

3-19-2025

## Reasons Teachers of Color Leave the Field of Education in a Suburban School Division in Virginia

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# Walden University

College of Education and Human Sciences

This is to certify that the doctoral study by

Arianne La-Tasha Hayes

has been found to be complete and satisfactory in all respects,

and that any and all revisions required by

the review committee have been made.

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2025

Abstract

Reasons Teachers of Color Leave the Field of Education in a Suburban School

Division in Virginia

by

Arianne La-Tasha Hayes

MA, Liberty University, 2011

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Educational Administration & Leadership

Walden University

May 2025

## Abstract

Teacher retention remains a persistent challenge in the field of education, with teachers of color (TOCs) experiencing disproportionately higher attrition rates compared to their White counterparts while affect schools nationwide, particularly in high-need areas. The purpose of this qualitative study was to investigate why TOCs left their teaching positions in Virginia. This study was grounded in job demands-resources theory and focused on the significance of the demands and available resources within a workplace. For this basic qualitative design, eight former TOCs that had at least 3 years of experience in a suburban district in Virginia participated in semi structured interviews. Thematic coding indicated that TOCs left the profession due to factors such as lack of training support, student behavioral challenges, principal turnover, and lack of recognition from leadership. study's The results have the potential for social change by providing improvements which will create effective educational induction programming and robust support Virginia for TOC, ultimately benefitting the students, especially students of color.

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## Dedication

This project study is dedicated to my children, Gabrielle “Gabby Rose” and Adrian Hayes. There is nothing in this world that I would not do for you, and I cannot think of a better way to honor you than to formally dedicate my project study to you. You two inspire, encourage, and amaze me each day. There was not a moment while writing this project study that I did not remember that this is all for you. I wanted to complete this for you because you continue to show me unconditional love through everything that life has thrown at me during the last three years. Thank you for believing in me and knowing that I cannot wait to see all the good you will continue to do in this world. I love you two, as we say... To the moon and back forever!

## Acknowledgments

To my mummy, Hazel, thank you for giving me the strength to continue each day. Without your encouragement, support and belief I would not be here today either.

To the one who inspires me, Karen, thank you for your words and heart. Without you, I would not have finished because you pushed me to the finish line.

To my leadership team, Beth, Colin, Allie, Chris, Contessa, and Laiken. You have all supported me through one of the most challenging times within my career and I would not have done it with ANY other crew.

To my mentor, friend, and former colleague Kume, thank you for your encouragement throughout this journey. You are the best cheerleader out there and know that I appreciate you.

To a dear friend, Monique, your texts, calls, and check-ins kept me going and I appreciate you. #BGM

To my girls, Jenn, Theresa, Melissa, and Maria, for holding me and my little ones down whenever we needed the support. You are all appreciated by me, as I am in awe of each of you. To each of your partners, I appreciate you more than you would ever know.

To my committee second chair, Dr. Kropiewnicki, thank you for the honest and insightful feedback. I appreciate your guidance throughout this entire process.

To my committee first chair, Dr. Bailey, thank you for choosing me early and never wavering in your support. Your commitment to my project began during my first semester of work, and I knew then that you would chair it. Your wisdom, grace, patience, and enthusiasm to complete what you start is the reason I am now done.

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## Section 1: The Problem

According to the Virginia Department of Education (VDOE, 2022) and the Joint Legislative Audit and Review Commission (2022) the 2021–2022 annual overall state attrition rate of teachers was 10.29%. In the selected target region in Virginia for this study, the overall attrition rate is 10.12%, but approximately 20% teachers of color (TOCs) leave the school division per year, according to the target region in Virginia human resource data from 2018-2022, showing a disproportionality. Other researchers have also indicated that TOCs leave education at a higher rate than their White counterparts (Carver-Thomas et al., 2020) which is evident when researching the amount of TOCs within the teaching field in the target region in Virginia and nationwide.

According to the VDOE, in 2021-2022 the annual fall enrollment report captured that 22% of students in Virginia were Black. However, only 13% of teachers within the state in the K-12 public school setting were Black. As the number of Black students of color (SOCs) increases within the target region in Virginia, the number of Black TOCs is decreasing at a disproportionate rate. This underrepresentation of Black teachers compared to Black students can impact students' experiences and outcomes in several ways. When the rate of change of SOCs increases disproportionately compared to the rate of change of TOCs, it suggests that the teaching workforces will not keep pace with the changing demographics of the student population.

This disparity can also have several implications for all students within the K-12 public school system. TOCs spent their time differentiating instruction for all students and building relationships with them and families (Will, 2022). Further, diversity among

teachers can lead to a more inclusive and culturally responsive learning environment, which can positively impact learners in the classroom (Will, 2022). TOCs often serve as crucial mentors for students who come from unrepresented backgrounds within their school. TOC can serve as role models and advocates as they understand the cultural challenges faced by SOCs. According to VDOE (2022) a diverse teaching staff can also contribute to more equitable discipline practices within the schools as disproportionate discipline is a leading issue within the target region in Virginia. The problem that was addressed through this study is that the number of TOCs who leave the field of education in a target region in Virginia is not proportionate to the rising number of SOCs.

### **Rationale**

According to statistics for the 2011-2012 school year from the National Center for Education (NCES, 2022), 14.6% of teachers in Virginia were TOCs. However, for the 2017-2018 school year in the United States, the NCES reported that 21% of K-12 public school teachers were TOCs. For the 2011-2012 school year, the NCES reported that 18.1% of teachers in the United States were TOCs. These statistics provide an overview of the racial and ethnic diversity among educators in Virginia and the United States. The problem remains regarding why TOCs leave the field of education within a target region in Virginia at a greater rate than their White counterparts. While these data show that some progress has been made in increasing the representation of TOCs, there is still a need for continued efforts to further enhance diversity within the teaching profession overall and ensure that TOCs remain in the field of education.

TOCs often stay committed to a school due to their humanistic dedication to the

school's sense of community (Madsen et al., 2019). Within this environment, TOCs frequently become relied on as experts on matters related to the school's community dynamics. They are approached by staff seeking guidance on how to improve connections and communication with families, particularly in instances involving disciplinary issues within the school. While expertise that TOCs brings may be viewed as beneficial to the school community, it also poses challenges for the TOCs involved. The additional responsibilities placed on them can lead to feelings of being overwhelmed with tasks that extend beyond their primary teaching duties. Thus, the purpose of this basic qualitative study was to investigate why TOCs chose to leave the target region in Virginia.

