and up-to-date data available. The more recent version was more likely to reflect recent economic conditions that could potentially influence teacher decisions about their work. Moreover the most recent data collection provided updated statistics on schools such as the enrollment, percentage of minority students, and percentage of students enrolled in the National School Lunch Program. These statistics change from year to year.

The SASS is a powerful data set not only because of its breadth and large sample size, but also because it allows researchers conduct a wide variety of analyzes. Researchers can compare data across sectors, such as private, public, and charter schools, analyze data at the state level, compare subgroups of respondents, analyze change over time, and link to other data sources (NCES, 2010). For these reasons, this data set is

particularly suitable for the current study. The teacher version of the SASS provides data on both the teachers and the schools in which the teachers work. Both levels of data are important because they correspond to the two sub-systems that are central to the study—the microsystem and mesosystem. Although different versions of the survey, such as the district version, provide data at higher levels those surveys will not be used for this study.

The Teacher Follow-up Survey (TFS) is a follow-up to the SASS which is given to a subset of teachers that completed the teacher version of the SASS. It is conducted in the school year immediately following the SASS and has been administered a total of six times including the most recent iteration. The survey asks selected teachers to report on their employment status, specifically whether they remained in their jobs, moved to a new school, or left teaching all together; this data available to researchers.

The survey distinguishes between stayers, teachers who remain in their teaching assignment; movers, teachers that change teaching assignment; and leavers, teachers that leave the field altogether. For teachers that transferred or left their jobs, the survey provides background information about the length of service, type of school left, and current employment status; the survey also provides space for participants to explain in their own words why their teaching status changed. The survey also asks teachers whether they are retired, disabled, or on leave. Moreover, questions about involuntary transfers are included. These data are critical to the current study because in order to effectively study attrition, the researcher must know which teachers left their jobs for reasons other than retirement or health or moved to a new school voluntarily. The data collected by the TFS enables the researcher to identify teachers that fit the requirements

for the study (ie: did not retire, not on leave, not disabled). Additional information about the SASS and TFS are available online at <http://nces.ed.gov/sass>.

### The Sample

One of the positive aspects of the SASS is its large scope and sample size. It is the largest teacher survey conducted in the United States (Keigher, 2010). Table 3.1 shows the unweighted sample sizes for districts, teachers, and schools that completed the SASS.

Table 3.1

#### *Unweighted Sample Size for 2007-8 SASS*

Group	N
Public School Districts	3950
Public Schools	6800
Public School Teachers	38,240

(NCES, 2007)

According to the table, over 38,000 teachers were sampled from about 6800 school in over 3900 school districts. It is important to note that not all of these teachers are regular, full-time teachers. Thus, some teachers were removed from the sample prior to data analysis. The sampling strategy by the National Center for Education Statistics was such that districts were identified first, then schools, and then teachers within schools. This strategy, although appropriate for the size and scope of the survey, can result in problems when the data are analyzed because of its nested structure. There is the possibility that schools within districts are similar to each other because of commonalities in governance, central administration, and procedures. Moreover, teachers within schools can be similar to each other because of the common

administration, procedures, and norms within each school. The potential for error because of such commonalities must be addressed.

Further breakdown of the SASS data is available by state. Table 3.2 shows the breakdown of the number of teachers sampled in each state.

Table 3.2

*Unweighted number of sampled teachers by state for 2007-8 SASS*

State	N	State	N
Alabama	870	Missouri	1000
Alaska	620	Montana	880
Arizona	980	Nebraska	800
Arkansas	790	Nevada	590
California	1360	New Hampshire	560
Colorado	640	New Jersey	550
Connecticut	720	New Mexico	730
Delaware	400	New York	680
District of Columbia	260	North Carolina	670
Florida	970	North Dakota	840
Georgia	720	Ohio	770
Hawaii	340	Oklahoma	1660
Idaho	830	Oregon	690
Illinois	790	Pennsylvania	810
Indiana	800	Rhode Island	290
Iowa	720	South Carolina	760

Table 3.2, continued

State	N	State	N
Kansas	780	South Dakota	700
Kentucky	700	Tennessee	700
Louisiana	650	Texas	1020
Maine	740	Utah	620
Maryland	490	Vermont	510
Massachusetts	670	Virginia	650
Michigan	760	Washington	760
Minnesota	1210	West Virginia	860
Mississippi	840	Wisconsin	860
Wyoming	640		

(NCES, 2007)

The sampling strategy used by the NCES was such that teachers from every state in the United States were sampled. This is important because the aim of the study is to explore dissatisfaction and attrition among teachers nationally. Thus, the state by state data confirms that the SASS is an appropriate data choice.

### Research Questions

The research questions that guide this dissertation are:

1. To what degree do school environmental factors and teacher background characteristics explain teachers' discontent and ultimate attrition?
  - A. What teacher characteristics and school environmental characteristics explain resignation?

- B. Is there a relationship between discontent and attrition among teachers in similar school environments? If so, what factors explain the relationship?
2. Controlling for school environment, are there significant differences in teacher characteristics between teachers that resign and teachers that do not resign?

### Hypotheses

The existing literature has documented many causes of teacher dissatisfaction and attrition over the past few decades. Thus there are many possible predictions that could be made for this study. However, since the last iteration of the SASS and TFS, the political climate for education and economic conditions in the work force have drastically changed. These conditions may have very important implications for teachers and their career decisions. For this reason, this study was conducted as an exploratory study. Because this study was exploratory in nature, there are few hypotheses guiding the study. Nevertheless, the researcher predicted that there would be some significant (non-zero) environmental predictors and teacher background predictors of discontent and attrition. These predictors could increase or decrease the likelihood of attrition or dissatisfaction. Moreover, the researcher predicts that there is a significant, non-zero relationship between dissatisfaction and attrition where high levels of teacher dissatisfaction predict attrition among teachers.

### Methods

The analysis plan progressed through three phases. The first phase involved an analysis of the survey items to determine which items correspond to constructs relevant to the research questions. Items were construed using the concept model based on Brofenbrenner's theory of ecological systems and Hoy's school organization theory.

Constructs, such as teacher control, job satisfaction, school characteristics, and teacher characteristics were built using factor analysis. The second phase involved using the constructs identified in phase one to statistically determine which ones predicted teacher attrition and job dissatisfaction. A series of regressions was planned with an ordinary least squares regression planned to study teacher dissatisfaction and logistic regressions planned to study teacher attrition.

Prior to the regressions, the data was analyzed to see if a hierarchical linear model (HLM) could be used. HLM was considered because the teachers were nested within schools and there was a risk of similarity between teachers in the same school. Because of the small number of teachers per school, the data did not meet standard assumptions for an HLM model. Thus an alternative method for analysis was used to compensate for the nested model. The alternative model used was to calculate the intra-class correlation (ICC) and use that value to calculate the design effect. The normalized sample weight was then divided by the design effect to reduce the sample size. (For more information on design effects see Johnson & Elliott, 1998).

The school environment was defined using school context variables and teacher perceptions of their classrooms, schools, and experiences. Particular attention was paid to the teachers' classrooms and schools since these two areas were frequently identified as problematic for teachers in the existing literature. The second part of this phase compared attributes and characteristics of teachers that work in similar environments and made different resignation choices. Protective factors that mediated teacher's persistence were identified and analyzed.

### Variables in the Study

Using the review of literature, I reviewed the survey items and cross referenced them to previously reported causes of attrition and discontent among teachers. I also included variables that might be relevant to attrition and dissatisfaction but were not previously researched in the literature, such as highly qualified teacher status and union membership. Table 3.3 provides unweighted descriptives for continuous variables identified from the SASS for use in the study.

Table 3.3

#### *Unweighted descriptives for continuous SASS variables in the Study*

Variable	N	Mean	SD
Teacher's age	38240	42.77	11.67
Total school-related yearly earnings	38240	47464.86	14570.39
Teacher's years of experience	38240	13.92	10.46
Number of FTE teachers in school	38240	53.21	38.23
Total K-12 and ungraded enrollment	38240	815.41	662.79
Number of classes taught	25650	5.39	2.97
Percent students who are LEP	32640	5.40	14.41
Percent students with an IEP	32640	15.93	22.08
Percent students enrolled in NSLP	37180	41.33	26.07
Student/ Teacher ratio	38240	14.75	5.00
Percent teachers who are racial/ethnic minority	38240	12.91	21.23
Percent students who are racial ethnic minority	38240	37.27	34.27

Table 3.3 lists the continuous variables identified for use in the study. The sample sizes, means, and standard deviations for each variable are provided. Teacher characteristics include age, years of teaching experience, and salary. According to the data, the mean age for teachers in the sample is 42.77 years and the mean number of teaching years is 13.82. Some variables were used to limit the sample, such as main assignment and full-time status, while the remaining variables were used to explore teacher attrition and dissatisfaction.

School context variables include student/ teacher ratio, the percentages of minority teachers and students, the percentage of students taught with Individual Educational Programs (IEPs), and the percentages of students taught with Limited English Proficiency (LEP). Similar to the teacher perception and background variables, school context variables were explored as possible predictors of attrition and teacher dissatisfaction. Many of the variables considered as important for the study were categorical in nature. Unweighted descriptives for the categorical variables identified are provided below.

Table 3.4

*Unweighted descriptives for categorical SASS variables in study*

Variable	Category	Frequency	Percent
Main assignment	Regular full-time teacher	34870	91.2
	Regular part-time teacher	1440	3.8
	Other	1930	5.0
	Total	38240	100.0
Taught 3 or fewer years	Taught 3 years or less	6830	17.9

Table 3.4, continued

Variable	Category	Frequency	Percent
	Taught more than 3 years	31400	82.1
	Total	38240	100.0
Highest degree earned	Associate's / no degree	520	1.4
	Bachelor's degree	18870	49.4
	Master's degree	16250	42.5
	Education specialist	2230	5.8
	Doctorate/Prof. degree	380	1.0
	Total	38240	100.0
School level	Primary	10290	26.9
	Middle	4970	13.0
	High	18240	47.7
	Combined	4750	12.4
	Total	38240	100.0
Gender	Male	11890	31.1
	Female	26360	68.9
	Total	38240	100.0
Race	Black	2320	6.1
	White	34830	90.1
	Asian	610	1.6
	Other	480	1.3
	Total	38240	100

Table 3.4, continued

Variable	Category	Frequency	Percent
Ethnicity	Hispanic	1550	4.1
	Not Hispanic	36690	95.9
	Total	38240	100
Union member	Yes	27290	71.4
	No	10950	28.6
	Total	38240	100.0
School locale	Rural	13220	34.6
	Town	7330	19.2
	City	8560	22.4
	Suburban	9130	21.8
	Total	38240	100.0
Highly Qualified	Yes	33510	87.6
	No	4730	12.4
	Total	38240	100.0
Teacher state cert	Regular/ standard /advanced	33700	88.1
	Certificate issued after probationary period	1350	3.5
	Certificate that requires additional coursework	1570	4.1
	Certificate that requires a certification program	940	2.5
	None in this state	650	1.7

Table 3.4, continued

Variable	Category	Frequency	Percent
	Total	38240	100.0
Supportive admin.	Strongly agree	21030	55.0
	Somewhat agree	12470	32.6
	Somewhat disagree	3080	8.1
	Strongly disagree	1660	4.3
	Total	38240	100.0
Generally satisfied	Strongly agree	22100	57.8
	Somewhat agree	13410	35.1
	Somewhat disagree	2000	5.2
	Strongly disagree	730	1.9
	Total	38240	100.0
Problem – poverty	Serious problem	8320	21.8
	Moderate problem	11940	31.2
	Minor problem	13120	34.3
	Not a problem	4860	12.7
	Total	38240	100.0
Remaining in teaching	As long as I am able	17200	45.0
	Until eligible for retirement	10410	27.2
	Until eligible for Social Security	1080	2.8
	Until life specific event occurs	1150	3.0
	Until more desirable job comes	1830	4.8

Table 3.4 continued

Variable	Category	Frequency	Percent
	Definitely plan to leave soon	590	1.5
	Total	38240	100.0
Would be a teacher again	Certainly would be a teacher	16070	42.0
	Probably would be a teacher	9890	25.9
	Chances about even	6600	17.2
	Probably would not	4250	11.1
	Certainly would not	1440	3.8
	Total	38240	100.0

Table 3.4 reveals some expected and unexpected findings regarding the sample. First, the frequencies reveal that 68.9 % of the teachers in the sample are female while 31.1% of the teachers are male. Moreover, 90.1% of the teachers are White while 6.1% are Black and 1.6 percent are Asian. These findings are consistent with previously reported statistics regarding the teacher work-force (Ingersoll, 2002). The table also reveals that 91.2% of the teachers in the sample are full-time, regular teachers. This finding is important since the study will exclude teachers who are not full-time regular teachers. All types of schools are represented with high schools accounting for 47.7% of the sample, middle schools accounting for 13% of the sample, primary schools accounting for 26.9% of the sample, and combined schools accounting for 12.4% of the total sample.

Interesting to note is that 17.9% of the teachers in the sample have three years or less of total teaching experience, 87.6% of sampled teachers are highly qualified, and 88.1% of teachers have standard or advanced certificates. In regards to teachers perceptions about their students and schools, most teachers see poverty as a serious or moderate problem. In fact, only 12.7% of teachers do not see poverty as a problem in their schools. Over half of teachers strongly agree that their administration is supportive (55%) and over half of all teachers surveyed strongly agree that they are generally satisfied with their jobs (57%).

In regards to intent to leave teaching, about 75% of teachers plan to remain in teaching as long as possible or until retirement while about 20% are undecided or plan to leave when able. Approximately 15% of teachers would probably or certainly not choose teaching again as a career, while about 70% of teachers probably or certainly would choose teaching again. About 17% of teachers report even chances for entering into the profession or choosing a different career path. This suggests that most teachers are satisfied with their career choices although some of them are dissatisfied with their choice.

The Teacher Follow-Up Survey participants were sampled from the public teacher version of the SASS. It was completed in 2008-9 which is the school year immediately following the 2007-8 SASS. The sampling strategy for the TFS is similar to that of the SASS; however certain groups were over-sampled. The response rate for the TFS was 86.70%. There are two different versions of the TFS for public school teachers, one for current teachers and one for former teachers. The current teacher questionnaires are

completed by teachers who are still teaching but may have moved to a new school. The former teacher questionnaires are completed by those that quit teaching.

The two versions of the TSF were merged together to create a single data file. Variables such as the final sampling weight and final teacher status were also combined. The file was then merged with the SASS so that variables identified in the SASS could be analyzed using the TFS sample and variables unique to the TFS. Descriptives for the 2008-9 TFS are presented in Table 3.5

Table 3.5

*Unweighted descriptives for continuous variables in TFS sample*

Variable	Mean	SD
Teachers age	42.32	11.08
Years of experience	12.54	9.96
Salary	53401.51	15051.23
Percent minority students	54.07	33.10
Percent minority teachers	24.92	28.07
Percent students in NSLP	42.46	27.62
Percent IEP students	15.71	23.65
Percent LEP students	9.03	18.81

N = 4750

Comparing the TFS sample to the SASS sample, there are many similarities. First the mean age of the teachers in the TFS sample (42.32) is very close to that of the SASS sample (42.77). Teachers in the follow-up sample have slightly less teaching experience (12.54) than teachers in the full sample (13.92). Interestingly, despite the fewer years of

experience the mean salary for teachers in the TFS sample is about \$53,400 while the mean salary for teachers in the SASS sample is \$47,500. Other differences include greater percentages of minority students taught, students enrolled in the National School Lunch Program, percentages of minority teachers in the schools, and percentages of Limited English Proficient students taught than the SASS survey. Larger standard deviations also indicate greater variability in the TFS sample compared to the SASS sample. Additional data on the teachers sampled in the TFS are presented in table 3.6.

Table 3.6

*Unweighted frequencies for categorical variables in TFS sample*

Variable	Category	Frequency	Percent
Gender	Male	1460	30.7
	Female	3290	69.3
	Total	4750	100.0
Race	White	4180	88.0
	Black	330	6.9
	Asian	110	2.3
	Other	70	1.5
	Total	4750	100.0
Final Teacher Status	Leaver	1260	26.6
	Stayer	2600	54.7
	Mover	890	18.7
	Total	4750	100
Contract Not Renewed	Yes	270	5.7

Table 3.6 continued

Variable	Category	Frequency	Percent
	No	4480	94.3
	Total	4750	100
On Leave	Yes	110	2.3
	No	4640	97.7
	Total	4750	100.0
Occupation Status	Teaching K-12	3480	73.4
	Retired	430	9.0
	Disabled	20	0.4
	K-12 job other than teacher	210	4.4
	Higher Ed or PreK	40	0.8
	Other	570	12.0
	Total	4750	100.0

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N = 4750

Additional descriptive data for teachers in the TFS sample indicate that the race and gender of the teachers is very similar to the teachers in the SASS. Additional variables that were not available in the SASS provide additional details about the employment status of the teachers in the follow-up survey. A little over half of the teachers in the TFS (54%) remained in positions they were in when the SASS was conducted. About 26% of teachers left their jobs while about 18% transferred to a different teaching job. Approximately nine percent of teachers listed their status a retired and less than one percent listed their employment status as disabled. These teachers were

omitted from the sample for data analysis. Moreover, teachers whose contracts were not renewed or stated they were on leave were also omitted from the sample for data analysis; these groups accounted for 5.7% and 2.3% of the TFS sample respectively.

### Summary

The School and Staffing Survey and Teacher Follow-Up surveys were used as data sources for the study because of their large scope and sample size and because of the data provided about the teachers surveyed and the schools in which they worked. The variables included in the data set allowed the researcher to explore how teacher background and school context variables contribute to teacher attrition. Moreover, there were a sufficient number of variables that asked teachers about their perceptions of their schools and work. These variables were used to construct school environment variables, including dissatisfaction.

The analysis consisted of two parts: the factor analysis to construct variables and a series of regressions. Teacher background, school context, and school environment variables served as predictor variables and dissatisfaction, attrition, and transfer served as criterion variables. The nested structure of the data was addressed by an alternative method because HLM was not found to be suitable.

## CHAPTER FOUR

### RESULTS

This chapter will explain the analyses conducted to answer the research questions and the main findings. The main procedures used were factor analysis to construct variables based upon teachers' perceptions of their school environment and logistic regression to predict how teacher background, school context, and school environment variables influence teacher dissatisfaction and attrition. Design effects were used in place of HLM. Once the analytic procedures are explained, the results will be detailed. Results will include significant predictors of teacher dissatisfaction and attrition and comparisons between those predictors. Moreover, important non-significant results will be detailed.

The purpose of the study was to determine what teacher background, school context, and school environment variables predicted teacher dissatisfaction and teacher attrition. Because of the exploratory nature of this study, there were few hypotheses. Phase one of the study involved a factor analysis to assist in the construction of teacher dissatisfaction along with school environment variables that would be used to predict teacher dissatisfaction and attrition. The public teacher version of the School and Staffing Survey (SASS) was used to obtain data used for the analysis. This survey is developed by the National Center for Education Statistics and administered by the US Census. A follow-up survey, the Teacher Follow-up Survey (TFS) reported a subsample of teachers' teaching status a year following the SASS. This survey was used to identify which teachers actually left their jobs, which teachers moved to a new school, and which teachers stayed in their positions.

I first limited the SASS sample of teachers to full-time, regular teachers. All other teachers, including part-time and substitute teachers were excluded from the sample. The revised sample included teachers from grades kindergarten through twelfth grade from all subject areas. Special education teachers and specialists, such as art, physical education, and music teachers were also included. The TFS sample was also reduced by omitting teachers that retired, became disabled, were on leave, or involuntarily transferred to a new school.

The first analysis was a principal components factor analysis with varimax rotation; it was completed in order to reveal factors that would be used to construct school environment variables. The school environment was defined using teacher perceptions of their students, classrooms, schools, and principals as measured by the survey. Only items that described the teaching environment were included; teacher background and school background variables were omitted from the factor analysis. The results are listed in Table 4.1.

