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Teacher Perceptions of Challenges and Supports That Influence Their Decisions to Stay in or Leave the Profession

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This is to certify that the doctoral study by

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Abstract

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by

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MA, University of Texas at Dallas, 2006

BA, University of Texas at Dallas, 1991

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

At the local research site, school leaders face high teacher attrition rates resulting in teaching positions being filled with less experienced teachers, a redistribution of teachers to other classrooms, an increase in class sizes and resources being redirected to address disruptions to learning. Nationally, the ratio of teacher hires to teacher job openings reached new lows and in 2021, the ratio of teacher hires to teacher job openings stood at 0.57 hires for every open position. The purpose of this basic qualitative study was to understand what influences teachers to stay in or leave the profession so that educator leaders have the information they need to reduce attrition. The conceptual framework used for this study was Herzberg et al.'s (1959) motivation-hygiene theory that includes factors essential for creating and sustaining a satisfactory workplace. The research questions addressed what influences teachers to stay in or leave the profession and data was collected through semistructured interviews of 12 teachers with the criteria they were teaching full-time at high-needs elementary campuses. Through teacher interviews and a review of extant literature, attributes, characteristics, and assumptions associated with teacher attrition were identified. Through the use of an inductive approach, concepts and themes emerged and were then categorized following a naturalistic paradigm where meaning was constructed by the teachers in this study. Conclusions drawn as a result of this study were that teachers perceived support and efficacy influenced them to stay in the profession and perceived a promulgation of a testing culture and a lack of support from educator leaders influenced them to leave the profession. Based on this study's results, an educator leader workshop was developed that has the potential to promote positive social change by giving educator leaders the information they need to reduce teacher attrition.

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Dedication

I dedicate my doctoral journey to Bryson, my grandson who gave me the

inspiration I needed to pursue this endeavor.

Acknowledgments

I would like to express my gratitude and appreciation for Dr. Karet and Dr. Kingston, whose guidance, support, and encouragement have been invaluable throughout this study. I wish to thank my partner, Bruce, and my children, Caleb and Rachel, who have been a great source of encouragement. And, I want to acknowledge Bryson, my grandson, who was born during this process and who provided a great deal of inspiration for completing this work. Finally, I wish to express gratitude to the Osage Nation for their support in this process. None of this would have been possible without the backing of my Osage family.

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Section 1: The Problem

The Local Problem

At the local research site, urban Title I elementary schools in a large city in Texas, school leaders are facing high rates of teacher attrition. Rising teacher attrition has forced school leaders to redistribute teachers among classrooms, resulting in disruptions to learning and increased class sizes (Lieberman, 2021). To fill the void of teacher vacancies, the local site employing almost 10,000 teachers, hired dozens of teachers midyear while still reporting having 2,200 active substitutes (Plasencia, 2022). The problem of high teacher attrition at this local site is a national problem as well. According to the National Education Association (NEA) (2022), there were almost 600,000 fewer educators in America's schools in 2022 than there were in 2020. And in 2021, the ratio of teacher hires to teacher job openings stood at 0.57 hires for every open position (NEA, 2022).

Teacher attrition costs taxpayers dollars. In Texas, the cost of replacing a teacher is about $21,000, and with nearly 10,000 teachers at the local site and an attrition rate of 11%, approximately $11 million annually is spent replacing teachers who leave the profession (Learning Policy Institute, 2017). Guthery and Bailes (2022) argued that the primary source of demand for teachers in the United States was neither the result of teacher retirements nor the result of increasing student enrollment, but rather was due to teacher attrition. Figure 1 shows that at the local site, after their 1st year of teaching, 11,703 teachers were retained and 1,670 left the profession. By Year 10, less than half of teachers remained teaching (Texas Teacher Workforce, 2021).

Figure 1

Attrition: 1st-Year Teachers (2010–2020)
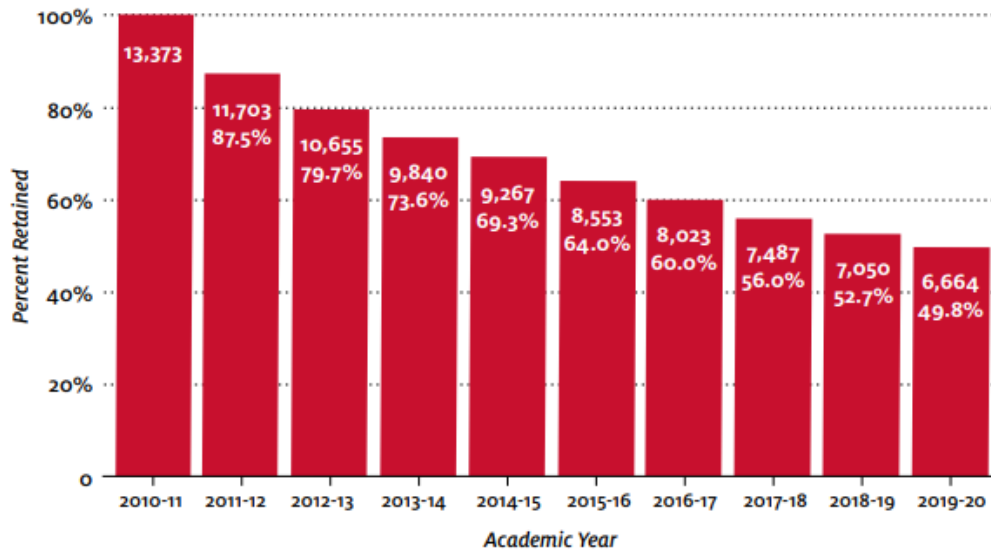
According to Ramos and Hughes (2019), economic disadvantageousness contributed to teacher attrition because as the percentage of students who were economically disadvantaged increased, teacher attrition also increased. The influence of economics on learning and attrition were especially pertinent at the local site, where 90% of students were reported by the Texas Education Agency (TEA, 2022) as being economically disadvantaged during the 2021-2022 school year. Further, the odds of retaining a teacher whose classes contained students who were mostly economically disadvantaged were 20% lower than the odds of retaining a teacher whose classes contained relatively fewer economically disadvantaged students (Ramos & Hughes, 2019). Carver-Thomas and Darling-Hammond (2019) found that teaching in Title I schools also played a part in teacher attrition. In Figure 2 the teacher turnover rate in Title I schools was nearly 50% greater than in non-Title I schools, and in math and science,

teacher turnover rates were nearly 70% greater in Title I schools than in non-Title I schools.

Figure 2

U.S. Teacher Attrition by Title I Status and Teacher Characteristics
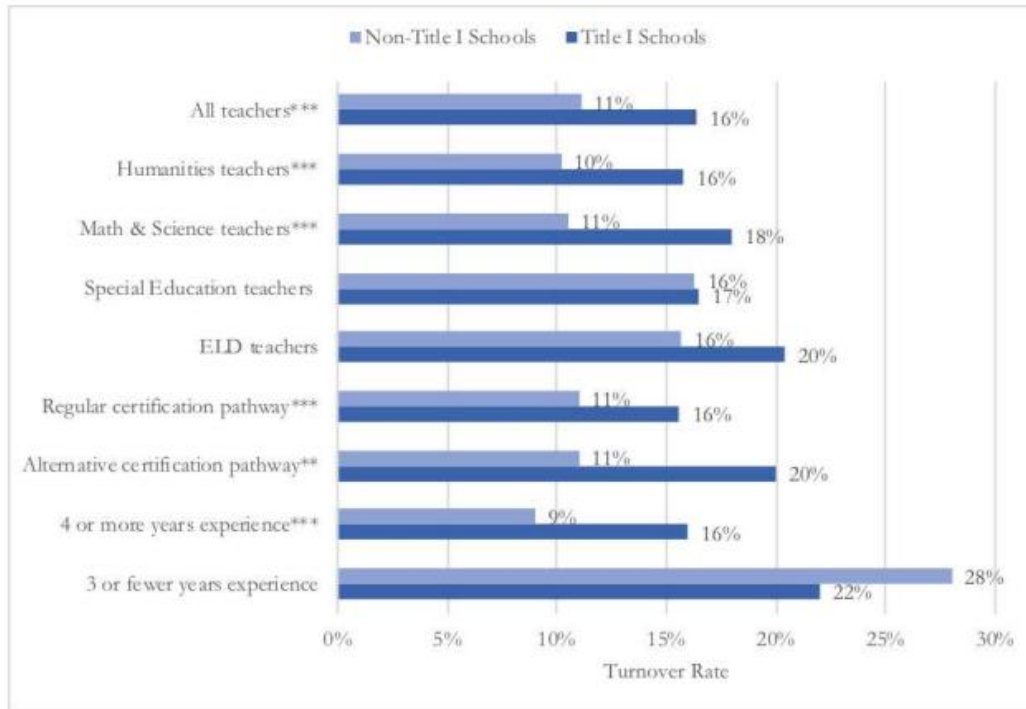
Further, in Figure 3, a sharp decline is shown in teacher retention between 2010 and 2020 (Texas Teacher Workforce, 2021).

Figure 3

Ten-Year Retention Rate: New Teachers
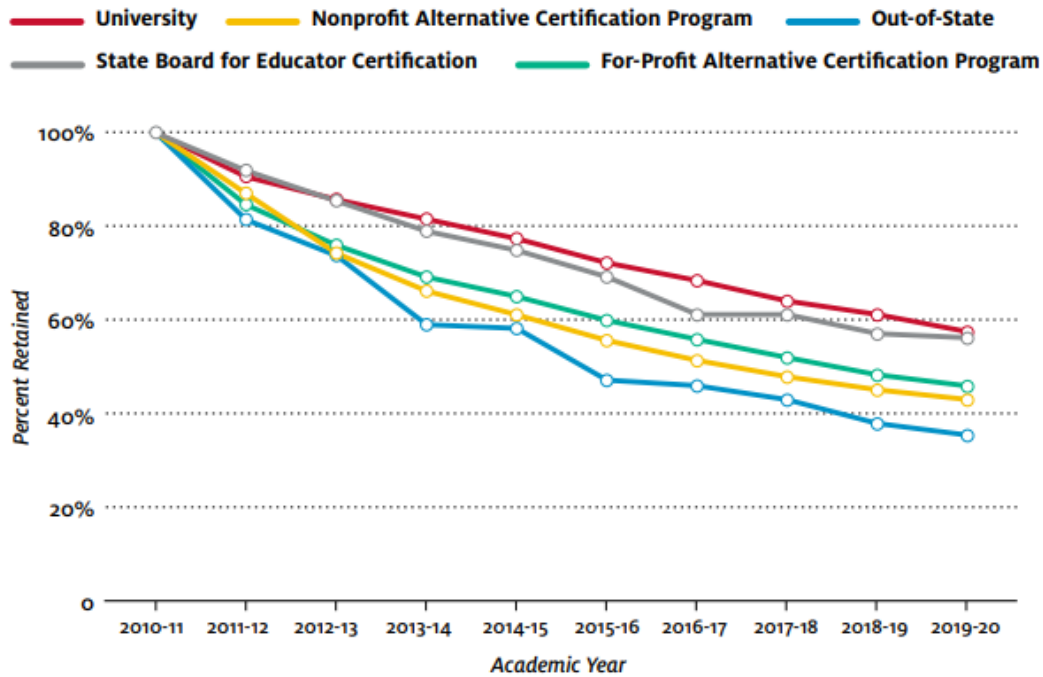
Attrition at the local site has grown to be such a problem that the TEA (2022) reported that for the 2021-2022 school year, 42,973 teachers were hired to address rising attrition, making the new hire rate 11.57%, 2.23% greater than the year before. As a result of the surge in new hires, the local site is more heavily populated with inexperienced teachers. Ramos and Hughes (2019) found that less experienced teachers increased stress on existing teachers, mainly because existing teachers were required to take on additional responsibilities, and this added stress that contributed to attrition. Further, the Learning Policy Institute (2017) found that inexperienced teachers were 2 and ½ times more likely to leave the profession after 1 year compared to their more experienced peers. The lack of sufficient qualified teachers threatens students' ability to

learn and reduces teachers' effectiveness (Garcia & Weiss, 2019a). To compound the

problem, campuses with the highest needs had the highest rates of teacher attrition,

preventing the equitable education of children from all socioeconomic backgrounds

(Garcia & Weiss, 2019a).

Rationale

In 2021, teachers leaving the profession were found to represent the largest highly

respected occupational group exiting their professions in the United States (Steiner &

Woo, 2021). In fact, nearly 25% of public school teachers planned to quit teaching at the

end of the 2020–2021 school year, a sharp increase from the 17% who planned to quit

teaching prior to the pandemic (Ingersoll et al., 2018; Steiner & Woo, 2021). Ingersoll et

al. (2018) reported that instability in the teaching force existed as a result of teacher

attrition, which rose 41% from 1989 to 2009. Notably, the highest teacher attrition

occurred in high-needs schools (Ingersoll et al., 2018). Further, attrition of new teachers,

in particular, rose from 9.8% to 13.1% from 1988 to 2008, demonstrating a 34% increase.

As a result of rising attrition, the NEA (2022) reported that 74% of NEA member

educators said they had to fill in for departing teachers and 80% of NEA member

educators reported that unfilled teacher openings led to more work obligations.

Hester et al. (2020) found that contributing factors to attrition were occupational

stress, being new to the profession, and feeling unsupported. Sustained high levels of

occupational stress were particularly detrimental to teachers' emotional and physical

health, and Guthery and Bailes (2022) found that teacher attrition rose when stress and

workloads became untenable. Guthery and Bailes argued that teaching is a stressful and

cognitively demanding job in the best of circumstances, and novice teachers in particular were found to be among the least likely demographic to persist. Despite the demands teachers face, Guthery and Bailes argued that two factors positively influenced teachers' decisions to stay in the profession in stressful teaching environments: (a) the teacher's ideological commitment to teaching; and (b) the school's capacity to support them. Yet, even with interventions, teachers are still choosing to leave the profession, and replacing them is not simple. In an average school, only one in six potential replacements will be of similar quality to a top-performing teacher, and in low-performing schools, replacing a top teacher is likely in only one in 11 potential replacements of similar quality (TNTP, 2012).

Similar to Guthery and Bailes (2022) and Hester et al. (2020), Reddy et al. (2021) found challenges for teachers such as stress manifested most vividly as teacher attrition. One of the greatest stressors for teachers was not having the necessary skills to address student behavior. Sciuchetti and Yssel (2019) found that behavior management difficulties were consistently reported by teachers as among the top reasons given for leaving the profession. Accordingly, Allen et al. (2020) reported that self-efficacy in relation to classroom management, vis-à-vis the ability to effectively address student behavior, was also related to burnout that contributed to attrition. However, when supported with behavior management training, teachers reported reduced personal emotional difficulties, increased self-efficacy, and decreased disruptive behavior in the classroom that ultimately reduced attrition (Allen et al., 2020). Allen et al. (2020) also argued that building teacher self-efficacy and providing classroom management training

had the potential to reduce teacher attrition by alleviating teacher stress. Accordingly, principals in one study said that interventions such as instructional coaching provided teachers with the training they needed to develop classroom management skills, thereby reducing stress that led to attrition (Sciuchetti & Yssel, 2019). Reddy et al. (2021) referred to instructional coaching as a type of assessment-driven feedback, combined with modeling, practice, and encouragement that served as a support for teachers. Job-embedded models such as instructional coaching offer efficient, targeted, and sustained support that have been shown to have the potential to address occupational stressors found to contribute to attrition (Reddy et al., 2021).

Because high teacher attrition has a negative effect on remaining teachers and the students they serve, this study's purpose was to understand teachers' perceptions of the supports and challenges that influence their decisions to stay in or leave the profession. This study has the potential to influence how educator leaders may reduce teacher attrition. By using open-ended and qualitative means of inquiry, it was possible to establish how teachers perceived supports and challenges that influenced their decisions to stay in or leave the profession. Understanding teachers' decisions to stay in the profession, in particular, may help educator leaders develop targeted interventions to reduce the phenomenon of teacher attrition. Attrition is a problem in many occupations, but Madigan and Kim (2021) argued that teacher attrition may be an extreme outlier when compared to other professions. Undertaking qualitative inquiry in this study led to an understanding of teachers' perceptions of supports and challenges that influenced their decisions to stay in or leave the profession. This understanding led to the identification of

predictors of teacher behavior that educator leaders may use to enhance supports and mitigate challenges to reduce attrition.

Definition of Terms

The defined terms for this study are as follows: —

Employed teacher: An employed teacher is a staff member who is assigned the professional activities of instructing students in prekindergarten–Grade 12 in courses in public schools (Reichardt et al., 2020).

New hire: A teacher who did not teach in the same district during the prior academic year (Reichardt et al., 2020).

Retention: The process through which employees are encouraged to remain in an organization for as long as possible, including an organization's ability to hire, train, and keep its employees. Employee retention also refers to being able to maintain a work environment that supports and encourages the employee to stay with the organization (Laing, 2019; Sheridan, 1992).

Teacher attrition rate: The number of teacher leavers divided by the total number of teachers (Reichardt et al., 2020).

Teacher shortage: When the demand for teachers exceeds the supply (Reichardt et al., 2020).

Significance of the Study

While research is thick with ideas to support and retain teachers, empirical evidence to ameliorate attrition is limited and data from teacher perspectives sparse (Reddy et al., 2020). Engaging in one-on-one semistructured interviews with teachers in

the field provided first-hand accounts of what influences teachers to stay in the profession. Knowing what influences teachers to stay in the profession assists in enhancing supports that may reduce attrition. For instance, interventions aimed at promoting positive workplaces were found to reduce stress, increase happiness, and improve physical health, which reduced attrition among teachers (Benevene et al., 2019). Because teachers were found to be at high risk of developing illnesses and burnout disorders, Benevene et al. (2019) argued that educator leaders may reduce attrition through interventions aimed at promoting positive emotions in teachers and through organizational changes that pursue effective health promotion. Likewise, Pressman et al. (2018) found that developing positive emotions in teachers served as a buffer to stress conditions that led to attrition. Benevene et al. emphasized the findings of Pressman et al. arguing that teachers who had a lower risk for burnout and dissatisfaction and who were less likely to leave the profession were those who received positive, ongoing valuable feedback and who felt they could improve students' ways of learning and thinking. Specifically, interventions found to reduce attrition were aimed at promoting positive workplaces through addressing job enhancement, intrinsic motivation, flexible working conditions, social exchanges, positive recognition, and participation. Positive interventions may be able to strengthen school climates by adding to teachers' psychological resources needed for healthy behaviors (Benevene et al., 2019). Further, reducing teacher attrition may lead to increased continuity and consistency in school communities while freeing up financial resources needed to improve education for children.

Research Questions

Research Question 1: —: What do urban elementary teachers perceive are the challenges they face when deciding whether to leave the profession.

Research Question 2 —: What do urban elementary teachers perceive are the supports that would help them stay in the profession.

Review of the Literature

A benefit of a literature review in qualitative research is that researchers may identify research gaps not initially considered, and this affords them the opportunity to develop new knowledge (Kalpokaite & Radivojevic, 2021). In approaching this study of teacher attrition, a cursory look at the literature resulted in a presumption that pay had a strong association with teachers' decisions to leave the profession. However, a deeper examination across many research articles revealed that though pay does influence teachers' decisions to leave the profession, pay had much less importance to teachers than working conditions, autonomy, and support from educator leaders (Frank et al., 2021; Harris et al., 2019). Some researchers have argued that concerns for safety, perceived lack of autonomy, and poor working conditions contributed to rising teacher attrition (Frank et al., 2021; Harris et al., 2019), while other researchers have argued that teachers going through alternative certification programs and working at high-needs schools associated highly with leaving the profession (Carver-Thomas & Darling-Hammond, 2019). For this study, reviewing existing literature provided insight into what influenced teachers' decisions to stay in the profession and what challenges influenced teachers' decisions to leave the profession so that educator leaders have the information they need

to enhance supports and mitigate challenges. Much of the current literature on teacher attrition focuses on environmental factors such as long workdays and low compensation. However, Alshmemri et al. (2017), Björk et al. (2019), and Herzberg et al. (1959) found intrinsic motivators such as job dissatisfaction and lack of opportunities for growth highly associated with teacher attrition. Further, the inability to manage behavior in the classroom and lack of autonomy were found to be strong predictors of attrition (Alshmemri et al., 2017; Herman et al, 2020; Knight, 2019).

In Section 1, I examine various factors associated with teacher attrition, beginning with the cost of teacher attrition followed by a description of what influences teachers to stay in or leave the profession. Section 1 addresses the following: introduction to teacher attrition, factors influencing attrition, proven supports to reduce attrition, solving the problem, research methodology, and summary.

Research for this study was collected using online databases, books, and one-on-one semistructured interviews with teachers at the local site. Online databases used for this study included Eric databases through the Walden University Library, Johns Hopkins University Library, Science Direct, EBSCO, PROQUEST, PubMed, Education Week, Taylor and Francis Online, Research Gate, Sage Journals, Google Scholar, and PsycINFO. Searches were conducted using keywords such as *attrition*, *retention*, *stress*, *efficacy*, *autonomy*, *shortage*, *motivation*, *job satisfaction,* and *burnout*. The majority of books and articles chosen for this study were published between 2017 and 2023. In addition, seminal works published prior to 2017 were included. Finally, reference lists from selected articles were appraised for additional studies.