### **Definition of Terms**

*Jobs demands and resources theory:* Described by Bakker et al. (2014) as being when job demands are high and job resources are low, stress and burnout increase for the worker.

*Regions:* Described by the VDOE site as a term which encompasses each school division located within a region of Virginia. There are eight regions: Region 1- Central Virginia, Region 2- Tidewater, Region 3- Northern Neck, Region 4- Northern Virginia, Region 5- Valley, Region 6- Western Virginia, Region 7- Southwest, Region 8- Southside (VDOE, 2022).

*School divisions:* Listed within their identified region on the VDOE site. Each division serves their locality and is included within one of the eight regions within Virginia according to the VDOE (2022) site.

*Students of color (SOCs)*: The term used to describe students who are Black, Latino, Multiracial, Native or Pacific Islander or Asian (VDOE, 2022).

*Teachers of color (TOCs)*: The term used to describe teachers who are Black, Latino, Multiracial, Native or Pacific Islander or Asian (VDOE, 2022).

### **Significance of the Study**

The study was significant in that it investigated why TOCs leave the field of education in the study site, which aims to educate school division leadership on retention strategies for TOCs. As the region and state's population increases in diversity, it is important to determine how to best retain TOCs for the increasing number of SOCs in target region in Virginia. This study will contribute to social change as the United States and target region in Virginia continue to become more diverse.

SOCs within the United States now make up over 50% of the student population and the White teacher workforce is approximately 80%. There is a teacher equity gap within U.S. classrooms (Plachowski, 2019). Urban school districts within the U.S. have higher teacher attrition rates which lead to a larger number of inexperienced teachers within these schools. Based on 2020-2021 data, statewide scores in reading and math in three states students scored significantly higher when SOCs have at least one teacher or color (Lindsay, 2021). However, TOCs were both enrolling and graduating less from traditional and non-traditional education programs within college classrooms (Lindsay, 2021).

The educator's role becomes more important to students as the number of SOC rises and supporting TOCs becomes a necessity to retain them. By taking steps to

increase diversity among TOCs in the K-12 public school setting, the study aims to create a more inclusive school environment. All students benefit from a diverse teaching staff both academically and social-emotionally (Will, 2022). As students grow into productive citizens, it is important to ensure that TOCs remains a workforce strengthened within the school division. This allows the growing number of students of color to see themselves in the faces of those who educate them in their schools.

### **Research Questions**

The problem addressed through this study is the number of TOCs who leave the field of education. Specifically, I investigated how the job demands and or job resources influenced their decision to leave the field of education. This basic qualitative study investigates the reasons why TOCs chose to leave the selected region within Virginia and is framed by the following research questions (RQs):

RQ 1: How do former teachers of color describe the job demands that influenced their decision to leave the field of education?

RQ 2: How do former teachers of color describe the job resources that influenced their decision to leave education?

### **Review of the Literature**

#### **Conceptual Framework**

The conceptual framework for this study is the job demands-resources (JD-R) theory, which is a widely accepted model in occupational psychology and organizational behavior (Bakker et al., 2014). JD-R theory provides a framework for understanding how certain aspects of a job can either lead to stress and burnout (job demands) or foster

engagement and well-being (job resources). Job demands entail various aspects of the job that require physical, psychological, social, or organizational effort from the individual. These demands can include workload, time pressure, role ambiguity, emotional labor, among others. Bakker et al. found that when job demands exceed an individual's resources or coping abilities, they can lead to stress, exhaustion, and eventually burnout. Similarly, Bakker et al. found that job resources are the aspects of the job that support and facilitate the achievement of work goals, reduce the impact of job demands, and promote personal growth and development. These resources can include social support from colleagues and supervisors, autonomy, feedback, opportunities for skill development, and a supportive organizational climate. Bakker et al. claimed job resources aid individuals to cope with job demands, maintain their well-being, and progress within their roles.

The strength of the JD-R theory lies in its ability to cross various occupations and industries. It recognizes that the nature of job demands and resources may differ across different jobs, but the underlying mechanisms of how they influence employee well-being and performance remain consistent. By identifying and managing job demands and resources, organizations can create healthier and more productive work environments (Bakker et al., 2014). Bakker et al. research using the JD-R theory discusses burnout within a career field and the factors that attribute to burnout including work engagement and exhaustion that negatively contribute to the personal well-being of individuals.

Although this theory is not specific to the field of education, it does speak to why TOCs may leave the classroom. Research has shown that African American male

teachers left the field of education primarily due to their challenging work conditions, including lack of leadership, absence of collegial relationships, and lack of physical teaching resources and technology, which can be seen as demands in the JD-R theory (Bristol, 2020).

In contrast, a qualitative study on 60 current TOCs who were in the field for 10 years or more indicated that they remained in the field due to structured support, professional development within their schools, and resources provided in mathematics, science, and special education (Reitman & Karge, 2019). Further, the need for job resources becomes critical when job demands are high, which can apply to student behavior; it is difficult to manage disruptive student behavior when educators are not given the resources to cope with the stress of classroom management (Collie, 2021). Collie claimed resources that can mitigate stress in teachers include helpful feedback, input, collaboration, and principal discipline support. Collie (2021) claimed helpful feedback for educators includes constructive feedback from colleagues or school leadership with insights into teaching methods, which can decrease the occurrence of disruptive behaviors. Allowing teachers to have input is another resource that empowers teachers which in turn can increase buy-in and make them feel valued (Collie, 2021). Lastly, Collie found when educators feel supported by their principals, it reinforces their ability to create a positive learning environment for their students. By providing these specific resources to educators who face high job demands related to disruptive student behavior, they can enhance job satisfaction and improve the overall learning experience for students.

The JD-R model discusses the attrition and retention of teachers as well as the well-being of these teachers. High-level demands may include high workload, deadlines, and the emotional workload involved in teaching (Granziera et al., 2021). Black and Latinx teachers could also face numerous structural barriers, and schools within K-12 public education have struggled to retain TOCs (Kemper & Santelli, 2022). Granziera et al. (2021) shared that according to the JD-R model, burnout in educators can result from an imbalance between job demands and job resources. The JD-R theory by (Bakker et al., 2014) addresses the patterns of job burnout and the impact of resources in respect to increasing work engagement. Bakker et al. also studied additional factors including how job demands, and lack of resources could trigger health impairments for individuals related to burnout or exhaustion.