Table 4.1

*Summary of Exploratory Factor Analysis Results of School Environment*

Item	Factor Loadings				
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Supportive administration	.761				
Principal enforces rules	.744				
Teachers enforce rules	.533				
Staff share beliefs/ values	.483				

Table 4.1, continued

Item	Factor Loadings				
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Principal communication	.758				
Staff cooperation	.622				
Staff recognized	.716				
General satisfaction	.712				
Satisfied with salary	.631				
School is well run	.772				
Student tardiness		.631			
Problem with tardiness		.788			
Students absent		.765			
Class cutting		.818			
Teachers absent		.441			
Student drop outs		.660			
Student apathy		.533			
Lack of parent involvement			.740		
Poverty			.815		
Unprepared students			.709		
Student health			.687		
Teaching not worth it				.580	
Would leave for better pay				.737	
Would transfer to diff school				.444	

Table 4.1, continued

Item	Factor Loadings				
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Less enthusiasm for teaching				.668	
Too tired for school				.545	
Would be a teacher again				-.714	
Remaining in teaching				-.546	
Control over teaching					.664
Control over grading					.730
Control- discipline					.607
Control- homework					.773

Factor 1 = Admin/Colleague support, Factor 2 = Problems in school, Factor 3 = Parent/Community problems, Factor 4 = Teacher dissatisfaction, Factor 5 = Classroom control

The exploratory factor analysis revealed potential composite variables to be examined for the study. The categories were identified by looking at similarities between the items that loaded at .400 or higher. This value coefficient cut-off is modest and is frequently used to eliminate variables in exploratory factor analyses. Variables with value coefficients greater than .400 in more than one category were categorized by factor score; the variable was placed in the category with the greater value coefficient.

All categories were then analyzed for reliability using Cronbach's alpha to ensure accuracy of the variable placement and the consistency of the overall constructs. Cronbach's alpha is a statistic that determines the internal consistency of a group of items; that is, the statistic measures whether each item in a set measures the same thing. The result is a value between zero and one with scores closer to one corresponding to

greater consistency between the items in the group. Options while computing Cronbach's alpha allow the researcher to determine the overall reliability of the set if each item in the set is removed. This feature allows the researcher to remove items that lower the overall reliability of the category. Cronbach's alpha was computed for each category, and variables that greatly lowered the overall reliability were eliminated.

Cronbach's alpha was calculated using both standardized and unstandardized scores. This procedure allowed the researcher to compare two different sets of reliability statistics for each construct which ensured greater accuracy of each category. Unstandardized scores are raw scores based on the scale used for each item. If the scales used in the survey are not identical for each item (example from 1 to 4) then the scores are not comparable. Standardized scores are converted from raw scores to z scores (score – mean/ SD) so that the new scores are comparable regardless of the original scale used. Calculating z scores resulted in minor changes to the reliability data, but the variables excluded from each category remained the same. Reliability data is reported in Table 4.2.

Table 4.2

Reliability Analysis for Constructed Variables from Factor Analysis

Construct	Cronbach's Alpha	Cronbach's Alpha if item deleted	Mean	SD	N
<u>Admin/Colleague Support</u>	.895 (10)*		3.17	.579	34870
Supportive administration		.882			
Principal enforces rules		.882			
Teachers enforce rules		.887			

Table 4.2, continued

Construct	Cronbach's Alpha	Cronbach's Alpha if item deleted	Mean	SD	N
Staff share beliefs/values		.891			
Principal communication		.882			
Satisfied with salary		.884			
Staff cooperation		.885			
Staff recognized		.881			
Generally satisfied		.884			
School is well run		.887			
<u>Problems within school</u>	.858 (7)		2.13	.669	34870
Student tardiness		.827			
Problem with tardiness		.837			
Students absent		.822			
Class cutting		.824			
Teachers absent		.855			
Student drop outs		.837			
Student apathy		.839			
<u>Community problems</u>	.871 (4)		2.51	.743	34870
Parent involvement		.839			
Poverty		.850			
Unprepared students		.820			
Student health		.865			
<u>Dissatisfaction</u>	.786 (7)		2.06	.852	34870

Table 4.2, continued

Construct	Cronbach's Alpha	Cronbach's Alpha if item deleted	Mean	SD	N
Teaching not worth it		.752			
Would leave for better pay		.743			
Would transfer		.772			
Less enthusiasm		.742			
Too tired for school		.766			
Would be a teacher again		.750			
Remaining in teaching		.787			
<u>Teacher control</u>	.693 (4)		3.63	.444	34870
Control over teaching		.608			
Control over grading		.586			
Control- discipline		.696			
Control- homework		.624			

(\*) N items in construct

#### Variable Construction Using Exploratory Factor Analysis

The five variables which were constructed from this analysis and modeled as covariates in the multivariate analysis were: 1) teacher perceptions of administrative and colleague support, 2) teacher perceptions of school problems, 3) teacher perceptions of community problems (includes parents), 4) teacher dissatisfaction, and 5) teacher control in the classroom. These items respond to the school environment as defined in the study.

Many of the items that were used to construct the composite variables were reverse coded or recoded to allow for interpretation of the analysis.

The teacher dissatisfaction composite variable required recoding of item categories so that the composite measured dissatisfaction rather than satisfaction. Five variables were reverse coded so that “strongly agree” was changed from a score of one to four and “strongly disagree” was changed from a score of four to one. Those items were: teaching not worth it, would leave for better pay, would transfer to another school, less enthusiasm for teaching, and too tired for school. Moreover, the “remaining in teaching” variable contained several responses that were similar in nature and could be combined. The variable was recoded so that those similar responses (ie: until I am eligible for retirement, until I am eligible for social security) had the same score. Additionally, responses of “uncertain” were omitted. This resulted in a smaller range of scores and a scale that was more similar to the other items in the composite. See table 4.3.

Table 4.3

Summary of Dissatisfaction Composite Variable Recoding

Variable	Category	Coding	
		Original	Revised
Teaching not worth it	Strongly agree	1	4
	Somewhat agree	2	3
	Somewhat disagree	3	2
	Strongly disagree	4	1

Table 4.3, continued

Variable	Category	Coding	
Would leave for better pay	Strongly agree	1	4
	Somewhat agree	2	3
	Somewhat disagree	3	2
	Strongly disagree	4	1
Would transfer	Strongly agree	1	4
	Somewhat agree	2	3
	Somewhat disagree	3	2
	Strongly disagree	4	1
Less enthusiasm for teaching	Strongly agree	1	4
	Somewhat agree	2	3
	Somewhat disagree	3	2
	Strongly disagree	4	1
Too tired for school	Strongly agree	1	4
	Somewhat agree	2	3
	Somewhat disagree	3	2
	Strongly disagree	4	1
Would be a teacher again			

Table 4.3, continued

Variable	Category		Coding
	Certainly would become a teacher	1	1
	Probably would become a teacher	2	2
	Chances about even for and against	3	3
	Probably would not become a teacher	4	4
	Certainly would not become a teacher	5	5
Remaining in teaching			
	As long as I am able	1	1
	Until eligible for retirement from current job	2	2
	Until eligible for retirement from a previous job	3	2
	Until eligible for Social Security	4	2
	Until life specific event occurs	5	3
	Until more desirable job comes	6	4
	Definitely plan to leave as soon as I can	7	5
	Undecided	8	missing

For the administrative/ colleague support composite, all items were reverse coded so that a score of one which corresponded to “strongly agree” was changed to four and a score of four which corresponded to “strongly disagree” was changed to one. These items were: supportive administration, principal enforces rules, teachers enforce rules,

colleagues share beliefs and values, principal communication, staff cooperation, staff recognized, generally satisfied, satisfied with salary, and school is well run.

For the problems within school composite, responses to each item were recoded in identical fashion to the previous variables; responses were reordered so that the “serious problem” response was coded as four and “not a problem” was coded as one. The variables that were recoded are: student tardiness, problem with tardiness, students absent, class cutting, teachers absent, student drop outs, and student apathy

The community problems composite also contained items that were recoded. The following items were reverse coded in identical fashion to the other constructed variables so that the “serious problem” response corresponded to four instead of one: poverty, unprepared students, and student health. No items in the teacher control variable were recoded; one corresponded to “no control” and four corresponded to “a great deal of control”.

Each variable was constructed by calculating the unstandardized mean of the items in its category. The mean of the items in each category were used rather than the sum of the items so that missing scores would not cause a misrepresentation of the constructed variable score. For example, if a teacher had scores of three, four, three, and two with one item missing for a constructed variable with five items (each item ranging from 1 to 4), the sum would be 12 out of a possible 20. The mean, however, would be based upon the four items with scores rather than five, and would equal 3 out of a possible 4. Dividing the calculated score by the total possible score gives two different values: twelve divided by 20 is .6 while three divided by four is .75. Thus, using the sum

of the scores would misrepresent the teacher's true perceptions as measured by the items used to construct the variable and would lower the accuracy of the constructed variable.

The unstandardized means were used in the variable construction for several reasons. First, if standardized means were used, values below the mean would be negative while values above the mean would be positive. The values could be misinterpreted in the context of the constructs being measured. For example, negative values for teacher dissatisfaction would lead one to think that those teachers were satisfied while those with positive values were dissatisfied. However, because most teachers were satisfied and the distribution was not normally distributed (negatively skewed), all teachers above the mean (zero) could incorrectly be considered satisfied. Preserving the original scale is also useful because the composite scores can be easily compared with the original meaning of each value as listed in the survey. For example a mean of four in the classroom control composite variable can be compared with scores of four for the items in the survey which indicates a "high degree of control".

Particular attention was paid to the response categories of the items used to construct the composite variables. The teacher dissatisfaction composite was composed of items with four or five response categories. Because the composite was unstandardized, the potential for teacher dissatisfaction to be overestimated was acknowledged based on the differences in the number of response categories for each item. This potential problem and the resolution to it will be discussed in the next section. The other composite variables all contained items with identical categories. Thus, there were minimal concerns for over- or under-estimating the teachers' true perceptions as measured by the composite variables.

### Teacher Dissatisfaction

A series of ordinary least square linear regressions (OLS) were planned to determine predictors of dissatisfaction among teachers. An examination of the assumptions for OLS regression revealed some problems. An analysis of the skewness and kurtosis of the variable revealed that it was not normally distributed (skew/SE skew = 57.03). Typically values greater than 1.96 are considered problematic for ordinary least squares regressions because normal distribution is an assumption underlying the analysis. In lieu of an OLS regression, a logistic regression was performed because it does not require normality of criterion variables and is more robust.

In order to conduct a logistic regression, the variable needed to be dichotomized, that is changed from a range of numbers to two values that correspond to yes and no. First the variable was recoded as a categorical variable with five categories. A frequency was run to determine the range of values for the variable. Then the values were recoded so that all values between zero and one were coded as zero, values between one and two were coded as one, values between two and three were coded as two, values between three and four were coded as three, and values of four or greater were coded as four.

Recall from the previous section that the composite was based on unstandardized scores. Two of the items had five categories while five of the items had four categories. When means were taken of teachers' scores for each item to create the composite, the differences in the number of categories could have caused an overestimation of teachers' dissatisfaction. To address this issue, the new categorical variable for teacher dissatisfaction was created to have five categories. A value of zero corresponded to low dissatisfaction (being highly satisfied) and a value of four corresponded to being highly

dissatisfied. A second frequency was run on the categorized variable to check for accuracy. Unweighted and normalized weighted frequency data for categorized teacher dissatisfaction is listed in Table 4.4. Unweighted values correspond to the percent of responses obtained for the sample. Normalized weighted responses refer to the percentage of responses corrected for differences between the sample and the natural environment; the differences were caused by the sampling procedures used.

Table 4.4

*Frequency Distribution for Teacher Dissatisfaction Categorized*

Score	Unweighted Percent	Normalized Weighted Percent	N
0	10.2	11.5	3570
1	49.0	49.8	17090
2	22.3	24.1	8820
3	12.1	13.0	4790
4	1.5	1.6	600
Total	100	100	34870

Because of the potential for overestimation of teacher dissatisfaction only the most extreme cases of dissatisfaction were considered for the dichotomous variable; values three and four. Thus, the categorical variable was dichotomized with values 0, 1, and 2 recoded to 0 (not dissatisfied) and values 3 and 4 (dissatisfied) recoded to 1. See Table 4.5. The dichotomized variable, therefore, is a conservative measure of teacher

dissatisfaction; moderately dissatisfied teachers were not included in order to address potential error.

Table 4.5

*Frequency Distribution for Teacher Dissatisfaction Dichotomized*

Score	Unweighted percent	Normalized Weighted percent	N
0	84.5	85.4	29480
1	15.5	14.6	5390
Total	100	100	34870

0 = satisfied (formerly 0 - 2), 1 = unsatisfied (formerly 3 - 4)

Combining the unweighted percents of the cases with values three and four gives a total of 15.5% of cases that are moderately or very dissatisfied with their jobs. A percentage of 15.5 is sufficient to run a logistic regression with teacher dissatisfaction as the criterion variable without additional problems. Moreover, because logistic regressions do not rely upon normality of variables, the non-normality of the predictor variables becomes a non-issue.

A logistic regression with teacher dissatisfaction as the criterion variable was run in a series of models in order to control for teacher background and school context variables. The dichotomized form of the variable was used. A design effect adjusted weight was applied to the sample in order to correct the sample size for the inter-class correlation, which was .023. Interclass correlation was a potential source of error in this analysis because teachers were sampled based on the schools in which they worked. Sampled members of the same group (in this case school) present the potential that the group members will answer survey questions similarly. The interclass correlation

measures the association of the responses given by members of the same group for a particular variable. High correlations are problematic and need to be addressed. Design effects work by reducing the sample size for an analysis. Reducing the sample size is a way to compensate for group members that answered questions similarly; thus similar answers will not count as heavily in the analysis. The design effect reduced the sample size for this analysis from 34,870 to an effective size of 32,310 teachers. Results of the logistic regression are provided in Table 4.6.

Table 4.6

*Summary of Logistic Regression Analysis for Variables Predicting Dissatisfaction*

Predictor	<i>B</i>	<i>SE B</i>	EXP ( <i>B</i> )
<u>Teacher Background</u>			
Female	.072	.044	1.074
Total Years Experience	-.021	.003	.980***
Black	.251	.070	1.286***
Hispanic	.035	.073	1.036
Union Member	-.319	.043	.727***
New Teacher	-.424	.058	.654***
Highly Qualified Teacher	-.138	.062	.872*
Total School Earnings (thousands)	-.016	.002	.984***
Highest Degree Masters	.001	.040	1.001
Regular/ Adv Certification	.033	.063	1.034
<u>School Context</u>			
Urban School	.091	.047	1.096

Table 4.6, continued

Predictor	<i>B</i>	<i>SE B</i>	EXP ( <i>B</i> )
Rural School	.114	.049	1.120*
School Size	-.020	.010	.981
Middle School	.276	.045	1.318***
Percent students in NSLP	-.003	.001	.997**
Student/teacher ratio	.019	.005	1.019***
Percent minority enrollment	.001	.001	1.001
Percent minority teachers	.003	.001	1.003**
Percent IEP students	-.001	.001	.999
Percent LEP students	.003	.001	1.003**
<u>School Environment</u>			
Admin/Colleague support	-1.061	.033	.346***
Problems within school	.158	.039	1.171***
Community problems	.181	.034	1.198***
Teacher control	-.369	.037	.691***
Constant	-1.536	.125	.215***
$\chi^2$ Regression	2677.964		
Df Regression	24		

Note: Years experience, salary, student teacher ratio, admin/colleague support, school probs, community probs, and teacher control were centered at their means.

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

The results of logistic regressions are provided as a log odds ratio (beta) of the event occurring. They are typically converted to EXP(*B*)s by raising *e* to the power of

the log odds.  $EXP(B)$  values give the change in odds for a one unit change in the predictor variable. For dichotomous variables, a one unit change corresponds to group membership. The formula  $[EXP(B)-1]*100\%$  is used to change the  $EXP(B)$  values to percentages that are easier to interpret. Moreover, probability can be calculated from  $EXP(B)$  with the following formula:  $probability = odds/(1 + odds)$ . For example, the log odds ratio of female teachers being dissatisfied is .072. Raising  $e$  to the power of .072 gives an odds ratio of 1.074. Thus the odds of female teachers being dissatisfied are 1.074 times greater than male teachers. The percentage of increase in the odds can be calculated by  $(1.074 - 1)*100\% = 7.4\%$ . Thus the odds of female teachers being dissatisfied are 7.4% greater than male teachers. (See DeMaris, 1995 for additional information about logistic regression.)

The results of the logistic regression indicate that teacher background, school context, and school environment significantly change the odds of dissatisfaction among teachers. Among teacher background predictors, being Black significantly increased the odds of being dissatisfied ( $EXP(B) = 1.286, p < .001$ ). Additional calculations reveal that Black teachers have a 28% increase in the odds of being dissatisfied compared to non-Black teachers; the probability of a Black teacher being dissatisfied is 56.2%.

Other teacher background variables significantly decreased the odds of being dissatisfied. Total years of teaching experience, union membership, new teacher status, higher salary, and highly qualified teacher status all significantly decreased the odds of teacher dissatisfaction. New teacher status had the largest effect on dissatisfaction odds; being a new teacher (first three years of teaching) decreased the odds of teacher dissatisfaction by 34.6%. ( $EXP(B) = .654, p < .001$ ). Union membership decreased the

odds of a teacher being dissatisfied by 27.3% ( $EXP(B) = .727, p < .001$ ), and highly qualified teacher status decreased the odds of teacher dissatisfaction by 12.8% ( $EXP(B) = .872, p < .05$ ). Total years of teaching experience had a modest, yet significant effect on dissatisfaction with each additional year of teaching experience lowering the odds of dissatisfaction by 2% ( $EXP(B) = .980, p < .001$ ). An increase in school salary by \$1000 resulted in a decrease in the odds of dissatisfaction by 1.6% ( $EXP(B) = .984, p < .001$ ).

School context variables also significantly contributed to teacher dissatisfaction. Most significant predictors relevant to school background increased the odds of teacher dissatisfaction. Teaching in a middle school significantly increased the odds of teacher dissatisfaction by 31.8% ( $EXP(B) = 1.318, p < .001$ ). Additionally, teaching in a rural school increased the odds of dissatisfaction by 12% ( $EXP(B) = 1.120, p < .05$ ). Student-teacher ratio, the percentage of minority teachers in a school, and the percentage of Limited English Proficiency (LEP) students each increased the odds of teacher dissatisfaction although the changes in odds were small. A unit increase in student/teacher ratio, that is the addition of one student in a classroom, increased the odds of dissatisfaction by 1.9%; a single point increase in the percentage of minority teachers and a percentage increase in number of LEP students both increased the odds of dissatisfaction by .3% ( $EXP(B) = 1.003, p < .001$ ;  $EXP(B) = 1.003, p < .01$ ). The percentage of students enrolled in the National School Lunch Program (NSLP) was the only school background predictor that significantly decreased the odds of teacher dissatisfaction, although the effect was small. A single point increase in the percentage of students enrolled in NSLP resulted in a .3% decrease in the odds of teacher dissatisfaction ( $EXP(B) = .997, p < .01$ ).

School environment predictors also played a significant role in the dissatisfaction of teachers. Both teacher perceptions of school problems and community problems significantly increased dissatisfaction among teachers; an increase in the perception of school problems (ex. from no problems to minor problems) predicted a 17.1% increase in dissatisfaction ( $EXP(B) = 1.171, p < .001$ ) and an increase in the perception of community problems predicted a 19.8% increase in dissatisfaction. ( $EXP(B) = 1.198, p < .001$ ). Teacher control in the classroom and administrative and colleague support significantly decreased the odds of teacher dissatisfaction. An increase in teacher perceptions of support from administrators and colleagues (ex. from strongly disagree to somewhat disagree) corresponded to a 65.4% decrease in the odds of being dissatisfied ( $EXP(B) = .346, p < .001$ ); and an increase in teacher control (ex. from no control to minor control) of the classroom decreased the odds of dissatisfaction by 30.9% ( $EXP(B) = .691, p < .001$ ).