Conceptual Framework

The conceptual framework used for this study was Herzberg et al.'s (1959) motivation-hygiene theory. Herzberg et al.'s motivation-hygiene theory includes factors essential for creating and sustaining a satisfactory workplace. The requisite factors that Herzberg et al. identified as being essential for a satisfactory workplace are physiological extrinsic hygiene factors such as pleasant working conditions and intrinsic motivation factors such as potential for growth. Without the presence of these intrinsic and extrinsic factors, Herzberg et al. found that employees became dissatisfied, and this dissatisfaction increased the probability that employees would quit. Importantly, Herzberg et al. found that eliminating factors that dissatisfied employees did not necessarily lead to satisfied employees because hygiene and motivation factors were found to be distinct from each other, highly subject to change, and relative to the individual. This study focused on the perceived challenges and supports that influenced teachers in their decisions to stay in or leave the profession through the lens of the Herzberg motivation-hygiene theory and other studies on teacher attrition.

Review of the Broader Problem

Contributors to Attrition

The Learning Policy Institute (2017) designed an online predictor of the costs associated with teacher attrition in the United States. The adaptive predictor projected future costs associated with teacher attrition based on the demographics of each district/school. For the local site, costs of teacher attrition were projected to be over 11 million dollars in 2022 (Learning Policy Institute, 2017). In addition to the financial costs

associated with attrition, teacher attrition was found to contribute to negative student outcomes (Ronfeldt et al., 2013; Scuichetti & Yssel, 2019) by decreasing student achievement in the form of reading and math test scores (Alliance for Excellent Education, 2014; Ronfeldt et al., 2013; Scuichetti & Yssel, 2019). Further, attrition created additional stress and responsibilities for staying teachers and disrupted school communities (Geiger & Pivovarova, 2018).

Attrition in the United States was found to be increasing at a rate of 8% yearly, nearly double that of other nations (Sutcher, et al., 2016; TEA, 2022). In fact, Doan et al. (2022) found 50% of public school teachers had seriously considered leaving the profession. In Texas, attrition rates were found to be substantially higher than the national average, and at the local site, attrition rates during the 2021—2022 school year stood at 11.6%, 3.6% higher than the national average (TEA, 2022). Of particular concern with rising attrition were high-needs schools where teachers were found to leave at a rate 50% higher than those in low-needs schools (Alliance for Excellent Education, 2014; Garcia & Weiss, 2020). Further, schools with high rates of poverty had greater difficulty recruiting and retaining teachers than schools with low rates of poverty (Dunn, 2013; Garcia & Weiss, 2020). High attrition rates present problems for all types of schools, but Garcia and Weiss (2019a) found that high-poverty campuses, in particular, experienced greater rates of attrition than did low-poverty campuses.—

Attrition and Poverty. Associating highly with attrition at high-poverty campuses were fewer qualified teachers and lower teacher pay (Garcia & Weiss, 2020). Compared to teachers at low-poverty campuses, teachers at high-poverty campuses

reported higher levels of stress and greater fears for safety (Garcia & Weiss, 2019a).

Further, larger shares of teachers at high-poverty schools reported barriers to teaching

such as lack of support from administration and lack of autonomy (Garcia & Weiss,

2020). However, contrary to the findings of Garcia and Weiss (2020), who argued that

there was a strong association between high-poverty schools and high rates of attrition,

Geiger and Pivovarova (2018) found no significant relationship between attrition and

high-poverty schools. Rather, Geiger and Pivovarova found that teachers' perceived

working conditions were what actually associated attrition and poverty. Likewise, LPA

(2021) found that community demographics were not large contributors to teacher

attrition and, similar to Geiger and Pivovarova cited poor working conditions as leading

to higher teacher attrition at high-poverty schools. Given poor working conditions

associated highly with teacher attrition, the LPA argued that factors leading to teacher

attrition were similar to those that influenced employees leaving corporate environments

and recommended that school leaders access Herzberg's motivation-hygiene theory to

better understand teacher attrition.

Herzberg et al.'s (1959) motivation-hygiene theory is particularly relevant for

understanding teacher attrition as it relates to working conditions. When compared with

low-poverty schools, Garcia and Weiss (2019a) found that school climate at high-poverty

schools was tougher and as a result, teachers reported that they were less likely to stay.

When Garcia and Weiss (2020) compared quitting teachers at high-poverty schools with

quitting teachers at low-poverty schools, they found that larger shares of high-poverty

schoolteachers reported teaching unprepared students (39% vs. 29.4%), experiencing

demoralizing stress (12.5% vs. 3.6%), lacking influence over what they taught (74.6% vs. 71.4%), and not being satisfied (60.5% vs. 43.3%).

Working Conditions. Geiger and Pivovarova (2018) pointed to working conditions as having the greatest influence on teachers' decisions to stay in or leave the profession. Likewise, Harris et al. (2019) found that teachers' thoughts of leaving the profession were influenced more by poor working conditions than inadequate pay despite teachers in the United States in 2019 making 20% less than other college graduates and teacher pay at the local site ranking 38th (Economic Policy Institute, 2020). Poor working conditions were described as unreasonable expectations from leadership, a lack of trust between teacher and educator leaders, a lack of support from leadership, a lack of decision-making power, and disruptive student behavior. In fact, more important than pay to teachers were reasonable work expectations and a trusting and supportive environment (Harris et al., 2019). As a result of their findings, Harris et al. (2019) argued that working conditions may be the key to understanding what influences teachers' decisions to stay in or leave the profession.

Lack of Support From Leadership. In accordance with the findings of Harris et al. (2019), Hester et al. (2020) also found lack of support from educator leaders to be one of the primary reasons given by teachers for leaving the profession. In fact, teachers identified their administrators as causing them the most stress that led to job dissatisfaction ultimately contributing to attrition (Hester et al., 2020). Harris et al. found that only 53% of teachers perceived that there was a trusting and supportive environment at their school. Ironically, nearly all (92%) principals believed that a trusting and

supportive environment existed between principal and teacher. Finally, compounding teachers' perceived lack of trust and support from educator leaders was the impact of performance evaluation systems (Campbell et al., 2021).

      Teacher Performance Evaluation. It is common practice for administrators to use teacher evaluation systems to surveil and regulate teacher behavior, but the effects of evaluation systems on teachers are rarely discussed. The effects of teacher evaluation systems were examined by researchers at American University (AU) in 2021. AU researchers studied teacher perspectives on the teacher evaluation system, IMPACT and found that overall teacher perceptions of IMPACT were more negative than positive (AU, 2021). Though teachers reported IMPACT as having effectiveness with expectation setting, teachers perceived that the evaluation system created an unhealthy environment of distrust, fear, and competitiveness that trickled down to the classroom. Teachers in the AU (2021) study also perceived that the evaluation system allowed favoritism and failed to account for equity, particularly in underresourced schools (Campbell et al., 2021). Further, AU researchers found that the implementation of IMPACT contributed to negative perceptions of the teaching profession overall. Teachers reported concerns about the high-stakes nature of IMPACT, arguing for more formative measures of assessment with ongoing and regular feedback instead (Campbell et al., 2021). In fact, educator leaders' capacity to support teachers through formative measures was one of the most effective supports shown to reduce attrition (Guthery & Bailes, 2022; Knight, 2019). However, for formative measures to be effective, Knight (2019) argued that stakeholders

needed to see themselves as partners and this dynamic did not easily lend itself to the educator leader/teacher relationship.

Researchers have concluded that formal evaluation systems created distrust and led to such negativity that they associated highly with teacher attrition (Campbell et al., 2021). Interestingly, Nguyen et al. (2019) found that performance evaluations did not increase teacher attrition when the evaluations were tied to bonuses or pay raises. However, in a somewhat Darwinian fashion, Nguyen et al. also argued that evaluation and accountability systems improved the teacher workforce by keeping the most effective teachers and removing the most ineffective. Nevertheless, in accordance with the findings of Dunn (2018), Guthery and Bailes (2022), and Holloway (2019), Knight (2019) argued that evaluation systems created a culture of compliance, discouraged innovation, and stifled creativity in opposition to intellect dissuasive of dissension.

Apart from performance evaluations, Holloway found that teachers were also subject to capricious forms of observation and judgment. For instance, Holloway established that teachers were subject to ongoing informal observations and unannounced visits from educator leaders. In fact, Holloway argued that there was not a moment of a teacher's existence not subject to observation and judgment and this omnipresent surveillance created a culture of constant judgment. As a result, Dunn (2018) and Holloway argued that teachers became ontologically insecure in response to excessive surveillance measures. While under constant surveillance, teachers defaulted to focusing on doing better in the eyes of educator leaders rather than on the needs of their students (Holloway, 2019).

Demoralization of Teachers. Teacher performance evaluations were tied by many researchers to teachers' feelings of reduced accomplishment, feelings of reduced motivation, and feelings of diminished self-esteem that contributed to attrition (Campbell et al., 2021; Holloway, 2019; Madigan & Kim, 2021). Performance evaluation systems were found to do more harm than good due to evaluator bias, an expectation to teach to the test, and a lack of regular formative feedback (Evans-Reber, 2020; Holloway, 2019). Regular formative and ongoing feedback rather than formal evaluations were expressly desired by teachers (Campbell et al., 2021; Holloway, 2019; Knight, 2019). However, nearly half of employees surveyed by the Forbes Human Resources Council said that they received feedback from their manager a few times a year or less (Sutton & Wigert, 2019). Further, Evans-Reber (2020) found that only 14% of employees felt strongly inspired to improve after a formal evaluation followed by a performance review. According to teachers surveyed, the lack-luster impact of formal performance reviews often reflected bias for the here and now, ignoring prior stellar performance (Evens-Reber, 2020). Further, preparing for performance reviews was found to be time-consuming, taking away from teachers' cognitive resources that could have been spent on instructional activities. Finally, evaluative systems were found to result in negative morale as feedback from evaluations could be weaponized (Evans-Reber, 2020). Given constant surveillance and results of formal evaluations used against them, teachers' existing stress was exacerbated in already tenuous situations that led to greater burnout and demoralization leading to attrition (Evans-Reber, 2020; Santoro, 2019). Santoro (2019) made a distinction between burnout and demoralization, describing burnout as a

teacher's psychological condition when they perceived they had reached their limit and demoralization as a problem that resulted when the environment impeded their ability to work. Santoro argued that demoralization was likely a more pervasive explanation than burnout or job dissatisfaction to explain why many dedicated teachers choose to leave the profession.

Burnout and Job Dissatisfaction. Madigan and Kim (2021) argued that in order to reach one of the sustainable development goals of the United Nations Educational, Scientific and Cultural Organization (UNESCO), the world needs to recruit 69 million new teachers by 2030. The reason for the high number of recruitments needed was due to widespread and ever-increasing teacher attrition (Madigan & Kim, 2021). In response to rising teacher attrition around the world, international organizations such as the Organisation for Economic Co-operation and Development (OECD) published recommendations for countries to follow to mitigate the effects of attrition (Viac & Fraser, 2020). In a meta-analysis, Madigan and Kim explored the OECD's recommendations and the extent to which two psychosocial factors contributed to attrition. The two factors identified by Madigan and Kim that underpinned why teachers left their jobs were burnout and job dissatisfaction. And, in fact, there is an abundance of evidence in research that points to teacher burnout as having a high association with attrition (Aulén et al., 2021; Hermann et al., 2020; Knight, 2019; Madigan & Kim, 2021; Nordhall et al., 2020). Madigan and Kim and Nordhall et al. (2020) found that burnout was higher among teachers than other professional groups, with almost 10% of teachers reporting that they suffered from burnout. According to Nordhall et al., once teachers

were burned out, even access to job resources such as autonomy, skill variety, performance feedback, and opportunities for growth was not enough to keep them teaching. Burnout was described by Madigan and Kim as a reaction to chronic stress and included emotional exhaustion, cynicism, and reduced efficacy. More specifically, burnout surfaced as exhaustion from teaching activities, cynicism as negative attitudes toward students, and reduced efficacy manifested as a reduced sense of accomplishment in relation to teaching (Hermann et al., 2020; Madigan & Kim, 2021). Alarmingly, teacher burnout was found to have wide-ranging consequences leading to worsening physical and mental health (Madigan & Kim, 2021). Burnout symptoms were associated with avoidant coping mechanisms that led to withdrawal and ultimately the teacher's desire to escape (Madigan & Kim, 2021). Experienced teachers tended more often than inexperienced teachers to use avoidant coping mechanisms such as escape (Aulén et al., 2021). Further, the relationship between coping and burnout was found to be negative; the more burned-out a person was, the less they were able to cope (Herman et al., 2020). Teachers without the tools to cope with stressors such as burnout tended to try several coping strategies while teachers who accessed fewer coping strategies were found to have the highest well-being in terms of stress, depressive symptoms, sleep problems, and insomnia (Aulén et al., 2021).

Madigan and Kim (2021) found that reducing burnout increased job satisfaction and argued that educator leaders should focus on preventing and alleviating teacher burnout since job satisfaction naturally followed. In other words, though burnout and job satisfaction associated with teachers' intentions to quit, Madigan and Kim argued against

focusing on interventions to increase job satisfaction because burnout resulted in a greater risk for teacher attrition than satisfaction conferred protection, and at increased rates.

Björk et al. (2019) found extrinsic factors such as unfavorable work environments contributed to burnout. Specifically, teaching environments characterized by imbalances in job demands and scarce resources especially when alongside the presence of threats led to greater burnout and increased rates of attrition. Herzberg's motivation-hygiene theory (1959) may provide the basis for Björk et al.'s findings regarding the importance of addressing extrinsic factors since Herzberg et al. found effective mitigators to employee attrition were extrinsic hygiene factors such as establishing and sustaining pleasant work environments. In fact, in the absence of a pleasant work environment, employees were found to be much more likely to experience burn out and quit. Further, burnout led to job dissatisfaction and job dissatisfaction led to lethargy and poor interpersonal interactions between students and teachers (Hermann et al., 2018). Madigan and Kim (2021) found teachers became dissatisfied in their jobs when they perceived they were not essential. Once teachers felt non-essential, they became dissatisfied and experienced difficulties in directing, energizing and regulating behaviors while also experiencing decreases in motivation. Madigan and Kim perceptively pointed out that as burnout led to withdrawal, lack of satisfaction led to avolition. And, though burnout and job satisfaction were found to be conceptually distinct they were also found to be indelibly linked. The link between burnout and job satisfaction materialized in dissatisfied teachers not liking their jobs and burned-out teachers feeling incapable of doing their jobs (Viac & Fraser, 2020).

Similarly, Viac and Fraser found burnout and job dissatisfaction to be linked highlighting distinct differences between them. Job satisfaction was considered a psychological dimension while burnout was considered a physical dimension of teacher well-being or what Herzberg et al. referred to as hygiene and motivation factors respectively. With regard to burnout, Madigan and Kim also confirmed a large-sized effect between burnout and teachers' intentions to leave the profession. As a result, and contrary to Santoro (2019) who emphasized demoralization was the most likely explanation for attrition, Madigan and Kim argued burnout was likely the key to understanding teacher attrition. Burnout depleted teachers' resources and drained their emotions to the extent that they struggled to prepare for instructional activities (Nordhall et al., 2020). Further, burnout led to reduced accomplishment driving down motivation and self-esteem that associated strongly with attrition (Madigan & Kim, 2021).

Herzberg et al. found intrinsic motivation factors such as esteem and work identity were core to reducing attrition. Similarly, Nordhall et al. found work-identity served as a strong motivation factor for teachers. Nordhall et al. described work-identity as how teachers defined themselves by work-related attributes. In other words, the question of, "Who am I?" at work formed a concept of work identity that involved teachers' emotional and cognitive processes such as feelings of belongingness, pride, esteem and assimilation (Knez, 2018; Nordhall et al., 2020). Knez found the stronger the work identity, the stronger and more positive the work related behaviors, norms and attitudes. However, when teachers began to burnout, Nordhall et al. found teachers experienced work related adverse psychological conditions that compromised their work-

identities. Specifically, burnout manifested as exhaustion, depersonalization, and reduced

efficacy. Exhaustion in particular paralyzed teachers by depleting energy supplies,

leaving them unable to cope, impairing memory, and posing concentration difficulties

that led to emotional instability (Nordhall et al., 2020). Further, burnout symptoms led to

extreme avoidance behaviors in teachers pervading all aspects of teaching (Madigan &

Kim, 2021). Madigan and Kim found exhaustion, in particular, contributed the majority

of variance to predictions of teachers' intentions to quit. And, when teacher wellbeing

suffered, students' mental and physical health associated with negative outcomes (Fathi

et al., 2021; Von Münchhausen et al., 2021). Apart from job dissatisfaction, Nguyen et al.

(2019) found other characteristics such as race and teaching assignment influenced

attrition and Rosenberg and Anderson (2021) found fear for well-being associated highly

with attrition.

      Infectious Disease and School Environments. In the wake of COVID-19, in the

United States, unemployment rates were two to three times higher during the summer of

2020 than they were in the immediate month's prior exacerbating tenuous environments

for teachers (CDC, 2022). COVID-19 was found to influence teacher attrition in several

ways. For example, an effect of COVID-19 that influenced teachers' decisions to leave

the profession or plan to leave the profession was being spread thin, a decline in student

engagement, a fear of contracting COVID-19 or a variant, and struggling to balance

personal responsibilities with work life (Rosenberg & Anderson, 2021). For teachers, the

effect of COVID-19 also led to a decline in morale. Close to 84% of teachers and

administrators said that teacher morale was lower than it was prior to the start of COVID-

19 and one-third of teachers said that working during the pandemic made them more likely to leave the profession (Rosenberg & Anderson, 2021). Fear of contracting and recovering from COVID-19 was worldwide but for teachers the situation was intensified by large numbers of students in classrooms and classrooms that were not designed for adequate ventilation (GAO, 2020).

In the wake of COVID-19, the Centers for Disease Control and Prevention (CDC) issued recommendations for schools to improve ventilation systems, support vaccinations, increase hand hygiene and respiratory etiquette and clean, and disinfect classrooms daily (CDC, 2022). Though the CDC measures promoted public safety, these requirements put additional strain on teachers while draining school resources (Rosenberg & Anderson, 2021).

Almost half (41%) of schools in the United States were found to be poorly ventilated and with the average school being over 45 years old the GAO found HVAC systems were outdated or in need of repair. Further, the GAO found some schools so old they did not even have mechanical ventilation systems. Classrooms that were better ventilated reduced influenza rates, reduced asthma attacks and reduced absenteeism (GAO, 2020). The GAO also found better ventilated classrooms associated with an increase in reading and math test scores and classrooms with less carbon dioxide build up associated with students being able to think more clearly. However, design standards governing ventilation rates in schools are at bare minimums and never actually set for health.

School and Community Violence. In addition to fears surrounding infectious disease, other concerns for health and safety were found to be of paramount importance to teachers (Cowan et al., 2020; Rosenberg & Anderson, 2021). According to the NCES (2020), teachers' concerns for safety were also related to a fear of violence in the classroom. The American Psychological Association Task Force on Violence Against Educators and School Personnel conducted a study during the 2020 – 2021 school year of almost 10,000 teachers (APA, 2022). The Task Force found physical and verbal violence from students associated highly with teachers' decisions to leave the profession. In fact, according to the APA Task Force almost half of all teacher participants reported they desired to quit, planned to quit, or transferred jobs due to concerns over school climate and safety. Further, the APA Task Force found one-third of surveyed teachers said they had experienced at least one verbal threat from students and over 40% of school administrators reported receiving verbal or threatening violence from parents (APA). The NCES found 10% of teachers reported being threatened with physical injury in the classroom and 6% of teachers reported they had been physically attacked at school. And, the NEA (2022) reported one-third of teachers surveyed in 2021 said they had experienced at least one incident of verbal harassment or threat of violence from students. Teacher concern for safety also associated with new and ongoing violence in communities surrounding schools (Cowan et al., 2020).

From 2012 to 2022 there were 540 school shooting incidents in the United States and 43 of these incidents occurred in Texas near the local site according to the Center for Homeland Defense and Security (2022). The National Center for Education Statistics

(2022) reported a steady increase in school shootings since 2015 and this increase

culminated in a school shooting near the local site. Grievously, on May 24, 2022, an

armed gunman entered Robb Elementary in Uvalde, Texas and killed 19 children and two

teachers while injuring 17 others with an AR-15 style semi-automatic rifle (Oxner &

Astudillo, 2022). Just seven months prior, at a school 30 minutes from the local site, an

armed student shot and injured four people one of whom was pregnant (Wallis, 2022).

Mass shootings were found to have a long term impact on those present for the event but

also for those in surrounding communities and beyond (National Mass Violence

Victimization Resource Center, 2018). In fact, between 5% and 10% of individuals

within a community where mass violence occurred, developed post traumatic stress

disorder (United States Department of Veteran Affairs, 2019). Communities surrounding

incidents of mass shootings were found to be affected as co-victims and the experience of

co-victimization was studied by the APA in 2019. The APA found more than 79% of

adults in the United States reported feeling stressed about mass shootings and 33% of

adults feared becoming a victim of a mass shooting preventing them from going into

public places such as schools (APA, 2019). Further, mass shootings typically led to a

significant social disruption and loss of community cohesion. Given serious concerns for

their safety, Madigan and Kim (2021) argued ongoing unrelenting fear was likely to

create stressors for teachers that could ultimately lead to burnout and exhaustion

contributing to attrition. Beyond school and community violence Nguyen et al. found

other considerations such as race, experience and assignment also influenced teachers'

decisions to stay in or leave the profession.