Based on the essential propositions in the JD-R theory, job demands, and lack of support or resources was studied in relation to the attrition of TOCs. I used self-designed research questions to investigate participants' reasoning as to why they did not choose to continue in the field of education based on job demands and resources. The nature of JD-R theory suggested that the influence of job demands and resources can impact the wellness of teachers and their decisions to leave the field of education. Specifically, I researched how the demands of the job affected TOCs. The framework related to the research questions to allow participants to describe the demands and resources that influenced their decision to leave the field of education.

## **Review of the Broader Problem**

Classrooms have become more diverse over the past two decades (NCES, 2022), supporting the need to staff classrooms with teachers that more closely represent the demographic shift. Therefore, it is important to investigate why TOCs leave the field of education within the public-school setting. This was explored through qualitative research, within the study of a target region in Virginia. The participant group included former TOCs who have left the field of education after teaching at least three years in a public-school K-12 classroom at the study site.

## **Literature Search**

The literature review was conducted using multiple databases and resources, including EBSCOhost, ERIC, ProQuest, and the Walden University Library. The assistance of a reference librarian from Walden University was utilized to ensure that the literature search was comprehensive, up-to-date, and relevant to the research topic. To be included in the review, articles had to relate to the topic and meet the following criteria: (a) be published in English, (b) be peer-reviewed, (c) be available in full text, and (d) have been published between the years 2018 and 2023. To conduct the search, keywords such as *teachers*, *educators*, *school staff*, and *instructors* were used in conjunction with terms like *people of color*, *African American*, *African American*, *Hispanic*, *Latinx*, *attrition*, *turnover*, and *job satisfaction*.

By utilizing these databases, resources, and search criteria, the comprehensive literature review aimed to provide an understanding of the contributing factors of why TOCs leave the public-school classroom. The literature search generated 62 journals

published from 2018-2023, and I selected 32 articles for use in this literature review that met the set criteria. The recurring themes I found in the literature were recruitment, lack of support resources and working conditions and equity gap. These themes from the literature are explored in the next sections.

### **Background Data**

The National Center for Education Statistics (2022) analyzed data points from the 50 states as they related to teacher and student demographic and socioeconomic status utilizing the U.S. Department of Education's data points. NCES data showed that in 2017-2018 the number of African American teachers in the United States was a little under 7%. In schools that enrolled a greater than 50% student demographic of African American students, 36% of teachers were African American, while only 2% of teachers were African American where 50% or more of enrolled students were White. Black TOCs are recruited to work in urban or underserved communities because they are often seen as having cultural competence and understanding that can benefit students who may come from similar backgrounds (Pizarro & Kohl, 2020). These teachers may be able to be relatable role models and create a more inclusive and culturally responsive learning environment. While having a greater percentage of African American teachers in schools with students of color does increase cultural congruence, it can also potentially encourage minority communities to perform better in school thus increasing student achievement (Buckman, 2021).

Efforts to diversify the teaching field have yielded limited results for TOCs. Although many intentional efforts have been made to recruit TOCs, these efforts still

yield a low retention rate (Taveras Rivera, 2022). According to Taveras Rivera, when TOCs find themselves in suburban or affluent school communities, they often do not continue within these settings. Rather, they find themselves relocating to an urban school if they remain in the education field. While in suburban or affluent communities, TOCs may encounter different challenges including isolation or lack of connection to the community. These communities may have a White student and staff population, resulting in a lack of diversity and limited cultural understanding. As a result, Taveras Rivera found that TOCs may be viewed as outsiders and face microaggressions or biased treatment.

### **Recruitment Efforts**

As the demographic landscape of education continues to become more diverse within the United States, it is imperative to recruit and retain TOCs. According to Billingsley et al. (2019) the racial and ethnic composition of general education and special education teachers in the K-12 workforce was examined in a study using data from the Schools and Staffing Survey. According to Billingsley et al. (2019) students with disabilities in the United States are becoming increasingly diverse, with more than half of them belonging to racial and ethnic minority groups such as African American, Hispanic/Latinx, Asian, Native Hawaiian/Other Pacific Islander, Native American/Alaska Native, and multiracial students, as reported by the National Center for Education Statistics in 2016. Billingsley et al. suggested that all students, including those with disabilities, benefit from having teachers who share their racial and ethnic background.

This highlights the importance of diversity among educators in providing inclusive and culturally responsive education.

The conclusions from Billingsley et al. (2019) emphasized the need for increased representation of educators from diverse racial and ethnic backgrounds, particularly within special education settings. According to Marrero et al. (2022), students can benefit from learning from a teacher of color as students may internalize their voice while learning in other settings. Marrero et al. found that having a teacher of color allows for courageous cultural conversations. A teacher of color can help address the unique needs and challenges faced by students with disabilities who are also from racial and ethnic minority backgrounds. Marrero et al. claimed that high-needs schools often present challenging environments characterized by elevated levels of poverty, cultural diversity, and limited resources. These conditions can create significant obstacles in recruiting and retaining a diverse teacher workforce. The combination of extreme poverty rates and limited resources in these schools can result in inadequate support systems and professional development opportunities for teachers. Marrero et al. (2022) shared that these obstacles can all contribute to higher levels of turnover as educators may not feel adequately supported in their roles and may seek opportunities in schools with more resources.

The combination of these obstacles can perpetuate a cycle of teacher turnover in high-needs schools, resulting in a constant need for new teachers who may not have the necessary training experiences or cultural understanding (Kohli, 2019). To address these issues, it is necessary to implement targeted recruitment strategies that actively seek out

teachers who are trained with the necessary skills to work in high-needs environments, according to (Marrero et al., 2022).