Based on the above data, a model can be constructed to describe the relationship between teacher background, school context, and school environment. The model can be represented as a formula using the constant and the regression coefficients. Putting data for a particular teacher into the formula will yield the logit of the probability of that teacher being dissatisfied. The logit of the probability is equivalent to the natural log of the odds of the event occurring. The standard logistic regression formula takes the form:

$$\text{Logit}(p) = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + \dots + b_kX_k$$

P is the probability of the event in question, b is the regression coefficient (beta) and X refers to the predictor variables. The equation for predicting the probability of teacher dissatisfaction includes 16 predictor variables and the constant. The value of each

predictor variable is multiplied by the regression coefficient. In the event the value is zero, that variable is effectively omitted from the equation because the coefficient is multiplied by zero. The equation based on the logistic regression results is:

$$\begin{aligned} \text{Logit}(p_{\text{dissatisfaction}}) = & -1.536 + -.021(\text{years experience}) + .251(\text{black}) + -.319(\text{union} \\ & \text{member}) + -.424(\text{new teacher}) + -.138(\text{HQT}) + -.016 (\text{salary in thousands}) + .114 \\ & (\text{rural school}) + .276(\text{middle school}) + -.003(\% \text{ NSLP}) + .019(\text{student teacher} \\ & \text{ratio}) + .003(\% \text{ minority teachers}) + .003(\% \text{ LEP students}) + - \\ & 1.061(\text{admin/colleague support.}) + .158(\text{school probs.}) + .181(\text{community} \\ & \text{problems}) + -.369(\text{class control}) \end{aligned}$$

Based on the formula, the probability of an individual teacher being dissatisfied can be calculated. Take the example of a white teacher, Teacher A, with five years of experience, a member of the local union, and highly qualified who makes \$55,000 a year. This teacher works in a suburban elementary school with 20% of students participating in the National School Lunch Program and a teaching staff that is 30% minority. The student teacher ratio is 22:1 and she teaches no LEP students. She rates her support as moderately positive (3 out of 4) with minimal school and community problems (1 out of 4 for both). She has a moderate amount of control in her classroom (3 out of 4).

The formula for this teacher would be:

$$\begin{aligned} \text{Logit}(p_{\text{dissatisfaction}}) = & -1.536 + -.021(5) + .251(0) + -.319(1) + -.424(0) + -.138(1) + \\ & -.016 (55) + .114(0) + .276(0) + -.003(20) + .019(22) + .003(30) + .003(0) + - \\ & 1.061(3) + .158(1) + .181(1) + -.369(3) \end{aligned}$$

Calculations reveal that:

$$\text{Logit}(p_{\text{dissatisfaction}}) = -1.536 + -.319 + -.138 + .88 + -.06 + 4.18 + -.99 + -3.183 + .158 + .181 + -1.107$$

$$\text{Logit}(p_{\text{dissatisfaction}}) = -1.934$$

Since the logit is the natural log of the odds, raising  $e$  to the power of the logit gives the odds of the teacher being dissatisfied.

$$\text{Odds} = \text{EXP}(-1.934) = .144$$

Thus the odds of the teacher being dissatisfied are .144. This value can be converted to a probability using the formula  $p = \text{odds} / 1 + \text{odds}$ .

$$P(\text{dissatisfaction}) = .144 / (1 + .144)$$

$$P(\text{dissatisfaction}) = .126$$

Thus, the probability of Teacher A being in the dissatisfied group of teachers is 12.6%. Given the characteristics of the school, the characteristics of Teacher A, and her perception of the school environment, Teacher A is not very likely to be dissatisfied with her job, although it is possible. The odds and probability of a different teacher being in the dissatisfied group would be different depending on that teacher's school and personal characteristics, according to the model.

### Teacher Attrition

After dissatisfaction was analyzed by logistic regression, teacher attrition was analyzed. The Teacher Follow-up Study (TFS) sample was used due to its over-sampling of leavers and movers. The TFS is a subsample of the School and Staffing Survey which was used for previous portions of the study. The TFS contains the final status of teachers one year after the initial survey. Thus, it is known which teachers from the subsample left, moved to a new school, or stayed in their previous positions. The teacher status

variable was merged with the SASS data set using teacher control numbers. Then the cases that did not have values for the final teacher status were omitted. Teachers that retired, were disabled, or on leave were removed from the sample because the study focused on teachers that voluntarily left their jobs permanently. Moreover, teachers that involuntarily transferred to different schools were omitted from the sample. The resulting sample was saved as a new data file and used in the subsequent analyses. Unweighted and normalized weighted frequencies for teacher status (ie: leaver, mover, or stayer) are presented in Table 4.7.

Table 4.7

*Frequency Distribution for Final Teacher Status*

	Unweighted Percent	Normalized Weighted Percent	N
Stayer	58.6	59.6	2390
Mover	10.4	3.4	430
Leaver	31.0	37.0	1260
Total	100	100	4080

The table indicates that in the sample, 58.6% of the teachers stayed in their previous teaching positions. However, when the weight is normalized by adjusting it for sampling procedures, 59.6% of the teachers remained in their positions. 10.4% of teachers in the sample moved from one school to another, and 31.0% of teachers left their jobs altogether. The normalized weighted percent shows that once the sample is adjusted, the percentage of movers decreased to 3.4% and the percentage of leavers increased to 37.0%. The intercorrelation coefficient (ICC) was calculated for the sample

and determined to be large enough to warrant a reduction in sample size ( $ICC = .112$ ). The normalized weight was adjusted for the design effect by dividing the weight by the ICC. This new weight was applied to the sample prior to analysis as a substitution for an HLM model. The sample size was reduced from 4080 to an effective sample size of 2980 teachers. Logistic regression results are summarized in Table 4.8.

Table 4.8

*Summary of Logistic Regression Analysis for Variables Predicting Decisions to Leave School*

Predictor	<i>B</i>	<i>SE B</i>	EXP ( <i>B</i> )
<u>Teacher Background</u>			
Female	-.061	.171	.941
Total Years Experience	.039	.011	1.040***
Black	-.862	.268	.422***
Hispanic	-1.827	.414	.161***
Union Member	-.159	.176	.853
New Teacher	-.068	.246	.935
Highly Qualified Teacher	-.457	.233	.633***
Total School Earnings (thousands)	-.047	.008	.954***
Highest Degree Masters	.166	.162	1.180
Regular/ Adv Certification	.712	.267	2.037***
<u>School Context</u>			
Urban School	-.418	.195	.658***
Rural School	.736	.200	2.087***
School Size	.073	.040	1.076***

Table 4.8, continued

Predictor	<i>B</i>	<i>SE B</i>	EXP ( <i>B</i> )
Middle School	.228	.217	1.256
Percent students in NSLP	.013	.004	1.013***
Student/teacher ratio	.063	.022	1.065***
Percent minority enrollment	-.009	.004	.991***
Percent minority teachers	.023	.004	1.023***
Percent IEP students	-.009	.003	.991***
Percent LEP students	.000	.006	1.000
<u>School Environment</u>			
Admin/Colleague support	.145	.163	1.156
Problems within school	.335	.160	1.398***
Community problems	-.088	.138	.916
Dissatisfaction	-.048	.097	.953
Teacher control	.350	.186	1.419***
Constant	-1.662	.292	.019***
$\chi^2$ Regression		598.414***	
Df Regression		25	

Note: Years experience, salary, student teacher ratio, admin/colleague support, school probs, community probs, and teacher control were centered at their means.

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Results indicate that teacher background variables were the greatest predictors of teacher attrition. School context variables played a smaller role, while two school environment variables played a role in teacher attrition. Four teacher background

variables significantly reduced the odds of teacher attrition: Black heritage, Hispanic heritage, school salary, and highly qualified teacher status. Being a Black teacher reduced the odds of attrition by 57.8% ( $EXP(B) = .422$ ,  $p < .001$ ) and being of Hispanic ethnicity reduced the odds of attrition by 88.4% ( $EXP(B) = .161$ ,  $p < .001$ ). Highly qualified teacher status reduced the odds of attrition by 36.7% ( $EXP(B) = .663$ ,  $p < .001$ ). Stated another way, Black teachers have a 29.7% probability of leaving the classroom, Hispanic teachers have a 16.1% chance of leaving the classroom, and highly qualified teachers have a 38.7% chance of leaving the classroom. A \$1000.00 increase in school salary resulted in a 4.6% decrease in the odds of leaving the classroom ( $EXP(B) = .954$ ,  $p < .001$ ).

Two variables significantly increased the odds of teacher attrition: total years of experience and certification type. Each additional year of teaching experience increased the odds of attrition by 4.0% ( $EXP(B) = 1.04$ ,  $p < .001$ ) and having a regular, standard, or advanced certificate (rather than a conditional certificate) increased the odds of attrition by 103.7% ( $EXP(B) = 2.37$ ,  $p < .001$ ).

Among school background variables, three variables significantly decreased the odds of teacher attrition, while five variables significantly increased the odds of teacher attrition. Location in an urban setting, percent minority enrollment, and percentage of students with Individual Education Programs (IEPs) each significantly decreased the odds of teacher attrition. School location had the largest effect with urban location reducing the odds of attrition by 34.2% ( $EXP(B) = .658$ ,  $p < .001$ ). Each percentage point increase in minority enrollment predicted a .9% decrease in the odds of teacher attrition ( $EXP(B)$

= .991,  $p < .001$ ); similarly each percentage point increase in the number of IEP students taught decreased the odds of teacher attrition by .9% ( $EXP(B) = .991$ ,  $p < .001$ ).

The school context variables that increased the odds of teacher attrition were percentage of minority teachers, percent students enrolled in the NSLP, student/teacher ratio, school size, and school location in a rural area. Rural schools predicted the largest increase in the odds of teacher attrition with a 108.7% increase ( $EXP(B) = 2.087$ ,  $p < .001$ ). A single point increase in the percentage of students enrolled in the NSLP predicts a 1.3% increase in the odds of teacher attrition ( $EXP(B) = 1.013$ ,  $p < .001$ ), and a single point increase in the percentage of minority teachers in a school increased the odds of attrition by 2.3% ( $EXP(B) = 1.023$ ,  $p < .001$ ). School size predicts an increase in the odds of teacher attrition; an increase from the 10<sup>th</sup> percentile to the 20<sup>th</sup> percentile of school size predicts an increase of 7.6% in the odds of leaving the classroom ( $EXP(B) = 1.076$ ,  $p < .001$ ). A single point increase in the student/teacher ratio predicts a 6.5% increase in the odds of teacher attrition ( $EXP(B) = 1.065$ ,  $p < .001$ ).

Two school environment variables significantly increased the odds of teacher attrition while no school environment variables significantly decreased the odds of teacher attrition. An increase in teacher perceptions of student problems (ie: no problems to minor problems) increased the odds of teacher attrition by 38.9% ( $EXP(B) = 1.389$ ,  $p < .001$ ). An increase in teacher control (ie: from no control to limited control) also increased the odds of teacher attrition by 41.9% ( $EXP(B) = 1.419$ ,  $p = .001$ ).

Creating a formula based on the results of the logistic regression allows the probability of teacher attrition to be calculated for individual teachers. The formula takes the form:

$$\text{Logit}(p_{\text{attrition}}) = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + \dots + b_kX_k$$

Applying the formula to the results of the logistic regression gives the equation:

$$\begin{aligned} \text{Logit}(p_{\text{attrition}}) = & -1.662 + .039(\text{years exp}) + -.862(\text{black}) + -1.827(\text{Hispanic}) + - \\ & .457(\text{HQT}) + -.047(\text{salary in thousands}) + .712 (\text{reg/adv cert}) + -.418(\text{urban} \\ & \text{school}) + .736(\text{rural school}) + .013(\% \text{ NSLP}) + .063(\text{student/teach ratio}) + \\ & .073(\text{school size category}) + -.009(\% \text{ minority students}) + .023(\% \text{ minority} \\ & \text{teachers}) + -.009(\% \text{ IEP students}) + .335 (\text{problems in school}) + .350(\text{class} \\ & \text{control}) \end{aligned}$$

The formula can be applied for individual teachers to determine their probability of quitting their jobs. For example, the same teacher that was used in the previous equation for teacher dissatisfaction can also be used for this equation. Recall that this teacher, Teacher A, is white with five years of experience. She is not of Hispanic origin. She makes \$55,000, is highly qualified, and has a regular certificate. She teaches in a suburban school with 250 students, 30% minority teachers, 25% minority students, 20% students participating in the National School Lunch Program, and a student/ teacher ratio of 22:1. She teaches no LEP students and 2 IEP students (which makes up 10% of her class). She perceives minimal problems with the school and community (1 out of 4) and has a good amount of teacher control (3 out of 4).

The regression equation for Teacher A would be:

$$\begin{aligned} \text{Logit}(p_{\text{attrition}}) = & -1.662 + .039(5) + -.862(0) + -1.827(0) + -.457(1) + -.047(55) + \\ & .712 (1) + -.418(0) + .736(0) + .013(20) + .063(22) + .073(4) -.009(30) + .023(30) \\ & + -.009(10) + .335 (1) + .350 (3) \end{aligned}$$

Further calculations reveal that the logit is as follows:

$$\text{Logit}(p_{\text{attrition}}) = -1.662 + .195 + -.457 + -25.85 + .721 + 2.6 + 13.86 + .292 - .27 \\ + .69 + -.09 + .335 + 1.05$$

$$\text{Logit}(p_{\text{attrition}}) = -8.586$$

Since the logit is the natural log of the odds, raising  $e$  to the power of the logit gives the odds of the teacher attrition.

$$\text{Odds} = \text{EXP}(-8.586) = .0001$$

Thus, the odds of this teacher being in the group of teachers that leave teaching is less than one percent.

### Voluntary Teacher Transfer

Although this study does not focus on teacher transfer, it is worthwhile to compare the factors that predict transfer to the factors that predict attrition to note similarities and differences. The TFS sample was used for reasons similar to that of attrition. The TFS oversampled teachers that moved to a new school. The sample was identical to the sample used in the previous logistic regression with teacher attrition as the dependent variable. Teachers that were retired, disabled, on leave, or involuntarily transferred were omitted. The ICC for the sample with “mover” as the dependent variable was calculated to be .116, which warranted a reduction in sample size using a design effect. The normalized weight was divided by the design effect and the resulting weight applied to the sample. The sample was reduced from 4080 to an effective sample size of 2980. A summary of the logistic regression results is presented in Table 4.9.

Table 4.9

*Summary of Logistic Regression Analysis for Variables Predicting Decisions to Change Schools*

Predictor	<i>B</i>	<i>SE B</i>	EXP ( <i>B</i> )
<u>Teacher Background</u>			
Female	-.278	.519	.757
Total Years Experience	-.049	.032	.952***
Black	-1.921	1.277	.125**
Hispanic	.387	.687	1.472
Union Member	-.069	.556	.933
New Teacher	.567	.689	1.797
Highly Qualified Teacher	.586	.721	1.797
Total School Earnings (thousands)	.049	.017	1.059***
Highest Degree Masters	-.328	.472	.720
Regular/ Adv Certification	-.325	.711	.722
<u>School Context</u>			
Urban School	1.352	.537	3.866***
Rural School	1.536	.670	4.648***
School Size	-.133	.111	.875*
Middle School	-.216	.750	.805
Percent students in NSLP	.006	.010	1.006
Student/teacher ratio	.307	.048	1.359***
Percent minority enrollment	.023	.009	1.023***
Percent minority teachers	-.015	.011	.985*

Table 4.9, continued

Predictor	<i>B</i>	<i>SE B</i>	EXP ( <i>B</i> )
Percent IEP students	.004	.011	1.004
Percent LEP students	.037	.010	1.038***
<u>School Environment</u>			
Admin/Colleague support	-.127	.441	.881
Problems within school	.201	.437	1.222
Community problems	-.761	.412	.467***
Dissatisfaction	-.295	.298	.444
Teacher control	-.206	.532	.813
Constant	-5.538	.891	.004**
$\chi^2$ Regression		358.365***	
Df Regression		25	

Note: Years experience, salary, student teacher ratio, admin/colleague support, school probs, community probs, and teacher control were centered at their means.

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Among teacher background variables one teacher background variable increased the odds of transfer while two variables decreased the odds of teacher transfer to a new school. Higher school salary significantly increased the odds of moving to a new school. An increase in school salary of \$1000.00 resulted in a 5.9% increase in the odds of transfer ( $EXP(B) = 1.059$ ,  $p < .001$ ). Conversely, the odds of Black teachers moving to a new school were 86.7% less than the odds of non-Black teachers ( $EXP(B) = .125$ ,  $p < .01$ ). Moreover, an increase in years of teaching experience by one year resulted in a 4.8% decrease in the odds of moving to a new school ( $EXP(B) = .952$ ,  $p < .01$ ).

School context variables also made contributions to teacher transfer. Variables that significantly increased the odds of teacher transfer include school location, student teacher ratio, percentage of minority students, and percentage of Limited English Proficiency (LEP) students. Among school context variables, school size and percentage of minority teachers significantly reduced the odds of transfer. A rural school setting significantly increased the odds of teacher transfer by 364.8% ( $EXP(B) = 4.648$ ,  $p < .05$ ). Further calculations reveal that the probability of a teacher in a rural school transferring to a different school is 79.4%. Urban school location was not significantly associated with an increase in the odds of teacher transfer. A unit increase in student/ teacher ratio (the addition of one student) increased the odds of teacher transfer by 35.9% ( $EXP(B) = 1.359$ ,  $p < .001$ ). A single point increase in the percentage of minority students enrolled in a school increased the odds of teacher transfer by 2.3% ( $EXP(B) = 1.023$ ,  $p < .05$ ). Moreover, a point increase in the percentage of LEP students increased the odds of teacher transfer by 3.8% ( $EXP(B) = 1.038$ ,  $p < .001$ ). An increase in school size to the next 10<sup>th</sup> percentile decreased the odds of transfer by 12.5% ( $EXP(B) = .0875$ ,  $p < .05$ ). Moreover, increasing the percentage of minority teachers by one point reduced the odds of transfer to a new school by 1.5% ( $EXP(B) = .985$ ,  $p < .05$ ).

School environment also played a role in teacher transfer decisions. Teacher perceptions of community problems was the only school environment variable significantly associated with transfer. Logistic regression results revealed that an increase in the perception of community problems (ie: from no problem to minor problem) decreased the odds of teacher transfer by 53.3% ( $EXP(B) = .467$ ,  $p < .001$ ).

### Chapter Summary

Two analytic phases of the three planned phases were completed. The first phase of the data analysis involved a factor analysis to construct variables that would be used in phase two. The second phase of the study involved the completion of three logistic regressions, one with dissatisfaction as the dependent variable, one with attrition as the dependent variable, and one with teacher mobility as the dependent variable. The major findings are that school environment plays a major role in teacher dissatisfaction but a minor role in teacher attrition. Teacher background and school context variables weigh more heavily on teacher decisions to leave their schools. This finding supports the first hypothesis. Additional findings are that school salary plays a role in dissatisfaction, attrition, and transfer of teachers and that school environment, defined by teacher perceptions, mitigates school context variables such as urban school location and minority enrollment when dissatisfaction is examined. The results suggest that teacher dissatisfaction and teacher attrition are not directly connected, which indicates that the second hypothesis for the study is not supported.

### Summary

To summarize the results of all three logistic regressions, Table 4.10 is presented below. This table summarizes the significant predictors of dissatisfaction, attrition, and mobility and demonstrates the various effects each predictor has on the three criterion variables in the study. For each variable the change in odds for group membership (categorical variables) or for a single unit increase (continuous variables) is provided. Negative values indicate a decrease in the odds while positive values correspond to an increase in the odds.

Table 4.10

*Summary of change in odds for teacher dissatisfaction, attrition, and mobility*

Predictor Variable	Criterion Variable		
	Dissatisfaction	Attrition	Mobility
Black	28.6	-57.8	-87.5
Hispanic	NS	-83.9	NS
Years experience	-2.0	4.0	-4.8
Union member	-27.3	NS	NS
New teacher	-34.6	NS	NS
School salary (thousands)	-1.6	-4.6	5.9
Highly Qualified Teacher	-12.8	-36.7	NS
Reg/Adv certification	NS	103.7	NS
Urban school	NS	-34.2	286.6
Rural school	12.0	108.7	364.8
Middle school	31.8	NS	NS
school size	NS	7.6	-12.5
% students in NSLP	-0.3	1.3	NS
Student/ teacher ratio	1.9	6.5	35.9
% minority teachers	0.3	2.3	-1.5
% minority students	NS	-0.9	2.3
% IEP students	NS	-0.9	NS
% LEP students	0.3	NS	3.8
Admin/Colleague support	-65.4	NS	NS

Table 4.10, continued

	Dissatisfaction	Attrition	Mobility
School problems	17.1	39.8	NS
Community problems	19.8	NS	-53.3
Teacher control	-30.9	41.9	NS

Note: NS = Not significant

As the table indicates, several variables had significant effects on all three criterion variables including teacher race, years teaching experience, salary, student teacher ratio, percentage of minority teachers, and rural school locale. Among the three criterion variables, the school environment had the most affect on teacher dissatisfaction and the least affect on teacher mobility. Teacher background and school context variables had the most effect on teacher attrition compared to dissatisfaction and mobility.