Demographics, Assignments and Characteristics. Nguyen et al. (2019) found female teachers were not more likely than male teachers to leave the profession nor did they find a significant relationship between teachers leaving the profession with a graduate degree versus no graduate degree. However, special education teachers had significant rates of attrition compared to other groups and this finding was supported by Billingsley and Bettini (2019) who found higher rates of attrition among teachers working with students with disabilities. Likewise, Nguyen et al. found teaching in special education significantly increased the odds a teacher would quit. In fact, in 2022, special education was identified as the teaching position with the most vacancies in the United States with 45% of schools reporting this vacancy (NCES, 2022). Gilmour and Wehby (2020) also found a relationship between teaching students with disabilities and teacher attrition and compared attrition of special education teachers to general education teachers. Teachers with a special education certification were associated with a 22% increase in odds of leaving the profession (Gilmour & Wehby). Special education teachers described stress as the leading cause for leaving the profession and stress was described as due to a lack of support from administration, a lack of resources, and a lack of professional development (Hester et al., 2020). Nguyen et al. substantiated the findings of Hester et al. (2020) arguing providing resources to teachers reduced the odds of attrition. No matter the reason special education teachers depart the profession at higher rates than other teachers, high rates of attrition of special education teachers threaten the quality of education for students with disabilities (TEA, 2022).

In high poverty schools Garcia and Weiss (2020) found uncertified teachers stood

at 9.9%, 24.6% had five years or less of experience, and 33.8% did not have an

educational background in the subject they were teaching. DeJong and Campoli (2018)

found length of time in the profession associated highly with teacher attrition with early

career teachers, in particular, having the highest rates of attrition. Steiner and Woo (2021)

found teachers experienced race related stressors that influenced their decision to stay in

or leave the profession. Hispanic teachers had reduced odds of leaving the profession

relative to white teachers while Black and African American teachers were particularly

likely to leave the profession due to high rates of stress and depression even greater than

the general population (Steiner & Woo, 2021).

  Racism. Though teachers of color in particular were shown to improve academic

outcomes and experiences for students of color and more likely than white teachers to

remain in urban schools (Frank et al., 2021; Goldhaber et al., 2019), Black teachers

reported routinely facing instances of anti-Blackness while teaching contributing to their

decisions to leaving the profession. Brown (2019) found Black teachers experienced

aggressions such as the need to prove themselves as capable, the pathologizing of their

cultural norms, cultural insensitivity that diminished Black teachers heritage, and

devaluation of their intelligence. Black teachers also reported being overlooked for

school leadership opportunities and being relegated to teaching low-level courses (Frank

et al., 2021). Racism was also found to negatively affect Black teachers. Frank et al.

asserted the pervasive nature of racism manifested as racializing content considered white

intellectual property (Bullock, 2017; Frank et al., 2021). Further, the racializing of

content led to aggressive slights against Black teachers influencing their decisions to

leave the profession (Bullock). Accordingly, Ingersoll et al. (2019) argued one of the consequences of race related attrition was a minority teacher shortage. Ingersoll et al. found working and organizational conditions were strongly related to minority teacher departures. In fact, the strongest factors associated with attrition for teachers of color were a lack of decision-making influence and lack of autonomy (Ingersoll et al., 2019; Knight, 2019; Nordhall et al., 2020).

Frank et al. (2021) argued school leaders needed to address issues of racism inseparable from the lived realities of teachers and students. And, educator leaders should avoid assumptions that instructional content, textbooks, curriculum, and state tests are neutral and culture free. Frank et al. recommended forward-thinking approaches that included anti-bias and race-focused professional development to help teachers understand how racism and privilege play out in education. Stakeholders also need to be mindful of unfair practices such as assigning teachers of color to lower positions and limiting opportunities for leadership (Frank et al.). Further, Su (1997) argued stakeholders needed to understand that teachers of color may be more motivated than white teachers to challenge dominant narratives, promote sociopolitical thought in the classroom and teach racial and ethnic knowledge. Petchauer et al. (2018) argued relative to white teachers, teachers of color were more motivated by advocacy and had fuller conceptions of who they were over what they could do. Importantly, and critical to social justice in the classroom, teachers of color were also found to hold asset-based pedagogies derived from surviving oppressive systems (Petchauer et al., 2018). Accordingly, Frank et al. (2019) argued gate-keeping practices such as teacher evaluation systems needed to be re-

examined to uncover hard to measure performance pieces overlooked in one size fits all teacher assessments that often contain bias leading to discrimination. In fact, racism needs to be addressed at every level of school organization since racism creates conditions that prevent equitable school environments from forming and sustaining (Frank et al, 2019; Petchauer et al., 2018).

Proven Interventions to Reduce Attrition

Herzberg's motivation-hygiene theory (1959) argued hygiene and motivational factors were keys to motivating people to stay and grow in a role. When hygiene and motivational factors were not present, employees became dissatisfied with their jobs and increased the possibility an employee would quit. Herzberg et al. (1959) argued the following motivators have the potential to reduce attrition:

- achievement, or sense of accomplishment

- recognition for accomplishments

- opportunity for advancement

- creativity such as freedom to think outside the box

- variety such as with a change in work assignments, projects, or duties

- independence as in decision-making power

- interesting work, stimulating tasks

- responsibility through taking on bigger project roles, more duties

- personal development through learning new skills and improving existing ones

- positive interpersonal relationships

- status as a leader

The Learning Policy Institute (2017) made recommendations based on their research to encourage educator leaders to strengthen teacher preparation programs, including offering incentives to teachers, reducing cumbersome bureaucratic procedures, investing in quality mentoring programs, offering reduced teaching loads, surveying teachers to guide improvements, fostering greater collaboration and increasing compensation.

Support From School Leadership. Herman et al. (2020) found support from leadership was effective at reducing teacher stress and burnout that led to attrition. Specifically, school leadership that fostered effective coping skills among teachers reduced the affect of student disruptive behavior and this associated with lower teacher stress and burnout that ultimately led to attrition. Tran and Smith (2020) argued administrators could reduce attrition by employing strategic talent management optimizing organizational experiences. In this approach, administrators' focus would move away from organizational needs toward teacher needs (Tran & Smith, 2020). Likewise, Geiger and Pivovarova (2018) found teachers could be retained in high poverty schools at greater rates with effective and supportive leadership alongside increased opportunities for professional development.

Support from educator leaders was found to be of great importance to teachers and associated highly with teachers' decisions to stay in the profession (Tran & Smith, 2020). However, teachers' perceived lack of support may surface from disparate perceptions among teachers and principals (Harris et al, 2019). For example, educator

leaders were far more likely than teachers to believe that student behavior was not an issue even when teachers expressed the need for greater support and increased enforcement of rules for student conduct (Harris et al., 2019). Further, 86% of administrators perceived they effectively addressed student behavior while only 44% of teachers perceived this was true. And, 83% of principals perceived teachers received adequate resources to do their jobs compared to 43% of teachers (Harris et al.). Of the teachers studied, 68% rated professional development as needed but only 54% reported they were receiving quality professional development compared to 79% of principals. The discrepancy in perceptions between teachers and educator leaders has substantial significance since support from educator leaders was identified as being highly predictive of teachers' satisfaction that associated with thoughts of staying in or leaving the profession. In fact, the need for support from educator leaders is abundant and a repeated theme in the literature on attrition. Support in the form of formative coaching models with regular feedback was desired by teachers from educator leaders (Knight, 2019; Nordhall et al., 2020). Given the perceptual disconnect to acquire support from leaders, some teachers simply leave the profession alleviating the need for support and start their own schools referred to as partnership schools. Partnership schools were modeled after law partnerships and in this approach teachers both manage and are accountable for the organization and its success (Ingersoll et al., 2019).

Formative Coaching Models. Informal and regular feedback through formative assessment was a tenant lacking but expressly desired by teachers that associated with attrition (Campbell et al., 2021). Formative assessment unlike traditional evaluation

models provided teachers embedded on the job support with immediate feedback. An instructional coaching model using formative assessment was developed by Reddy et al. (2021) and found to increase teachers' use of evidence-based instructional and behavior management practices. In their study, Reddy et al. applied a formative assessment coaching model at high poverty urban schools where classroom disruptive behaviors were three times higher than the national average and where disruptive behaviors negatively impacted teaching and learning. Participants in the study were selected based on substantial instructional time being lost as a result of disruptive student behavior which had devastating effects on learning and the social development of students. Using formative assessment with regular feedback where coaches modeled positive class-wide behavioral supports and practiced with teachers in real-time, resulted in enhancement of teachers' use of evidence-based practices (Reddy et al.). Reddy et al. found teachers' perceived the coaching model reduced stress and significantly improved quality of instruction. Additionally, teachers reported significant improvements in class wide student behavioral functioning. Since behavioral difficulties were among the top reasons given by both early career and experienced teachers for leaving the profession formative assessment coaching models providing teachers with skills to effectively address behavior challenges in the classroom may have the potential to reduce attrition (Sciuchetti & Yssel, 2019). Aloe et al. (2014) found destructive student behavior was one of the most important determinants of teacher health. Without interventions such as formative assessment coaching models, teachers were likely to continue to perceive they were not skilled at managing student behavior and less likely to attempt to further affect

in this area. However, through modification of teachers' perceptions of their ability to manage student behavior through cognitive restructuring teachers were able to acquire skills needed to manage classrooms effectively thereby improving student outcomes and reducing teacher stress that led to attrition (Scuichetti & Yssel, 2019). Walsh et al. (2020) also found formative assessment in instructional coaching activities, roles, and supports had the potential to positively influence teachers. Teachers who received instructional coaching support reported these embedded supports helped them work more efficaciously. Further, teachers expressed a preference for collaborative environments found in instructional coaching partnerships where pedagogical and emotional support alongside autonomy to experiment with new ideas existed (Walsh et al.).

De Jong and Campoli (2018) investigated whether instructional coaching support reduced teacher attrition and found teachers with instructional coaches associated with a substantial reduction in attrition. In fact, first-year teachers in schools that did not have an instructional coach had an attrition rate of 14% whereas teachers with an instructional coach had an attrition of only 8% (De Jong & Campoli, 2018). Instructional coaching enabled teachers to experience a sense of success that improved student outcomes (Sciuchetti & Yssel, 2019). Thus, instructional coaches are in a unique position to help support teachers in ways that have been found to reduce attrition behavior (De Jong & Campoli, 2018; Khalil & Brown, 2015; Knight, 2019; Sciuchetti & Yssel, 2019). Wyatt and O'Neill (2021) also found significant factors that reduced attrition were supports such as instructional coaching and factors that contributed to attrition were challenges such as lack of support from educator leaders. Teachers cited behavior management as

the training most dire and the need for this type of training far exceeded other needs (Wyatt & O'Neill).

Göker (2021) delved deeper into types of instructional coaching that had the greatest influence to reduce teacher attrition and found significant differences among coaching types in favor of reflective coaching. Reflective coaching includes critical reflection where teachers analyze and reflect on their own teaching bringing about changes in their own behaviors. One method instructional coaching offered by Göker was where the teacher was videotaped teaching followed by collaboration between teacher and coach. This strategy led to more positive student outcomes and increased teacher self efficacy (Göker). Similarly, Knight (2019) argued instructional coaching was one of the most effective forms of professional development that had the potential to reduce attrition. However, for instructional coaching to be effective, Knight argued stakeholders should consider themselves partners with teachers where conversations are ones between equals. In coaching conversations with teachers, Knight found when the coach artfully used specific skills such as purposeful listening, powerful questioning, paraphrasing, and summarizing teachers felt more empowered.

Empowerment and Autonomy. Empowering teachers led to greater self-efficacy for teachers and ultimately to positive student outcomes (Göker, 2021). Further, by empowering teachers, coaches were more likely to unlock teachers' potential to maximize their own performance enhancing self efficacy which associated positively with attrition (Scuichetti & Yssel, 2019). However, empowerment relies on external motivation which may place responsibility to motivate teachers on the shoulders of

educator leaders and perhaps unnecessarily. Rather than empowering teachers, educator leaders may be likely to see more success with preserving teachers' freedom to be autonomous especially since employees were 2 and ½ times more likely to take a job that gave them autonomy than one that gave them influence (Lammers et al., 2016). Autonomy is portrayed in research in self determination theory as a sense of preference where one's activities are coordinated by self or self-supported as opposed to being externally controlled (Ma, 2021). When study participants were empowered rather than autonomous, they experienced controlled extrinsic motivation in the form of empowerment found to negatively predict changes in behavior that sometimes backfired since controlled motives undermined identification with the cause (Yip et al., 2023). Unlike extrinsic motivation, autonomous motivation is intrinsic and predicts sustained action over time relying most of all on self-motivation (Lammers et al., 2016; Yip et al., 2023). And, self-motivation was found to be the most effective and powerful form of intrinsic motivation (Herzberg et al., 1959; Lammers et al., 2016; Yip et al., 2023). Autonomous self-motivation offers freedom to act and make choices without needing to be granted power. Given the freedom to be autonomous, teachers would be masters of their own domain controlling their own fate rather than relying on educator leaders to control it for them in ways that many teachers resist.

Knight (2019) argued lack of autonomy associated highly with attrition. To promote autonomy Knight perceptively stated educator leaders should bring to light teacher behavior without judgment and without removing the teacher's freedom to be an autonomous being. In other words, to preserve teacher autonomy the teacher needs to be

able to accept or reject the counsel of educator leaders (Knight, 2019; Nordhall et al., 2020). To ensure teacher autonomy was not suppressed in the relationship between teacher and educator leader, Knight argued feedback should be given as dialogue where freedom is not diminished. Knight found educator leaders tended to offer feedback to teachers about their performance followed by a directive on exactly how to improve. This type of feedback used predominately one way communication and disregarded the autonomy of the teacher (Knight). Knight argued a more effective coaching model was one where feedback was delivered in conversations structured between equal partners where both parties' opinions counted. Knight also found conversations between educator leaders and teachers were more effective when they were nonjudgmental and when educator leaders shared their thinking with humility. Similar to Knight, Lammert et al. (2020) argued for supporting teachers through reflective conversations rather than evaluative critiques. Reflective conversations were effective contributors to positive teacher identities since these types of conversations provided teachers support rather than criticism. Partnership coaching was found to be in opposition to surveillance and regulation evaluation models found in teacher performance evaluation systems (Lammert et al.). In fact, when coaching became judgmental it was then found to be ineffective (Lammert et al.). Accordingly, Walsh et al. (2020) explored the impact of coaching on teacher efficacy and identified coaches as having the greatest impact on teachers when they developed collaborative, trusting relationships.

Nordhall et al. (2020) found satisfying teachers' basic psychological need for autonomy was intrinsically motivating for teachers and associated with increased job

satisfaction and well-being. In fact, autonomy was found to be a key indicator of job satisfaction (EdWeek, 2022). Employees experienced higher levels of morale and lower attrition rates when they had more control over their work environments (EdWeek). However, many teachers do not have autonomy in the form of decision-making power and decision-making power was found to be one of the specific indicators of trusting environments (Harris et al., 2019). Harris et al. also found a high perceptual disparity among teachers and principals existed related to decision making power. When asked if teachers perceived they had decision-making power, only 39% of teachers agreed; whereas, 89% of the principals perceived teachers had decision making power (Harris et al.). Though less than half of teachers surveyed believed they had decision-making power, teachers did expressly desire decision-making power so they could reduce work peripheral to instruction, have choice over curriculum, and have input into assignments and schedules (EdWeek). McMahon et al. (2022) substantiated teachers' need to have choice arguing autonomous supportive environments required including educator voice in decision-making.

An impingement to autonomy according to Golann (2020) were schools that required teachers to follow scripted lessons and had an expectation of adherence to extensive rules that warded off resistance by teachers. In fact, Golann (2021) found educator leaders in one study were found to deliberately hire less seasoned teachers to avoid those with more experience and less willing to cede their autonomy. Teachers found scripted lessons exhausting and resulted in overtime to review and internalize (Golann, 2021). When reading from scripted lessons, teachers came off somewhat robotic

and lessons deemed inauthentic. The inauthentic nature of the lessons produced sterile,

unnatural even militaristic environments that failed to address the specific learning needs

of students. EdWeek (2022) found autonomy was associated with control over the

curriculum and significantly more common among United States teachers in the West

(65%) and the Northeast (63%) than in the Midwest (56%) or the South (51%) and less

common in high needs schools.

      Autonomy and Curriculum. A part of curriculum control that reduced teacher

autonomy included test preparation for annual state exams. Administrators at the local

site consistently directed teachers to stop teaching customary lessons and conduct test

reviews beginning around March each year. Though research (Hwang & Riccomini,

2016) does not support traditional test review as an effective instructional strategy,

educator leaders at the local site still condone, support and sometimes even require it

(EdWeek). Ravitch (2016) argued the practice of test reviewing required teachers to

redirect their focus from using evidence based teaching techniques to focus on teaching

to the test. In an attempt to raise standardized test scores, many schools even dropped

untested academic and extracurricular classes such as art, music, physical education,

social studies, and science. Further, teachers' jobs, reputations, and promotions were tied

to the results of standardized exams distorting the educational process that resulting in

teachers experiencing significant anxiety that associated with attrition (Farmer, 2020;

Vonder Embse et al., 2015). Standardized test scores were also a part of teacher

performance evaluations and as a result teachers experienced damaging consequences to

their mental health (Farmer, 2020). Concomitant with standardized testing preparation

was the aftermath of collecting and analyzing data followed by data based decision-making. Santoro (2018) argued there were unprecedented expectations placed on teachers to maintain voluminous amounts of data and this had a negative association within the teacher workforce. Analyzing test scores and making data-based decisions intensified teachers' duties resulting in increased feelings of job dissatisfaction and burnout that led to attrition (Santoro).

It was not only teachers who struggled with standardized testing but students were found to learn less during test preparation and testing. Hwang and Riccomini (2016) argued students learned best through application, analysis, evaluation, and generalization yet many schools were found to resort to test reviews in preparation for standardized tests weeks and sometimes months before the actual test dates. Typical test reviews included presenting students with test like questions that merely scratched the surface of a topic and required limited responses from students (Kruit et al., 2018). Test review questions lacked what Kruit et al. argued were evidence based instructional strategies such as asking probing questions to strengthen skill acquisition. And, more critically absent in test reviews were the learning of complex subject matter as an intentional process of constructing meaning from information and experience. Hwang and Riccomini (2016) found for learning to occur, students needed to apply and interpret problem-solving skills in various contexts. In fact, without the opportunity to connect answers to context, students were not able to generalize information. Thus, teaching to the test is a form of instruction lacking in evidence based practices and one that may be inadequate for learning to occur. In fact, the acceptance and promulgation of traditional test reviews

perpetuate the myth students learn from them (Phelps, 2016). An internal conflict for teachers is that effective educator preparation programs train them to use evidence-based practices yet during test reviews, teachers must put aside what they know to teach to the test. Teacher centered instructional methods such as traditional test reviews ignore the reality that individuals construct skills within their personal context (Rodriguez, 2012). Further, test preparation is in essence a hamster on a wheel since if students all scored highly test makers would simply increase the complexity of the next test.

A common characteristic of teaching is that teachers seek to understand the minds of others (Rodriguez, 2012). However, during test reviews teachers turn to understanding the minds of test makers and away from understanding the minds of their students. Teaching to the test also leaves teachers feeling as if the responsibility for education has been taken away from them and many withdraw as the joy of teaching fades. Hendrikx (2020) argued teaching to the test comes at a high price since it was found to diminish teachers' work motivation, stifle autonomy, and create feelings of alienation as a result of doing irrelevant work. In contrast, autonomy in the form of the freedom to carry out effective teaching was found by Madigan and Kim (2021) and Knight (2019) to lead to greater job satisfaction associated with reduced attrition.

Job Satisfaction and Exhaustion. Job satisfaction was shown to not only reduce teacher attrition but positively influence teachers' enthusiasm and improve interpersonal communication with students (Madigan & Kim, 2021). Madigan and Kim argued an effective approach to increasing job satisfaction was through preventing or alleviating burnout particularly exhaustion. Reducing exhaustion alleviated teacher stress and could

be gained through organizational changes that reduced demands on teachers such as shortening workdays and reducing class sizes to increase teachers' self-efficacy and performance (Madigan & Kim, 2021; Van Wingerden et al., 2017). Providing autonomous supportive environments was also found to alleviate burnout and exhaustion that associated with attrition (Nordhall et al., 2020).

Professional Learning Communities and Development. Björk et al. (2019) argued a particularly important feature of teacher wellbeing and work satisfaction that associated positively with attrition was participation in professional learning communities. Professional learning communities were found to provide teachers with social support from colleagues and leaders and were also recommended by the OECD (2014) as a part of the job resources found to increase work engagement, self-efficacy and the well-being of teachers that reduced attrition. Further, and particularly important at the local site, Geiger and Pivovarova (2018) found qualified teachers could be retained at high needs campuses if supportive leadership and opportunities for professional development were offered.