Recruiting teacher candidates to enter teacher preparation programs is one suggestion to aid in taking proactive steps to support the social networks of TOCs, enhance their racial literacies, and build their capacity to navigate a White profession (Kohli, 2019). It is important to recognize that teacher education programs must provide a focus on supporting all students; however, a specific focus must be placed on supporting TOCs. By intentionally addressing recruitment efforts for teacher preparation programs education institutions can better support teacher candidates of color and prepare them to navigate the complexities of a White profession. While specifically researching teachers within the commonwealth of Virginia, Wojcik et al. (2023) followed special education teachers who completed their licensure requirements through an alternative route. Wojcik et al. followed special education teachers for over 14 years and found that TOCs left the field sooner. Data showed that TOCs exit was approximately three years earlier than their White counterparts who participated in the traditional pathway to teaching. Those TOCs who completed the alternative program after earning their licensure also remained in education at a higher percentage than those who did not attend the alternative program and attempted to complete requirements on their own. Although there is a shortage of qualified teachers in Virginia, the recruitment efforts for TOCs in special education were positive from the outcome of Wojcik's et al. (2023) study. To recruit TOCs in the general or special education field, it will be necessary moving forward to promote the field of education in the K-12 setting and beyond to students of

color.

A recruiting campaign launched in a different region in Virginia appears to be proactive in recruiting TOCs. This targeted initiative was aimed at increasing diversity within the teaching profession. The campaign focused on identifying high school SOCs who show a high interest in teaching. Those students would be granted a college scholarship while in high school if they committed to returning to the school division to teach in a high needs school for four years of service after the teacher preparation program was completed. This campaign was launched in 2021 and currently provides scholarships to students at local historically Black universities.

Camp (2019) discussed how recruitment efforts should be viewed in numerous ways to attract TOCs within the nation and specifically in California. During the 2017-2018 school year, 50% of the student population was Latinx while the Latinx teaching workforce was at 21%. To attract more TOCs in California, Camp recommended efforts for school districts to partner with universities and organizations that support diverse educators. Camp also shared that it is essential to support TOCs in underrepresented schools by partnering with colleagues in the state or nation.

### **Lack of Supports, Resources, and Working Conditions**

Teachers who begin working in education should receive support from their school divisions, individual schools, and peers. This support is needed in all educational fields to ensure success for the candidate hired for the position (Scott et al., 2023). Within the education field in particular, teachers must feel supported by their building leadership, which includes administration and departmental or mentor supports. Scott et al. discussed

the burnout of special education teachers in general. TOCs, in this study, often played critical roles for students, parents, and the overall school community as their ethnicity was viewed as a cultural broker for parents and students alike. This brokering was found to be critical for students who were identified with emotional behavior disabilities as they were often selected to be enrolled in the African American teachers' classroom, yet this emotional demand was shown to cause excessive burnout for these TOCs.

In Samuels et al. (2021) research participants were African American female teachers who taught within the K-20 setting. Participants shared that they doubted themselves professionally or lacked confidence in their teaching due to the lack of professional development offered within their school or division. Samuels et al. found that while the school division began with professional development, the longevity of the learning pathway was oftentimes not completed due to training not being fulfilled. In a similar study by Taveras Rivera (2022), female Puerto Rican teachers participated in a qualitative study to determine why they stayed in the field. Taveras Rivera found that these teachers found value in collaborative practices, professional development, and empowering others. Cultural values were found to be the most important aspect to Latina teachers' reasons as to they remained in the education field. While Latina teachers from Taveras Rivera's study valued professional development, a collaborative approach to professional development was found to be present for Latina teachers within the latter study.

Research from Stanley (2021) revealed the impact that school leaders have on African American female teachers' decisions to leave their respective schools. In this

research, three common reasons that influenced teachers' decisions to leave were arrested social justice efforts, insufficient support for disciplinary matters, and lack of support from administration. These reasons all stemmed from the effects of adversarial or fractured relationships between school leaders and African American women in their schools. The teachers felt as though they had little classroom autonomy, and they were not uplifted nor supported within their time in the classroom. Stanley found that lack of support for TOCs led to their need to leave the field of education to find more and better support in their next career field.

### **Equity Gaps**

Many contributing factors exist as to why TOCs left the field of education. One of these is the unequal treatment many TOCs feel they face given their school climate and culture. Findings from Frank et al. (2019) identified why African American mathematics teachers in multiple states considered leaving the profession. Frank et al. found that the microaggressions the teachers dealt with or experienced were cited as one of the top two reasons they left the field. Research by Stevenson (2019) specifically studied the impact of millennial TOCs in K-12 classrooms and investigated efforts that must be created to retain the millennial TOCs. Stevenson found that the placement of TOCs is vital to ensure that they remain in the field, and it is important for teachers to mirror the demographics of the school community in which they are working. The school's working conditions, an enriching climate and culture, and supportive leadership can lead to positive retention rates of TOCs (Geiger & Pivovarova, 2018).

Upon review of a project implemented in a Wisconsin school district by Shah et

al. (2022) addressing critical issues related to intentional support for first year TOCs, a unique opportunity was presented to include SOCs perspectives to help understand equity gaps with students. Shah et al. found that experienced TOCs mentors were paired with novice TOCs as a proactive step to provide support and guidance during their first crucial year in education. Additionally, the involvement of SOCs, who discussed what they felt were microaggressions and issues of misrepresentation and underrepresentation of people of color in the curriculum and teaching staff, was significant.

The study by Shah et al. (2022) highlighted aspects of educational equity and diversity within the school environment. By actively supporting and empowering first year TOCs through mentorships and professional development and addressing issues of representation and inclusivity indirectly, schools can create a more welcoming environment for TOCs within their walls.

Equity gaps can also be seen in demographic studies. In the research retrieved from Billingsley et al. (2019) when looking at TOCs demographics in regions of the United States, African American teachers were heavily concentrated in the southern states. Latinx and Asian teachers primarily served in the western portion of the United States. In suburban, town, and rural schools, a SOCs may have an entire school experience without a teacher of color. According to the report by the National Center for Education Evaluation and Regional Assistance et al. (2021), given the disproportionality of TOCs in certain regions in the United States and an increasing number of SOCs in these regions, the result could also lead to a higher disproportionality in school discipline, gifted education, special education and in overall student achievement between SOCs and

White students. Billingsley et al. (2019) found that students who do not see themselves reflected in school personnel are oftentimes less willing to consider a career in education, which could cause a larger gap in teacher preparation candidates. In Stohr et al. (2018), one strategy to address this gap included targeting two-year or technical colleges where there is a larger population of SOCs who may not have considered studying education. As this strategy was a recommendation by Stohr et al. (2018), it has not yet been determined to be successful.