### Limitations

There were some methodological limitations that should be mentioned. First, the Likert-type questions that were used to construct variables were written in such a manner that a large majority of the teachers fell to one extreme. Skewed variables violate the assumptions of multiple regression and can be a source of error. Because of the skewness of several variables, an OLS regression could not be completed for dissatisfaction; rather, a logistic regression was performed. Transforming the criterion variable to make it dichotomous resulted in the loss of variability within the data which might have affected the final results. Another limitation was the necessity using a subsample for the remaining logistic regressions. The subsample was much smaller than the SASS sample

and it was further reduced by design effects. A larger sample size might have resulted in different findings.

Although HLM was considered because of the nested structure of the data, the technique was abandoned due to low sample sizes at the teacher level. Generally, at least thirty cases at level one for observation at level two are needed; this would require 30 teachers per school. Although many schools were represented at level two, the number of teachers per school was too low to use this statistical technique (mean of 7.14 teachers per school). The alternative to an HLM model was to calculate the ICC and reduce the sample size using design effects. The design effects were calculated and applied to the logistic regressions.

## CHAPTER 5

## DISCUSSION

The purpose of the study was to determine how the teacher, school context, and the school environment interact to predict teacher discontent and attrition. The school environment was defined using teachers' perceptions of administrative and colleague support, problems in the school, community, satisfaction, and classroom control. The results indicate that teacher background variables, school context variables, and school environment all contribute to dissatisfaction and attrition; however the results also suggests that attrition and discontent are not directly related.

Referring to the construct model created at the onset of this study helps to explain the results in regards to the ecological system model that undergirds the study. Recall that the study is limited to the organism, level one, and level two of the ecological school system, which corresponds to the teacher, the classroom, and the school and surrounding community.

### The Teacher

The teacher was the unit of analysis for the study. Teacher background variables such as race, gender, salary, years of experience, new teacher status, certification type, and highest degree earned were considered as predictors of attrition and dissatisfaction. Teacher background variables contributed to teacher dissatisfaction and attrition differently, but remained important for both dependent variables.

In regards to teacher dissatisfaction, it is important to note that most teachers surveyed were satisfied to a high or moderate degree. About 15.5% of teachers in the sample were moderately or very dissatisfied. This finding supports the recent trend that

satisfaction among teachers is climbing and other studies that suggest that for the most part, teachers are satisfied with their jobs (Kyriacou & Sutcliffe, 1979; Quaglia et. al, 1991; Reborá, 2008). This finding is important because many studies that examine teacher dissatisfaction fail to mention the overall satisfaction and dissatisfaction rates of teachers and because it suggests that the contributions teachers make in the lives of students and their commitment to teaching outweigh the negative aspects of the job.

In regards to factors that affect teacher dissatisfaction, all significant teacher background variables decreased the odds of teacher dissatisfaction except for race. Black teachers were more likely to be dissatisfied. This finding supports a previous study using the 1999-2000 School and Staffing Survey which found that minority teachers were significantly less likely to be satisfied (Liu & Ramsey, 2008). This finding is perplexing because although Black teachers are more likely to be dissatisfied, they are less likely to leave teaching. Studies have demonstrated that minority teachers are discontented with the conditions of schools for urban students and the inequities that students of color experience; this could be a source of dissatisfaction (Delpit, 2005; Gay, 2000; Nieto, 2003). This study, however, does not support this conjecture.

The teacher background variables that decreased the odds of dissatisfaction are years of teaching experience, union membership, highly qualified teacher status, and total school earnings (salary). School salary and years of teaching experience are variables that have been considered in previous research. The contribution of school salary to teacher dissatisfaction has been disputed in the literature; some studies have found no effect while others have found a positive effect (Litt & Turk, 1985; NEA, 2003; Rhodes, Neville & Allan, 2004; Zembylas & Papanastasiou, 2006). This study adds to the

discussion on school salary by suggesting that larger salaries predict decreases in the odds of dissatisfaction. The finding that more experienced teachers are more satisfied corroborates previous studies. This result could be due to the fact that dissatisfied teachers leave the profession sooner rather than later (Ingersoll, 2003) or because teachers become more content with their jobs once they learn the ins and outs, rise in the salary scale, and gain seniority.

Highly qualified teacher status and union membership have not been widely studied as factors that contribute to teacher dissatisfaction; thus the finding that they both contribute to decreased dissatisfaction is worthy of consideration. Due to the educational climate that insists upon highly qualified and effective teachers, teachers without 'highly qualified' status may have additional demands placed on them such as coursework, tests, or observations. Thus, teachers without these additional demands may experience more satisfaction with their jobs. Unions, although contentious, provide additional support to teachers and typically secure additional benefits, better working conditions, and higher salaries. These benefits could contribute to the effect of union membership on lowering dissatisfaction.

In regards to teacher attrition, teacher characteristics that decrease the odds of a teacher leaving his or her position include race and ethnicity, highly qualified teacher status, and salary. The two variables that increased likelihood of departure are total years of teaching experience and certification type. It is reasonable to suggest that years of experience predict leaving because of retirement; however retired teachers were removed from the study. This finding is also perplexing because more experienced teachers are less dissatisfied. Nevertheless, Ingersoll (2003) has suggested that the teacher shortage in

schools is due to teacher attrition. Although he focuses on new teachers, he also suggests that more experienced teachers also leave the classroom. Examining the data on turnover suggests that more experienced teachers are less likely to transfer to a different school. Thus, looking at the whole picture suggests that experienced teachers are more likely to quit than transfer.

Considering the finding that advanced certifications are associated with increased odds of departure, it is disturbing that teachers with advanced certifications and regular certifications (as opposed to conditional or provisional certifications) are more likely to leave the teaching profession. However, this finding is not surprising. It is consistent with other studies reported, in particular studies on teachers from alternative certification programs (Darling-Hammond, 2006; Darling-Hammond, et. al, 2001; Mac Iver & Vaughn III, 2007; Tye & O'brien, 2002). These studies indicate that once teachers obtain advanced certifications, they leave teaching at higher rates. Conversely, teachers with conditional certifications typically remain in the classroom until they achieve a standard or advanced certificate.

Teacher background variables that decreased the chances of teacher attrition include race, ethnicity, and salary, and highly qualified teacher status. Hispanic and Black teachers are less likely to resign from their jobs as teachers; this finding could be the result of several factors such as dedication to improving the educational attainment of minority students, belief that all jobs are difficult, desire for a stable job, recent recruitment efforts to attract and retain minority teachers, or lack of perceived opportunities elsewhere. Moreover, with the high cost of education, Black and Hispanic teachers may interpret quitting their profession as a failed investment or a waste of time

and money. Examining the data on mobility indicated that Black teachers are also less likely to transfer to a different school. Thus minority teachers are an excellent investment for traditionally difficult to staff schools.

Higher salaries slightly decrease the chances of attrition. Recall from earlier discussion that the role of salary in teaching has been disputed in the literature. Mobility data, however, suggests that teachers with higher salaries are more likely to switch schools. Examining the larger picture suggests that teachers with higher salaries that desire a change are more likely to change schools rather than quit altogether. This result makes practical sense as teacher mobility to a new school may not jeopardize salary earnings, whereas switching careers could do so. This finding supports the notion that salary is important and does make a difference in the professional lives of teachers.

In regards to highly qualified teacher status, the finding that highly qualified teachers are less likely to leave their positions as classroom teachers than non-highly qualified teachers is quite puzzling. Highly qualified status generally includes certification and education requirements although advanced certifications are not typically required. This result could be due to teachers without highly qualified status being pressured to leave the school system; current laws only allow a small number of teachers without highly qualified status to work in public schools. More studies are needed to determine the requirements for HQT status and the benefits of achieving the designation to shed light on why it is associated with increased persistence in the classroom.

It is worth noting that new teacher status did not significantly predict an increase or decrease in decisions to leave teaching which is a surprising result due to popular

statistics that indicate that new teachers have a high rate of attrition (Gaytan, 2008; Harrell, et. al, 2004; Ingersoll, 2001). This finding could indicate that new teachers are receiving more support from their administrators and schools to help them persist. This result could also be due to the fact that teacher status following the SASS was determined for teachers only one year after the initial survey. Additional follow-up two or three years later may have provided additional data that would have lead to different results.

Dissatisfaction, because it depends on teachers' personal perceptions of salary, enthusiasm, and desire to transfer or quit, is considered a variable that describes the teacher. A very important result of the study is that teacher dissatisfaction is not a significant predictor of teacher attrition. This finding suggests that although teachers may be dissatisfied with their jobs or perceive a variety of problems, they are choosing to stay in the profession. Recent economic downturns could influence teachers in less-than-ideal school environments to stay in the classroom due to a lack of other employment options. Cross and Billingsley (1994) found that perceived employability outside of teaching played a role in teacher decisions to quit. Previous research suggests that dissatisfied teachers have lower student expectations and feel less empowered (Quaglia, et. al, 1991), thus, the implications of dissatisfied teachers in the classroom are important to consider. Another reason for this finding could be due to the manner in which dissatisfaction was defined. It was constructed with a variety of variables that described teachers' physiological symptoms (ie: tiredness) and general perceptions about teaching; it did not include specific school characteristics such as class size or resources which are typical reasons given for dissatisfaction with teaching (Ingersoll, 2001). This distinction is very important because some frequently cited causes of teacher dissatisfaction, such as

school size and student problems, were determined to increase the odds of attrition. Nevertheless, additional research is warranted to examine how different constructions of dissatisfaction are related to teacher attrition.

### The Microsystem

The classroom is the next level of the ecological school system. Variables that described teachers' classrooms include student teacher ratio, percentage of students with individual education programs (IEP students), percentage of limited English proficiency (LEP) students, and teacher control. Recall that teacher control focused on issues such as discipline and grading that would affect teachers' day-to-day activities and interactions with students. For this reason, teacher control is included as a part of the classroom. Variables that describe the classroom are considered in respect to dissatisfaction and attrition below.

In regards to the classroom, teacher control, percent LEP students, and student/teacher ratio had significant effects on teacher dissatisfaction. Teacher control significantly reduced the odds of teacher dissatisfaction which is consistent with other findings. Ingersoll (2003) found through a similar study using a previous version of the SASS and additional qualitative data that teacher control is an important aspect of the school climate and is related to teacher turnover and satisfaction. Other studies have found that teacher autonomy and personal teaching efficacy, which are related to control, can lower teacher stress and improve satisfaction. Moreover, the lack of autonomy has been found to be a source of job dissatisfaction (Kreis & Brockopp, 1986; Lee, Dedrick, & Smith, 1991; Pearson & Moomaw, 2005; Perrachione, et. al, 2008; Zembylas &

Papanastasiou, 2006). It is interesting to note that this trend extends beyond American schools to other countries.

Student/ teacher ratio and percentage of LEP students were found to increase the odds of teacher dissatisfaction; the effect of student/ teacher ratio was larger than the effect for percentage of LEP students. Previous studies have linked class size with teacher dissatisfaction and stress (Loeb & Darling-Hammond, 2005), thus this finding is consistent with the literature and suggests that large class sizes continue to be problematic for teachers. Prior studies have not examined the percentage of LEP students in a classroom and its effect of teacher satisfaction. With an increasingly diverse student population, including students that speak multiple languages, the effect of LEP students on teachers is important to consider. This study suggests that large numbers of LEP students slightly decrease job satisfaction, although the effect is much smaller (about 6 times) than the effect of class size. It is interesting to note that the percentage of IEP students in a classroom did not affect job dissatisfaction. This result could be the effect of an increased emphasis on special education in teacher preparation programs or due to improved delivery of services for special education students.

When teacher attrition is examined, some classroom characteristics play a similar role while others play a different role. Classroom characteristics that increase the odds of attrition include student/teacher ratio and classroom control. Higher percentages of students with IEPs are related to decreases in the odds of teacher attrition. Results from this study suggest that increases in the number of students taught increases the likelihood of teachers quitting their jobs. Similarly, teacher turnover rates are more likely to be higher for teachers that teach large classes. Thus, large class sizes are detrimental to

teachers. These results are consistent with other studies that have examined the role of class size on teacher attrition and turnover (Gilbert, 2005; Kearney, 2008; Loeb & Darling-Hammond, 2005).

More control in the classroom is associated with higher odds of attrition. This finding is perplexing and is not corroborated in prior research. This result could be due to higher accountability for teachers that have more decision-making authority. More research is needed to determine if this finding is consistent in other samples and to determine reasons why more control would lead to higher rates of attrition.

The percentage of IEP students taught predicted lower rates of teacher attrition. This finding contradicts research that suggests that teachers of students with special needs leave the classroom at higher rates than teachers who do not teach special education students (Gersten, et al, 2001; Miller & Brownell, 1999). This result could be due to increased efforts at mainstreaming special education students into general education classrooms or because of changes in the ways special education teachers are supported. Nevertheless, the finding that teachers of students with special needs and IEPs are less likely to quit their jobs is positive.

### The Mesosystem

The school and its immediate surrounding area make up the next level of the school environment and is the final level that was considered for the study. The school can be broken up into school context variables and school environment variables. School context variables include school size, type of school, urbanicity, percent minority enrollment, percent minority teachers, and student poverty. School environment at the

school level is defined as teacher perceptions related to the administrative and colleague support, problems within schools, and community problems.

In regards to teacher dissatisfaction, school environment variables weigh more heavily than school context variables. This is encouraging as some school environment characteristics can be manipulated while school context variables cannot easily be varied. All school background variables were reduced in effect, and in some cases eliminated, once school environment was added to the regression. Before school environment variables were considered, urban schools, rural schools, school size, middle schools, and percentage of minority teachers and students significantly increased dissatisfaction. Urban schools became non-significant once school environment was factored in. The remaining variables' effect on the odds of dissatisfaction was reduced. This result suggests that school environment plays a major role in the satisfaction of teachers when school-level variables are considered. This is consistent with other studies that have examined school climate and environment (Ingersoll, 2003; Kukla-Acevedo, 2009; Lee et. al, 1991; Quaglia, 1991).

Overall, type of school is the most important school background variable in regards to teacher dissatisfaction with middle schools having the largest effect. Middle school teachers were 31% more likely to be dissatisfied than elementary or high school teachers. Data trends suggest that middle school teachers are particularly vulnerable to stress and dissatisfaction; thus this finding supports prior research about middle school teachers (NCES, 2003). School location also contributes to teacher dissatisfaction; the study results suggest that teachers in rural schools are 12% more likely to be dissatisfied than urban or suburban teachers. Rural schools are traditionally difficult to staff; thus

this finding is consistent with other research (Ingersoll, 2002; Collins, 1999). Nevertheless, rural schools are not typically singled out for analysis; they are important to consider in the larger scope of American schooling.

In regards to school environment, teacher perceptions of student and community problems had a negative impact on teacher satisfaction; more perceived problems resulted in higher odds of dissatisfaction. Conversely, perceptions of administrative and colleague support, such as rule enforcement throughout the school and a supportive administration, greatly reduced the odds of dissatisfaction. These results support other research findings which suggests that school environment plays a crucial role in the satisfaction of teachers and that maintaining a collaborative climate should be a major point of concern for administrators (Hoy & Woolfolk, 1991; Kukla-Acevedo, 2009; Menon& Christou, 2002).

When examining the results for teacher attrition, several school-level variables significantly increased teachers' chances of quitting their jobs. Specifically, school size, percentage of students enrolled in the national school lunch program, percentage of minority teachers, rural school setting, and perceptions of school problems significantly increased the odds of teacher attrition. In contrast, percentage of minority enrollment and urban location decreased the odds of teacher attrition.

When considering urban schools and the difficulty administrators have in staffing them, it seems contradictory that urban school location would predict a decrease in the odds of attrition among teachers. However, when turnover is also considered, teachers in urban schools are more likely to transfer to a new school. Thus, although teachers are less likely to quit, they are more likely to move. This result is consistent with previous

research (Darling-Hammond, 2006; Ingersoll, 2004). The fact that urban location was considered independently of student poverty and student minority status is also important to consider. Urban schools could be attractive places to work, especially when the cultural and city resources are considered.

The percentage of minority students was also associated with decreased odds of teacher attrition. This finding is in contrast to previous research which reported that large minority populations are associated with teacher departure. However, when data from teacher mobility is considered, a large minority student population is associated with higher odds of turnover. Thus, teachers in schools with high percentages of minority students are less likely to quit but more likely to transfer. This result is consistent with previous research findings (Darling-Hammond, 2006; Ingersoll, 2004) and suggests that more needs to be done to retain teachers in schools that serve minority students.

Rural school location was associated with higher odds of attrition and mobility, thus more efforts are needed to study how to retain teachers in rural schools. The effects of rural location were more severe than the effects of an urban school location, thus attention is critical in the area of rural education. This result is consistent with previous research which reports that rural schools are difficult to staff and experience high rates of turnover (Abel & Sewell; Collins, 1999).

The percentage of minority teachers, percentage of students enrolled in the National School Lunch Program, and perceptions of school problems were associated with increased odds of attrition. Considering the percentage of minority teachers, higher percentages of minority teachers are associated with increased odds of attrition but decreased odds of transfer. Thus teachers are likely to quit teaching rather than transfer

when they work in schools with a highly diverse staff. This finding is perplexing and has not been supported or contradicted in the literature. Nevertheless, this finding is important to investigate further, especially since Black and Hispanic teachers are more likely to stay in schools that are difficult to staff.

The percentage of students receiving free or reduced lunch is associated with teacher turnover; higher percentages of these students predict an increase in the odds of attrition. Because enrollment in the National School Lunch Program is an indicator of poverty, this finding is consistent with previous research studies on the effect of student poverty on teachers. Other studies have found that schools with large percentages of students in poverty are difficult to staff due to attrition and turnover (Loeb & Darling-Hammond, 2005).

School size was also a significant predictor of teacher attrition. The larger the school, the more likely teachers were to quit teaching. Examining turnover data helps to provide a clearer picture. School size predicted a decrease in teacher turnover. Thus, teachers in large schools are less likely to switch schools, but more likely to quit. Because larger schools are more likely to be in urban areas and have issues such as poverty and problems with students, this finding is consistent with previous research (Harrell et al, 2004; Loeb & Darling-Hammond, 2005; Tye & O'Brien, 2002).

Among school environment variables, teacher perceptions of school problems was the only school-level environmental variable that was significantly associated with teacher attrition. Increased perceptions of problems within the school led to increased odds of teacher attrition. Small increases in teacher perceptions of school problems such as tardiness and absences can have a major effect of teachers. This result is consistent

with previous studies that link student problems such as attendance and discipline to teacher attrition (Harrell et. al, 2004; Tye & O'Brien, 2002).

### Summary

The research questions that guided this study are as follows: To what degree do school environmental factors and teacher background characteristics explain teachers' discontent and attrition? What teacher characteristics and school environmental characteristics explain resignation? Is there a relationship between dissatisfaction and resignation among teachers in similarly stressful environments? Controlling for school environment, are there significant differences in teacher characteristics between teachers that resign and teachers that do not resign? If so, what factors explain the relationship? These questions will be addressed individually to summarize the discussion about the results.

First, to what degree do school environmental factors and teacher background characteristics explain teachers' discontent and attrition? School environmental factors play a huge role in teacher discontent, but a surprisingly small role in overall attrition. Rather, the school location and percentage of minority teachers seem to play the largest roles in attrition. In regards to teacher background, the race and ethnicity of the teacher plays a major role in attrition and a moderate role in dissatisfaction. School salary, on the other hand, seems to play a moderate role in both attrition and discontent.

Next, what teacher characteristics and school environmental characteristics explain resignation? Teacher control and perceptions of school problems played a role in teacher resignation; both school environment characteristics increased the odds of teacher attrition. As previously mentioned, teacher salary and teacher race and ethnicity

explained teacher resignation with race, ethnicity, and salary decreasing the odds of teacher attrition.

Is there a difference between job satisfaction and resignation among teachers in similarly stressful environments? If so, what factors explain these differences? The answer is yes. Teachers with higher salaries, highly qualified status, more years of experience, union membership are more likely to be satisfied. Black teachers are more likely to be dissatisfied. Conversely, teachers with more years of experience and advanced certifications are more likely to leave their professions. Black teachers, Hispanic teachers, highly qualified teachers, and teachers who make more money are less likely to leave. So the data show that the factors that contribute to dissatisfaction and attrition are very different and influence teachers in different ways.

Finally, controlling for school environment, are there significant differences in teacher characteristics between teachers that resign and teachers that do not resign and between teachers that intend to resign and teachers that do not intend to resign? Again the data suggests that Black teachers and Hispanic teachers are much more likely to persist in similar environments regardless of the type of school. Moreover, teachers that are highly qualified and earn more money are also more likely to stay in teaching.