Self-Efficacy. Improving teacher efficacy was found to be a pivotal feature that influenced both student motivational beliefs and teachers' instructional quality with self-efficacious teachers showing more willingness to use advanced instructional methods associating with reduced attrition (Geiger & Pivovarova, 2018). Von Muenchhausen et al. (2021) also found interventions to promote teacher self-efficacy were able to combat the effects of high psycho-emotional stress leading to mental illness and burnout. Building teacher self-efficacy, for example, showed a significant, moderate correlation with mental

health and associated with psychological resistance and positive emotions. Further, an increase in teacher self-efficacy was accompanied by an improvement in life satisfaction and distancing ability that positively influenced attrition (von Meunchhausen et al.).

Mental Health. McMahon et al. (2022) argued one support districts could offer teachers to keep them teaching was establishing mental health programs to help cope with stress. Teaching is a profession with high psycho-emotional stress and this stress was found to be higher than in other highly psycho-socially demanding professions (von Meunchhausen et al., 2021). When stress became intense and chronic, Nordhall et al. (2020) found it was likely to lead to burnout and specifically, exhaustion which associated highly with teachers' decisions to leave the profession. It is important to note that teacher stress associated with attrition was not found to be unique to the United States. From 2011 to 2013, 10% of German teachers retired early due to health issues and among those retiring, 55% retired prematurely because of mental illnesses (von Meunchhausen et al.).

Work Environment. A school superintendent at a district near the local site expressed a new awareness of teacher work environments that was found to reduce attrition (LPA, 2022). The superintendent noted teachers reported they needed comfortable and clean environments with natural lighting, access to resources, and space to be innovative with their students and this was supported by Herzberg et al. The LPA (2022) found five baseline conditions needed in classrooms to promote learning and these conditions were directly linked to teacher health, performance, and satisfaction that associated with attrition. First, acoustic comfort was cited as a factor that topped the list

of necessary conditions for learning and teacher well-being. Acoustic comfort was described as cleanliness, day-lighting, safety and air quality (LPA). Second, the LPA researchers found teachers benefitted from adequate well-located spaces with access to resources. Resources were described as flexible furniture, adjacencies, multi-use spaces, and activated outdoor spaces supporting teachers' work routines and goals. The LPA also found space was needed to promote collaboration. Fourth, teachers needed areas where a sense of collective responsibility and peer collaboration could occur and where collegiality was promoted. Finally, the LPA found teachers needed agency described as mastery of space and freedom to reconfigure space to specific criteria. Boyd et al. (2011) supported the findings of the LPA researchers arguing teachers' perceptions of facilities were related to their decisions to stay in or leave the profession. In all cases, the more positively teachers perceived these contextual factors the less likely they were to leave the profession (Boyd et al., 2011; GAO, 2020).

Implications

Teachers are leaving the profession at alarming rates and educator leaders are looking for ways to keep them teaching. This qualitative study attempted to understand teachers' perceptions of what influences their decisions to stay in or leave the profession. Understanding teacher perceptions may help educator leaders enhance supports and mitigate challenges to keep teachers in the profession. Factors that keep teachers in the profession were identified in this study using the lens of Herzberg's motivation-hygiene theory so that new strategies might be tried. Through first-hand accounts from teachers, perspectives were explored that are often unaccounted for in existing literature – existing

literature that primarily contains perspectives from outsiders looking in. This qualitative study answered questions about teachers' experiences and attempted to understand teachers' perspectives to identify supports that may have the potential to reduce attrition.

At the local site, the TEA (2019) found new teacher hires outpaced attrition and in 2022 massive teacher shortages were reported by NEA (2022). Rising teacher attrition resulted in larger class sizes, a diversion of resources, and a decline in student achievement (Walsh et al., 2020). In the research, teachers cite many reasons for choosing to stay in or leave the profession. Job satisfaction, burnout (Madigan & Kim, 2021), lack of support (Herman et al., 2020; Hester et al., 2020; Tran & Smith, 2020), and poor working conditions (Garcia & Weiss, 2020) were among the top reasons found in the literature for why teachers left the profession. Tertiary reasons teachers chose to stay in or leave the profession included autonomy (Knight, 2019; Nordhall et al., 2020) and safety (Cowan et al., 2020). In accordance with Herzberg et al.'s motivation-hygiene theory, it would not suffice to simply remove challenges for teachers in order to reduce attrition. Herzberg et al. found eliminating aspects that were dissatisfying to employees did not necessarily make satisfied employees. Rather, to reduce attrition, supports such as instructional coaching, improved working conditions, and attending to teachers' hygiene and motivation factors were found to be effective (Alshmemri et al., 2017). More specifically, effective supports that reduced attrition included providing teachers with support from educator leaders such as instructional coaches, making the work environment pleasant and protecting autonomy where activities were not externally controlled in contrast to empowering teachers where they experienced controlled

extrinsic motivation that undermined identification with the cause (Yip et al., 2023). Promoting self-growth and self-actualization were also found to be effective at reducing attrition (Knight, 2019; Nordhall et al., 2020).

There is a gap in the literature with regard to teachers' perceptions of the supports and challenges that influence their decisions to stay in or leave the profession. For instance, Glazer (2018) found understanding reasons why teachers left the profession could be examined through a lens of resistance. Given an atmosphere of high attrition, teachers may want to refuse to do the job when faced with large class sizes as a result of teacher shortages. Bringing a personal perspective lens to the research on attrition could provide a way to understand exit choices made by teachers. This qualitative study answered questions about experiences and explored perspectives from the standpoint of teachers themselves.

The cost of teacher attrition at the national level is in the billions (Learning Policy Institute, 2017) and reducing attrition would allow funds to be spent on resources better serving children. To mitigate teacher attrition at the local site, retention of the district's highly qualified staff should be made a priority. At the local site a retention incentive was implemented during the 2022—2023 school year. The local site used The Elementary and Secondary School Emergency Relief (ESSER) grant to fund retention incentives. Staff members who returned to teach at the local site in 2022—2023 were eligible to receive a bonus as much as $3,500. The Chief of Human Capital at the local site was quoted in the district's online news hub saying, "In a competitive market, this retention incentive will not only help us keep the outstanding staff who have been working tirelessly for our

students this year but will also give us an advantage in recruiting staff to fill existing vacancies in our campuses and departments." (Dallas I.S.D. News Hub News, 2021). Incentives to reduce attrition were perceived to be needed at the local site because there was a 27% decrease in the number of newly certified teachers since 2014 (Texas Education Agency, 2015). With a reduction in incoming new teachers and to offset the effect of rising attrition, legislators at the local site mandated raises for teachers in an $11.6 billion overhaul of public school finance (Christman, 2019). Despite these well-intended financial incentives, the research is clear that financial incentives alone do not reduce attrition (Alshmemri et al., 2017). Rather, the research shows to reduce attrition teachers need support from educator leaders, protection of their autonomy, and teachers need to experience improved working conditions (Knight, 2019; Madigan & Kim, 2021; Nordhall et al., 2020).

Summary

This introduction expressed the need to analyze the phenomenon of teacher attrition. Educator leaders are aware teachers are leaving the profession in increasing numbers and are looking for ways to keep them. However, ways to reduce attrition are somewhat elusive since teachers report leaving the profession for many reasons. Further, in the wake of COVID-19 and growing concerns for physical safety and consistent reports of poor working conditions, attrition continues rise. This qualitative study examined teachers' perceptions of the supports and challenges that influenced their decisions to stay in or leave the profession. Section 2 discusses the purpose and methodology for the design and approach for the study and Section 3 explores teacher

participants' perceptions of the supports and challenges that influence their decisions to

stay in or leave the profession through one-on-one semistructured interviews.

Section 2: Methodology

Research Design and Approach

The purpose of this basic qualitative study was to explore teachers' perceptions of the supports and challenges that influence their decisions to stay in or leave the profession. Through the use of an inductive approach, assumptions interfering with my analysis were avoided. I allowed concepts to emerge from an analysis of the literature and one-on-one semistructured interviews with teachers, and I identified the main attributes, characteristics, and assumptions associated with teacher attrition. I organized and categorized emerging concepts according to their features. According to Jabareen (2009), each concept that emerges from qualitative research plays an integral role in the formation of a soft interpretation of intentions. Jabareen argued that within conceptual frameworks, human actions are understood rather than predicted and this is the basis for freedom in qualitative research. In other words, the study participants make meaning for the researcher as the researcher tries to understand how the participants make sense of their experience. Accordingly, this qualitative study followed a naturalistic paradigm where reality was constructed by those who lived it. I let the data speak and themes to emerge because perceptions about phenomena are conditioned by human experience (Henderson, 2020; Hume, 1738; Miles et al., 2020).

I began this study with the phenomenon of teacher attrition. Through the use of one-on-one semistructured interviews with teachers, I was able to identify what influences teachers' perceptions that contribute to attrition. The conceptual framework that grounded this study was Herzberg et al.'s (1959) motivation-hygiene theory where

Herzberg et al. identified factors essential for satisfactory workplaces and without which employees become dissatisfied, increasing the probability that they would quit. This study focused on the perceived supports and challenges that influence teachers in their decisions to stay in or leave the profession through the lens of Herzberg's motivation-hygiene theory and other studies on teacher attrition. Herzberg's motivation-hygiene theory served as an appropriate framework for this study because satisfying workplace conditions may be generated when educator leaders understand what supports may be enhanced and what challenges may be mitigated to decrease teacher attrition.

For this study, a qualitative approach was chosen over a quantitative approach because a quantitative approach is largely concerned with predetermined variables (Aspers & Corte, 2019). Because I wanted to investigate teachers' accounts of their attitudes, motivations, and behavior, I focused on the meaning the participants ascribed to their own actions, knowing that categories were subject to change in the research process. Another benefit of using a qualitative approach to understand attrition was that I was able to get closer to the phenomenon being studied, more than I would as a quantitative researcher using static data (Aspers & Corte, 2019). Ethnography would not have been beneficial for this study because there was no researcher immersion needed to understand teacher perspectives (Ravitch & Carl, 2016). Action research was not appropriate because according to Busch et al. (2019), action research tends to examine the effectiveness of a process. Therefore, because the recruitment and interviewing of teachers would occur in the real-life context where attrition occurs, the use of a basic qualitative approach was the most appropriate.

Qualitative research afforded me the opportunity to conduct one-on-one semistructured interviews with study participants in hopes of understanding the "how?" and "why?" (Lee & Saunders, 2017) influences that lead to teacher attrition. Qualitative methodology aligns with semistructured interviews in real-life contexts and allows the researcher to explore and then describe the information gathered to answer research questions (Ravitch & Carl, 2016). In addition to obtaining first-hand knowledge from teachers, I conducted a review of extant literature to see what researchers had to say on the phenomenon of teacher attrition. Busetto et al. (2020) argued that qualitative research is appropriate for studies that look at the nature of a phenomenon and helpful in answering questions of why something is or is not observed with a focus on intervention improvement. With the findings of this study, educator leaders may be able to enhance support and mitigate challenges for teachers to reduce attrition. According to Busetto et al., qualitative research is aligned to this endeavor because the research may reveal interventions and supports that could influence the phenomenon being studied. Further, the choice of a basic qualitative approach was beneficial for this project study because the approach allowed for interviews with teachers in their natural working environments, which led to an understanding of the perceptions of participants from their standpoints (Busetto et al., 2020).

In this study, I assumed that the teacher participants could accurately and honestly relay how they were feeling in response to the interview questions and follow-up discussion. I also assumed that teachers would express themselves freely in the one-on-one semistructured interviews conducted as compared to the limits that might be imposed

by a survey. The participants in this study were certified as teachers in the educator

preparation program where I serve as an instructional coach. I had already created an

atmosphere of trust with the participants, having known them or been acquainted with

them prior to the study. An assumption I made during the study was that the participants

would be comfortable sharing their experiences with me and the information gathered

from the interviews would have merit. Finally, I assumed that when contacted,

participants who met the selection criteria for participation would agree to participate in

interviews by completing the consent form.

For this qualitative study, my role as researcher and the teachers I interviewed

played a central role in the research design decisions and in the data collection process

(Ravitch & Carl, 2016). Throughout this study, I remained aware of my positionality. As

the primary data collection instrument, I conducted one-on-one semistructured interviews

to obtain data to answer the research questions. According to Ravitch and Carl (2016),

interviews are a common form of data collection in qualitative research because of the

rich data they provide. By conducting interviews, I was able to obtain detailed

information from teachers about their perceptions of supports and challenges that

influence their decisions to stay in or leave the profession. Through follow-up questions

and informal discussions with the participants, I was able to gather information that I

would not have been able to gather through surveys and questionnaires. For the safety of

the participants, I ensured that all data collected and the personal information of

participants were listed under assigned numerical values to protect participant

confidentiality.

Participants

The participants were selected for this qualitative study due to their full-time status as teachers working at high-needs campuses in public schools. Participants were invited to participate based on the criteria that they had been teachers working in high-poverty, high at-risk urban elementary schools with students in kindergarten through sixth grades and were employed at the local site. Two of the schools where the participant teachers taught were located in the second largest school district in Texas, and one school where the study participants taught was a part of the largest charter school network in the North Texas region. This study was delimited to interviews of 12 full-time teachers who remained teaching at high-needs schools at the end of the 2021—2022 school year. Researchers learn a great deal from the first few interviews and by the 12th interview should begin to recognize patterns in interviewees' experiences. Guest et al. (2020) found that 12 interviews of a homogenous group were all that was needed to reach saturation.

Due to the small sample size, results from this study cannot be generalized; however, the results may be transferable if future studies are comparable in nature. At one local site, a charter school, there are about 600 students enrolled in kindergarten through fifth grade, and almost 90% are economically disadvantaged. At another local site, a public school in the state's second largest district, there are 700 students enrolled in pre-kindergarten through sixth grade, and 65 languages are spoken. At this school, 65% of students are at-risk, 60% are English language learners, and 96% are economically disadvantaged.

I used purposeful sampling to conduct the study. Twelve teachers were selected

and asked to participate. The diversity of the group according to the characteristics listed above reflects efforts to use a small-scale qualitative study "to glean insights from the data that would have a broad significance" (Castro et al., 2010, p. 624). The participants in this study were acquainted with me as I served as an instructional coach in the educator preparation program where the study participants became certified as teachers. Busetto et al. (2020) argued that interviewing stakeholders with whom researchers work may add value to the experience by making the research more relevant. Selected participants received informed consent by way of email.

Participants were invited to participate based on the criteria that they had been teachers working in high-poverty, high at-risk urban elementary schools with students in kindergarten to sixth grades and were employed at the local site. Email invitations were sent out that stated the purpose of the study and information about what participants were required to do. Institutional Review Board (IRB) information accompanied the invitations because all doctoral students were required to obtain ethical approval from Walden University's IRB before recruiting research participants or collecting data. Approval by the IRB may only be given when the researcher demonstrates that potential benefits of a study are likely to outweigh the risks and burdens placed on participants, in accordance with the university's ethical standards as well as United States federal regulations (Walden University Research Ethics, 2023).

Data Collection

For this project study, virtual one-on-one semistructured interviews served as my research instrument. Mashuri et al. (2022) argued that semistructured interviews have

more potential than other interview types because they allow researchers to acquire in-depth information. Semistructured interviews also allow more flexibility and adaptability than structured interviews. Structured interviews have formalized and limited sets of questions while semistructured interviews allow for new questions to be asked based on the response of the interviewees (Mashuri et al., 2022). For the one-on-one semistructured interviews, I created an interview protocol found in Appendix A. The interview questions aligned with the research questions:

Research Question 1: What do urban elementary teachers perceive are the challenges they face when determining whether to leave the profession?

Research Question 2: What do urban elementary teachers perceive are the supports that would help them stay in the profession?

In Appendix A, the questions initially inquire about the teacher's background, asking, for instance, "Why did you decide to enter the teaching profession?" and, "How would you describe your teaching experience thus far?" Then the questions move into how the teachers perceive campus support and what challenges they perceive in the profession. Finally, the questions focus on teachers' supports such as coaching and compensation. All of the questions align with the research questions and should shed light on what influences teachers to stay in or leave the profession. The virtual one-on-one semistructured interviews took approximately 30 minutes per participant. The interviews were recorded using a video conferencing platform and stored for reference. To gain access to participants, once teachers agreed to participate, I arranged through electronic calendar invites to meet with participants virtually. For the review of extant

literature, I maintained a list of published articles and books in a Word document.

Data Analysis

After ensuring that all participants who met purposeful selection criteria were given consent, I started the process of collecting data through one-on-one semistructured virtual interviews with 12 teacher participants. A Google form I created served as an invitation to an interview, and the invitation provided information on informed consent to record using a video conferencing platform. Virtual one-on-one semistructured interviews were conducted with each participant, and the interviews were recorded. Participants were assured that I would use number assignments to maintain confidentiality. The interviews were framed with questions about teachers' perceptions of supports and challenges that influence them when deciding to stay in or leave the profession. Because the interviews were semistructured, I also gathered information surrounding teachers' reflections on their experiences teaching through follow-up questions (See Appendix A for a complete interview protocol). By using probes such as follow-up questions, I was able to broaden and expand the discussion between myself and the participants, prompting greater engagement and gleaning greater insight (Husband, 2020).

The one-on-one semistructured interviews were transcribed verbatim using the video conferencing platform recordings. I saved copies of the transcriptions and open-coded by hand. Interview transcriptions were reviewed and coded by hand a second time employing codes based on concepts developed from the first pass.

More specifically, I read through the transcripts and then re-read the transcripts to become very familiar with the entire body of data, making notes of early impressions.

Next, I began assigning codes by going through the data line-by-line and then categorizing codes to see how themes emerged. I noted where codes did not match or where I needed additional codes. During a second pass, I created new codes and then recoded again. I intended to use inductive coding to develop theory by establishing codes that led to categories and themes. Inductive coding has the potential to provide a more complete and unbiased look at themes in the data (Villegas-Torres & Lengeling, 2021). Once I created codes, I put them into a coding frame to represent the structure of the themes that emerged. For this study, I used a hierarchical coding frame to help organize codes and identify their relation to each other. A hierarchical frame allowed for different levels of granularity in my coding (Buckley, 2022).

The first phase of analysis as described by Braun and Clarke (2006) was to familiarize myself with the data. Because qualitative analysis is often presented with thematic organization where overarching patterns or trends in the data are identified, I looked for patterns in the data, examining similarities and differences (Snyder, 2019). As I found data that were consistently present, I looked for possible explanations. Next, I identified patterns of similarities and differences through coding to facilitate synthesis (Kalpokaite & Radivojevic, 2021). Saldaña (2013) found success with precoding followed by open coding and ending with elaborative coding.

During each phase of the analysis, I ensured trustworthiness through credibility, dependability, and confirmability. First, I conducted a transcription review to test my findings with the study participants. I considered transferability of my research. Because qualitative research does not aim for replicability, I instead looked for patterns and

descriptions from one context to another. Stahl and King (2020) argued that the transfer

of conclusions was possible when descriptions were thick and rich as a result of

explaining in detail.

To ensure credibility, dependability, and confirmability, I explored multiple

perspectives throughout data collection. For instance, after conducting an interview with

a study participant, I provided the participant with a verbatim transcript of the interview

for participant validation. To ensure dependability, I conducted rigorous data collection

using procedures and analysis well documented. Finally, to ensure confirmability and

minimize researcher bias, I unpacked my positionality and checked and rechecked data

gathered throughout data collection and analysis to ensure that findings would likely be

repeatable by others. Further, I enhanced confirmability by documenting a clear coding

schema that identified codes and patterns in my analysis. Using an audit trail, I was able

to ensure through member checking the data and by practicing reflexivity that I

confronted potential personal bias.

The data obtained from the interview questions were identified only by number

assignments for reasons of confidentiality. I used reflexivity checks to assist in

preventing researcher bias. According to Ravitch and Carl (2016), reflexivity is an ethical

responsibility of the researcher. As an instructional coach, I was aware that my role in the

research was one where I might have preconceived ideas about what influences teachers'

decisions to stay in or leave the profession. Being self-aware and self-transparent about

the possibility of implicit bias, I may have been able to reduce infusing personal bias into

this study (Shufutinsky, 2020). To decrease the possibility of a discrepancy and to reduce

confirmation bias, I had teachers check verbatim transcripts of interviews, and by

providing the data analysis, I had three colleagues check my positionality. The act of

examining the research process in the context of my positionality may be described as

reflexivity, according to Bourke (2014). Reflexivity involves self-scrutiny on the part of

the researcher. Self-scrutiny may minimize bias through the researcher's self-conscious

awareness of the relationship between the researcher and participant through a continuous

mode of self-analysis (Bourke, 2014). I am an Osage woman, and I have lived in the

southern United States for most of my life. My experiences working with diverse

graduate and undergraduate students in university educator preparation programs

ultimately led to my interest in conducting qualitative research to learn more about the

phenomenon of teacher attrition. Through conversations with teachers in high-needs

schools, I heard stories where teachers shared supports that influenced their decisions to

stay in the profession and challenges that influenced their decisions to leave the

profession. I wanted their stories heard. I am cognizant of what role my positionality may

play as an Osage woman studying issues of teacher attrition among a diverse population

of teachers working on diverse elementary campuses. I am also cognizant that my

positionality may have influenced the interactions I had with study participants. The

study participants were enrolled and became certified as teachers in an educator

preparation program where I serve as an instructional coach and professor. For some

participants, I had served as their instructional coach prior to conducting the study, and

for others, I had a familiarity with them since they had been in the educator preparation

program where I serve as an instructional coach. As a former public school teacher and

now professor and instructional coach, I am both an insider and outsider. As someone concerned with high rates of teacher attrition, I may have been perceived by the study participants as an insider concerned with their well-being. But my role as a professor, instructional coach, and researcher looking in to the participants' experiences from outside the classroom may have made me an outsider in the eyes of the participants.