TOCs participants found within the Pizarro and Kohl (2020) qualitative study, suggested TOCs participants share their experiences in their preservice teacher program work using the counter storytelling method, which is beneficial to the reader. One teacher spoke of being the sole Latina in the room, and the challenges this presented when not one person looked like her in the program. A Filipino teacher spoke of coworkers who made assumptions due to race and age. These assumptions included colleagues not treating him as a peer, and administrators asking for the Filipino teachers to decipher phrases that the students commonly stated in class assuming he could decipher what they meant. This led him to feel disconnected and unsupported in his school and unable to participate as an active member of the professional community. Instead, the Filipino teacher from Pizarro and Kohl's study felt isolated from others rather than accepted as a member of the professional school community.

The findings from Mason-Williams et al. (2020) also highlighted the feeling of isolation felt by TOCs in White school environments. The feeling of isolation by TOCs in schools revealed by Mason-Williams et al. (2020) showed the broader issues of cultural

inclusivity and implicit bias among the White educators. Findings from Madsen et al. (2019) suggested that TOCs may be perceived by their White colleagues as having different beliefs and values from the school norms. Therefore, cultural conflicts can arise among colleagues that can lead to the TOCs, who are under-represented in a school, feeling isolated. As found in Madsen et al. (2019), TOCs were often asked to serve in a primary role to support SOCs as a part of the school's annual improvement plan goal to address disproportionate discipline numbers in schools. According to Mason-Williams et al. (2020) cultural competency and awareness training with all educators through professional development sessions and identifying teachers' implicit bias often leads to building better relationships with all students and teachers.

### **Implications**

There are several positive implications that hiring a diverse staff could have in the increasingly diverse K-12 schools. In Fabionor (2020), hiring a diverse teaching workforce was discussed as a sense of urgency to address the inequities in the wake of the changing educational classroom landscape. Culturally responsive educational leadership is needed to address the growing change in demographics within K-12 classrooms. Teachers play a pivotal role in the endeavor as they can recognize, advocate for, and foster opportunities for all students, regardless of their demographic or socioeconomic status. The study will aid the targeted region in Virginia with insight into why TOCs leave the public-school education setting. The implications of this project for the K-12 public education system include various recommendations for the selected region in Virginia. A recommendation plan is provided for Human Resource

Departments, including a professional development session plan for professional development staff.

### **Summary**

According to findings in Carver-Thomas (2018), there are many reasons why TOCs leave the field of education. These reasons are presented in the literature review and include recruitment, equity gaps, lack of support resources, and working conditions. According to Kohli (2019) teacher mentor support and poor teaching conditions should be addressed by school divisions. JD-R theory, according to Bakker et al. (2014), provides examples that burnout in a profession can be caused by both lack of resources and lack of support. Recruitment efforts must be strong to increase the pool of teacher candidates. Educators must actively engage in promoting inclusivity, equity, and social justice within their classrooms and communities. This involves not only acknowledging the existing inequities but also taking steps to address them.

The literature presented concepts concerning creating an environment where every student feels valued, supported, and empowered, educators can contribute significantly to shaping a more equitable community. To ensure this occurs in the selected target region in Virginia and similar regions in the United States, the diversity gap needs to be narrowed as SOCs now outnumber White students in many classrooms, as presented in the literature, and it is essential for school divisions and leaders to provide all teachers; specifically TOCs, with the necessary resources, training, and support to effectively promote positive experiences for both SOCs and TOCs. Through a thorough literature review, the JD-R framework emerged from Bakker et al. (2014) which

addressed the significance of burnout within the workforce that can be applied to the burnout of TOCs. Collaboration among stakeholders, including teachers, administrators, policymakers, and community members was presented to implementing sustainable solutions in staffing diverse K-12 classrooms.

## Section 2: The Methodology

### **Research Design and Approach**

This qualitative research study was conducted to investigate the reasons why TOCs left the selected region school division in Virginia. By researching the perspectives of TOCs who have exited education, the study uncovers what supports and working conditions are necessary for TOCs to remain in the education profession. In this section, I discuss the research design for the study, the concepts of the selected research method, and why this method was selected as the research approach for this study. This section also includes information on the research population and participants, sampling strategy, data collection method, and the process to analyze the data. Additionally, strategies to achieve credibility, transferability, dependability, and confirmability are explored. Ethical procedures are shared to protect the individuals interviewed and the school division serving as the study site. A summary of the research findings is also presented in this section.

The emergence of qualitative research as a formalized field in the 1960s marked a significant shift in research paradigms. Ravitch and Carl (2019) highlighted four philosophical assumptions that describe qualitative research each influencing researchers' perspectives and methodologies. Ravitch and Carl (2019) found that ontology refers to how researchers understand reality and the nature of existence. In qualitative research, there is an acknowledgement of multiple realities and subjective truths by the researcher. Epistemology refers to how researchers view and acquire knowledge. As found in Ravitch and Carl (2019), qualitative researchers emphasize subjective understanding and

interpretation. For example, qualitative researchers often use methods like participant observation, interviews, and textual analysis to explore and interpret meanings and perspectives embedded in social phenomena. Axiology involves the values and ethical considerations that guide research. Ravitch and Carl (2019) claimed researchers critically reflected on their own values, biases, and perspectives while acknowledging their potential impact on the research findings. Ravitch and Carl (2019) showed these philosophical assumptions underscored the distinctiveness of qualitative research as a reflexive and interpretive approach to understanding human experiences and social phenomena. Therefore, qualitative research is the best fit for the selected project study to understand the experiences of TOCs, the conditions that led to their decisions, and why they chose to leave their previous teaching roles.

The specific design selected for this project study is a basic qualitative research approach. Basic qualitative methods allow the researcher to study the experience of participants with the phenomena of interest (Ravitch & Carl, 2019). The phenomenon of why TOCs leave the field of education was studied using research questions to guide the investigation to determine if the participants were provided with the resources and working conditions to be successful in the field. Qualitative data are deeply grounded in the experiences of individuals shared through descriptions of their experiences (Burkholder et al., 2020). Therefore, I concluded that a basic qualitative design and analysis would best fit this project study as the study centers on understanding the experiences of TOCs and reasons for leaving the profession. Through focused research

questions, I investigated why TOCs leave the field of education and reported the findings from this study.