### Implications

The implications of the research findings are numerous. First, school environment is an important component of teachers' job satisfaction and should be carefully analyzed by school administrators and improved when possible. Administrators should pay special attention to being supportive of teachers, enforcing rules, encouraging teachers to enforce rules with students, recognizing staff members for their efforts,

communicating effectively, and fostering cooperation among teachers. These aspects of the school environment depend highly upon the leadership style of the principal and can help teachers feel good about their jobs. Previous studies support this implication (Bogler, 2001; Ostroff, 2002). Moreover, administrators should pay close attention to student behaviors such as class cutting, absences, and tardiness because these behaviors also contribute to increased teacher job dissatisfaction.

Another implication of this research is that teachers should be given autonomy to make decisions affecting their classrooms. Recent school takeovers and the political climate of high stakes testing and school reform has resulted in many teachers losing control and autonomy of decision-making related to their classrooms (Abrams, et al., 2001). Whenever possible, teachers should be given the ability to select the teaching techniques they want to use, control over student discipline, and decision-making authority over student homework and grading. The study suggests that these components of teaching are important for teachers to be satisfied with their jobs.

Additionally, this study suggests that more Hispanic and Black teachers should be recruited for urban and rural schools because they are more persistent in challenging environments. A large percentage of the teaching workforce is composed of European-American teachers (NCES, 2003). Many schools of education and school districts have stepped up efforts to recruit and retain minority teachers. These efforts appear to be worthwhile because Hispanic and Black teachers are less likely to switch schools or to quit teaching. Nevertheless, close attention should be paid to how these teachers are supported because they are vulnerable to dissatisfaction, particularly Black teachers.

It is important to note that this study had a few methodological limitations. These limitations were reviewed in chapter 4. To summarize them, the major limitations were the non-normality of major variables, the small sample size for teachers at the school level, and the use of a smaller subsample for the regressions with attrition and transfer as criterion variables. These limitations were addressed using statistical methods, but could have had an impact on the results of the study.

#### Directions for Future Research

The results of this study suggest that more research about the effects of dissatisfied teachers in the workforce is needed, particularly in urban and rural schools. A dissatisfied teaching force could have very real consequences for students, particularly in their achievement, educational attainment, and the overall quality of education they receive. A study by Ostroff (1992) suggests that schools with more satisfied teachers are more effective, even when school variables were controlled. Moreover, additional investigation about the role of teacher dissatisfaction on attrition is warranted. Previous studies report that dissatisfaction is strongly tied to teacher attrition, yet this research study suggests that this is not the case. Thus, more studies that examine how dissatisfaction relates to teacher attrition are needed, particularly in specific school environments.

Future studies should also consider urban and rural schools separately when analyzing the factors that contribute to teacher dissatisfaction and teacher attrition. Particular attention has been paid to urban schools in the literature, but this study suggests that rural schools have similar problems with turnover, attrition, and satisfaction

among teachers. Thus, more insight is needed about rural schools and how they differ or are similar to urban schools in regards to teachers' work.

Future studies should also employ qualitative methods to better understand teacher decisions to stay in or leave a challenging school environment. The data in this study suggests that teacher decisions to leave a school are very complicated and do not follow an easily identifiable pattern. Many factors such as the economy, prior investment in schooling, and school factors could play a role. Interviews with teachers that are considering resignation and with teachers that have already resigned would help to shed light on the relative importance of these and other factors that this study did not identify.

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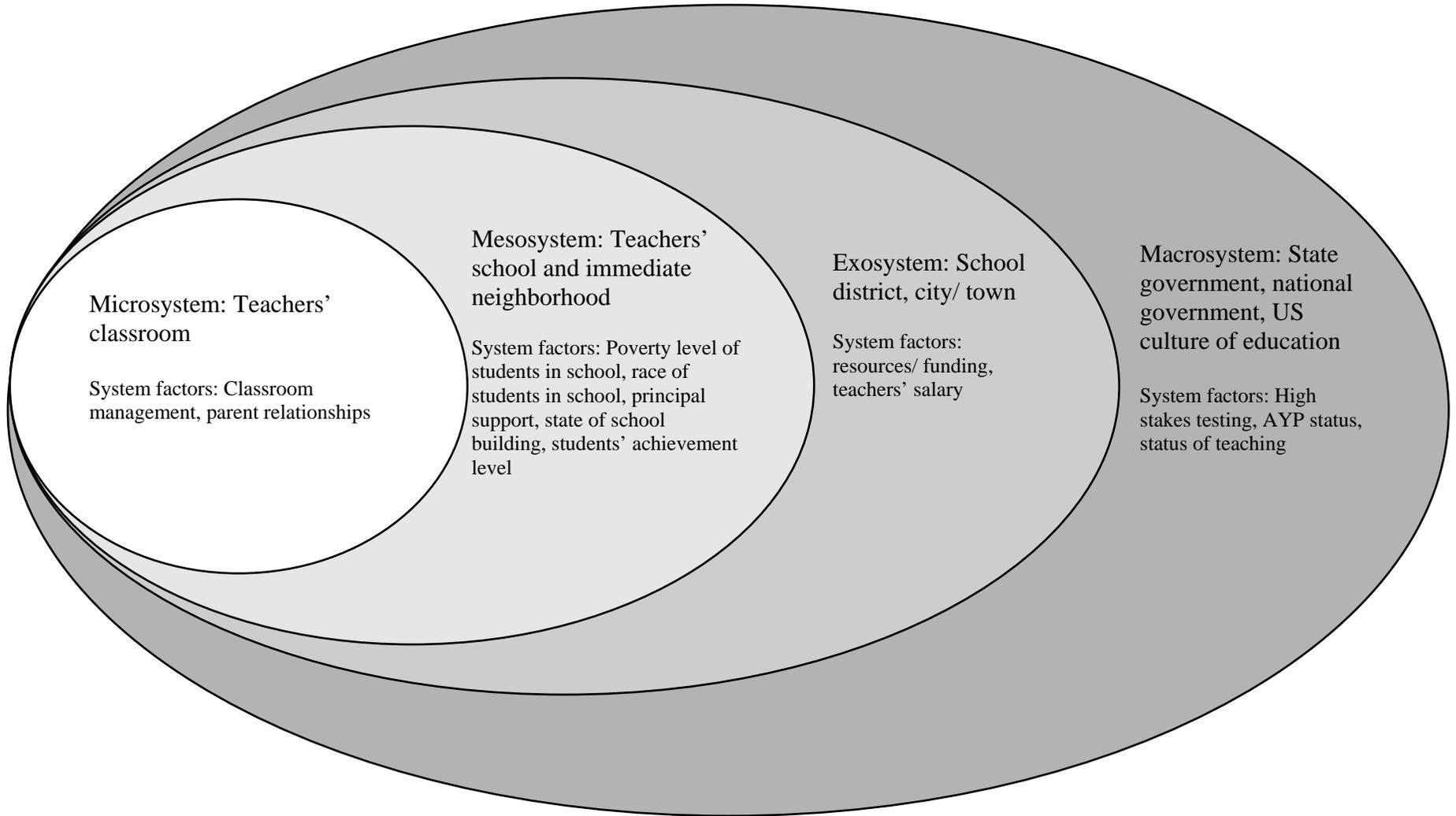
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Figure 1: Concept Map: Ecological System of School Environment



## APPENDIX A: List of variable names and descriptions used in SASS and TFS

Variables	Description
<u>SASS Variables</u>	
T0065	IEP students
T0066	LEP students
T0070	Student enrollment in class
T0077	Number of classes taught
T0160	Teacher state cert
T0211	Highly qualified teacher
T0280	Control - select textbooks
T0281	Control - select content
T0282	Control - select techniques
T0283	Control - grading students
T0284	Control - discipline
T0285	Control - homework
T0286	Agree - supportive admin
T0287	Agree - satisfied with salary
T0288	Agree - student misbehavior
T0289	Agree - parent support
T0290	Agree - materials available
T0291	Agree - paperwork interferes
T0292	Agree - principal enforces rules
T0293	Agree - teachers enforce rules

T0294	Agree - colleagues share beliefs
T0295	Agree - principal communication
T0296	Agree - cooperation
T0297	Agree - staff recognized
T0298	Agree - job security
T0299	Agree - content standards
T0300	Agree - special needs
T0301	Agree - tardiness
T0302	Agree - generally satisfied
T0303	Problem - student tardiness
T0304	Problem - students absent
T0305	Problem - class cutting
T0306	Problem - teachers absent
T0307	Problem - student drop outs
T0308	Problem - student apathy
T0309	Problem - parent involvement
T0310	Problem - poverty
T0311	Problem - unprepared students
T0312	Problem - student health
T0313	Agree - teaching not worth it
T0314	Agree - teachers satisfied
T0315	Agree - school is well run
T0316	Agree - leave for better pay

T0317	Agree - transfer to other school
T0318	Agree - less enthusiasm
T0319	Agree - too tired for school
T0320	Would be a teacher
T0321	Remaining in teaching
T0322	Threatened - ever
T0343	School year - base salary
T0351	Union member
T0352	Gender
SCHLEVE2	Four-category school level (primary/middle/high/combined)
ENRK12UG	Total K-12 and ungraded enrollment in school
NUMTCH	Estimated number of full-time equivalent teachers in the school
HIDEGR	Highest degree earned
TOTYREXP	Teacher's years of experience, accounting for year began teaching
NEWTCH	New teacher flag-teacher has taught 3 or fewer years
EARNSCH	Total school-related yearly earnings
IEP_T	Percentage of teacher's students with an IEP
LEP_T	Percentage of teacher's students who are LEP
RACETH_T	Teacher's race/ethnicity
AGE_T	Teacher's age
TFNLWGT	Teacher final sampling weight
SCHSIZE	Collapsed total K-12 and ungraded enrollment in school
NSLAPP_S	Percentage of enrolled students approved for the NSLP at school

## Type of Certification

STU\_TCH Estimated number of students per FTE teacher in the school

URBANS12 Collapsed urban-centric school locale code

TFS Variables

STTUS\_TF TFS final status

LCNYN Contract not renewed

TFSFINWT TFS final sampling weight

OCCST Main Occupation Status

ONLVE On leave

Appendix B: 2007-8 School and Staffing Survey- Public Teacher Version

Available online at: <http://nces.ed.gov/sass>

# TEACHER QUESTIONNAIRE

## SCHOOLS AND STAFFING SURVEY

### 2007-08 SCHOOL YEAR



*(Please note all name and address changes on page 3.)*

#### **THIS SURVEY HAS BEEN ENDORSED BY:**

American Federation of Teachers  
Bureau of Indian Affairs, Office of Indian Education Programs  
National Association of Elementary School Principals  
National Association of Secondary School Principals  
National Education Association  
National Indian Education Association

**NOTICE:**

**This survey is authorized by Title I, Part E, Sections 151(b) and 153(a) of Public Law 107-279, the Education Sciences Reform Act of 2002.**



**DEAR TEACHER:**

The Schools and Staffing Survey is the largest sample survey of America's elementary and secondary schools. Your participation is important. Below are answers to some general questions.

**WHAT IS THE PURPOSE OF THIS SURVEY?**

The purpose of this survey is to obtain information about teachers, such as professional background, teaching field, workload, and opinions about working conditions.

**WHO IS CONDUCTING THIS SURVEY?**

The U.S. Census Bureau is conducting this survey for the National Center for Education Statistics (NCES) of the U.S. Department of Education.

**WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?**

Policymakers and educational leaders rely on data from this survey to inform their decisions concerning K-12 schools. Because it is a sample survey, your responses represent the responses of many. Higher response rates give us confidence that the findings are accurate.

**WILL YOUR RESPONSES BE KEPT CONFIDENTIAL?**

Your responses are protected from disclosure by federal statute (P.L. 107-279, Title I, Part E, Sec. 183). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

**HOW WILL YOUR INFORMATION BE REPORTED?**

The information you provide will be combined with the information provided by others in statistical reports. No individually-identifiable data will be included in the statistical reports.

**WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?**

Please return your completed questionnaire in the enclosed pre-addressed, postage-paid envelope or mail it to:

**U.S. CENSUS BUREAU  
ATTN: DCB 60A  
1201 E. 10th STREET  
JEFFERSONVILLE, IN 47132-0001**

**WE HOPE YOU WILL PARTICIPATE IN THIS VOLUNTARY SURVEY.**

SINCERELY,



**MARK SCHNEIDER**

**COMMISSIONER FOR EDUCATION STATISTICS  
NATIONAL CENTER FOR EDUCATION STATISTICS**

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 45 minutes per response, including the time spent to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns about the contents of this questionnaire, e-mail: [dsd.sass@census.gov](mailto:dsd.sass@census.gov), or write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., #9018, Washington, DC 20006.





## I GENERAL INFORMATION

### 1. How do you classify your position at THIS school, that is, the activity at which you spend most of your time during this school year?

🍎 Mark (X) only one box.

0025

- 1  Regular full-time teacher
- 2  Regular part-time teacher
- 3  Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
- 4  Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)
- 5  Short-term substitute
- 6  Student teacher
- 7  Teacher aide
- 8  Administrator (e.g., principal, assistant principal, director, school head)
- 9  Library media specialist or Librarian
- 10  Other professional staff (e.g., counselor, curriculum coordinator, social worker)
- 11  Support staff (e.g., secretary)

### 2. Which box did you mark in item 1 above?

0026

- 1  Box 1 → **GO TO item 5 on page 5.**
- 2  Box 2, 3, or 4 → **GO TO item 4 below.**
- 3  Box 5, 6, or 7 → **Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.**
- 4  Box 8, 9, 10, or 11



### 3. Do you TEACH any regularly scheduled class(es) at this school?

🍎 If you work as a library media specialist or librarian at this school, do not include classes in which you teach students how to use the library (e.g., library skills or library research).

0027

- 1  Yes
- 2  No → **Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.**



### 4. How much time do you work as a TEACHER at THIS school?

🍎 Mark (X) only one box.

0028

- 1  Full time
- 2  3/4 time or more, but less than full-time
- 3  1/2 time or more, but less than 3/4 time
- 4  1/4 time or more, but less than 1/2 time
- 5  Less than 1/4 time



**5. How many days are covered by your contract?**

🍏 Include professional development, student contact days, and any other days covered by your contract.

0029

Days

**6. What was your MAIN activity LAST school year (2006-07)?**

🍏 Mark (X) only one box.

0030

- 1  Teaching in this school
- 2  Teaching in another public elementary or secondary school IN THIS SCHOOL SYSTEM
- 3  Teaching in a public elementary or secondary school IN A DIFFERENT SCHOOL SYSTEM IN THIS STATE
- 4  Teaching in a public elementary or secondary school IN ANOTHER STATE
- 5  Teaching in a PRIVATE elementary or secondary school
- 6  Student at a college or university
- 7  Teaching in a preschool
- 8  Teaching at a college or university
- 9  Working in a position in the field of education, but not as a teacher
- 10  Working in an occupation outside the field of education
- 11  Caring for family members
- 12  Military service
- 13  Unemployed and seeking work
- 14  Retired from another job
- 15  Other – please specify → <sup>5030</sup>

**7a. Did you mark box 10 (Working in an occupation outside the field of education) in item 6?**

0031

- 1  Yes
- 2  No → **GO TO item 8 on page 6.**

**b. What kind of work did you do, that is, what was your occupation?**

🍏 Please record your job title; for example, plumber, typist, or farmer.

5032

**c. What were your usual activities or duties at the job?**

🍏 For example, typing, keeping account books, filing, selling cars, operating printing press, laying brick.

5033

**d. In addition to these usual activities, were you also teaching in one or more of grades K-12 last school year?**

0034

- 1  Yes → **GO TO item 7e on page 6.**
- 2  No → **GO TO item 8 on page 6.**



7. *Continued* –

e. **How would you classify that teaching position?**

🍏 *Mark (X) only one box.*

0035

1  Regular full-time teacher

2  Regular part-time teacher

3  Substitute teacher

4  Itinerant teacher

5  Other – please specify ➔

5035

8. **In what year did you begin teaching in THIS school?**

🍏 *If you have had a break in service of **one year or more**, please report the year that you returned to this school.*

🍏 *Do not include time spent as a student teacher.*

0036

Year

9. **In what year did you begin teaching, either full-time or part-time, at the elementary or secondary level?**

🍏 *Do not include time spent as a student teacher.*

0037

Year

10a. **How many years have you worked as a FULL-TIME elementary or secondary teacher in PUBLIC SCHOOLS?**

🍏 *Include the current school year if you are a full-time teacher this year.*

🍏 *Public schools include public charter and/or Bureau of Indian Affairs-funded schools.*

🍏 *Record whole years, not fractions or months.*

🍏 *If none, please mark (X) the box.*

0038

0  None or  Year(s)

b. **How many years have you worked as a PART-TIME elementary or secondary teacher in PUBLIC SCHOOLS?**

🍏 *Include the current school year if you are a part-time teacher this year.*

🍏 *Public schools include public charter and/or Bureau of Indian Affairs-funded schools.*

🍏 *Record whole years, not fractions or months.*

🍏 *If none, please mark (X) the box.*

0039

0  None or  Year(s)



**11a. Have you ever worked as an elementary or secondary teacher in a PRIVATE SCHOOL?**

0040

1  Yes2  No → *GO TO item 12 on page 9.***b. How many years did you teach FULL-TIME in PRIVATE SCHOOLS?**🍎 *Record whole years, not fractions or months.*🍎 *If none, please mark (X) the box.*

0041

0  None or  Year(s)**c. How many years did you teach PART-TIME in PRIVATE SCHOOLS?**🍎 *Record whole years, not fractions or months.*🍎 *If none, please mark (X) the box.*

0042

0  None or  Year(s)**YOUR COMMENTS**

**Table 1. Teaching Assignment and Subject-matter Codes  
For Questions 15 and 22**

**General Education**

**Elementary Education**

- 101 Early childhood or pre-K, general  
102 Elementary grades, general

**Special Education**

- 110 Special education, any

**Subject-matter Specific**

**Arts and Music**

- 141 Art or arts and crafts  
143 Dance  
144 Drama or theater  
145 Music

**English and Language Arts**

- 151 Communications  
152 Composition  
153 English  
154 Journalism  
155 Language arts  
158 Reading  
159 Speech

**English as a Second Language (ESL)**

- 160 ESL or bilingual education: General  
161 ESL or bilingual education: Spanish  
162 ESL or bilingual education: Other languages

**Foreign Languages**

- 171 French  
172 German  
173 Latin  
174 Spanish  
175 Other foreign language

**Health Education**

- 181 Health education  
182 Physical education

**Mathematics and Computer Science**

- 191 Algebra I  
192 Algebra II  
193 Algebra III  
194 Basic and general mathematics  
195 Business and applied math  
196 Calculus and pre-calculus  
197 Computer science  
198 Geometry  
199 Pre-algebra  
200 Statistics and probability  
201 Trigonometry

**Natural Sciences**

- 210 Science, general  
211 Biology or life sciences  
212 Chemistry  
213 Earth sciences  
215 Integrated science  
216 Physical sciences  
217 Physics

**Social Sciences**

- 220 Social studies, general  
221 Anthropology  
225 Economics  
226 Geography  
227 Government or civics  
228 History  
231 Native American studies  
233 Psychology  
234 Sociology

**Vocational, Career, or Technical Education**

- 241 Agriculture and natural resources  
242 Business management  
243 Business support  
244 Marketing and distribution  
245 Health occupations  
246 Construction trades, engineering, or science technologies (including CADD and drafting)  
247 Mechanics and repair  
249 Manufacturing or precision production (electronics, metalwork, textiles, etc.)  
250 Communications and related technologies (including design, graphics, or printing; not including computer science)  
253 Personal and public services (including culinary arts, cosmetology, child care, social work, protective services, custodial services, and interior design)  
254 Family and consumer sciences education  
255 Industrial arts or technology education  
256 Other vocational, career, or technical education

**Miscellaneous**

- 262 Driver education  
264 Library or information science  
265 Military science or ROTC  
266 Philosophy  
267 Religious studies, theology, or divinity

**Other**

- 268 Other



## II CLASS ORGANIZATION

### 12. In which grades are ALL of the STUDENTS you currently teach at THIS school?

🍏 Mark (X) all that apply.