After all of the data was coded, I refocused at a broader level. At this stage in my analysis, I attempted to sort codes into potential, sub-themes, and overarching themes. Once I had a sense of the significance of individual themes, I analyzed the themes another time to see if they could be combined, refined, or perhaps even discarded. In the final phase, I reviewed and refined emerging themes. I also checked to ensure the overarching themes accurately reflected the meaning evident in the data as a whole. In other words, I ensured recurring themes worked in relation to the data. Next, I defined the essence of what each theme was about and wrote a detailed analysis of each. Then, I conducted a final analysis and discussed the story of the data in a way that may convince the reader of the merit and validity of my research and analysis (Braun & Clarke, 2006).

For this study, I followed a method developed by Braun and Clarke (2006). The method developed by Braun and Clarke has become the most widely adopted method of thematic analysis within qualitative research (Clarke & Braun, 2017). Thematic analysis was appropriate for this qualitative study since I sought to understand experiences, thoughts, and behaviors across a data set (Kiger & Varpio, 2020). Thematic analysis as developed by Braun and Clarke is a method that includes identifying, analyzing, organizing, describing, and reporting themes within a data set. Braun and Clarke's

method of thematic analysis is structured but iterative and reflective since it allows

researchers to move backward and forward between phases. The six phases include

familiarization with the data, generating initial codes, searching for themes, defining and

naming themes, and producing the report.

To achieve dependability, I ensured the research process was logical, traceable,

and clearly documented. An audit trail was developed containing a literature review

reference page and detailed notes including abstracts (Koch, 1994). Finally, I ensured the

data analysis had confirmability by establishing my interpretations and findings were

clearly derived from the data (Guba & Lincoln, 1989). Following the steps described by

Braun and Clarke (2006) I attempted transparency, communicability, and cohesiveness to

write a quality literature review.

The University IRB's ethics review and approval was obtained before I recruited

or collected data. Ethical concerns related to recruitment materials and processes included

obtaining permission from organizational leaders to include teacher participants in this

study. Within pre-data collection ethical concerns related to data collection were that

participants recruited for the study may not speak candidly as the researcher is a professor

and instructional coach in the educator preparation program where teacher participants

earned their teaching certifications. Twelve participants invited to participate in the study

did participate and data collected was kept confidential by assigning each participant a

number. Data storage procedures included keeping data collected in a secure location on

a personal computer that is password protected. No one but the researcher has access to

the data and after the study is completed all data will be destroyed by deletions from the

computer where the data is kept.

Mechanisms for identifying discrepant cases included an external frame of reference. Since this research study may have resulted in new constructs I remained cognizant the constructs would map imperfectly to the originating studies. Therefore, this study employed purposive sampling in a quest to achieve theoretical saturation. Buckley (2022) argued saturation was critical to the reliability of qualitative research and provided a protocol to improve its rigor. The protocol included defining the underlying framework, specifying the target group, demonstrating participant selection criteria, describing techniques to minimize selection bias, selecting code meaning and specifying concept fineness or granularity. Booth et al (2013) argued that by striving for saturation in the literature researchers increased the likelihood disconfirming cases would be retrieved. Though there are inherent advantages of the researcher immersing themselves in the data for long periods of time Booth et al. argued it is important for researchers not to overlook the associated dangers inherent in the process. Over time, the researcher now deep in the data, may develop cognitive biases according to Petticrew and Roberts (2006). To avoid bias, I brought in other researchers to review my findings. Further, I considered whether any findings were shared across the most effective and current research studies.

Interviewing teachers and reviewing extant literature relating to teacher attrition revealed supports and challenges that influenced teachers' decisions to stay in or leave the profession. Knowledge gained from teacher interviews and a review and analysis of the extant literature may make a meaningful contribution to knowledge in the field. The literature review has the potential to contribute to existing research since this study was

motivated by practical concerns. Teacher attrition is rising and this rising attrition has negative outcomes for students, increases workloads for staying teachers, and disrupts school communities. Understanding teachers' perceptions of what influences them to stay in or leave the profession may help educator leaders enhance supports and mitigate challenges to reduce attrition thereby improving student outcomes and fostering consistency in school communities. What was lacking in extant research was teacher voice. Interviewing teachers for this study gave teachers that voice including their express desires for change and what change they needed in order to stay in the profession. Further, the literature review highlighted differing perceptions among researchers about what they perceived were primary supports and challenges that influenced teachers to stay in or leave the profession.

Limitations

The strengths associated with this project study were highlighting teachers' voices to understand teachers' perceptions of supports and challenges that influence their decisions to stay in or leave the profession. Limitations associated with this qualitative project study were specific to the small sample size preventing generalization to larger populations. Kalman (2020) argued the lack of data collection methods used in a qualitative study with a small sample size inhibits data triangulation. However, I was vigilant and careful when interpreting the data and continued to revisit the literature and transcripts of the interviews for understanding throughout the data analysis.

Data Analysis Results

I conducted this study to understand what supports and challenges influence

teachers' decisions to stay in or leave the profession. To answer these questions, I analyzed the interview data. I read and reread the transcripts, organized the data, coded using two cycles of hand coding, and identified themes. For this study, I implemented an analysis in six phases. After the interviews, I read over each transcript to familiarize myself with the data. And, I generated initial codes using data collected from the interviews. The next phase of analysis included searching for themes among the codes and defining and naming the themes. Only then was I able to produce an analysis. Within the findings two themes emerged for perceived supports that influenced teachers' decisions to stay in the profession and two themes emerged for perceived challenges that influenced teachers to leave the profession. Supports found to influence teachers to stay in the profession were efficacy and support from colleagues and leaders. Challenges found to influence teachers' decisions to leave the profession were promulgation of a testing culture and a lack of support from leadership.

Theme 1: Teacher Efficacy and Support Influenced Teachers' Decisions to Stay in the Profession

Efficacy

During interviews with teachers who participated in this study an overwhelming majority expressed feeling efficacious influenced their decisions to stay in the profession. Respondent 1 described a lesson where students were engaged and active and the students acted as though it was the best lesson of their lives. Respondent 1 explained students were answering questions and they were happy to be there. The student reaction made Respondent 1 enthusiastic to teach. Similarly, Respondents 2, 3, 4, 5 and 12

recounted breakthrough moments with students where students demonstrated understanding of the material leading to self efficacy for teachers. Respondent 5 and 12 described breakthroughs with students as light bulb moments where struggling students understood and synthesized the information being taught. Respondent 3 described efficacy as promoting extracurricular activities that provided students with additional resources and Respondent 6 described feeling efficacious when students participated in a reflection after a major test. Respondent 6 explained that before the test, students were complaining about the amount of work. However, Respondent 6 explained that after students took their tests, they expressed gratitude to the teacher for being so well-prepared. And in their reflections students wrote a lot about the things they had complained about and how they now saw the benefit. And, from that moment forward, according to Respondent 6, it was really easy to get students to do anything. Even though Respondent 6 asked a lot of students and pushed them, students understood after the test that the preparation was for a reason. Students had just not seen that reason until after they took their test and there was a moment of gratefulness from students to teacher. Respondent 6 said they felt very successful and they perceived students felt successful and empowered. Likewise, Respondents 7 and 8 described instances of going above and beyond for students and getting students involved in lessons as leading to efficacy. Respondent 8 said they got really excited when their students got excited. Respondent 8 described a lesson using real life situations in math and how the activity was enjoyed by students and administrator observers alike. Respondent 9 shared that seeing students' growth was important and explained how teachers can get bogged down in the trenches

and forget students are learning. When you observe students understanding, you realize this is the whole purpose according to Respondent 9. Respondent 10 described how routines and procedures facilitated learning and within this environment students responded and formed relationships with each other. Similarly, Respondent 11 and 12 explained efficacy manifested when providing support to struggling learners resulted in success for students. Respondent 11 said they felt really happy when they observed student success and felt as though they were doing something right. Respondent 12 also described working with struggling learners at small group tables as efficacious since the teacher was able to harness whatever skills students needed to close the gap.

Support

The majority of study participants indicated supports from administrators, colleagues and coaches influenced their decisions to stay in the profession. Respondents 1, 8, and 9 said that support from administration was important especially with regard to student behavior in the form of realistic expectations that demonstrated trust. Respondent 9 expounded upon the demonstration of trust between administration and teachers by saying it is important administration backs you up first and does not require you to prove yourself. All participants in the study indicated at least one instructional coach was a support that influenced them to stay in the profession. Respondent 1 indicated coaches provided feedback after observations which were helpful. Respondent 2 shared their instructional coach had a positive mindset and was always willing to help – even coming to the classroom to participate in classroom activities. And, coaches served as moral support according to Respondent 2. Likewise, Respondent 3 noted their instructional

coach gave tips and pointers though tips were not always realistic. Respondent 3 felt it was good to have another set of eyes in the classroom and Respondent 5 shared that they had received great feedback from their instructional coach in the form of engaging conversations that were constructive and helped to expand the teacher's view on culturally relevant practices. Respondent 7 noted the coaches who were the most helpful were those who had their back and provided support because a coach could make or break a teacher. Respondent 10 explained that the instructional coach would help with planning and Respondent 12 reported they could take feedback from their coach and try new strategies. After implementing the new strategies, Respondent 12 shared they could follow up with the coach to explain what was tried and also share the outcome.

Respondent 2 cited coworkers as being a top support that influenced their decision to stay in the profession. Respondent 2 noted their coworkers were all experiencing similar things and they felt heard in these relationships. Respondent 5 expounded upon the support of colleagues explaining collegial support was very encouraging because colleagues were of the same mindset and wanted to have an impact on children's lives and the community. Respondent 5 found being surrounded by like-minded individuals was a great motivator and a support that influenced them to stay in the profession. Similarly, Respondent 10 explained collaborating with colleagues was important and Respondent 12 echoed this sentiment saying colleagues were very supportive and it was through conversations with their colleagues that support was formed. According to Respondent 12, relationships with coworkers helped relieve stress by providing someone to talk to and someone to listen to.

Theme 2: Testing Culture Influenced Teachers' Decisions to Leave the Profession

Testing Culture

The majority of respondents indicated that the promulgation of a testing culture and lack of support from leadership had a great deal of influence on their decisions to consider leaving the profession. Respondent 1 expressed a concern that teaching to the test was an obstacle to engaging in effective teaching practices. Further, Respondent 1 said they sometimes felt they did not have the autonomy they needed and equated testing preparation to drill and kill. For student engagement to occur, teachers need autonomy with the lessons because teachers can switch up things rather than just teaching to the test according to Respondent 1. Respondent 2 also expressed concerns relating to testing culture in relation to fulfilling white standards of public education and with expediency. Respondent 2 argued there was a mantra on their campus that said equity and excellence start with me. However, Respondent 2 said it was hard to strive for equity and excellence when resources are lacking and teachers are trying to make kids go from did not meet expectations to mastered expectations on state exams and within a couple of weeks. It was not fair according to Respondent 2. Further, Respondent 2 argued, teacher pay is dictated off of student performance on the state test and test results are all that really mattered to the administration. Respondent 2 also emphasized their feeling that kids were seen as numbers at all times.

The semistructured interviews conducted for this study revealed a sort of demoralization for teachers in relation to the state exam and student performance. When asked if teachers' observation ratings drop as a result of student performance on the state

exam, Respondent 2 affirmed this practice stating student performance was correlated to teachers' ratings. Respondent 2 elaborated saying that being in a tested grade is difficult because the pressure is on. And, according to Respondent 2, teachers were required to only offer small group instruction prior to the state exam and without preparation. Respondent 2 explained that this sounded good in theory but in practice it was hard because students were not used to being in small groups. There were no systems in place for this new format according to Respondent 2. Respondents 3, 5, 10 and 12 expressed similar concerns relating to state testing by sharing the negative effect on teachers and students. Respondent 3 reported that due to decisions by administration relating to the state test, Respondent 3 had to switch classes five or six times during the school year. Respondent 3 explained that from their perspective it was a disaster on the administration side from start to finish where they perceived the administration totally mismanaged people with unrealistic expectations. Everything was never good enough and your kids could do perfectly on a task and they were learning, but if they did not meet expectations on the state test, it did not matter according to Respondent 3. Respondent 3 went on to say decisions in preparation for the state test were utter failures and perceived the administrative team created chaos while choosing violence every day. Respondent 3 shared there was a focus on the state exam because the school failed the prior year. As a result, according to Respondent 3, when it came time to prepare for the state test, the administration separated the kids based on different characteristics. For instance, the administration put all the newcomers and kids who enrolled halfway into the school year into one room. And, kids with behavior issues, they put them all in one classroom for the

two months leading up to the state exam because administration said they weren't going

to pass anyway according to Respondent 3. As a result, Respondent 3 had three grade

levels of students in one classroom and argued it was not realistic. The change of setting

for students and teachers was unethical according to Respondent 3. When Respondent 3

voiced concerns to the principal, they were shut down. Respondent 3 explained that the

principal will return next year unless the school fails. This same principal told teachers

that if the school failed, the teachers would not have jobs as the principal would

personally fire all of the teachers.

Respondent 5 shared similar concerns with a culture of testing explaining how

they had to make compromises with the pacing of lessons. For example, even if there

were a percentage of students struggling with a standard, teachers were told by leadership

to move forward to prepare students for the next big assessment. Respondent 5 explained

that the rationale of the administration for testing decisions came to the data and they

were looking to maximize the growth of students who were considered bubble kids. The

bubble kids were kids who were going to have the greatest impact on the campus' overall

accountability rating according to Respondent 5. It is important to note, during this study,

Respondent 5 resigned and moved to an A-rated district hoping to see practices that

aligned with their values as an educator. Respondent 5 explained that if they found at the

new district alignment was fair, then they could see themselves teaching for a long time.

However, Respondent 5 emphasized that if they saw the same things that they saw at

their current campus then that would be an easy ticket for them to just walk away from

teaching. Similarly, Respondent 10 stated that teaching is very different than what they

grew up with and what they expected to see as a teacher. Respondent 10 explained they felt hindered in the profession by being asked to do things that they should not have been asked to do. For instance, Respondent 10 said that though the school mantra says they are about equity and excellence but in reality they did not provide that for students. Respondent 10 explained that the way students were separated in preparation for the state test was not in alignment with equity or excellence. Respondent 10 described a situation where to prepare for the state test, the administration created one self-contained classroom for particular students. Students assigned to this self-contained room were in special education and included students who came to the campus after October. The rationale provided by leadership for this decision was that these students would not count in the state test results. Respondent 10 described the inequity of this administrative decision using an example of a top performing student being placed in a self-contained classroom simply because they enrolled in the campus after October. Further, according to Respondent 10, changing up classroom rosters for state test preparation resulted in a disruption to routines and the changes affected Respondent 10 badly physically. Respondent 10 explained they would wake up every morning with nausea and felt sick to their stomach. Respondent 10 reported they were not eating and had no appetite. And, students had a difficult time understanding what was going on. Respondent 10 explained that they were promised by administration that after the state test, they would return back to their original classroom but instead they were moved from third grade to support fifth grade. Respondent 10 said the principal made these decisions to improve the school rating which had scored so low on state accountability measures that the school was not

even assigned a rating.

In Texas, to align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score of a school is less than 70 on a scale upwards of 100 (TEA, n.d.). Respondent 10 explained the administration was hoping to put their school onto the rating map. Likewise, Respondent 12 shared similar concerns saying they could not differentiate instruction as much in tested grade levels because leadership was honing in on data points. Respondent 12 explained they felt they were just teaching test takers. Respondent 12 argued the instructional focus was solely on reading and math scores and emphasized that their school was not thinking about teaching the whole kid but rather the administration was thinking about raising test takers and improving scores to improve the grade of the school. Respondent 12 perceived the school administrators forgot that at the end of the day we are teaching kids; we are not teaching robots to perform well on a test. Further, explained Respondent 12, leadership was not seeing the growth that the kids had and they were not seeing the excitement when students could study social studies or science, subjects receiving less attention than reading or math.

Theme 3: Leadership Influenced Teachers' Decisions to Leave the Profession

Lack of Support from Leadership

More than half of respondents indicated their administrators were new or leaving this school year. Respondent 2 reported their first principal left last year and this year they were left with a monolith of problems due to the principal's departure compounded by being assigned novice administrators. Respondent 3 expressed that if they did leave the profession it would be due to lack of support from administration and feeling

undervalued. Respondent 4 reported not seeing a lot of their principal except for one spot observation. Though, when a new principal entered the campus, Respondent 4 perceived the new principal had more of a physical presence and was more responsive. Similarly, Respondent 5 indicated they did not experience on their campus the type of leadership conducive to their growth as an educator. Respondent 5 expressed a desire for solidarity between teacher and administrator arguing solidarity had the potential to lead to an ideal environment for students to learn and grow. Respondent 6 described having a pretty good relationship with their dean but explained that their dean was leaving at the end of the school year. Respondent 6 perceived their director was not open to communication or conversation and was secretive. Respondent 10 reported working under new administration and explained that they had a weak relationship with them. According to Respondent 10, the new administration removed teachers from their classrooms in preparation for the state exam which caused a disruption to learning and had a negative effect on student-teacher relationships. Further, removing teachers from their classrooms caused Respondent 10 to lose trust for the administrative team. Respondent 12 also described experiences with new administration and reported the campus was getting two new deans next school year.

All study participants reported a lack of support from leadership and this, in part, led to half of the participants transferring to other schools or other districts during this study. Respondent 1 explained they did not feel supported by administration with student behavior and there were a lack of consequences for incidents involving students. Respondent 1 also expressed a desire for autonomy and additional training. Respondent 2

expressed dismay at having schedules changed by school leaders and noted deep rooted issues in education especially for Black, Brown, Indigenous, Latino and Latina students that stripped them of a great public education. Further, Respondent 2 described a toxic work culture where teachers were rated unfairly by leaders with skewed rating systems and pressure to work over-time. Respondent 3 explained that trust was broken when it became apparent the goal of administration at the campus was to teach to the test and kids were separated based on whether or not leadership perceived they could pass the state exam. Respondent 5 described their relationship with their administrator as professional and not too friendly to avoid lines being muddled between superior and subordinate. Respondent 5 also explained the actions of administration were not conducive to teachers' growth and desired solidarity. Respondent 6 expressed being stressed when there was a lack of communication between teacher and administrator. And, though Respondent 6 reported having a good relationship with the dean, they also shared the dean would not offer many solutions and would often defer helping. Respondent 7 reported feeling apprehensive with administration and described being shot down by an administrator at the beginning of the school year making them wary. As long as teachers get results, they can stay on the good side of leadership according to Respondent 7. Respondent 9 had worked at the local site but recently moved to Guatemala. Respondent 9 said that in their current placement in Guatemala, there is a level of trust that did not exist at the local site. Respondent 10 and 12 echoed similar concerns over being removed from the classroom as a part of a mid-year strategy to prepare for the state exam. Respondent 10 explained how testing decisions disrupted school communities and

created inequity for students and teachers alike. Respondent 10 reported leadership decisions were driven by the state exam and school ratings and these decisions weakened relationships, created inequity in students' education and led to teachers' desires to escape which manifested as transferring to other campuses or districts and considerations to leave the profession. Respondent 12 explained how leadership was honing in on data points and forgetting about teaching the whole child.

Discussion of the Findings

The findings of this study were related to the conceptual framework and the literature review. Herzberg et al.'s (1959) motivation-hygiene theory includes factors essential for creating and sustaining a satisfactory workplace. Requisite factors for a satisfactory work place to occur included physiological extrinsic hygiene factors such as pleasant working conditions and intrinsic motivation factors such as potential for growth (Herzberg et al.). In the absence of these intrinsic and extrinsic factors, Herzberg et al. found employees became dissatisfied increasing the probability they would quit. Further, eliminating factors that dissatisfied employees did not necessarily lead to satisfied employees since hygiene and motivation factors were distinct from each other, highly subject to change and relative to the individual.

Based on the findings of this study, participants perceived there were both intrinsic and extrinsic factors in the form of supports and challenges that influenced their decisions to stay in or leave the profession. Intrinsic factors such as efficacy teaching and extrinsic factors such as support from colleagues and leaders influenced teachers' decisions to stay in the profession while challenges found to influence teachers' decisions

to leave the profession included extrinsic factors such as promulgation of a testing culture and a lack of support from leadership.

Efficacy

Self-efficacy is grounded in the framework of social cognitive theory outside the scope of this study but holds pertinence as it emphasizes the exercise of human agency or the notion that people can exercise some influence over what they do (Bandura, 2006). According to Von Muenchhausen et al. (2021), interventions to promote teacher self-efficacy combated the effects of high psycho-emotional stress that led to burnout associated with attrition. And, building teacher self-efficacy associated positively with psychological resistance, positive emotions, and an increase in self-efficacy that was found to be accompanied by an improvement in life satisfaction (von Meunchhausen et al.). Notably, efficacy beliefs determine how opportunities are perceived and how long people will persist when confronted with obstacles (Bandura, 2006). With a high sense of efficacy, teachers would fear failure less and preserve longer in the face of obstacles. If an individual has a low sense of efficacy, they may avoid a task altogether. Thus, teacher efficacy is crucial to understanding the phenomenon of teacher attrition.