I reviewed several other analytic methodology choices prior to concluding that a basic qualitative approach fits the purpose of the study. Quantitative research involves a systematic approach to collecting, analyzing, and interpreting data to address research questions and test hypotheses (Burkholder et al., 2020). There are several key aspects and characteristics of research design that are used in quantitative research. As claimed by Burkholder et al. (2020) objective and measurable data, large sample sizes, objectivity and replicability, and hypotheses testing were all considered when deciding the research methodology to use for this study. Due to the lack of numerical data from exit surveys, a quantitative method was not selected for this project study.

In looking at qualitative designs, a longitudinal qualitative study was considered but given the timeline for the collection and analysis of qualitative data, I concluded this would not be a viable research option. Similarly, phenomenology was considered for this study the meaning of everyday lived experiences. However, as I attempted to determine why TOCs leave the field as it relates to the JD-R theory, phenomenology was not a viable option. This study seeks to offer strategies to school divisions within the selected region to increase the retention of TOCs. By understanding the experiences, working conditions, and support for TOCs, the study aimed to provide actionable recommendations and interventions.

## Participants

The location of this study is in a targeted region located in the state of Virginia that is an urban-suburban, PK-12 public school setting. There are over 10 school divisions within this larger region; therefore, I selected former TOCs who have had at least 3 years of service in the school division in which they were formerly employed within the larger region. I selected eight participants for the interview. Selection of participants was chosen using the following criteria: (a) educators who taught or supervised at any level within the public-school PK-12, (b) participants who have completed at minimum 3 years of their service within the targeted region in Virginia, and (c) educators who are TOCs. According to Shenton (2004), the findings of a basic qualitative study are often specific to a few participants when investigating demographics of individuals. Consequently, contrasting views of participants were discussed in this project study. Given that the participants are a part of a larger group of TOCs, the prospect of transferability is immediately rejected.

I recruited potential participants by advertising on educational social media sites to access interested participants (see Appendix A). I ensured these individuals worked in the selected region through verification of their HR separation document. This document was shared electronically by the participant and can include: a resignation email from the HR department, a resignation letter confirmation from the HR department or building level administration, or separation letter from the school division.

Due to this study's nature, credibility is of utmost importance when determining if it has established trustworthiness. Therefore, I remained clear and transparent throughout

all aspects of a study with participants. To begin my study, I used the following steps to gain access to participants:

- Obtained a letter of approval from Walden University's IRB to conduct the study.
- Posted social media message.
- Obtained names and emails of potential participants through the social media direct message feature.
- Confirmed separation from school division using electronic documentation from the participant. After this is verified, the participant met the inclusion criteria for the project study.
- Sent an electronic communication with the informed consent to recruit participants through social media direct message feature.
- Sent a follow up email if participants did not respond to the electronic invitation.
- Obtained informed consent by email for each confirmed participant.
- Scheduled one-on-one interviews with each participant upon confirmation of consent.

To establish a positive relationship with research participants, I provided a virtual environment that allows everyone to feel comfortable within it. This was done by asking participants if they are comfortable where they are seated prior to starting the interview, sharing the interview protocol, and thanking them for their time. I ensured that they understood their participation is voluntary and their name nor former school or region is

not disclosed to protect their identity and rights as a research participant. If a participant elected to decline answering any questions due to their comfort level, I assured the participant that they could decline to respond.

During the data analysis phase of this project study, I coded each participant to maintain confidentiality. For example, data were labeled with alphanumeric codes such as Teacher 1 (T1), Teacher 2 (T2), and School Division 1 (S1) and School Division 2 (S2), which protected the identity of the school division and participant. I was able to obtain informed consent from participants prior to conducting their virtual interview. I emailed the informed consent form provided by Walden University to each. Research participants were asked to respond to the consent using my Walden University email address with “I consent” if they agree to participate and “I consent” if they agree to be audio recorded. I followed up with one final email or phone call to participants who have not responded. The interview was conducted virtually, during a scheduled 45–60-minute period. To protect the privacy of participants, the published study will not share any participant names, school names, nor additional details to identify participants. Each participant voluntarily participated in the research study, and they had the right to withdraw from the study at any time without consequence.

Qualitative research is an exploratory process that involves investigating phenomena in their natural settings (Burkholder et al., 2020). This approach allows researchers to gain deeper insights into the complexities and nuances of social phenomena by studying them within their real-life contexts. Qualitative research offers an understanding of participants’ perspectives, allowing researchers to explore their

experiences, beliefs, and behaviors in-depth. Interviews allow researchers to engage in conversations with others that they may not have otherwise and to delve deeper into the participant's mindset. Interviews provide an opportunity to reveal additional data (Ravitch & Carl, 2019). Through techniques like open-ended interviews and thematic analysis, researchers can delve into the subjective interpretations and meanings that participants attribute to their experiences (Saldaña, 2021).

I collected data from research participants by conducting virtual one-on-one interviews through Zoom using audio recording, which has a transcription feature. I followed the self-designed interview protocol for consistency and took notes during the interview process. An interview protocol (see Appendix B) provided an overview for participants concerning how the interview was conducted, why they were selected, the interview process, that their participation is voluntary, and they can decline to answer a question at any time. By using a self-designed semi structured interview protocol, I uncovered information needed to fully understand the participants' responses to the research questions posed. Through qualitative data analysis techniques and inductive coding, I identified common themes and patterns in participants' responses informing the development of the findings that can lead to strategies to address retention issues and promote a more inclusive and supportive educational environment.

In the context of investigating the reasons behind the higher attrition rate among TOCs compared to their White counterparts in a specific region in Virginia, qualitative research provides a valuable means of exploring the diverse factors contributing to this phenomenon. The research questions and interview questions were aligned with the

conceptual framework for this project study. JD-R was used to develop the two research questions related to how job demands or resources impacted the participant's decision to leave education. The interview protocol was aligned to the conceptual framework of JD-R and the research. The virtual interview protocol was reviewed by individuals who are not participants in the study to ensure the interview questions were both understandable and relevant to the purpose of the study.

As an African American educator within the selected target region in Virginia who has served multiple student demographics, it is important to recognize my internal biases. I did not have any personal nor professional relationship with selected research participants. I have served within the selected target region in Virginia for over 10 years in these schools that serve between 15-95% of the SOCs in each school's student population. Therefore, I know my biases, and it was important for me to use audio recordings, transcripts, and reflexive journaling to capture descriptive research in its true form and to monitor my subjectivity. Reflexivity involves the researcher asking questions of oneself, the participants, and any individuals aiding or acting on the responses of participants (Merriam & Tisdell, 2016).