- |      |   |                          |                 |      |   |                          |     |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|-----|------|---|--------------------------|----------|
| 0050 | 1 | <input type="checkbox"/> | Prekindergarten | 0055 | 1 | <input type="checkbox"/> | 4th | 0060 | 1 | <input type="checkbox"/> | 9th      |
| 0051 | 1 | <input type="checkbox"/> | Kindergarten    | 0056 | 1 | <input type="checkbox"/> | 5th | 0061 | 1 | <input type="checkbox"/> | 10th     |
| 0052 | 1 | <input type="checkbox"/> | 1st             | 0057 | 1 | <input type="checkbox"/> | 6th | 0062 | 1 | <input type="checkbox"/> | 11th     |
| 0053 | 1 | <input type="checkbox"/> | 2nd             | 0058 | 1 | <input type="checkbox"/> | 7th | 0063 | 1 | <input type="checkbox"/> | 12th     |
| 0054 | 1 | <input type="checkbox"/> | 3rd             | 0059 | 1 | <input type="checkbox"/> | 8th | 0064 | 1 | <input type="checkbox"/> | Ungraded |

### 13. Of all the students you teach at this school, how many have an Individualized Education Program (IEP) because they have disabilities or are special education students?

🍏 If none, please mark (X) the box.

0065    0     None    or     Students

### 14. Of all the students you teach at this school, how many are of limited-English proficiency?

(Students of limited-English proficiency [LEP] are those whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

🍏 If none, please mark (X) the box.

0066    0     None    or     Students

### 15. This school year, what is your MAIN teaching assignment field at THIS school?

(Your main assignment is the field in which you teach the most classes.)

🍏 Record one of the teaching assignment and subject matter codes from Table 1 on page 8.

0067     Code    <sup>5067</sup>  Main assignment

### 16. Which statement best describes the way YOUR classes at THIS school are organized?

🍏 Mark (X) only one box.

- 0068
- 1  You instruct several classes of different students most or all of the day in one or more subjects (sometimes called Departmentalized Instruction).
  - 2  You are an elementary school teacher who teaches only one subject to different classes of students (sometimes called an Elementary Subject Specialist).
  - 3  You instruct the same group of students all or most of the day in multiple subjects (sometimes called a Self-Contained Class).
  - 4  You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching the same group of students all or most of the day (sometimes called Team Teaching).
  - 5  You instruct a small number of selected students released from or in their regular classes in specific skills or to address specific needs (sometimes called a "Pull-Out" Class or "Push-In" Instruction).



**17. Check the box you marked in item 16 on page 9 and follow the arrow for the next item.**

0069 1  Box 1 or 2 → *GO TO item 21 on page 11.*

2  Box 3 or 4

3  Box 5 → *GO TO item 19 below.*

**18. During your most recent FULL WEEK of teaching at THIS school, what is the total number of students enrolled in the class you taught?**

0070  Students → *GO TO item 20 below.*

**19. During your most recent FULL WEEK of teaching at THIS school, what is the average number of students you taught at any one time?**

0071  Students

**20. During your most recent FULL WEEK of teaching, approximately how many hours did YOU spend teaching each of the following subjects at THIS school?**

🍎 *If you taught two or more subjects at the same time, apportion the time to each subject the best you can.*

🍎 *Report hours to the nearest whole hour; do not record fractions of an hour or minutes.*

🍎 *If you did not teach a particular subject during the week, mark (X) the "None" box.*

**a. English, reading, or language arts (including reading and writing)**

0072 0  None or  Hours per week

**(1) Of these hours, how many were designated for reading instruction?**

🍎 *Record response, then GO TO item 20b below.*

0073 0  None or  Hours per week

**b. Arithmetic or mathematics**

0074 0  None or  Hours per week

**c. Social studies or history**

0075 0  None or  Hours per week

**d. Science**

0076 0  None or  Hours per week

**GO TO item 23a on page 13.**



Note: Items 21 and 22 are for teachers who marked box 1 or 2 for item 16, on page 9. If you marked box 3, 4, or 5 for item 16 (and completed items 18-20 or 19-20), **GO TO item 23a on page 13.**

**21. How many separate class periods or sections do you currently teach at THIS school?**

- 🍏 Do not include homeroom periods or study halls.  
(Example: If you teach 2 classes or sections of chemistry I, a class or section of physics I, and a class or section of physics II, you would report 04 classes or sections.)

0077

Number of classes or sections

**22. For EACH class period or section that you reported in item 21, record the subject name, subject matter code, grade level code, and number of students.**

- 🍏 MIXED GRADES: List the grade with the most number of students.
- 🍏 The number of lines filled out should equal the number of class periods or sections reported in item 21.
- 🍏 Record one of the teaching assignment and subject matter codes from Table 1 on page 8 and use the grade level codes below.

A. Subject Name	B. Subject Matter Code	C. Grade Level Code	D. Number of Students
Example <input style="width: 280px; height: 30px; border: 1px solid black;" type="text" value="English"/>	<input style="width: 30px; height: 30px; border: 1px solid black;" type="text" value="1"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text" value="5"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text" value="3"/>	<input style="width: 30px; height: 30px; border: 1px solid black;" type="text" value="1"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text" value="1"/>	<input style="width: 30px; height: 30px; border: 1px solid black;" type="text" value="3"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text" value="3"/>
5078 (1) <input style="width: 280px; height: 30px; border: 1px solid black;" type="text"/>	0078 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0079 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0080 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>
5081 (2) <input style="width: 280px; height: 30px; border: 1px solid black;" type="text"/>	0081 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0082 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0083 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>
5084 (3) <input style="width: 280px; height: 30px; border: 1px solid black;" type="text"/>	0084 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0085 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0086 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>
5087 (4) <input style="width: 280px; height: 30px; border: 1px solid black;" type="text"/>	0087 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0088 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0089 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>
5090 (5) <input style="width: 280px; height: 30px; border: 1px solid black;" type="text"/>	0090 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0091 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0092 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>
5093 (6) <input style="width: 280px; height: 30px; border: 1px solid black;" type="text"/>	0093 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0094 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0095 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>
5096 (7) <input style="width: 280px; height: 30px; border: 1px solid black;" type="text"/>	0096 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0097 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0098 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>
5099 (8) <input style="width: 280px; height: 30px; border: 1px solid black;" type="text"/>	0099 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0100 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0101 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>
5102 (9) <input style="width: 280px; height: 30px; border: 1px solid black;" type="text"/>	0102 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0103 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0104 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>
5105 (10) <input style="width: 280px; height: 30px; border: 1px solid black;" type="text"/>	0105 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0106 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	0107 <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>

**Codes for grade levels of students**

PK	Prekindergarten	07	7th grade
KG	Kindergarten	08	8th grade
01	1st grade	09	9th grade
02	2nd grade	10	10th grade
03	3rd grade	11	11th grade
04	4th grade	12	12th grade
05	5th grade	UG	Ungraded
06	6th grade		



**Table 2. Major Fields of Study Codes  
For Questions 23d, 23f, 25d, and 26b**

**General Education**

**Elementary Education**

- 101 Early childhood or pre-K, general  
102 Elementary grades, general

**Secondary Education**

- 103 Middle grades, general  
104 Secondary grades, general

**Special Education**

- 110 Special education, any

**Other Education**

- 131 Administration  
132 Counseling and guidance  
133 Educational psychology  
134 Policy studies  
135 School psychology  
136 Other non-subject-matter-specific education

**Subject-matter Specific**

**Arts and Music**

- 141 Art or arts and crafts  
142 Art history  
143 Dance  
144 Drama or theater  
145 Music

**English and Language Arts**

- 151 Communications  
152 Composition  
153 English  
154 Journalism  
155 Language arts  
156 Linguistics  
157 Literature or literary criticism  
158 Reading  
159 Speech

**English as a Second Language (ESL)**

- 160 ESL or bilingual education: General  
161 ESL or bilingual education: Spanish  
162 ESL or bilingual education: Other languages

**Foreign Languages**

- 171 French  
172 German  
173 Latin  
174 Spanish  
175 Other foreign language

**Health Education**

- 181 Health education  
182 Physical education

**Mathematics and Computer Science**

- 190 Mathematics  
197 Computer science

**Natural Sciences**

- 211 Biology or life sciences  
212 Chemistry  
213 Earth sciences  
214 Engineering  
217 Physics  
218 Other natural sciences

**Social Sciences**

- 221 Anthropology  
222 Area or ethnic studies (excluding Native American Studies)

- 223 Criminal justice  
224 Cultural studies  
225 Economics  
226 Geography  
227 Government or civics  
228 History  
229 International studies  
230 Law  
231 Native American studies  
232 Political science  
233 Psychology  
234 Sociology  
235 Other social sciences

**Vocational, Career, or Technical Education**

- 241 Agriculture and natural resources  
242 Business management  
243 Business support  
244 Marketing and distribution  
245 Health occupations  
246 Construction trades, engineering, or science technologies (including CADD and drafting)  
247 Mechanics and repair  
249 Manufacturing or precision production (electronics, metalwork, textiles, etc.)  
250 Communications and related technologies (including design, graphics, or printing; not including computer science)  
253 Personal and public services (including culinary arts, cosmetology, child care, social work, protective services, custodial services, and interior design)  
254 Family and consumer sciences education  
255 Industrial arts or technology education  
256 Other vocational, career, or technical education

**Miscellaneous**

- 261 Architecture  
263 Humanities or liberal studies  
264 Library or information science  
265 Military science or ROTC  
266 Philosophy  
267 Religious studies, theology, or divinity

**Other**

- 268 Other



### III EDUCATIONAL BACKGROUND

#### 23a. Do you have a bachelor's degree?

🍏 If you have more than one bachelor's degree, information about additional degrees will be asked in item 26a.

0110

1  Yes2  No → **GO TO item 26a on page 15.**

#### b. In what year did you receive your bachelor's degree?

0111

Year

#### c. Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

0112

1  Yes2  No

#### d. What was your major field of study?

🍏 Record the field of study code and the field name from Table 2 on page 12.

0113

Code <sup>5113</sup>


Major

#### e. Did you have a second major field of study?

🍏 Do not report academic minors or concentrations.

0114

1  Yes2  No → **GO TO item 24a below.**

#### f. What was your second major field of study?

🍏 Record the field of study code and the field name from Table 2 on page 12.

🍏 Do not report academic minors or concentrations.

0115

Code <sup>5115</sup>


Major

#### 24a. What is the name of the college or university where you earned this degree?

Name of college or university

5116

#### b. In what city and state is it located?

City

5117

State

5118

0119

1  Located outside the United States

**25a. Do you have a master's degree?**

🍏 *If you have more than one master's degree, information about additional degrees will be asked in item 26a.*

0120

1  Yes2  No → **GO TO item 26a on page 15.****b. In what year did you receive your master's degree?**

0121

Year

**c. Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?**

0122

1  Yes2  No**d. What was your major field of study?**

🍏 *Record the field of study code and the field name from Table 2 on page 12.*

0123

Code

5123

Major

**YOUR COMMENTS**

**26a. Have you earned any of the degrees or certificates listed below?**

0124

1  Yes

2  No → **GO TO item 27 below.**

a. Degree	b. What was your major field of study for each degree? Record the field of study code and the field name from Table 2 on page 12.	c. Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?	d. In what year?
(1) Vocational certificate	0125 Code 5125 Major field of study title		0126 Year
(2) Associate's degree	0127 Code 5127 Major field of study title		0128 Year
(3) SECOND Bachelor's degree	0129 Code 5129 Major field of study title	0130 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	0131 Year
(4) SECOND Master's degree	0132 Code 5132 Major field of study title	0133 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	0134 Year
(5) Educational specialist or professional diploma (at least one year beyond a master's level)	0135 Code 5135 Major field of study title	0136 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	0137 Year
(6) Certificate of Advanced Graduate Studies	0138 Code 5138 Major field of study title	0139 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	0140 Year
(7) Doctorate or first professional degree (Ph.D., Ed.D., M.D., J.D., D.D.S.)	0141 Code 5141 Major field of study title	0142 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	0143 Year

**27. Did any of your coursework result in a concentration or specialization in READING?**

0144

1  Yes

2  No

**YOUR COMMENTS**



**28. Have you taken the following tests?**

● *Mark (X) only one box.*

**a. The Praxis I Pre-Professional Skills Test (PPST): Reading**

(The Praxis was formerly called the National Teachers Exam [NTE].)

0145

- 1  Taken and passed
- 2  Taken and have not yet passed
- 3  Not taken
- 

**b. The Praxis I Pre-Professional Skills Test (PPST): Mathematics**

(The Praxis was formerly called the National Teachers Exam [NTE].)

0146

- 1  Taken and passed
- 2  Taken and have not yet passed
- 3  Not taken
- 

**c. The Praxis I Pre-Professional Skills Test (PPST): Writing**

(The Praxis was formerly called the National Teachers Exam [NTE].)

0147

- 1  Taken and passed
- 2  Taken and have not yet passed
- 3  Not taken
- 

**d. The Praxis II: Subject Assessment in a specific content area**

(The Praxis was formerly called the National Teachers Exam [NTE].)

0148

- 1  Taken and passed
- 2  Taken and have not yet passed
- 3  Not taken
- 

**e. Another test of basic skills or subject knowledge, other than those listed above, required by your state or district**

0149

- 1  Taken and passed
- 2  Taken and have not yet passed
- 3  Not taken



**29. Have you ever taken any graduate or undergraduate courses that focused on teaching methods or teaching strategies?**

- 🍎 Include courses you have taken to earn a degree and courses taken outside a degree program.
- 🍎 Do not include student teaching.

- 0150
- 1  Yes →
- 2  No

**How many courses?**

- 🍎 Mark (X) only one box, then GO TO item 30 below.

- 0151
- 1  1 or 2 courses
- 2  3 or 4 courses
- 3  5 to 9 courses
- 4  10 or more courses

**30. How long did your practice teaching last?**

- 🍎 Mark (X) only one box.

- 0152
- 1  I had no practice teaching
- 2  4 weeks or less
- 3  5-7 weeks
- 4  8-11 weeks
- 5  12 weeks or more

**31. Did you enter teaching through an alternative certification program?**

(An alternative program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program.)

- 0153
- 1  Yes
- 2  No

**32a. Are you certified by the National Board for Professional Teaching Standards in at least one content area?**

(The National Board for Professional Teaching Standards is a nongovernment organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

- 0154
- 1  Yes, fully certified → GO TO item 33a on page 19.
- 2  No

**b. Are you working toward National Board Certification?**

- 0155
- 1  Yes
- 2  No



**Table 3. Certification Content Area Codes  
For Questions 33 and 34**

<u>General Education</u>	
<b>Elementary Education</b>	114 Developmentally delayed
101 Early childhood or pre-K, general	115 Early childhood special education
102 Elementary grades, general	116 Emotionally disturbed or behavior disorders
103 Middle grades, general	117 Learning disabilities
	118 Mentally retarded
<b>Secondary Education</b>	119 Mildly or moderately disabled
103 Middle grades, general	120 Orthopedically impaired
104 Secondary grades, general	121 Severely or profoundly disabled
	122 Speech or language impaired
<b>Special Education</b>	123 Traumatologically brain-injured
111 Special education, general	124 Visually impaired
112 Autism	125 Other special education
113 Deaf and hard-of-hearing	
<u>Subject-matter Specific</u>	
<b>Arts and Music</b>	<b>Social Sciences</b>
141 Art or arts and crafts	220 Social studies, general
143 Dance	221 Anthropology
144 Drama or theater	225 Economics
145 Music	226 Geography
	227 Government or civics
<b>English and Language Arts</b>	228 History
151 Communications	231 Native American studies
152 Composition	233 Psychology
153 English	234 Sociology
154 Journalism	235 Other social sciences
155 Language arts	<b>Vocational, Career, or Technical Education</b>
158 Reading	241 Agriculture and natural resources
159 Speech	242 Business management
<b>English as a Second Language (ESL)</b>	243 Business support
160 ESL or bilingual education: General	244 Marketing and distribution
161 ESL or bilingual education: Spanish	245 Health occupations
162 ESL or bilingual education: Other languages	246 Construction trades, engineering, or science technologies (including CADD and drafting)
<b>Foreign Languages</b>	247 Mechanics and repair
171 French	249 Manufacturing or precision production (electronics, metalwork, textiles, etc.)
172 German	250 Communications and related technologies (including design, graphics, or printing; not including computer science)
173 Latin	253 Personal and public services (including culinary arts, cosmetology, child care, social work, protective services, custodial services, and interior design)
174 Spanish	254 Family and consumer sciences education
175 Other foreign language	255 Industrial arts or technology education
<b>Health Education</b>	256 Other vocational, career, or technical education
181 Health education	
182 Physical education	<b>Miscellaneous</b>
<b>Mathematics and Computer Science</b>	262 Driver education
190 Mathematics	263 Humanities or liberal studies
197 Computer science	264 Library or information science
<b>Natural Sciences</b>	265 Military science or ROTC
210 Science, general	266 Philosophy
211 Biology or life sciences	267 Religious studies, theology, or divinity
212 Chemistry	<b>Other</b>
213 Earth sciences	268 Other
216 Physical sciences	
217 Physics	
218 Other natural sciences	



## IV CERTIFICATION AND TRAINING

**33a. Which of the following describes the teaching certificate you currently hold in THIS state?**

🍏 *Mark (X) only one box.*

🍏 *If you currently hold more than one of the following, a second certification may be listed in item 34.*

- 0160
- 1  Regular or standard state certificate or advanced professional certificate
- 2  Certificate issued after satisfying all requirements except the completion of a probationary period
- 3  Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained
- 4  Certificate issued to persons who must complete a certification program in order to continue teaching
- 5  I do not hold any of the above certifications in THIS state → **GO TO item 35a on page 23.**

**b. Using Table 3 on page 18, in what content area(s) does the teaching certificate marked above allow you to teach in THIS state?**

(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)

🍏 *If this certificate allows you to teach in more than one content area, you may report additional content areas in later items.*

1) Code  Content area

2) **Which of the following grade ranges does this certificate apply to?**

🍏 *Mark (X) all that apply.*

🍏 *If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.*

- 0162 1  Early childhood, preschool, and any of grades K-5
- 0163 1  Any of grades 6-8
- 0164 1  Any of grades 9-12

**c. Does this certificate marked in item 33a allow you to teach in additional content areas?**

- 0165
- 1  Yes
- 2  No → **GO TO item 34a on page 21.**

**d. In what ADDITIONAL content area does the certificate marked in item 33a allow you to teach?**

(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)

🍏 *Please record the content area code from Table 3 on page 18.*

1) Code  Content area

2) **Which of the following grade ranges does this certificate apply to?**

🍏 *Mark (X) all that apply.*

🍏 *If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.*

- 0167 1  Early childhood, preschool, and any of grades K-5
- 0168 1  Any of grades 6-8
- 0169 1  Any of grades 9-12



**33. Continued –****e. Does this certificate marked in item 33a allow you to teach in additional content areas?**

0170

1  Yes2  No → **GO TO item 34a on page 21.****f. In what ADDITIONAL content area does the certificate marked in item 33a allow you to teach?**

(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)

🍏 Please record the content area code from Table 3 on page 18.

1) Code  <sup>0171</sup> Content area  <sup>5171</sup>2) **Which of the following grade ranges does this certificate apply to?**

🍏 Mark (X) all that apply.

🍏 If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

0172

1  Early childhood, preschool, and any of grades K-5

0173

1  Any of grades 6-8

0174

1  Any of grades 9-12**g. Does this certificate marked in item 33a allow you to teach in additional content areas?**

0175

1  Yes2  No → **GO TO item 34a on page 21.****h. In what ADDITIONAL content area does the certificate marked in item 33a allow you to teach?**

(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)

🍏 Please record the content area code from Table 3 on page 18.

1) Code  <sup>0176</sup> Content area  <sup>5176</sup>2) **Which of the following grade ranges does this certificate apply to?**

🍏 Mark (X) all that apply.

🍏 If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

0177

1  Early childhood, preschool, and any of grades K-5

0178

1  Any of grades 6-8

0179

1  Any of grades 9-12**i. Does this certificate marked in item 33a allow you to teach in additional content areas?**

0180

1  Yes2  No → **GO TO item 34a on page 21.**

33. *Continued* –

- j. In what **ADDITIONAL** content area does the certificate marked in item 33a allow you to teach? (For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)

🍏 Please record the content area code from Table 3 on page 18.

1) Code  Content area

- 2) Which of the following grade ranges does this certificate apply to?

🍏 Mark (X) all that apply.

🍏 If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

0182 1  Early childhood, preschool, and any of grades K-5

0183 1  Any of grades 6-8

0184 1  Any of grades 9-12

## 34a. Do you have another current teaching certificate in THIS state?

0185 1  Yes

2  No → **GO TO item 35a on page 23.**

- b. Which of the following describes this current teaching certificate you hold in THIS state?

🍏 Mark (X) only one box.