Teachers in this study described a low sense of efficacy when they spoke about decisions being made for them by administrators especially when the decisions were connected to the promulgation of a testing culture. For instance, teachers reported reduced efficacy when administrators removed them from their classrooms for long periods of time and when students were reassigned to other teachers for the purpose of testing. Teachers perceived reassignments and grouping of students to improve test scores

as unethical and a decision that led to inequity for students.

Support

Support from colleagues and leaders influenced teachers' decisions to stay in the profession. Hester et al. (2020) found attrition associated highly with feeling unsupported and despite the demands teachers face, Guthery and Bailes (2022) argued that support from educator leaders was found to effectively combat attrition. Support from educator leaders was identified as being highly predictive of teachers' satisfaction that associated with thoughts of staying in or leaving the profession (Harris et al., 2019). In alignment with the findings of the literature review in this study, teachers expressed a desire for support from educator leaders in the form of informal and regular feedback, where autonomy was protected, and where teacher voice was heard (Campbell et al., 2021; Tran & Smith, 2020).

Testing Culture

A challenge that associated highly with teachers' decisions to consider leaving the profession was the promulgation of a testing culture. The literature does not support traditional test reviews as effective instructional practice (Hwang & Riccomini, 2016). Yet educator leaders at the local site condoned, supported, and often even required test reviews sometimes months before the state test (EdWeek, 2022). Ravitch (2016) argued the practice of test reviewing forces teachers to redirect focus from evidence based techniques to teaching to the test. Compounding the issue of instructional practices related to state testing, was teachers' jobs, reputations, and promotions being tied to the results of standardized exams distorting the educational process and resulting in teachers

experiencing significant anxiety that associated with attrition (Farmer, 2020; Vonder

Embse et al., 2015). Further, standardized test scores played an integral part in teacher

performance evaluations and as a result teachers experienced damaging consequences to

their mental health (Farmer, 2020).

Lack of Support From Leaders

Another challenge that associated highly with teachers' decisions to consider

leaving the profession was lack of support from leaders. Marshall et al. (2022) found lack

of support was reported by teachers who planned to leave the profession and these

teachers shared negative comments about their administrators including blaming them for

issues that led to teacher burnout and feelings of being devalued and disregarded. In fact,

DeMatthews et al. (2022) found teacher turnover spiked in schools with chronic principal

turnover and the effects were greater among high needs urban schools.

Section 3: The Project

Introduction

Teacher attrition at the local site and nationwide is disrupting school communities and costing tax-payers dollars. Teacher attrition has been shown to have negative student outcomes as well. To address teacher attrition and offer educator leaders the information they need to understand what keeps teachers in the profession, I collaborated with my committee and concluded that the best approach for the project study was to conduct semistructured interviews with teachers. Giving teachers a voice through this project study may provide insight that educator leaders need to enhance supports and mitigate challenges to keep teachers teaching. For this study, I began with a literature review and interviewed 12 teachers teaching at the end of 2021—2022. The project that resulted from this study was a 3-day educator leader professional development workshop for leaders in one university educator preparation program. In Section 3, I provide an overview of the project. This section includes a description of the goals for and outcomes of the project as well as a literature review to support the project. Finally, in this section, I outline how the project will be evaluated and describe the implications, including the potential for social change.

Rationale

An educator leader professional development workshop for leaders in one university educator preparation program was the best choice for a project resulting from this study because at the local site in a large urban city, educator leaders were seeking ways to reduce teacher attrition. I wanted to review extant literature on the subject and

interview teachers to gain an understanding of what leads to teacher attrition in order to effect social change. I chose to conduct a qualitative study because qualitative studies lend themselves to open-ended inquiry. Through open-ended inquiry, I sought to understand how teachers perceived supports and challenges that influence their decisions to stay in or leave the profession. Information gathered from interviewing teachers about supports and challenges that influence their decisions to stay in or leave the profession alongside a review of extant literature has the potential to provide educator leaders with what they need to ameliorate high rates of teacher attrition.

In this qualitative study, I conducted semistructured interviews with 12 early-career teachers to explore their experiences and with these findings, and from an analysis of the extant literature, I uncovered extrinsic and intrinsic factors that influenced teacher attrition. According to Herzberg et al.'s (1959) motivation-hygiene theory, factors essential for creating and sustaining a satisfactory workplace are physiological extrinsic hygiene factors such as pleasant working conditions and intrinsic motivation factors such as potential for growth. Without the presence of these intrinsic and extrinsic factors, employees become dissatisfied, increasing the probability that employees will quit. Importantly, Herzberg et al. found that eliminating factors that dissatisfied employees did not necessarily lead to satisfied employees because hygiene and motivation factors were found to be distinct from each other, highly subject to change, and relative to the individual.

During the semistructured interviews with teacher participants, feeling efficacious highly influenced teachers' decisions to stay in the profession. With this information,

educator leaders may adapt practices in one educator preparation program by accessing

research-based practices that help teachers develop the skills needed for effective

teaching. Participant teachers also cited support from leaders as highly influencing their

decisions to stay in the profession. Providing support to teachers may come in the form of

partnership coaching, according to Knight (2019). Partnership coaching was found to be

an effective way to ensure that teachers felt supported as it protected teacher autonomy

and honored their opinions. Providing educator leaders with techniques for engaging in

partnership coaching could affect social change and reduce teacher attrition. The educator

workshop also has the potential to mitigate challenges that teachers associated highly

with their decisions to leave the profession. For instance, testing culture was cited by

teacher participants as a reason why they considered leaving the profession. The educator

leader workshop has the potential to expose leader participants to research that has the

potential to change their mindset. Educator leaders who push test reviews need training to

understand the consequences of such actions and how these actions stifle innovation in

education. Schools where a testing culture exists often show evidence of a distorted

education, an exacerbation of inequity and injustice, a demoralization of teachers, and

even ethical corruption (Emler et al., 2019).

Review of Literature

In this literature review, I present current research relating to how educator

leaders may begin to understand how to enhance supports and mitigate challenges that

influence teachers' decisions to stay in or leave the profession. I conducted the literature

search using the Johns Hopkins University online library, the AU online library, the

Walden University online library, and Google Scholar. The following keyword search

terms were used: educator leaders and teacher attrition, effective professional

development for leaders in education, and universal design for learning.

In Section 1, the literature presented described factors involved in teacher attrition

in alignment with Herzberg's motivation-hygiene theory (Herzberg et al., 1959) and the

importance of identifying intrinsic and extrinsic factors that kept employees working. In

Section 3, the literature I present supports the production of an educator leader

professional development workshop to facilitate the development of actionable steps to

reduce teacher attrition. To support the development of a workshop for educator leaders

as the project genre for this study, I arranged the literature review to include how

educator leaders may work with the study's findings to reduce attrition. The literature

review begins with a discussion of the educator leader workshop followed by details of

active learning techniques that have been found to be effective with leaders in higher

education.

Workshop Modes of Presentation

Educator leaders from various cities in the United States will attend this educator

leader professional development workshop. As a result, the workshop will be held

virtually during professional development days where leaders congregate to share the

latest research and best practices. Given that the workshop will be presented in a virtual

environment using digital tools, I reviewed the latest research on virtual instruction.

Educator leaders equipped with digital skills sets were found to be more effective

administrators in higher education. Further, an educator leader equipped with the

appropriate digital skills was more likely to recognize and take advantage of

opportunities presented (Antonopoulou et al., 2021). Moorhouse and Wong (2022)

argued that a blend of asynchronous and synchronous modes was optimal to support

online learning. Asynchronous instruction provided a way for participants to engage with

materials flexibly, and synchronous instruction provided real-time interaction where

instructors could use multimodal features to facilitate teaching (Moorhouse & Wong,

2022). Dopson et al. (2019) argued that leadership training needed to consider the

individual needs, roles, and careers of educator leaders, including personal motivations,

expectations, and ambitions. Further, other stakeholders needed to be involved in

leadership development training given partnerships with senior academic but

nonmanagerial staff exist (Dopson et al., 2019). Dopson et al. found in leader training

leadership styles were important, as styles were associated with leaders' willingness to

act as disruptors of a highly institutionalized sector. Further, Dopson et al. found that

informal debate and drawing upon prior knowledge stimulated innovative approaches to

leadership work. In fact, Dopson et al. argued that formative space where individual

perspectives could be articulated aside from dominant narratives best supported learning

among leaders. Sustaining leadership requires a training approach that includes role

modeling, delegation, and succession planning, and these characteristics are associated

with longer-term careers (Dopson et al., 2019). The findings of this study created a

balance of formal theories through the literature review alongside practice-based theories

derived from the semistructured interviews with teachers to form a "sense-making"

approach supported by Dopson et al. and Fischer et al. (2015). During the workshop,

educator leaders will receive partnership coaching supported by Knight (2019) and Dopson et al. who argued that leadership work is a lonely activity and targeted coaching has the potential to encourage reflection and experimentation proving to be highly developmental.

Project Evaluation

Dopson et al. (2019) argued that leadership training may be evaluated with formative and summative evaluation methods and recommended (a) using multisource data (from subordinates, peers, and superiors and measures of business impact); (b) measuring changes in the attitudes, performance, and retention of clients and their subordinates; and (c) "distal outcomes" observable months or even years after the intervention. Provided in this workshop is 360-degree feedback to evaluate the workshop outcomes. With 360-degree feedback, leader participants will be able to understand their strengths and weaknesses, in this case, from the teachers' perspectives.

Project Description

Introduction

Building on the findings of the current study and after consulting with my committee, I developed a 3-day professional development workshop for educator leaders in one university educator preparation program. The problem at the local site is that educator leaders want to understand what supports influence teachers' decisions to stay in the profession and what challenges influence their decisions to leave. The target audience for the presentation is educator leaders working in a university educator preparation program.

Resources and Existing Supports

The resources required for this educator leader professional development workshop will be available online using digital tools available to all leaders in the educator preparation program. I prepared the slides and provided a digital link to the leaders (see Appendix E).

The project developed from the results of this study is a 3-day educator leader professional development workshop. The workshop was designed based on the findings of this study, and the findings include a review of extant literature and semistructured interviews with early career teachers working on high-needs campuses. The purpose of the workshop is to provide educator leaders in one university educator preparation program with the information they need to enhance supports and mitigate challenges to keep teachers teaching. The goals of the educator leader professional development workshop are for leaders to

- understand what supports influence teachers to stay in the profession,

- understand what challenges influence teachers to leave the profession,

- describe how access to specific supports may reduce attrition, and

- describe how mitigating challenges may keep teachers in the profession.

The learning outcomes of the educator leader professional development workshop are as follows:

- Educator leaders will be able to identify specific supports that influence teachers to stay in the profession.

- Educator leaders will be able to identify specific ways to mitigate challenges

that influence teachers to leave the profession.

- Educator leaders will be able to interpret how leader behavior influences teacher behavior.

- Educator leaders will develop strategies to increase influential supports that keep teachers teaching.

- Educator leaders will develop strategies to mitigate challenges that influence teachers to leave the profession.

- Educator leaders will be able to assess the efficacy and usability of the professional development materials in the effort to achieve the objectives to reduce teacher attrition.

Educator Leader Development Workshop

Day 1, 9 a.m. — 12 p.m.

Module 1: A Look at Teacher Attrition. The first module will begin with a welcome from the facilitator researcher, an introduction to the workshop, and a summary of the four modules that compose the professional development workshop. The facilitator will describe the state of attrition in the United States and how attrition impacts schools and communities. The structure, purpose, and objectives will also be presented. Goals for the first module are for participants to (a) understand teacher attrition and its impact on school communities, (b) recognize rising attrition, and (c) develop an understanding of motivation-hygiene theory.

The workshop will begin with collaboration in small groups where educator leaders will share personal stories of why they perceive teachers leave the profession and

why they perceive teachers stay in the profession. Next, the facilitator will review the motivation-hygiene theory developed by Herzberg et al. (1959). Herzberg et al.'s motivation-hygiene theory includes factors essential for creating and sustaining a satisfactory workplace. The requisite factors that Herzberg et al. identified as being essential for a satisfactory work-place were physiological extrinsic hygiene factors such as pleasant working conditions and intrinsic motivation factors such as potential for growth. Without the presence of these intrinsic and extrinsic factors, Herzberg et al. found that employees became dissatisfied, which increased the probability that employees would quit. Participants will also discuss how eliminating factors that dissatisfy employees will not necessarily lead to satisfied employees because hygiene and motivation factors were found to be distinct from each other, highly subject to change, and relative to the individual (Herzberg et al., 1959).

Next, participants will identify in a blank digital Venn diagram in Canva what they believe are supports that influence teachers to stay in the profession and what challenges influence teachers to leave the profession. In breakout rooms, these supports and challenges will be discussed. After these discussions, the facilitator will provide the results of the literature review in this study, including specific extrinsic and intrinsic factors that researchers associated with influencing teachers' decisions to stay in or leave the profession. Using their Venn diagram, workshop participants will compare and contrast their subjective theories of hygiene and motivation factors with those of the study's findings. Workshop participants will then analyze the information to determine how closely the findings align to their initial thoughts. Next, the facilitator will provide

the results of the semistructured interviews conducted for this study with early career teachers, including specific extrinsic and intrinsic factors teachers associated with influencing their decisions to stay in or leave the profession. Again, workshop participants will analyze the information to determine how closely the findings from the interviews align with their initial thoughts. Finally, workshop participants will be asked to consider the study's findings and to reduce teacher attrition, choose two supports to enhance and two challenges to mitigate for the focus during the remainder of the workshop.

Resources.

- Welcome and Module 1 Google Slides

- Handout 1: Herzberg et al. (1959) Motivation Hygiene Theory Graphics

- Handout 2: Blank Digital Venn diagram in Canva titled, "What Supports Do You Think Influences Teachers' Decisions to Stay in the Profession?"

- Handout 3: Blank Digital Venn diagram in Canva titled, "What Challenges Do You Think Influences Teachers' Decisions to Leave the Profession?"

- Handout 4: What Supports the Literature Says Influences Teachers' Decisions to Stay in the Profession

- Handout 5: What Challenges the Literature Says Influence Teachers' Decisions to Leave the Profession

- Handout 6: Blank Digital Venn Diagram in Canva titled, "Comparison of Supports and Challenges With Other Group Findings in Alignment With the Research"

- Handout 7: Top Two Focus Four Square Graphic Organizer in Canva

Day 2, 9 a.m. — 12 p.m.

Module 2: Supports That Influence Teachers' Decisions to Stay in the Profession. The goal for the second module is for educator leaders to recognize supports that influence teachers' decisions to stay in the profession. By identifying supports that keep teachers teaching, educator leaders may enhance these supports and adapt current practices to reduce attrition. Understanding support teachers need to stay in the profession may help leaders retain teachers thereby improving student outcomes and stabilizing the teacher work force. Module 2 will start with a discussion surrounding what supports teachers described they needed to stay in the profession in their semistructured interviews followed by a discussion of the literature review findings. The facilitator will share quotes from the semistructured interviews and convey specific intrinsic and extrinsic factors from the review of the literature.

Next, participants will be asked to move to breakout rooms and focus on two areas of support reflected in the literature and drawn from interviews with teachers. Participants will develop one actionable step for each of the two supports. Participants will then post into digital tools one support step. Digital tools will be displayed and reviewed by the whole group. Participants will discuss the results from contributing through digital tools and through Nominal Group Technique decide which support they think teachers may benefit from the most.

Resources.

- Module 2 Google Slides

- Handout 8: Nominal Group Technique

- Handout 9: Summary of Supports That Influenced Teachers' Decisions to Stay in the Profession Found in the Literature

- Handout 10: Summary of Supports That Influenced Teachers' Decisions to Stay in the Profession Found in the Semistructured Interviews With Teachers

- Link to digital tools

Day 3, 9 a.m. — 12 p.m.

Module 3: Challenges That Influence Teachers' Decisions to Leave the Profession. The goal for Module 3 is for educator leaders to understand what challenges influence teachers' decisions to leave the profession. Understanding what challenges influence teachers to leave the profession may provide leaders with the information they need to mitigate barriers that influence attrition. Mitigating challenges that influence teachers to leave the profession has the potential to improve student outcomes and stabilize the teacher work force. Module 3 will start with a discussion surrounding what challenges teachers described in the study's semistructured interviews as influencing their decisions to consider leaving the profession. Next, findings from the literature review will be presented. The facilitator will share quotes from the semistructured interviews and convey specific intrinsic and extrinsic factors from the review of the literature. Next, participants will be asked to move to breakout rooms and focus on two areas of challenge reflected in the literature and drawn from interviews with teachers. Participants will develop one actionable step to mitigate a challenge. Participants will then post into digital tools one actionable step to mitigate challenges that influence teachers to consider leaving

the profession. Contributions using digital tools will be displayed and reviewed by the whole group. Participants will discuss the results using digital tools and through Nominal Group Technique decide which actionable step they perceive would benefit teachers most.

Resources.

- Module 3 Google Slides

- Handout 11: Summary of Challenges That Influenced Teachers' Decisions to Leave the Profession Found in the Literature

- Handout 12: Summary of Challenges That Influenced Teachers' Decisions to Leave the Profession Found in the Semistructured Interviews With Teachers

- Link to digital tools

Module 4: Implementation and Evaluation. The goal of Module 4 is for educator leaders to implement actionable steps they developed in the workshop. The main expectation is that leaders will make arrangements for the use of the newly acquired information in interactions with teachers. Workshop participants will then complete an evaluation of the three modules in a follow-up meeting in January. During the January meeting, participants will evaluate the efficacy of the actionable steps formed from the discussions and results of Nominal Group Technique during the educator leader professional development workshop held in August. The meeting will provide an opportunity for educator leaders to share how interactions with teachers were formed and if actionable steps developed in the workshop improved teacher perceptions that might

reduce attrition. The educator leaders will then evaluate the workshop and provide information on the benefit of the workshop by completing a qualitative survey.

Resources.

- Module 4 Google Slides

- Program Evaluation Qualitative Survey

Existing Supports

There are existing supports for educator leaders at the local site. An important resource for this project is the existing professional development where the workshop could be offered. Professional development in August each year is a transformative two-day institute celebrating the work of educator leaders that shape the future of education. During the professional development, educator leaders are asked to elevate their practice, amplify their impact, and join other leaders in making a difference. Through engaging sessions, workshops, and collaborative discussions, leaders collectively build a public footprint and narrative while exploring strategies to cultivate collaborative community spaces, leverage partnerships, and create impactful curriculum experiences. The professional development is required for all educator leaders in one university educator preparation program and typically occurs before the school year begins. In this method of educator leader professional development, each participant has the opportunity to present and attend training sessions. Leaders determine the best method of professional development relevant to their area of expertise. Another resource is the January Content Retreat. An effective way these existing supports could be used would be by facilitating the workshop during professional development and conducting the evaluation and follow-

up meeting during the January Content Retreat.

Potential Barriers and Solutions

There are barriers to implementation of this workshop. The identified barriers are lack of educator leader engagement since leaders have a choice of what sessions they attend during professional development. Other barriers include having a large group attend the workshop and having workshop participants from four different cities. Workshop participants from differing cities may result in not all participants working with similar school districts. Further, leaders from four major cities are involved in the institute and retreat and this could result in an unwieldy number of attendees. To mitigate large numbers of attendees, the facilitator will hold the workshop virtually allowing for large groups to be broken up into smaller groups through the use of video conferencing platform breakout rooms. Further, the structure of the workshop requires full participation to be most impactful and without leader participation, there may be difficulty in successfully carrying out the objectives. One way to enhance participation in the workshop is to include in the format small group collaboration with a skilled facilitator. Finally, to ensure increased participation, the sessions will be recorded with interactive asynchronous tasks for those leaders unable to attend synchronously.

Implementation Plan and Timeline

The implementation plan for this educator leader workshop began with providing a synopsis of the workshop to directors organizing professional development and a content retreat. Academic directors typically select specific presenters offering information in alignment with the organization's mission. The directors also choose the

theme and topics available for discussion. As a faculty member and instructional coach, I would present this workshop in alignment with the goals of the professional development for educator leaders.

Roles and Responsibilities of Educator Leader Participants and Others

As the researcher, I am responsible for facilitating the proposed educator leader professional development workshop and getting prior approval from the Director of Clinical Faculty for implementation. Educator leaders participating in the workshop will be responsible for active engagement, bringing ideas to the conversation, sharing experiences, and contributing using digital tools. Finally, participants in the workshop will be responsible for implementing actionable steps designed during the workshop.

<div align="center">

Project Evaluation Plan

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The findings of this study indicate educator leaders need to understand what supports influence teachers' decisions to stay in the profession and what challenges influence teachers' decisions to leave the profession. Engagement in critical thinking and designing actionable steps to enhance supports and mitigate challenges may enable educator leaders to keep teachers teaching. Therefore, an educator leader professional development workshop was developed for the purposes of sharing first-hand accounts from teachers and an analysis of current literature to equip educator leaders with the information they need to reduce attrition. An evaluation of the workshop will be performed to determine if the workshop was able to address stated outcomes and to determine if delivery of the content was effective. Therefore, a qualitative survey focused on the goals and outcomes of the workshop will be used to evaluate the overall success of

the workshop to understand what supports and challenges teachers face when deciding whether to stay in or leave the profession.