### **Data Analysis**

I used thematic analysis (TA) as the method for data analysis. According to Braun and Clarke (2006), TA is a method that can be used for identifying, analyzing, and reporting themes within a given data set. The research process was tracked through reflexive journaling and an audit trail. Reflexive journaling entails a written record where the researcher documented their thoughts, biases, and reflections and is maintained

throughout the research process. For this project study, eight former TOCs from a selected region in Virginia were interviewed. To maintain anonymity, each participant was assigned a unique identifier (P1-PE). These identifiers were used throughout the analysis to reference individual responses while protecting the participants' identities. I followed Braun and Clarke's (2006) thematic analysis for data analysis. I familiarized myself with the data and generate the codes. I used column notes in a word document that I created during the first phases of coding the data set and an Excel spreadsheet to organize all codes, subcategories, and categories into themes. Braun and Clarke (2006) identified six phases of TA, outlined in Table 1.

**Table 1***Phases of Thematic Analysis*

Phase	Description of the process
1. Familiarizing yourself with your data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis.
5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis. (p. 87)

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*Note.* Adapted from Braun and Clarke (2006) thematic analysis framework.

In vivo coding or focused coding was used for the first cycle of coding in Phase 2. According to Saldaña (2021) this method is best suited for basic qualitative research and

for interview transcripts as it allows the researcher to adapt to participants' language, perspectives, and worldviews. Saldaña (2021) discussed the significance of using *in vivo* codes in qualitative research by highlighting the necessity of identifying frequently used words, phrases, and variations by study participants. This process is essential for uncovering common themes and understanding the meaning behind recurring language within the transcripts. The coding process allowed me to organize and synthesize the data to reveal deeper insights and patterns within the participants' responses. Saldaña (2021) suggested grouping similar codes together; therefore, I identified overarching themes that represent the core messages and shared experiences by the participants.

The second cycle coding method is used in Phase 3 to develop a sense of the thematic and theoretical organization from the first cycle of coding. For the second cycle coding, I used axial coding, which is an extension of initial coding and takes the shape of a more focused coding method (Saldaña, 2021). The purpose is to strategically reassemble data no longer cohesive during the initial coding process and place it back in a categorical manner based on the study's conceptual framework. This is done by finding characteristics and category dimensions and relating them to relative subcategories and specify the data further.

According to Saldaña (2021), this reassembling allows a researcher to reexamine their data and conceptual codes to ensure categories are properly organized. Saldaña (2021) claimed the categories and subcategories became linked with the central category or theme of the research, specifically the JD-R Theory. JD-R was investigated as part of the literature review for this project study and is the central framework for the research

and interview questions. The coding process aligns participants' narrative responses and categories and subcategories to JD-R theory to discover why TOCs are leaving the field of education in the selected region in Virginia.

According to Saldaña (2021), through this analysis, the primary goal is to arrive at the researcher's interpretations of the interviews using the participants' words to describe their everyday lives and to capture their voice regarding the topic of the research study. Through these coding and data analysis methods, a voice can be given to those who are often marginalized by using the participants' words in the analysis and reporting of the results that lead to a deeper understanding of the participant's culture, experiences, and worldview.

### **Evidence of Quality**

When conducting research, I considered credibility, transferability, dependability, and confirmability. According to Shenton (2004), credibility is related to internal validity and should be a key criterion addressed by positivist researchers to ensure that the study measures what is intended. Shenton found the need for well-established research methods and specific study procedures. According to Ravitch and Carl (2019), the need for procedures to be consistently followed throughout the research study. Ravitch and Carl also shared that a relational approach to research allows the researcher to become reflexive in nature during the interactions with participants in interviews. A researcher, within a relational approach, must be focused on the relational aspects of inquiry, which are to be vulnerable and open to self-reflection and change during the research process. This approach allows the study to be more discovery-oriented and the researcher to

engage in dialogue with participants. This leads to the need to practice reflexivity.

Ravitch and Carl (2019) found that reflexivity involves the researcher in asking questions of oneself, the participants, and any individuals aiding in or acting on the responses of participants. The researcher's feelings along with the participants' feelings may be discussed and explored further between the researcher and participants through the practice of reflexivity.

According to Amankwaa (2016) it is important to create a protocol for establishing trustworthiness within qualitative research. Trustworthiness activities include techniques for prolonged engagement with participants journaling, which meet the criteria for credibility. Amankwaa (2016) found that credibility in qualitative research is the degree to which the findings of the study can be considered accurate or true. Member checking occurred in this study by asking participants to review their transcript for accuracy. If the participant feels that their transcription warrants a follow-up conversation, they were asked to contact me for further discussion. Transferability are detailed descriptions of the study's context and results to enable readers to determine the transferability of the findings to their own contexts, as explained by Amankwaa (2016). I provided detailed descriptions of the context of the study and used the participants' words to support the findings, while protecting the confidentiality of the participants.

According to Amankwaa (2016) confirmability in qualitative research is described as the degree to which research findings are not influenced or shaped by the researcher's biases or their own interests. I utilized reflexive journaling throughout this project study. I documented my biases and thoughts and reflected throughout the research

process. Lastly, a detailed audit trail addressed the criterion for dependability. Amankwaa (2016) found that dependability is the degree to which a study's findings would be consistent if the research were to be replicated in a similar context. A comprehensive audit trail was used to record each step throughout the research process to include data collection, analysis, and interpretation. If or when presented with discrepancies in data, I reported discrepant results and seek to further investigate the participants' responses or provide a discussion of those results in the findings of the study.

### **Data Analysis Results**

I utilized a thematic analysis approach to code semi-structured interview responses. I conducted eight interviews with former Teachers of Color (TOCs) who worked in a selected region in Virginia. The interviews were semi-structured and took place virtually, one-on-one, via Zoom. Each interview lasted 30-45 minutes and consisted of 15 questions. All interviews occurred between December 6, 2024, and January 7, 2025. I recorded each session using Zoom's audio recording feature.