0186 1  Regular or standard state certificate or advanced professional certificate

2  Certificate issued after satisfying all requirements except the completion of a probationary period

3  Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained

4  Certificate issued to persons who must complete a certification program in order to continue teaching

- c. Using Table 3 on page 18, in what content area(s) does this other teaching certificate, marked in 34b above, allow you to teach in THIS state?

(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)

🍏 If this certificate allows you to teach in more than one content area, you may report additional content areas in later items.

1) Code  Content area

- 2) Which of the following grade ranges does this certificate apply to?

🍏 Mark (X) all that apply.

🍏 If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

0188 1  Early childhood, preschool, and any of grades K-5

0189 1  Any of grades 6-8

0190 1  Any of grades 9-12



**34. Continued –****d. Does this certificate marked in item 34b allow you to teach in additional content areas?**

0191

1  Yes2  No → *GO TO item 35a on page 23.***e. In what ADDITIONAL content area does this other current teaching certificate (described in item 34b) allow you to teach?**

(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)

🍎 Please record the content area code from Table 3 on page 18.

1) Code  Content area 2) **Which of the following grade ranges does this certificate apply to?**

🍎 Mark (X) all that apply.

🍎 If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

0193

1  Early childhood, preschool, and any of grades K-5

0194

1  Any of grades 6-8

0195

1  Any of grades 9-12**f. Does this certificate marked in item 34b allow you to teach in additional content areas?**

0196

1  Yes2  No → *GO TO item 35a on page 23.***g. In what ADDITIONAL content area does this other current teaching certificate (described in item 34b) allow you to teach?**

(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)

🍎 Please record the content area code from Table 3 on page 18.

1) Code  Content area 2) **Which of the following grade ranges does this certificate apply to?**

🍎 Mark (X) all that apply.

🍎 If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

0198

1  Early childhood, preschool, and any of grades K-5

0199

1  Any of grades 6-8

0200

1  Any of grades 9-12**h. Does this certificate marked in item 34b allow you to teach in additional content areas?**

0201

1  Yes → *GO TO item 34i on page 23.*2  No → *GO TO item 35a on page 23.*

**34. Continued –****i. In what ADDITIONAL content area does this other current teaching certificate (described in item 34b) allow you to teach?**

(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)

🍏 Please record the content area code from Table 3 on page 18.

1) Code  Content area

**2) Which of the following grade ranges does this certificate apply to?**

🍏 Mark (X) all that apply.

🍏 If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

0203 1  Early childhood, preschool, and any of grades K-5

0204 1  Any of grades 6-8

0205 1  Any of grades 9-12

**j. Does this certificate marked in item 34b allow you to teach in additional content areas?**

0206 1  Yes

2  No → **GO TO item 35a below.**

**k. In what ADDITIONAL content area does this other current teaching certificate (described in item 34b) allow you to teach?**

(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)

🍏 Please record the content area code from Table 3 on page 18.

1) Code  Content area

**2) Which of the following grade ranges does this certificate apply to?**

🍏 Mark (X) all that apply.

🍏 If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

0208 1  Early childhood, preschool, and any of grades K-5

0209 1  Any of grades 6-8

0210 1  Any of grades 9-12

**35a. This school year, are you a Highly Qualified Teacher (HQT) according to your state's requirements?**

(Generally, to be Highly Qualified, teachers must meet requirements related to 1) a bachelor's degree, 2) full state certification, and 3) demonstrated competency in the subject area(s) taught. The HQT requirement is a provision under No Child Left Behind (NCLB).)

0211 1  Yes → **GO TO item 36 on page 24.**

2  No

**b. Do you meet your state's requirements for a Highly Qualified Teacher in at least one subject that you teach?**

0212 1  Yes

2  No



**36. Was your FIRST year of teaching before the 2003-04 school year?**

0213

1  Yes → **GO TO item 40 on page 26.**2  No**37. In your FIRST year of teaching, how well prepared were you to –**🍏 *If you are in your first year of teaching, please answer for THIS school year.*🍏 *Mark (X) one box on each line.*

		🍏 <i>Mark (X) one box on each line.</i>			
		Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
a. Handle a range of classroom management or discipline situations?	0214	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Use a variety of instructional methods?	0215	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Teach your subject matter?	0216	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Use computers in classroom instruction?	0217	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Assess students?	0218	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Select and adapt curriculum and instructional materials?	0219	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

**38. In your FIRST year of teaching, did you participate in a teacher induction program?**🍏 *If you are in your first year of teaching, please answer for THIS school year.*

0220

1  Yes2  No**YOUR COMMENTS**

**39. Did you receive the following kinds of support during your FIRST year of teaching?**

🍎 *If you are in your first year of teaching, please answer for THIS school year.*

**a. Reduced teaching schedule or number of preparations**

0221

1  Yes2  No**b. Common planning time with teachers in your subject**

0222

1  Yes2  No**c. Seminars or classes for beginning teachers**

0223

1  Yes2  No**d. Extra classroom assistance (e.g., teacher aides)**

0224

1  Yes2  No**e. Regular supportive communication with your principal, other administrators, or department chair**

0225

1  Yes2  No**f. Ongoing guidance or feedback from a master or mentor teacher**

0226

1  Yes2  No**YOUR COMMENTS**

## V PROFESSIONAL DEVELOPMENT

**40. From the list of topics below, select the three that are your top priorities for YOUR OWN professional development.**

- 01- Student discipline and classroom management
- 02- Teaching students with special needs (e.g., disabilities, special education)
- 03- Teaching students with limited-English proficiency
- 04- Use of technology in instruction
- 05- The content of the subject(s) I primarily teach
- 06- Content standards in the subject(s) I primarily teach
- 07- Methods of teaching
- 08- Student assessment
- 09- Communicating with parents
- 10- Other, please specify below ↴

5230

🍏 Enter the appropriate code (01-10) for each priority.

0231

First priority

0232

Second priority

0233

Third priority

**41a. In the past 12 months, have you participated in any professional development activities specific to and concentrating on the content of the subject(s) you teach?**

0234

1  Yes2  No → GO TO item 42a on page 27.

**b. In the past 12 months, how many hours did you spend on these activities?**

🍏 Mark (X) only one box.

0235

1  8 hours or less2  9-16 hours3  17-32 hours4  33 hours or more

**c. Overall, how useful were these activities to you?**

🍏 Mark (X) only one box.

0236

1  Not useful2  Somewhat useful3  Useful4  Very useful

**42a.** In the past 12 months, have you participated in any professional development activities that focused on the uses of computers for instruction?

0237

- 1  Yes
- 2  No → **GO TO item 43a below.**

**b.** In the past 12 months, how many hours did you spend on these activities?

🍏 *Mark (X) only one box.*

0238

- 1  8 hours or less
- 2  9-16 hours
- 3  17-32 hours
- 4  33 hours or more

**c.** Overall, how useful were these activities to you?

🍏 *Mark (X) only one box.*

0239

- 1  Not useful
- 2  Somewhat useful
- 3  Useful
- 4  Very useful

**43a.** In the past 12 months, have you participated in any professional development activities that focused on reading instruction?

0240

- 1  Yes
- 2  No → **GO TO item 44a on page 28.**

**b.** In the past 12 months, how many hours did you spend on these activities?

🍏 *Mark (X) only one box.*

0241

- 1  8 hours or less
- 2  9-16 hours
- 3  17-32 hours
- 4  33 hours or more

**c.** Overall, how useful were these activities to you?

🍏 *Mark (X) only one box.*

0242

- 1  Not useful
- 2  Somewhat useful
- 3  Useful
- 4  Very useful



**44a. In the past 12 months, have you participated in any professional development activities that focused on student discipline and management in the classroom?**

0243

- 1  Yes
- 2  No → **GO TO item 45a below.**

**b. In the past 12 months, how many hours did you spend on these activities?**

🍏 *Mark (X) only one box.*

0244

- 1  8 hours or less
- 2  9-16 hours
- 3  17-32 hours
- 4  33 hours or more

**c. Overall, how useful were these activities to you?**

🍏 *Mark (X) only one box.*

0245

- 1  Not useful
- 2  Somewhat useful
- 3  Useful
- 4  Very useful

**45a. In the past 12 months, have you participated in any professional development on how to teach students with disabilities?**

0246

- 1  Yes
- 2  No → **GO TO item 46a on page 29.**

**b. In the last 3 years, how many hours did you spend on these activities?**

🍏 *Mark (X) only one box.*

0247

- 1  8 hours or less
- 2  9-16 hours
- 3  17-32 hours
- 4  33 hours or more

**c. Overall, how useful were these activities to you?**

🍏 *Mark (X) only one box.*

0248

- 1  Not useful
- 2  Somewhat useful
- 3  Useful
- 4  Very useful



**46a. In the past 12 months, have you participated in any professional development on how to teach limited-English proficient students?**

0249

- 1  Yes
- 2  No → **GO TO item 47 below.**

**b. In the last 3 years, how many hours did you spend on these activities?**

🍎 *Mark (X) only one box.*

0250

- 1  8 hours or less
- 2  9-16 hours
- 3  17-32 hours
- 4  33 hours or more

**c. Overall, how useful were these activities to you?**

🍎 *Mark (X) only one box.*

0251

- 1  Not useful
- 2  Somewhat useful
- 3  Useful
- 4  Very useful

**47. In the past 12 months, have you participated in any professional development activities that focused on other topics not included in items 41-46 above?**

0252

- 1  Yes → Please specify
- 2  No

5252

### YOUR COMMENTS



## VI WORKING CONDITIONS

**48. Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at THIS school?**

● Report to the nearest whole hour; do not record fractions of an hour or minutes.

0260

Total weekly hours

**49. How many hours are you required to work to receive BASE PAY during a typical FULL WEEK at THIS school?**

(This would be base contract hours, or the equivalent, NOT including stipends or extra pay for extra duty.)

● Report to the nearest whole hour; do not record fractions of an hour or minutes.

0261

Total weekly hours for BASE PAY

**50. Of the total BASE PAY HOURS reported in item 49, how many hours a week are you paid to deliver INSTRUCTION to a class of students in THIS school?**

(Example: If your base contract requires you to work 40 hours a week, with 30 of those hours for delivering instruction and 10 hours for planning, monitoring students outside of class time, etc., you would report 30 hours.)

● Report to the nearest whole hour; do not record fractions of an hour or minutes.

● "PULL-OUT" or "PUSH-IN" TEACHERS: Please include the number of hours you instruct individual students or small groups of students.

0262

Total weekly hours

**51. During this school year, do you or will you –**

**a. Coach a sport?**

0263

1  Yes2  No

**b. Sponsor any student groups, clubs, or organizations?**

0264

1  Yes2  No

**c. Serve as a department lead or chair?**

0265

1  Yes2  No

**d. Serve as a lead curriculum specialist?**

0266

1  Yes2  No

**e. Serve on a school-wide or district-wide committee or task force?**

0267

1  Yes2  No

**52. In the LAST SCHOOL YEAR (2006-07), how much of your own money did you spend on classroom supplies, without reimbursement?**

🍎 Please use your best estimate for costs incurred, in whole dollars.

🍎 If none, please mark (X) the box.

0268

0  None or \$  ,  .00

**53. Do you use the following to communicate with parents or students outside of the regular school day?**

**a. E-mail or list-serve to send out group updates or information**

0269

1  Yes

2  No

**b. E-mail to address individual questions or concerns**

0270

1  Yes

2  No

**c. Online bulletin board for class discussion**

0271

1  Yes

2  No

**d. Course or teacher web page**

0272

1  Yes

2  No

**e. Course or teacher blog**

0273

(A blog is a type of website where entries are made, such as in a journal or diary, usually displayed in a reverse chronological order.)

1  Yes

2  No

**f. Real-time, typed "conversations" through instant messaging**

0274

1  Yes

2  No



## VII SCHOOL CLIMATE AND TEACHER ATTITUDES

54. How much actual control do you have IN YOUR CLASSROOM at this school over the following areas of your planning and teaching?

		🍏 Mark (X) one box on each line.			
		No control	Minor control	Moderate control	A great deal of control
a. Selecting textbooks and other instructional materials	0280	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Selecting content, topics, and skills to be taught	0281	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Selecting teaching techniques	0282	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Evaluating and grading students	0283	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Disciplining students	0284	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Determining the amount of homework to be assigned	0285	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

### YOUR COMMENTS



## 55. To what extent do you agree or disagree with each of the following statements?

		🍏 Mark (X) one box on each line.				
		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	
a.	The school administration's behavior toward the staff is supportive and encouraging.	0286	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b.	I am satisfied with my teaching salary.	0287	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c.	The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching.	0288	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d.	I receive a great deal of support from parents for the work I do.	0289	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e.	Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	0290	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f.	Routine duties and paperwork interfere with my job of teaching.	0291	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g.	My principal enforces school rules for student conduct and backs me up when I need it.	0292	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h.	Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	0293	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i.	Most of my colleagues share my beliefs and values about what the central mission of the school should be.	0294	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j.	The principal knows what kind of school he or she wants and has communicated it to the staff.	0295	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k.	There is a great deal of cooperative effort among the staff members.	0296	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
l.	In this school, staff members are recognized for a job well done.	0297	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
m.	I worry about the security of my job because of the performance of my students on state and/or local tests.	0298	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
n.	State or district content standards have had a positive influence on my satisfaction with teaching.	0299	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
o.	I am given the support I need to teach students with special needs.	0300	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
p.	The amount of student tardiness and class cutting in this school interferes with my teaching.	0301	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
q.	I am generally satisfied with being a teacher at this school.	0302	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>



**56. To what extent is each of the following a problem in this school?**

		🍏 <i>Mark (X) one box on each line.</i>			
		Serious problem	Moderate problem	Minor problem	Not a problem
a. Student tardiness	0303	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Student absenteeism	0304	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Student class cutting	0305	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Teacher absenteeism	0306	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Students dropping out	0307	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Student apathy	0308	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Lack of parental involvement	0309	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Poverty	0310	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Students come to school unprepared to learn	0311	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Poor student health	0312	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

**57. To what extent do you agree or disagree with each of the following statements?**

		🍏 <i>Mark (X) one box on each line.</i>			
		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. The stress and disappointments involved in teaching at this school aren't really worth it.	0313	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. The teachers at this school like being here; I would describe us as a satisfied group.	0314	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. I like the way things are run at this school.	0315	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. If I could get a higher paying job I'd leave teaching as soon as possible.	0316	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. I think about transferring to another school.	0317	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. I don't seem to have as much enthusiasm now as I did when I began teaching.	0318	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. I think about staying home from school because I'm just too tired to go.	0319	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>



**58a. If you could go back to your college days and start over again, would you become a teacher or not?**

🍏 *Mark (X) only one box.*

0320

- 1  Certainly would become a teacher
- 2  Probably would become a teacher
- 3  Chances about even for and against
- 4  Probably would not become a teacher
- 5  Certainly would not become a teacher

**b. How long do you plan to remain in teaching?**

🍏 *Mark (X) only one box.*

0321

- 1  As long as I am able
- 2  Until I am eligible for retirement benefits from this job
- 3  Until I am eligible for retirement benefits from a previous job
- 4  Until I am eligible for Social Security benefits
- 5  Until a specific life event occurs (e.g., parenthood, marriage)
- 6  Until a more desirable job opportunity comes along
- 7  Definitely plan to leave as soon as I can
- 8  Undecided at this time

**59a. Has a student FROM THIS SCHOOL ever threatened to injure you?**

0322

- 1  Yes
- 2  No → *GO TO item 60a on page 36.*

**b. Has a student FROM THIS SCHOOL threatened to injure you IN THE PAST 12 MONTHS?**

0323

- 1  Yes
- 2  No → *GO TO item 60a on page 36.*

**c. In the past 12 months, how many times has a student FROM THIS SCHOOL threatened to injure you?**

0324

Times



**60a. Has a student FROM THIS SCHOOL ever physically attacked you?**

0325

- 1  Yes
- 2  No → *GO TO item 61 on page 37.*

---

**b. Has a student FROM THIS SCHOOL physically attacked you IN THE PAST 12 MONTHS?**

0326

- 1  Yes
- 2  No → *GO TO item 61 on page 37.*

---

**c. In the past 12 months, how many times has a student FROM THIS SCHOOL physically attacked you?**

0327

Times

**YOUR COMMENTS**



## VIII GENERAL EMPLOYMENT AND BACKGROUND INFORMATION

The following questions refer to your before-tax earnings from teaching and other employment.

**61. DURING THE SUMMER OF 2007, did you have any earnings from –**

🍏 *Report amounts in whole dollars.*

**a. Teaching summer school in this or any other school?**

0335

1  Yes →

How much?

2  No

0336

\$  ,  .00

**(1) Did all of these earnings come from your current school or district?**

🍏 *Mark (X) Yes or No, then GO TO item 61b below.*

0337

1  Yes

2  No

**b. Working in a non-teaching job in this or any other school?**

0338

1  Yes →

How much?

2  No

0339

\$  ,  .00

**(1) Did all of these earnings come from your current school or district?**

🍏 *Mark (X) Yes or No, then GO TO item 61c below.*

0340

1  Yes

2  No

**c. Working in any NONSCHOOL job?**

0341

1  Yes →

How much?

2  No

🍏 *Record amount, then GO TO item 62 below.*

0342

\$  ,  .00

**62. DURING THE CURRENT SCHOOL YEAR, what is your academic year base teaching salary?**

🍏 *Report amounts in whole dollars.*

0343

\$  ,  .00



**63. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, or teaching evening classes?**

🍏 Report amounts in whole dollars.

0344

1  Yes →

How much?

2  No

🍏 Record amount, then GO TO item 64 below.

0345

\$  ,  .00

**64. DURING THE CURRENT SCHOOL YEAR, have you earned income from any OTHER sources from this school system, such as a merit pay bonus, state supplement, etc.?**

🍏 Do not report any earnings already reported.

🍏 Report amounts in whole dollars.

0346

1  Yes →

How much?

2  No

🍏 Record amount, then GO TO item 65a below.

0347

\$  ,  .00

**65a. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation from working in any job OUTSIDE this school system?**

🍏 Report amounts in whole dollars.

0348

1  Yes →

How much?

2  No →

GO TO item 66 on page 39.

🍏 Record amount, then GO TO item 65b below.

0349

\$  ,  .00

**b. Which of these best describes this job OUTSIDE this school system?**

🍏 Mark (X) only one box.

0350

1  Teaching or tutoring

2  Non-teaching, but related to teaching field

3  Other

**YOUR COMMENTS**



**66. Are you a member of a teachers' union or an employee association similar to a union?**

- 0351 1  Yes
- 2  No

**67. Are you male or female?**

- 0352 1  Male
- 2  Female

**68. Are you of Hispanic or Latino origin?**

- 0353 1  Yes
- 2  No

**69. What is your race?**

 Mark (X) one or more races to indicate what you consider yourself to be.

- 0354 1  White
- 0355 1  Black or African-American
- 0356 1  Asian
- 0357 1  Native Hawaiian or  
Other Pacific Islander
- 0358 1  American Indian or Alaska Native

GO TO item 71 below.

**70. Are you enrolled in a state- or federally-recognized tribe?**

- 0359 1  Yes
- 2  No

**71. What is your year of birth?**

0360

**YOUR COMMENTS**

## IX CONTACT INFORMATION

**72. The survey you have completed may involve a brief follow-up next school year in order to gain information on teachers' movements in the labor force. The following information would assist us in contacting you if you have moved or changed jobs.**

**Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, the most convenient time to reach you, and your work and home e-mail addresses.**

**a. Your name**

9010

**b. Spouse's full name (if applicable)**

9011

**c. Street address**

9012

**d. City**

9013

**e. State**

9014

**f. ZIP Code + 4**

9015

**g. Home telephone**

AREA CODE    TELEPHONE NUMBER

9016

**h. In whose name is the telephone number listed?**

9017

1  My name

2  Other – please specify 

9018





**73. What are the names and addresses of two other people who would know where to get in touch with you during the coming years? Please do not list more than one person who now lives with you. Please inform these individuals that you have provided their names and someone from the U.S. Census Bureau may contact them in the coming years if we are unable to locate you.**

**Please PRINT contact's name, contact's relationship to you, contact's home address, contact's telephone number, and contact's work and home e-mail addresses.**

**(1) First Contact Person**

**a. Name**

9023

**b. Relationship to you**

9024

**c. Street address**

9025

**d. City**

9026

**e. State**

9027

**f. ZIP Code + 4**

9028

 - 

**g. Home telephone**

AREA CODE TELEPHONE NUMBER

9029

 -  - 

**h. In whose name is the telephone number listed?**

9030

1  Name entered in part a

2  Other – please specify ↴

9031

**i. Work e-mail address**

9032

**j. Home e-mail address**

9033



**73. Continued – What is the name and address of another person who would know where to get in touch with you during the coming years?**

**Please PRINT contact's name, contact's relationship to you, contact's home address, contact's telephone number, and contact's work and home e-mail addresses.**

**(2) Second Contact Person**

**a. Name**

9034

**b. Relationship to you**

9035

**c. Street address**

9036

**d. City**

9037

**e. State**

9038

**f. ZIP Code + 4**

9039

 - 

**g. Home telephone**

AREA CODE TELEPHONE NUMBER

9040

 -  - 

**h. In whose name is the telephone number listed?**

9041

1  Name entered in part a

2  Other – please specify ↴

9042

**i. Work e-mail address**

9043

**j. Home e-mail address**

9044



**74. Please indicate how much time it took you to complete this form, not counting interruptions.**

🍏 Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.