The learning outcomes of the educator leader professional development workshop are as follows:

- Educator leaders will be able to identify specific supports that influence teachers to stay in the profession.

- Educator leaders will be able to identify specific ways to mitigate challenges that influence teachers to leave the profession.

- Educator leaders will be able to interpret how leader behavior influences teacher behavior.

- Educator leaders will develop strategies to increase influential supports that keep teachers in the profession.

- Educator leaders will develop strategies to mitigate challenges that influence teachers to leave the profession.

- Educator leaders will be able to assess the efficacy and usability of the professional development materials in the effort to achieve the objectives to keep teachers in the profession.

- Educator leaders will answer, "How confident are you that you are able to identify supports that influence teachers to stay in the profession and mitigate challenges that influence teachers to leave the profession?"

There will be one evaluation of the educator leader professional development workshop completed at the January Content Retreat. The time between the professional

development in August and the January Content Retreat allows for leaders to internalize

information and proceed with the implementation of actionable steps designed in the

workshop. The evaluation at the January Content Retreat will provide feedback regarding

the efficacy of the workshop.

Stakeholders who would benefit from the evaluation of this educator leader

professional development workshop are the leaders in university educator preparation

programs since this study's findings may be generalized to studies with similar

conditions. The educator leaders will be able to access strategies designed in the

workshop to enhance supports that influence teachers' decisions to stay in the profession

and mitigate challenges that influence teachers' decisions to leave the profession. The

results of the evaluation will also contribute to the improvement of this workshop for

future use to reduce teacher attrition.

The evaluation will consist of a qualitative survey completed by the educator

leader workshop participants. A qualitative survey is helpful for researchers looking to

get information from their target audience. While qualitative surveys do not give

researchers as much real-time feedback as in-person interviews, they do elicit responses

more elaborate and richer in perspective. And, qualitative surveys serve as flexible

methods, a definite advantage for researchers (Braun et al., 2021). The qualitative survey

used for workshop evaluation will contain open-ended questions that encourage

participants to describe their thoughts and feelings in detail. Because participants will

respond in their own words rather than predetermined responses the survey has the

potential to produce rich and complex accounts that include participants' subjective

experiences and discourses (Braun, 2013). Within the framework of what is important to the researcher, qualitative surveys have the potential to capture what is important to participants using their language and their terminology. To measure the learning outcomes, a Likert scale will be used with a five point scale. Choices will range from Strongly Agree to Strongly Disagree with a mid-point for those who might be neutral on the subject. Using a Likert scale, I may be able to obtain a holistic view of the workshop participants' opinions.

Project Implications

The problem that was addressed by this study was rising teacher attrition and within the findings identified were supports teachers perceived as influencing their decisions to stay in the profession and challenges teachers perceived influenced their decisions to leave the profession. The findings of this study revealed teachers perceived specific extrinsic and intrinsic factors influenced their decisions to stay in or leave the profession. Likewise, the literature paralleled the findings of the semistructured interviews with teachers. The problem of rising attrition and the findings of this study were addressed through an educator leader professional development workshop designed to raise awareness of supports teachers need to stay in the profession and challenges that influence teachers to leave the profession. Educator leaders will benefit from this project since it provides information needed **to** enhance support and mitigate challenges for teachers to keep them teaching. This project focuses on expanding educator leaders' understanding of teacher perceptions of the supports and challenges that influence teachers to stay in or leave the profession. The findings of this study will allow educator

leaders to enhance supports and mitigate challenges for teachers to reduce attrition thereby improving the teacher workforce and student outcomes.

This project offers information that may lead to social change in one university educator preparation program. This workshop provides educator leaders with a better understanding of what supports influence teachers to stay in the profession and what challenges influence them to leave. With this information, educator leaders may adapt practices to keep teachers teaching. Keeping teachers in the classroom, frees up resources to improve instruction, stabilizes unsteady teacher workforces and provides continuity in classroom communities. As educator leaders increase their awareness of teachers' perspectives, they will be better equipped to make the changes needed to reduce attrition.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

I developed a professional development workshop for educator leaders in one university educator preparation program based on the study findings. The findings led me to identify a need for educator leaders to increase their understanding of what influences teachers to stay in or leave the profession. The professional development workshop was influenced by Herzberg et al.'s (1959) motivation-hygiene theory. In the motivation-hygiene theory, Herzberg et al. included factors essential for creating and sustaining satisfactory workplaces. Herzberg et al. found intrinsic motivators such as job dissatisfaction and lack of opportunities for growth highly associated with employees' intentions to quit. The requisite factors Herzberg et al. identified as being essential for a satisfactory workplace were physiological extrinsic hygiene factors such as pleasant

working conditions and intrinsic motivation factors such as potential for growth. Without the presence of these intrinsic and extrinsic factors, Herzberg et al. found that employees became dissatisfied, and this dissatisfaction increased the probability that employees would quit.

One of the strengths of this workshop is that it provides educator leaders with information gleaned from extant research and from teacher voice. The information gathered as a part of this project study is relevant, job related, and problem-solving focused. For example, educator leaders in educator preparation programs are asked to design programs to improve the contextual conditions for students through effective instructional techniques only possible within a stable teacher workforce. Further, time and money invested in a program to become a certified teacher have the potential to benefit students by providing early-career teachers with instruction in evidence-based teaching practices. When teachers leave, it causes a disruption to school community and results in funds being diverted to new hires rather than improving instruction for children. Another strength of this project study is that the project is designed with stakeholders in mind, promoting collaboration around knowledge gleaned through semistructured interviews and a review of extant literature.

Possible project limitations may include educator leaders' willingness to fully share their thinking in the workshop. During conversations for this project study, when asked questions about their perceptions of what influences teachers' decisions to stay in or leave the profession, educator leaders may be reluctant to be fully transparent. I will attempt to overcome potential barriers by assuring leaders that through collaboration and

critical thinking, we may demonstrate vulnerability with the best interest of teachers and students in mind.

Recommendations for Alternative Approaches

The purpose of this educator leader professional development workshop was to develop understanding of what supports influence teachers to stay in the profession, and what challenges influence them to leave the profession to support the development of actionable steps to reduce attrition. This project study included a review of extant literature and semistructured interviews of 12 early career teachers with the findings shared in a professional development workshop. An alternative approach would have been to conduct a quantitative survey of educator leaders using deductive coding. This approach would have forced leaders to respond to predetermined variables, perhaps simplifying the process of gathering information to inform best practices.

Scholarship, Project Development and Evaluation, and Leadership and Change Scholarship

Throughout this project study, I learned that scholarship is marked by skepticism about knowledge claims and requires an intimate familiarity with knowledge acquired during information gathering in the area of inquiry. A scholar needs to be articulate and speak with authority about the research, and a scholar follows strong professional ethics with a willingness to accept constructive criticism. I believe that a scholar needs to be loyal to their study participants by actively listening to participants and acknowledge they are sharing their views with vulnerability. The extant literature revealed what researchers thought about teacher attrition, but even more authentic, in this study, was teacher voice.

Teachers were given an opportunity to exercise their voice and authentically reveal what influenced them to stay in or leave the profession. As a professor and instructional coach in the field of education, I am humbled by the findings of this study, and I understand now what I can do better to support teachers and keep them teaching. Before embarking on this study, I knew there were teacher shortages and high rates of attrition.

My experience as an instructional coach and professor in education working alongside early-career teachers created a concern great enough for me to take on this endeavor. I wanted to understand what supports could be enhanced to keep teachers teaching and how challenges that influence teachers to leave the profession might be mitigated. This project required me to define a problem, develop an argument, write a proposal, review literature, conduct interviews, and collect and analyze qualitative data. By conducting this research study, I acquired understanding that allowed me to convey to educator leaders in one educator preparation program how we might adapt programming, coursework, and coaching to better support teachers to reduce attrition. Personally, I have a new understanding of how I might become a better instructional coach, educator leader, professor, and critical thinker.

Project Development

During the project development for this study, I learned that educator leaders must be driven not only by data and research, but also by the needs of individuals. After analyzing the data and discussing the data with my colleagues, I decided an educator leader workshop would be the most effective way to address teacher attrition and share my findings. By reviewing extant literature regarding teacher attrition, I learned a great

deal about what supports influence teachers to stay in the profession and what challenges influence them to leave. Coding the literature review helped me to see themes and make comparisons to data collected through semistructured interviews with teachers. The information gleaned from this research enabled me to provide information to educator leaders in a university educator preparation program that may be used to enhance supports and mitigate challenges to reduce attrition. Not only have I acquired a greater understanding of why teachers stay in or leave the profession, I have developed valuable skills in conducting a research study.

The educator leader workshop includes new learning that is practical and may be used today as a new school year approaches. With the opportunity to conduct a project study, I was able to provide educator leaders with the information they need to reduce attrition, thereby improving educational outcomes for children.

Leadership and Change

I recognize my position is as a leader of change influenced by 20 years of experience in education as a former public school teacher, department chair, and professor in higher education working with a university educator preparation program. As a professor and instructional coach, I am focused on sharing knowledge, beliefs, and theories that translate into classroom-ready practices and align with a mission to disrupt inequity and advance justice. What is highlighted in this study's findings is dissonance between what early career teachers are being taught in one university educator preparation program and the reality they experience in the classroom. Educator preparation programs offer evidence-based instruction, but when teachers enter

classrooms, they often face inequitable methods of practice. The findings of this study suggest that teacher attrition must be addressed at a broader level. Systemic change must begin with existing bureaucratic structures, existing school systems, and philosophies behind education. Most importantly, this study's findings demonstrate that the phenomenon of teacher attrition cannot be solved by simply increasing teacher pay but rather by changing our mindset about education. Antiquated structures that reduce human capability to a single test score make it impossible to improve learning for all students because a culture of testing reduces every human to a number. If teaching and learning are to improve for all students and if we want to keep teachers teaching, we need to rethink our belief that quantifying human capital will produce people capable of being secure in their knowledge, taking ownership of their learning, demonstrating intellectual curiosity, and being cognizant of the importance of culture and community. If we want to develop thinkers equipped to welcome new challenges and meet them resourcefully, creatively, and imaginatively, then we need to move beyond measures that limit human potential. A culture of testing is the disembodiment of the spirit of inquiry, a deterrent to learning new skills, and an impediment to the reception of new ideas.

I developed new skills during this doctoral journey, including the ability to rethink my role in education. The findings of this study provided insight into what teachers really need to stay in the profession and how enacting social change could reduce attrition, thereby improving outcomes for all students. My contribution to the field of education may be small, but I provided teachers with a voice, and that is huge.

Reflection on Importance of Work

This educator leader professional development workshop is designed to shed light on what supports keep teachers teaching and what challenges influence them to leave the profession. The workshop has the potential to bring about change in one university educator preparation program that could improve outcomes for teachers and the students they serve. This project is important because it aims to understand how educator leaders may support teachers to keep them teaching, thereby ensuring stable classroom environments for students. This project includes an extensive review of extant literature and interviews of 12 early career teachers. Designing the project provided me with the opportunity to engage in research to positively inform educator leaders in one educator preparation program. I believe this work may provide educator leaders with the information they need to increase stability in the teacher workforce, reduce the costs of replacing teachers who quit, and stabilize the teacher workforce, ensuring that nurturing, productive classrooms have the ability to exist.

Implications, Applications, and Directions for Future Research

Teacher attrition is rising, and research on what keeps teachers teaching is vital to the health and well-being of students in classrooms. Research has shown that teachers are leaving the profession at greater rates than ever before, and understanding what might keep them teaching may reduce attrition.

This project served as a solution for rising teacher attrition, and social change may result from understanding gleaned in this study. The study I conducted explored what influences teachers' decisions to stay in or leave the profession. Data were gathered

through interviewing teachers and conducting a literature review. Given the data gathered

from the teacher participant interviews and a review of extant literature, I designed a

professional development workshop for leaders in one educator preparation program.

Workshop participants included university professors, instructional coaches, and

organizational directors to increase understanding of what supports might be enhanced

and what challenges might be mitigated to keep teachers in the profession. In addition to

what the literature review revealed, insight from the perspectives of teachers has the

potential to help educator leaders understand how they may enhance supports and

mitigate challenges to keep teachers in the profession.

Conclusion

For decades, researchers have explored various supports and challenges that

influenced teachers' intentions to stay in or leave the profession. Findings of this project

study suggest there are varying factors that influence teachers' decisions, of which many

overlap, presenting complexity when trying to understand what supports influence

teachers to stay in the profession and what challenges influence them to leave. Teachers

who were more intrinsically or altruistically motivated were more likely to stay in the

profession, and self-efficacy was also found to be highly influential in teachers' decisions

to stay in the profession. Further, teachers who felt more self-efficacious reported lower

quitting intentions. In addition to individual factors, extrinsic factors influenced teachers'

decisions to stay in the profession. Extrinsic factors that influenced teachers to decide to

stay in the profession included support from coworkers. Teachers cited reasons for

leaving the profession as lack of support from leadership and demoralization as a result of

a testing culture. Teachers in high-needs schools were more likely to leave the profession, exacerbating inequities for students of color (Redding & Nguyen, 2020). Further, the match between a teacher and their working environment was found to most strongly predict intentions to quit (Wang & Hall, 2019). In summary, this study's findings suggest that to keep teachers in the profession, educator leaders should enhance supports such as building self-efficacy among teachers and invite teachers to the decision-making table. Leaders may also experience success keeping teachers in the profession by providing teachers with support in the form of regular formative feedback. To mitigate challenges that were found to influence teachers to leave the profession, educator leaders should consider moving away from a testing culture that reduces the work of teachers and students to a single number produced from a state test. Fuchsman et al. (2020) found that high-stakes testing lowered teachers' job satisfaction, and teachers cited a primary reason for leaving the profession as the number of and emphasis on mandated tests (Fuchsman et al., 2020; Owens, 2015). Fuschsman et al. also found a reduction in early-career teacher attrition when testing requirements were relaxed. Further, in response to school accountability measures, Fuchsman et al. and Grissom et al. (2017) found that in response to high-stakes testing, teachers were incentivized to leave schools with low-performing students. Stakeholders should consider reinforcing the educator leader workforce to address the revolving door of administrators. Chronic leadership turnover was associated with destabilizing organizational culture and a spike in teachers' decisions to leave the profession, and these effects were found to be greater among high-needs schools (DeMatthews et al., 2022). Similarly, Scallon et al. (2023) argued that administrative

leadership was found to be a primary influence on teachers' decisions to leave the profession because leadership shaped school climate. Teachers at schools with low attrition described educator leaders as consistently supporting teacher autonomy by encouraging teachers to make instructional decisions and where leaders sought their input on school-wide decisions. Another characteristic of educator leaders in schools with low rates of attrition was their capacity to honor teachers' professional expertise (Scallon et al., 2023).

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Appendix A: Interview Questions

1. Why did you decide to enter the teaching profession?

2. How would you describe your teaching experience thus far?

3. Describe a time when you were happy teaching and one when you weren't so happy.

4. How would you characterize your relationship with your administrator?

5. Describe some challenges you face when determining whether to stay in the profession.

6. Describe supports that help you decide to stay in the profession.

7. How would you describe your instructional coaching experience?

8. How do you feel about the compensation you receive as a teacher?

9. If you were to leave the profession, describe the situation that would influence that decision.

10. What are aspects of instructional coaching that helped you as a teacher?

Appendix B: Institutional Review Board Approval

IRB Materials Approved - Gayle Warmbrodt

1 message

IRB <irb@mail.waldenu.edu>   Tue, May 2, 2023 at 6:29 PM
To: "gayle.warmbrodt@waldenu.edu" <gayle.warmbrodt@waldenu.edu>
Cc: "Karet, Joanna" <joanna.karet@mail.waldenu.edu>, IRB <irb@mail.waldenu.edu>

Dear Gayle Warmbrodt,

This email is to confirm that, based on your responses to Form A, your study appears to fall within the parameters of the IRB pre-approved Interview Manual. This means that you are permitted to collect and analyze data from work-related interviews of professionals, as per the terms of the pre-approved site agreement (Appendix A) and Consent Form (Appendix B) in the Interview Manual. No other data may be collected by you without prior approval from the IRB.

Your approval # is 05-02-23-0970607. You will need to reference this number in your final doctoral study and in any future funding or publication submissions. You are required to use the consent form provided in the Interview Manual. A copy of this consent form tailored to include your IRB approval number is attached, and no edits may be made to this approved text.

Your IRB approval expires on May 1, 2024. One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you wish to collect data beyond the approval expiration date.

Your IRB approval is contingent upon your adherence to the exact procedures described in the Interview Manual and the final version of the IRB form that has been submitted as of this date. This includes maintaining your current status with the university. Your IRB approval is only valid while you are an actively enrolled student at Walden University. If you need to take a leave of absence or are otherwise unable to remain actively enrolled, your IRB approval is suspended. Absolutely NO participant recruitment or data collection may occur while a student is not actively enrolled.

If you need to make any changes to your project procedures, you must obtain IRB approval by submitting the IRB Request for Change in Procedures Form. You will receive confirmation with a status update of the request within 10 business days of submitting the change request form and are not permitted to implement changes prior to receiving approval. Please note that Walden University does not accept responsibility or liability for doctoral scholarship activities conducted without the IRB's approval, and the University will not accept or grant credit for student work that fails to comply with the policies and procedures related to ethical standards in research and scholarship.

When you submitted your IRB application, you made a commitment to communicate both discrete adverse events and general problems to the IRB within 1 week of their occurrence/realization. Failure to do so may result in invalidation of data, loss of academic credit, and/or loss of legal protections otherwise available to the doctoral student.

Both the Adverse Event Reporting form and Request for Change in Procedures form can be obtained at the Documents & FAQs section of the Walden web site: http://academicguides.waldenu.edu/researchcenter/orec

Doctoral students are expected to keep detailed records of their project activities (i.e., participant log sheets, completed consent forms, etc.) for the same period of time they retain the original data. If, in the future, you require copies of the

originally submitted IRB materials, you may request them from Institutional Review Board.

Both students and faculty are invited to provide feedback on this IRB experience at the link below:

http://www.surveymonkey.com/s.aspx?sm=qHBJzkJMUx43pZegKImdiQ_3d_3d

Sincerely,

Libby Munson

Research Ethics Support Specialist

Research Ethics, Compliance, and Partnerships

Walden University

100 Washington Avenue South, Suite 1210

Minneapolis, MN 55401

Email: irb@mail.waldenu.edu

Phone: (612) 312-1283

Fax: (612) 338-5092

Information about the Walden University Institutional Review Board, including instructions for application, may be found at this link: http://academicguides.waldenu.edu/researchcenter/orec

Appendix C: Invitation to Participate

Good afternoon,

I am conducting a project study as a part of my doctoral work. My research is centered on teacher perceptions of what influences them to stay in the profession and what challenges influence them to leave the profession. You are invited to take part in an interview for this study.

If you are interested in participating in the study, we will meet one time for a virtual interview where I ask you a few questions about your perceptions of what supports influence teachers to stay teaching and what challenges might influence them to leave the profession. Participation is completely voluntary and you may withdraw from the study at any time. If you would like to participate in the study please read the Informed Consent letter below then fill out the Google form at the bottom of this email.

Consent Form for Minimal-risk, Work-related Interview

Interview Procedures:

If you agree to be part of this study, I will be asking you interview questions about your professional work and audio-recording your responses. Opportunities for clarifying statements will be available after I analyze the interviews (via a process called member checking).

Voluntary Nature of the Study:

This study is voluntary. If you decide to join the study now, you can still change your mind later.

Risks and Benefits of Being in the Study:

Being in this study would not pose any risks beyond those of typical daily life. This study's aim is to provide data and insights that could be valuable to those in professional roles related to yours. Once the analysis is complete, the researcher will share the overall results by publishing the final study on the Scholarworks website.

Privacy:

I am required by my university to protect the identities of interviewees and their organizations. I am only allowed to share interviewee identity or contact info as needed with Walden University supervisors (who are also required to protect your privacy). Any reports, presentations, or publications related to this study will share general patterns from the data, without sharing the identities of individual interviewees or their organizations. If I were to share this dataset with another researcher in the future, the dataset would contain no identifiers so this would not involve another round of obtaining informed consent. Data will be kept secure by password protection. The interview transcripts will be kept for at least 5 years, as required by my university. The collected information will not be used for any purpose outside of this study.

Contacts and Questions:

If you want to talk privately about your rights as a participant, you can call Walden University's Research Participant Advocate at 612-312-1210. Walden University's ethics approval number for this study is 05-02-23-0970607.

Please share any questions or concerns you might have at this time. If you agree to be interviewed as described above, please say "yes" for the audio-recording when I ask, "Do you agree to be interviewed for this study?"

Note: To take part in the study, please complete the Google form linked below. Your participation in this research study will be of great importance since it could contribute to social change to ensure teachers are provided the support they need to stay in the profession.

Appendix D: Permission to Record

I would like to take part in the study. *

○ Yes

○ No

What date/time would you be free for a virtual interview? Provide a couple of options.

Long answer text

Should I choose to participate in this study, I give my permission to be recorded during the interview.

Suggestions: Maybe

○ Yes

○ No

○ Add option or add "Other"
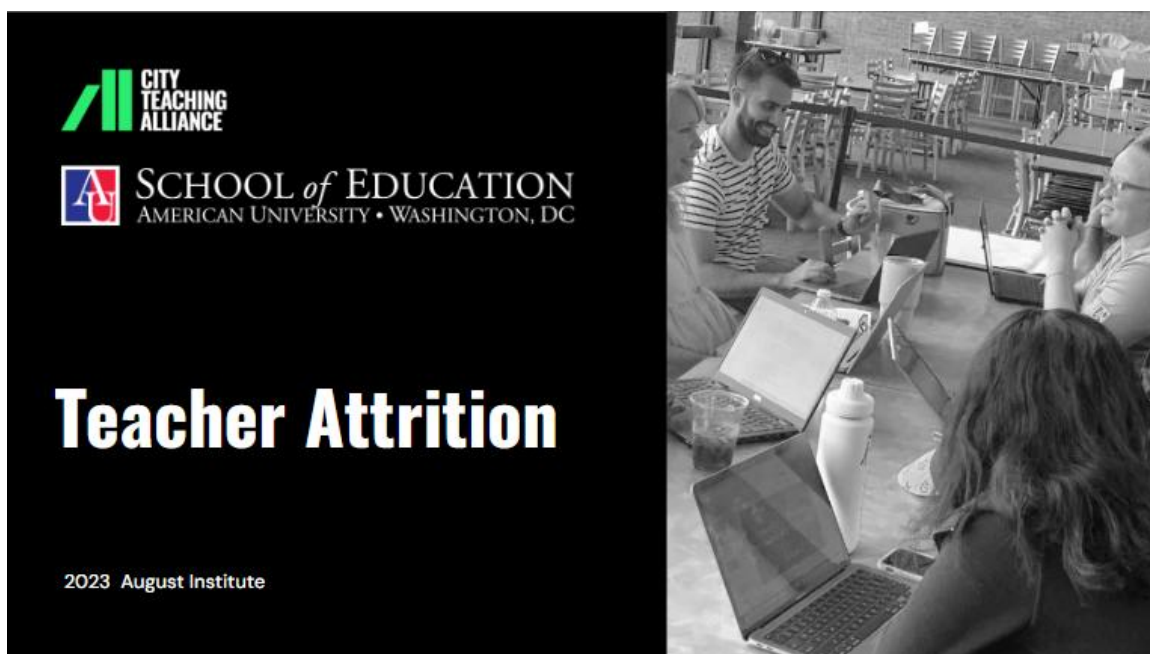
Required

Comments:

Long answer text

Appendix E: Educator Leader Professional Development Workshop

Wazhazhe (Osage) shield

This study was made possible with funding from the Osage Nation

Workshop Facilitator, Gayle Warmbrodt

- Faculty and Instructional Coach for City Teaching Alliance/American University
- Workshop based on a two year study of teachers' perceptions of the supports that keep them teaching and the challenges that influence their decisions to leave the profession

Background information

- 20 years experience in education
- Board member for distance education, Texas Tech University
- Dallas College Learning Commons Advisory Board Member
- edTPA Scorer & Coordinator
- Certified Person Centered Planner
- Field Supervisor Teacher Observation
- CLASS Scorer, Teachstone
- Texas Education Agency State Review Panel
- Osage Nation Graduate Scholar
- Johns Hopkins University/Urban Teacher Rubric Revision Committee
- Academic Success Committee Dallas College
- Dallas College Advisory Board for Academic Coaching
- Special education advocate, James Brown Law

AGENDA

Half Day Workshop for Educator Leaders in a University Educator Preparation Program

- 9 AM Introductions and shared purpose
- 9:30 AM Review workshop objectives and learning outcomes
- 9:45 AM Participate in modules
- 11:45 AM Conclude with final discussion
- 12:00 PM Reminder to Evaluate Program at January Content Retreat

OBJECTIVES

- understand what supports influence teachers to stay teaching
- understand what challenges influence teachers to leave teaching
- recognize supports and challenges associated with attrition
- describe how enhancing supports may reduce attrition
- describe how mitigating challenges may reduce attrition.

LEARNING OUTCOMES

- identify supports that influence teachers to stay teaching,
- identify challenges that influence teachers to leave teaching,
- interpret how leader behavior influences teacher behavior,
- develop strategies to increase influential supports that keep teachers teaching,
- develop strategies to mitigate challenges that influence teachers to leave the profession,
- assess the efficacy and usability of the professional development workshop in the effort to achieve the objectives to reduce teacher attrition.

CONTENTS

1. Module 1 Rising Attrition
2. Module 2 Supports that influenced teachers to stay teaching
3. Module 3 Challenges that influenced teachers to leave teaching
4. Module 4 Action steps & Evaluation

Module 1

Rising Attrition

Module 1: A Look at Teacher Attrition

- Introduction to the workshop
- Summary of the four modules that compose the professional development workshop
- The structure, purpose, and objectives are presented.
- Objectives for the first module are for participants to 1) understand teacher attrition and the impact on school communities, 2) recognize rising attrition 3) develop understanding of motivation-hygiene theory.
- State of attrition in the U.S.
- Impact of teacher attrition on schools and communities

Module 1

Small group collaboration –

- Review the motivation-hygiene theory developed by Herzberg et al. (1959)
- Participants identify in a blank digital Venn diagram in Canva what they believe are supports that influence teachers to stay teaching and challenges that influence teachers to leave the profession.
- In breakout rooms, participants discuss these supports and challenges.
- Facilitator provides the results of the literature review in this study including specific extrinsic and intrinsic factors researchers associated with influencing teachers' decisions to stay in or leave the profession.
- Using their Venn diagrams, workshop participants compare and contrast their subjective theories of hygiene and motivation factors with those of the study's findings.
- Workshop participants then analyze the information to determine how closely the findings align to their initial thoughts.
- Facilitator provides the results of the semi-structured interviews conducted for this study including specific extrinsic and intrinsic factors teachers associated with influencing their decisions to stay in or leave the profession.

- Workshop participants will analyze the information to determine how closely the findings from the interviews align with their initial thoughts.

- Workshop participants are asked to consider the study's findings and to reduce teacher attrition, choose two supports to enhance and two challenges to mitigate for focus during the remainder of the workshop.

Module 1 Resources

- Welcome and Module 1 Google Slides
- Handout 1: Herzberg et al. (1959) Motivation Hygiene Theory Graphic
- Handout 2: Blank Digital Venn diagram in Canva titled, What Supports Do You Think Influences Teachers' Decisions to Stay Teaching?
- Handout 3: Blank Digital Venn diagram in Canva titled, What Challenges Do You Think Influences Teachers' Decisions to Leave the Profession?
- Handout 4: What Supports the Literature Says Influences Teachers' Decisions to Stay Teaching
- Handout 5: What Challenges the Literature Says Influence Teachers' Decisions to Leave Teaching
- Handout 6: Blank Digital Venn Diagram in Canva titled, Comparison of Supports and Challenges With Other Group Findings in Alignment With the Research
- Handout 7: Top Two Focus Four Square Graphic Organizer in Canva

Module 2: Supports that Influence Teachers'
Decisions to Stay Teaching

- Whole group discussion surrounding what supports teachers described they needed to stay teaching in their semi-structured interviews followed by a discussion of the literature review findings.
- The facilitator shares quotes from the semi-structured interviews and conveys specific intrinsic and extrinsic factors from the review of the literature.
- Participants move to breakout rooms and focus on two areas of support reflected in the literature and drawn from interviews with teachers.
- Participants develop one actionable step for each of the two supports.
- Participants post into Padlet one support step. The Padlet will be displayed and reviewed by the whole group.
- Participants will discuss the results from the Padlet and through Nominal Group Technique decide which support they think teachers may benefit from the most.

Module 2 Resources

- Module 2 Google Slides
- Handout 8: Nominal Group Technique
- Handout 9: Summary of Supports That Influenced Teachers' Decisions to Stay Teaching Found in the Literature
- Handout 10: Summary of Supports That Influenced Teachers' Decisions to Stay Teaching Found in the Semi-Structured Interviews With Teachers
- Link to Padlet

Module 3: Challenges that Influenced Teachers' Decisions to Leave Teaching

- Whole group discussion surrounding what challenges teachers described influenced them to consider leaving the profession from the semi-structured interviews followed by a discussion of the literature review findings.
- The facilitator shares quotes from the semi-structured interviews and conveys specific intrinsic and extrinsic factors from the review of the literature.
- Participants move to breakout rooms and focus on two areas of challenge reflected in the literature and drawn from interviews with teachers.
- Participants develop one actionable step for each of the two challenges.
- Participants post into Padlet one step to mitigate challenges. The Padlet will be displayed and reviewed by the whole group.
- Participants will discuss the results from the Padlet and through Nominal Group Technique decide which challenge mitigator they think teachers may benefit from the most.

Module 3 Resources

- Module 3 Google Slides
- Handout 11: Summary of Challenges That Influenced Teachers' Decisions to Leave Teaching Found in the Literature
- Handout 12: Summary of Challenges That Influenced Teachers' Decisions to Leave Teaching Found in the Semi-Structured Interviews With Teachers
- Link to Padlet

Module 4

Module 4: Implementation and Evaluation

Module 4: Implementation and Evaluation

- Workshop participants complete an evaluation of the three modules in a follow-up meeting in January.
- During the January meeting, workshop participants will evaluate the efficacy of the actionable steps formed from the discussions and results of Nominal Group Technique during the educator leader professional development workshop held in August.
- The meeting will provide an opportunity for educator leaders to share how interactions with teachers were formed and if actionable steps developed in the workshop improved teacher perceptions that might reduce attrition.
- The educator leaders will then evaluate the workshop and provide information on the benefit of the workshop by completing a qualitative survey.

Module 4 Resources

CITY TEACHING ALLIANCE

- Module 4 Google Slides
- Program Evaluation Qualitative Survey
- The qualitative survey used for workshop evaluation will contain open-ended questions that encourage participants to describe their thoughts and feelings in detail.
    a. Participants will respond in their own words rather than choosing from predetermined responses
    b. The qualitative survey has the potential to produce rich and complex accounts that include participants' subjective experiences and discourses (Braun, 2013).
    c. Within the framework of what is important to the researcher, qualitative surveys have the potential to capture what is important to participants using their language and their terminology.

PROJECT IMPLICATIONS

- The findings of this study revealed teachers reported specific extrinsic and intrinsic factors influenced their decisions to stay in or leave the profession.
- The problem of rising attrition and the findings of this study were addressed through an educator leader professional development workshop designed to raise awareness of supports teachers need to stay teaching and challenges that influence teachers to leave teaching.
- Actionable steps were designed and implemented by educator leaders to enhance supports and mitigate challenges.

Almost 500 Texas teachers have quit since last October

Over the last six months, the state reported a record-high number of Texas teachers who quit before their contracts were up.

José Luis Martínez / Texas Education Agency
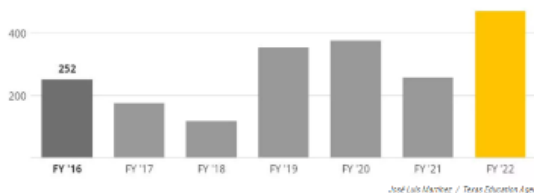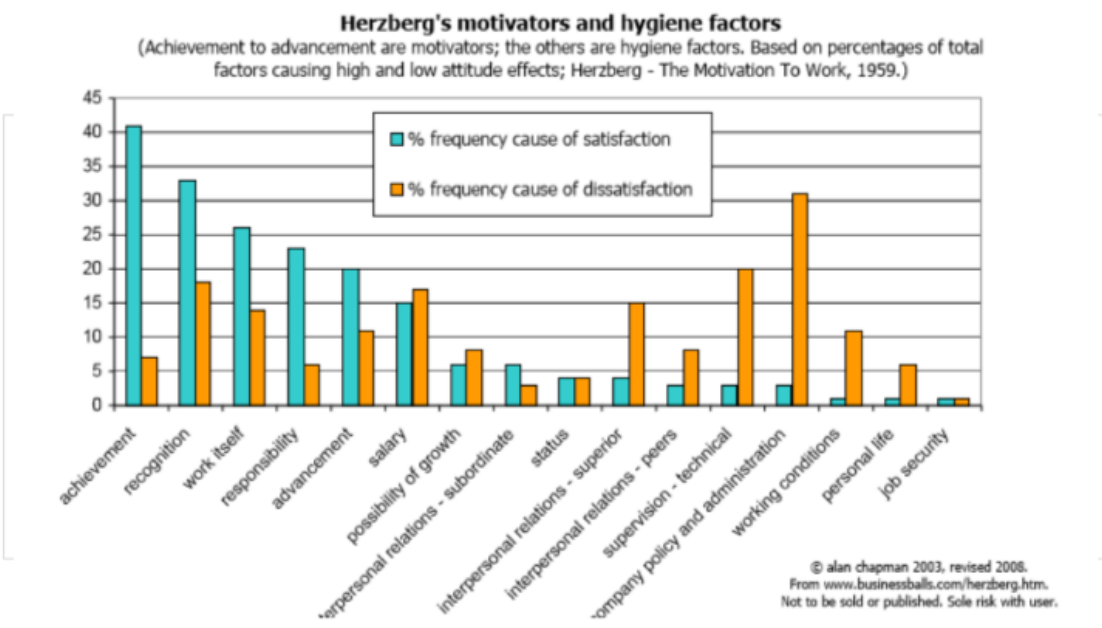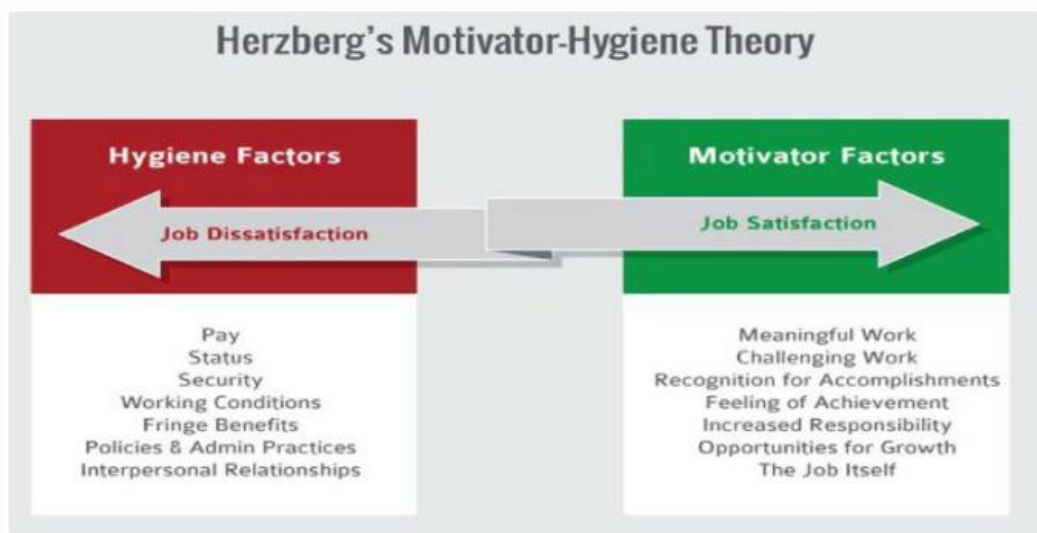
Fiscal years are measured from October to September. Data for 2022 is for the first six months of the fiscal year.

ACTION STEPS

- People centered coaching
- Provide school partners with the latest research based evidence
- Combine professional learning communities with coaches and school partners
- Hold formal training for school leaders to share evidence based practice

RESOURCES

Herzberg's Motivator-Hygiene Theory

Hygiene Factors	Motivator Factors
Job Dissatisfaction	Job Satisfaction
Pay Status Security Working Conditions Fringe Benefits Policies & Admin Practices Interpersonal Relationships	Meaningful Work Challenging Work Recognition for Accomplishments Feeling of Achievement Increased Responsibility Opportunities for Growth The Job Itself

Herzberg's motivators and hygiene factors
(Achievement to advancement are motivators; the others are hygiene factors. Based on percentages of total factors causing high and low attitude effects; Herzberg - The Motivation To Work, 1959.)

© alan chapman 2003, revised 2008.
From www.businessballs.com/herzberg.htm.
Not to be sold or published. Sole risk with user.

VENN DIAGRAMS
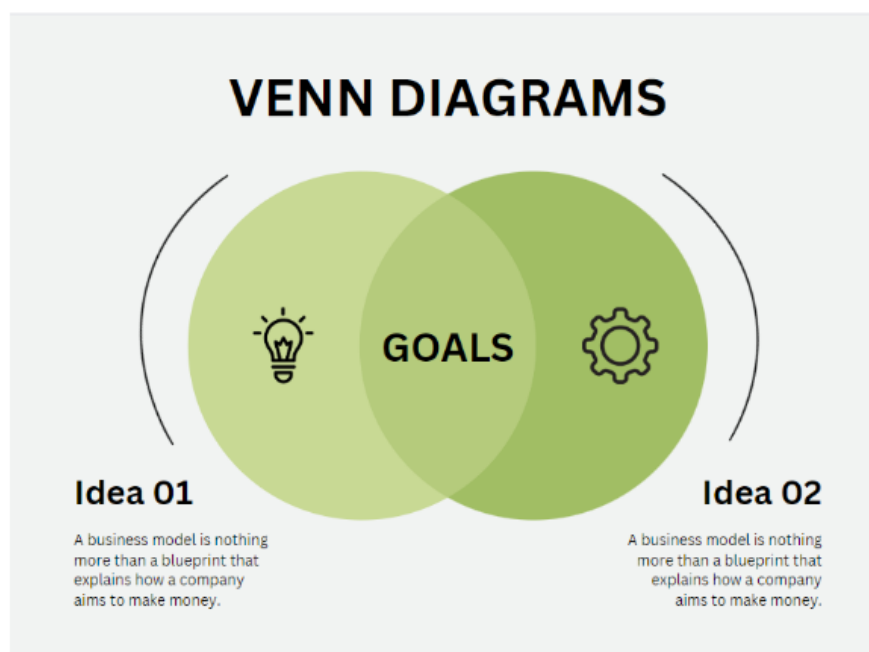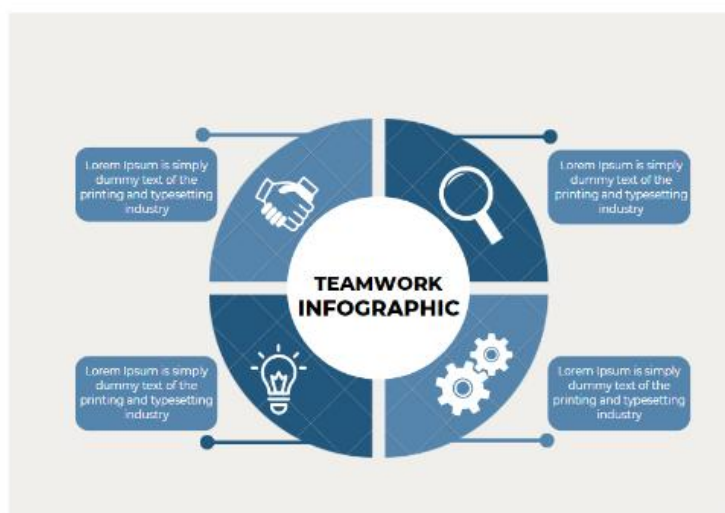
Blank Venn Diagram in Canva

https://www.canva.com/design/play?type=TAFLCnKg1mo&category=tADWszvm3NY&analyticsCorrelationId=25f8d0fe-179a-4411-b44a-0b41c903c707&locale=en

GOALS

Idea 01

A business model is nothing more than a blueprint that explains how a company aims to make money.

Idea 02

A business model is nothing more than a blueprint that explains how a company aims to make money.

Canva:

Four Square Graphic Organizer

Lorem Ipsum is simply dummy text of the printing and typesetting industry

Lorem Ipsum is simply dummy text of the printing and typesetting industry

TEAMWORK INFOGRAPHIC

Lorem Ipsum is simply dummy text of the printing and typesetting industry

Lorem Ipsum is simply dummy text of the printing and typesetting industry

Supports vs Challenges

Efficacy	Support from Leaders/ Co-Workers	Testing Culture	Lack of Support from Leaders
Support	Support	Challenge	Challenge

NOMINAL GROUP TECHNIQUE

STAGE

1. Silent generation of ideas in writing
2. Round-robin recording of ideas
3. Discussion on ideas
4. Ranking of ideas
5. Tallying of ranking
6. Review of ranking

NOMINAL GROUP TECHNIQUE STEPS

- State the problem, question, or issue that is the subject of the brainstorming and ensure that everyone understands.
- Each team member thinks of solutions or ideas that come to mind when considering the problem and writes down their ideas.
- Each member states aloud one idea.
- Discuss each idea in turn. Wording may be changed only when the idea's originator agrees. Ideas may be stricken from the list only by unanimous agreement or when there are duplicates. Discussion may clarify meaning, explain logic or analysis, raise and answer questions, or state agreement or disagreement. The group may also combine ideas into categories.
- Prioritize the recorded ideas in relation to the original question using multivoting or list reduction. Typically, the solution with the highest total ranking is selected as the final decision. Other variations include estimating the amount of work required to implement each solution by assigning it a point value; the higher the point value, the more work involved.

https://asq.org/quality-resources/nominal-group-technique

Idea Pad

**Teacher
Vacancies
2021**

Figure S1. Among public and private elementary and secondary schools that were hiring for at least one open teaching position in a specific field, percentage that found it very difficult or were not able to fill the opening, by subject-matter field of opening: School years 2011–12 and 2020–21