0361

Minutes

**75. Please enter the date you completed this questionnaire.**

Month

Day

Year

0362

0363

0364

Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-800-221-1204 or by e-mail at: [dsd.sass@census.gov](mailto:dsd.sass@census.gov).

To learn more about this survey and to access reports from earlier collections, see the Schools and Staffing Survey (SASS) website at: <http://nces.ed.gov/surveys/sass>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' website at: <http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at: <http://www.fedstats.gov>



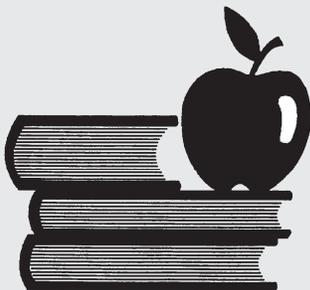
Appendix C: 2009-9 Teacher Follow-up Survey- Former Teachers Questionnaire

Available online at: <http://nces.ed.gov/sass>

# TEACHER FOLLOW-UP SURVEY

## QUESTIONNAIRE FOR FORMER TEACHERS

### 2008-09 SCHOOL YEAR



*(Please correct any errors in name, address, and ZIP Code.)*

**THIS SURVEY HAS BEEN ENDORSED BY MANY ORGANIZATIONS. THE NAMES OF THESE ORGANIZATIONS ARE SHOWN ON THE NEXT PAGE.**

**NOTICE**

**This survey is authorized by Title I, Part E, Sections 151(b) and 153(a) of Public Law 107-279, the Education Sciences Reform Act of 2002. The results will only be produced as statistical summaries.**

**TFS-2**  
(4-27-2009)

**THIS SURVEY HAS BEEN ENDORSED BY:**

American Federation of Teachers  
Association Montessori International  
Association of Christian Schools International  
Association of Christian Teachers and Schools  
Bureau of Indian Affairs, Office of Indian Education Programs  
Christian Schools International  
Council for American Private Education  
Evangelical Lutheran Church in America  
Islamic School League of America  
Jesuit Secondary Education Association  
Jewish Community Day School Network  
Jewish Education Services of North America  
Lutheran Church-Missouri Synod  
National Association of Elementary School Principals  
National Association of Episcopal Schools  
National Association of Independent Schools  
National Association of Private Special Education Centers  
National Association of Secondary School Principals  
National Catholic Educational Association  
National Coalition of Girls' Schools  
National Council for Private School Accreditation  
National Education Association  
National Independent Private Schools Association  
National Indian Education Association  
North American Division of Seventh-Day Adventists  
Oral Roberts University Educational Fellowship  
Solomon Schechter Day School Association  
Wisconsin Evangelical Lutheran Synod

**Dear Teacher:**

You have been selected to be part of the Teacher Follow-up Survey because you completed the 2007–08 Schools and Staffing Survey. Your participation is important. Below are answers to some general questions.

**What is the purpose of this survey?**

The purpose of this survey is to obtain information about current teachers' experiences and satisfaction, and about former teachers' current employment and reasons for leaving the teaching profession.

**Who is conducting this survey?**

The U.S. Census Bureau is conducting this survey for the National Center for Education Statistics (NCES) of the U.S. Department of Education.

**Why should you participate in this survey?**

Policymakers and educational leaders rely on data from this survey to inform their decisions concerning K–12 schools. Because it is a sample survey, your responses represent the responses of many. Higher response rates give us confidence that the findings are accurate.

**Will your responses be kept confidential?**

Your responses are protected by federal statute (P.L. 107-279, Title I, Part E, Sec. 183). Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law.

**How will your information be reported?**

The information you provide will be combined with the information provided by others in statistical reports. No individually-identifiable data will be included in the statistical reports.

**Where should you mail your completed questionnaire?**

Please return your completed questionnaire in the enclosed pre-addressed, postage-paid envelope or mail it to:

U.S. Census Bureau  
Survey Processing Branch Bldg 64C  
1201 E. 10th Street  
Jeffersonville, IN 47132-0001

**We hope you will participate in this voluntary effort.**

Sincerely,



Stuart Kerachsky  
Acting Commissioner for Education Statistics  
Office of the Commissioner  
National Center for Education Statistics

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0617. The time required to complete this information collection is estimated to average 20 minutes per response, including the time spent to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, e-mail: [dse.education.surveys@census.gov](mailto:dse.education.surveys@census.gov), or write directly to: Teacher Follow-up Survey, National Center for Education Statistics, 1990 K Street, N.W., #9030, Washington, DC 20006.



# EMPLOYMENT STATUS

## 1a. Do you CURRENTLY TEACH any regularly scheduled class(es) in any of grades pre-K-12?

If you work as a library media specialist or librarian at your current school, do not include classes in which you teach students how to use the library (e.g., library skills or library research).

REGCL 1  Yes → GO TO item 1c below.

2  No



## b. Are you currently on: maternity or paternity leave, disability leave, or sabbatical from teaching?

ONLVE 1  Yes } GO TO item 3 on page 6.  
2  No }

## c. How do you classify your position at your CURRENT school, that is, the activity at which you spend most of your time during this school year?

Mark (X) only one box.

- POSSC 1  Regular teacher (full-time or part-time)  
2  Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)  
3  Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)  
4  Administrator (e.g., principal, assistant principal, director, school head)  
5  Library media specialist or librarian  
6  Other professional staff (e.g., counselor, curriculum coordinator, social worker)  
7  Support staff (e.g., secretary)  
8  Short-term substitute  
9  Student teacher  
10  Teacher aide

## d. Which box did you mark in item 1c above?

FRPOP 1  Box 1, 2, 3, 4, 5, 6, or 7 → Please STOP now and return this questionnaire to the U.S. Census Bureau. You will be sent another form for teachers who are still teaching.

2  Box 8, 9, or 10



## 2. Last school year you reported teaching regularly scheduled classes. This school year you reported a transition to a teacher aide, student teacher, or short-term substitute teacher. In 20 words or less, please explain the reason for the change.

**NOTE:** For this survey, teacher aides, student teachers, and short-term substitute teachers are not considered current regular classroom teachers. Please complete this Former Teacher Questionnaire as best as you can based on your experience of changing from a classroom teacher to a teacher aide, short-term substitute teacher, or student teacher.

TREXP


**3. What is your current MAIN occupational status?**

Mark (X) only one box.

OCCST

- 1  Working for a school or school district in a position in the field of K–12 education, but not as a K–12 classroom teacher → GO TO item 6a on page 7.
- 2  Working in a position in the field of pre-K or postsecondary education
- 3  Working in an occupation outside the field of education, including military service } GO TO item 5a below.
- 4  Student at a college or university
- 5  Caring for family members
- 6  Retired
- 7  Disabled
- 8  Unemployed and seeking work → GO TO item 9 on page 7.
- 9  Other – Please specify ↴

OCCSP

\_\_\_\_\_

**4. Are you currently working in a job?**

OCCYN

- 1  Yes
- 2  No → GO TO item 9 on page 7.

**5a. What kind of work do you do, that is, what is your occupation?**

Please record your job title; for example, plumber, typist, or farmer.

OCCTL

\_\_\_\_\_

**b. What are your most important activities or duties at this job?**

For example, typing, keeping account books, filing, selling cars, operating printing press, laying brick.

OCCAC

\_\_\_\_\_

**c. How would you classify yourself in this job?**

Mark (X) only one box.

OCCCL

- 1  An employee of a PRIVATE company, non-profit, business, or individual for wages, salary, or commission
- 2  A FEDERAL government employee
- 3  A STATE government employee
- 4  A LOCAL government employee
- 5  SELF-EMPLOYED in your own business, professional practice, or farm
- 6  Working WITHOUT PAY in a family business or farm
- 7  Working WITHOUT PAY in a volunteer job

**GO TO item 7 on page 7.**

**6a. Is your current main occupation a -**

🍎 Mark (X) only one box.

🍎 If you have more than one position, mark (X) the position for which you spend the most time.

- SCOCC 1  Principal/school head/dean
- 2  Assistant principal
- 3  School district administrator
- 4  Librarian
- 5  Library technician
- 6  Audio-visual collections specialist
- 7  Instructional coordinator
- 8  Teacher assistant
- 9  Counselor or school psychologist
- 10  Short-term substitute
- 11  Teacher aide
- 12  Other occupation – Please specify ↴

SCOSP \_\_\_\_\_

**b. Is this position in public school education or private school education?** (For this question, all charter and Bureau of Indian Education [BIE]-funded schools are considered public schools.)

🍎 Mark (X) only one box.

- SCTYP 1  Public school
- 2  Private school

**7. Are you employed full-time or part-time?**

🍎 Mark (X) only one box.

- OCCFP 1  Employed full-time
- 2  Employed part-time

**8. What are your estimated annual before-tax earnings at this job?**

🍎 If you are in the military service, report military earnings here.

🍎 Include earnings from commissions, merit pay bonuses, and other bonuses from this job.

🍎 Record earnings in whole dollars.

OCCSA \$  ,  .  Per year

**9. Are you currently receiving a pension from a teacher retirement system?**

🍎 Report amount in whole dollars.

PENYN 1  Yes → **How much, BEFORE TAXES?** PENAM \$  ,  .  Per year

2  No

**10a. Did you receive an incentive to retire from the position of a K-12 teacher at last year's school?**

(An incentive is a monetary bonus or reward used to encourage teachers to retire.)

RINYN

1  Yes

2  No → *GO TO item 11a on page 9.*

---

**b. Would you have remained in teaching if you had not received an incentive to retire?**

RINST

1  Yes

2  No

---

YOUR COMMENTS



## INFORMATION ON LEAVING THE TEACHING PROFESSION

### 11a. Did you leave teaching because your contract was NOT renewed?

- LCNYS 1  Yes  
 2  No → **GO TO item 12 below.**

### b. Which of the following best describes the reason why your contract was not renewed?

☛ Mark (X) only one box.

- LCNRS 1  I was laid off as part of a reduction in force  
 2  I did not meet Highly Qualified Teacher (HQT) requirements  
*(Generally, to be Highly Qualified, teachers must 1) have a bachelor's degree; 2) hold full state certification or licensure, including an "alternative certification"; and 3) demonstrate competency in the subject area(s) they teach. The HQT requirement is a provision under No Child Left Behind [NCLB].)*  
 3  I was not given a reason for why my contract was not renewed  
 4  My contract was not renewed for other reason(s) – Please specify ↗

LCNSP

**GO TO item 14 on page 12.**

### 12. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.

☛ Mark (X) one box on each line.

☛ If any of the reasons for leaving teaching do not apply to you, mark 1 for 'Not at all important.'

#### I left the position of a K-12 teacher –

##### Personal Life Factors

**a. Because I had a change in residence or wanted to take a job more convenient to my home.**

LVHOM

Not at all important	Slightly important	Somewhat important	Very important	Extremely important
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**b. Because I was pregnant or needed more time to raise my child(ren).**

LVCHI

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

**c. Because my health or the health of a loved one required that I leave the profession.**

LVHEA

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

**d. Because I decided it was time to retire.**

LVRET

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

##### Assignment and Credential Factors

**e. Because I have not taken or could not pass the required test(s).**

LVTES

Not at all important	Slightly important	Somewhat important	Very important	Extremely important
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**f. Because I was being involuntarily transferred and did not want the offered assignment.**

LVITR

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

**g. Because I was dissatisfied with changes in my job description or responsibilities at last year's school.**

LVDES

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

**h. Because I was dissatisfied with the grade level or subject area I taught at last year's school.**

LVGSU

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

**12. Continued – Indicate the level of importance EACH of the following played in your decision to leave the position of a K–12 teacher.**

☑ Mark (X) one box on each line.

☑ If any of the reasons for leaving teaching do not apply to you, mark 1 for ‘Not at all important.’

<b><u>Salary and Other Job Benefits</u></b>		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
<b>i. Because my salary did not allow me to meet my financial obligations (e.g., rent, loans, credit card payments).</b>	LV SAL	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>j. Because I needed better benefits than I received at last year’s school.</b>	LV BEN	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>k. Because I wanted a higher standard of living than my salary provided.</b>	LVLIV	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>l. Because I was concerned about my job security at last year’s school.</b>	LV SEC	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b><u>Other Career Factors</u></b>		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
<b>m. Because I decided to pursue a position other than that of a K–12 teacher.</b>	LV NPO	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>n. Because I was dissatisfied with opportunities for professional development at last year’s school.</b>	LV DEV	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>o. Because I decided to take courses to improve career opportunities WITHIN the field of education.</b>	LV WED	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>p. Because I decided to take courses to improve career opportunities OUTSIDE the field of education.</b>	LV OED	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>q. Because I was dissatisfied with teaching as a career.</b>	LV TCH	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b><u>Classroom Factors</u></b>		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
<b>r. Because I did not have enough autonomy over my classroom at last year’s school.</b>	LVAUT	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>s. Because I was dissatisfied with the large number of students I taught at last year’s school.</b>	LV NUM	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>t. Because I did not feel prepared to mainstream special needs (e.g., disabled) students in my regular classes at last year’s school.</b>	LV MST	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>u. Because I felt that there were too many intrusions on my teaching time (i.e., time spent with students) at last year’s school.</b>	LV INT	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**12. Continued – Indicate the level of importance EACH of the following played in your decision to leave the position of a K–12 teacher.**

☑ Mark (X) one box on each line.

☑ If any of the reasons for leaving teaching do not apply to you, mark 1 for 'Not at all important.'

**School Factors**

**V. Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety) at last year's school.**

LVCON

Not at all important    Slightly important    Somewhat important    Very important    Extremely important

1     2     3     4     5

**W. Because student discipline problems were an issue at last year's school.**

LVDIS

1     2     3     4     5

**X. Because I was dissatisfied with the administrator(s) at last year's school.**

LVADM

1     2     3     4     5

**Y. Because I was dissatisfied with the lack of support I received from the administration at last year's school.**

LVSUP

1     2     3     4     5

**Z. Because I was dissatisfied with the lack of influence I had over school policies and practices at last year's school.**

LVNOI

1     2     3     4     5

**Student Performance Factors**

**aa. Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching at last year's school.**

LVAIM

Not at all important    Slightly important    Somewhat important    Very important    Extremely important

1     2     3     4     5

**bb. Because I was dissatisfied with having some of my compensation, benefits, or rewards tied to the performance of my students at last year's school.**

LVARW

1     2     3     4     5

**cc. Because I was dissatisfied with the support I received for preparing my students for student assessments at last year's school.**

LVASP

1     2     3     4     5

**dd. Because I was dissatisfied with the influence student assessments had on the curriculum at last year's school.**

LVACU

1     2     3     4     5

**ee. Because I was dissatisfied with other aspects of accountability measures at last year's school not included above.**

LVAOT

1     2     3     4     5

**Other Factors**

**ff. Because of other factors not included in previous items a–ee – Please specify**

LVOTH

Not at all important    Slightly important    Somewhat important    Very important    Extremely important

1     2     3     4     5

LVOSP

**13. From the items above, which do you consider the one most important reason in your decision to leave the position of a K–12 teacher?**

☑ Enter the letter from item 12 above.

LVIMP

Most important



## YOUR IMPRESSIONS OF TEACHING AND OF YOUR CURRENT JOB

### 14. What is your MAIN occupational status?

- Your response should be consistent with item 3 on page 6.
- Mark (X) only one box.

- OCCSH {
- 1  Working for a school or school district in a position in the field of K–12 education, but not as a K–12 classroom teacher
  - 2  Working in a position in the field of pre–K or postsecondary education
  - 3  Working in an occupation outside the field of education, including military service
  - 4  Other than the above → GO TO item 16 on page 13.

### 15. How would you rate your current position relative to teaching in terms of each of the following aspects?

- Mark (X) one box on each line.

		Better in teaching	Not better or worse	Better in current position
<b>a. Salary</b>	OPSAL	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>b. Benefits (e.g., health insurance, retirement plan)</b>	OPBEN	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>c. Opportunities for professional ADVANCEMENT or PROMOTION</b>	OPADV	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>d. Opportunities for professional DEVELOPMENT</b>	OPDEV	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>e. Opportunities for learning from colleagues</b>	OPLRN	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>f. Social relationships with colleagues</b>	OPREL	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>g. Recognition and support from administrators/managers</b>	OPADM	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>h. Safety of environment</b>	OPSAF	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>i. Influence over workplace policies and practices</b>	OPINF	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>j. Autonomy or control over your own work</b>	OPAUT	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>k. Professional prestige</b>	OPPRE	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>l. Procedures for performance evaluation</b>	OPEVA	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>m. Manageability of workload</b>	OPWLD	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>n. Ability to balance personal life and work</b>	OPBAL	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>o. Availability of resources and materials/equipment for doing your job</b>	OPRES	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>p. General work conditions</b>	OPCON	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>q. Job security</b>	OPSEC	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>r. Intellectual challenge</b>	OPCHA	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>s. Sense of personal accomplishment</b>	OPACC	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>t. Opportunities to make a difference in the lives of others</b>	OPDIF	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

# IV

## BACKGROUND INFORMATION

### 16. What is your citizenship status?

☛ Mark (X) only one box.

- CITZN
- 1  U.S. citizen or U.S. national
  - 2  Resident alien (excluding U.S. nationals)  
*(A resident alien is a permanent resident of the U.S. who does not have citizenship, but who 1) either currently has or in the last calendar year has had a green card or 2) has been in the U.S. for more than 31 days during the current year and for at least 183 days over a three-year period that includes the current year.)*
  - 3  Asylee, Refugee, or Temporary Protected Status (TPS) beneficiary  
*(Temporary Protected Status (TPS) is a temporary immigration status granted to eligible nationals of designated countries (or parts thereof) who are temporarily unable to return to their homeland because of ongoing armed conflict, environmental disasters, or other extraordinary and temporary conditions.)*
  - 4  In the country on a visa

### 17a. What is your current marital status?

☛ Mark (X) only one box.

- MARCU
- 1  Married
  - 2  Widowed
  - 3  Separated
  - 4  Divorced
  - 5  Never married
  - 6  Living with a partner in a marriage-like relationship

### b. Has your marital status changed since December 31, 2007?

- MARCH
- 1  Yes
  - 2  No → GO TO item 18 on page 14.

### c. What was your marital status on December 31, 2007?

☛ Mark (X) only one box.

- MAR07
- 1  Married
  - 2  Widowed
  - 3  Separated
  - 4  Divorced
  - 5  Never married
  - 6  Living with a partner in a marriage-like relationship

**18. How many people did you (and your spouse/partner) support between July 1, 2008 and June 30, 2009?**

☛ Please include yourself, spouse/partner, and those who received more than half of their support from you.  
☛ If none, please mark (X) the "None" box.

- a. Yourself ..... SPYOU
- b. Your spouse/partner, including former spouses  
that you support ..... SPSP0  None OR
- c. Children younger than 5 years of age ..... SPLT5  None OR
- d. Children ages 5 through 17 ..... SP518  None OR
- e. Children/parents/others 18 years of age or older not  
already counted ..... SP18P  None OR

**YOUR COMMENTS**



**Please place your completed questionnaire in the enclosed pre-addressed, postage-paid envelope or mail it to:**

**U.S. CENSUS BUREAU  
SURVEY PROCESSING BRANCH BLDG 64C  
1201 E. 10TH STREET  
JEFFERSONVILLE, IN 47132-0001**

**Thank you very much for your participation in this survey.  
If you have ANY questions, please contact us,  
toll-free, at: 1-888-595-1334 or by e-mail at:  
[dsd.education.surveys@census.gov](mailto:dsd.education.surveys@census.gov).**

**To learn more about this survey and to access reports from earlier collections, see the Schools and Staffing Survey (SASS) website at:**

<http://nces.ed.gov/surveys/sass>

**Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' website at:**

<http://nces.ed.gov>

**For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at:**

<http://www.fedstats.gov>