Following each interview, I conducted member checking by providing participants with their interview transcripts, allowing them to confirm the accuracy of the data. This process ensured the reliability of the transcripts prior to analysis (Saldaña, 2021). I transcribed the interviews systematically, focusing on relevant data for each research question. After reviewing the data for consistency, I used the phases of thematic analysis to structure the data. Through initial coding, potential themes emerged, which I organized around the two research questions. Finally, I compiled a report that highlighted the key themes related to the research questions.

## **Findings**

Upon completing the transcription process, several themes emerged from the participant responses. Amongst the identified issues shared by TOCs were lack of training, lack of recognition, behavior challenges, and principal turnover. Participants consistently shared concerns about insufficient initial and ongoing training, both at the teacher preparation level and within their schools. The theme of lack of recognition from school administration was also prevalent across interviews.

Behavior challenges in the classroom, particularly during the early years of teaching, emerged as another consistent theme. Seven out of the eight participants cited behavioral challenges whether due to a lack of support for these students or insufficient training on how to manage difficult behaviors as a reason for leaving the division. Some participants who transitioned into teaching from careers in social work, psychology, or behavior therapy noted that behavior management was not particularly difficult for them. These individuals reported that the administration intentionally assigned them students with challenging behaviors to foster better student-teacher relationships. Finally, principal turnover was cited by six of the eight participants as a significant concern. Upon thorough review, all eight participants indicated that the insufficient training provided by their school divisions or specific schools played a factor in their decision to leave their respective school system. For example, Participant 2 stated, “it was minimal training when I went to district professional development because it was a day or two.” Meanwhile, participant 6 stated, “I would say that I just got thrown into it. I started in a district where there was high poverty, so it was not a lot of time for teachers to really be

prepared for the classroom.” The major themes are presented next.

### ***Theme 1: Lack of Recognition***

One of the significant factors influencing the decision of five out of eight TOCs to leave the education field was the lack of recognition from both district-level and school-level administration. These participants cited the importance of acknowledgement for their dedication and additional efforts or sacrifices they made for their students. These four TOCs described going above and beyond to create engaging, culturally relevant lessons tailored to their students’ demographics and on their levels. For example, they selected reading materials that aligned with their students’ ethnicities and interests which fosters both representation and inclusiveness.

This work was described by P1 when asked about the demands that influenced their decision to leave the school division. They shared, “There was never any recognition or compensation that would come from them. So, regardless of what I did for pass rates it was never recognized, and I felt pressure to help more.” Participants spoke specifically about pass rates and their dedication to ensuring student growth as it related to statewide testing. Additionally, recognition from outside affiliates such as local television stations were noted by P2. P2 shared, “ I had CBS there recognizing what I was doing, but my school couldn’t reciprocate that as well? Come on, I just did what I needed to do for my kids and kept it moving.” As a teacher of color, P2 felt their actions went beyond being recognized positively by local news outlets. Therefore, it should not be uncommon for the school-level administrators to recognize their efforts. Similarly, P7 shared, “I quite often felt like nobody knew how hard I worked except my colleagues.”

This statement embodies the common theme of colleagues, mentors or others who noted the efforts, but the school-level or district-level leadership did not recognize their efforts.

The desire for recognition could be a simple acknowledgement of their efforts as long it was meaningful. Participants mentioned that recognizing or praising others for the long hours they worked to support student growth or improve the overall school community was lacking within their teams. The absence of recognition left them feeling undervalued, deprived of empathy for their efforts, and contributed to their desire to leave the profession. Praise can come in several forms from an administrative team, whether towards an individual or team. P6 shared:

There was never any praise and I'm not a person that looks for a lot of praise. But when I see that other colleagues are getting praise, or you know, saying that your instruction was great. I mean, I'm putting in the work to make sure that my students are getting what they need. I do feel like there were favorites and I know I was probably not a favorite. I guess mentally, it was really taking a toll on me, and I didn't want to get to a point of becoming unprofessional.

The importance of recognition is also relevant as it is related to mental health as described by both P7 and P8. P8 stated, "I just got tired of never feeling recognized, never feeling like I was good enough, never feeling like I was important." The inability to recognize others can have a broader implication on the morale of educators overall and five of the eight TOCs within this project study corroborated this. The unforeseen extra contractual hours work for these participants were needed to engage students, build

relationships, and create lessons that aided in meaningful growth of the students.

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### ***Theme 2: Behavior Challenges***

Behavior challenges occurred within six out of eight classrooms of project study participants. However, their reflections revealed that a lack of training and support in managing these challenges effectively ultimately led to their departure in the field. Seven of eight participants noted that they had difficulty managing behaviors within their classroom. Former TOCs shared less about specific challenging behaviors, instead they shared more about the lack of training or support in managing a difficult classroom environment. Overwhelmingly, participants shared that they tried to manage student behavior within their classroom before seeking assistance from a colleague, mentor, or administrator. While they shared that their requests for assistance were not ignored by administrators, there was a lack of follow-up on guidance on how to minimize future disruptions by students.

P6 shared specifically that they dealt with significant classroom management challenges and how that correlated with academic performance. They explained that

addressing students' behavioral needs often took precedence over teaching the curriculum. Instead, the behaviors became a priority to address for students to succeed. Building relationships was noted as a first step and became an essential part of their routine in the years to follow. P6 shared the following:

The academics like we can't push forward in that because of the obstacles that come in front of them. I understood the kids couldn't read, and so I thought let me tackle that at some point and focus on some behaviors. I couldn't focus on the curriculum like that because that is what the kids needed first.

This observation from P6 underscores the connection between behavior challenges and academic growth. Without classroom management tools and resources, student success is negatively impacted. P2 shared that a behavior support specialist visited the classroom bi-weekly to share feedback on seating charts. This support, although helpful, was from leadership outside of the building, and they did not know the kids as the school-level administrators did. This was described by P2 as "minimal support" due to the constraints of constantly moving students around every few weeks. Upon analysis, P3 shared that they attempted to handle all classroom discipline issues on their own as the administrators had bigger responsibilities. "My administrative team would allow me to go outside of what the regular punishments were, like suspending a child, putting a child in school suspension just keeping a child alone and not educating them." P3 shared that they believed alternative classroom settings were not effective in bringing about positive changes in student behavior; instead, it was vital to build solid relationships within the classroom and at home.

One participant, P6, shared that it was difficult to return daily during their first year of teaching. P6 expressed speaking with family members who encouraged them to remain in the field as they also needed to care for their growing family. P6 stated:

I was forced to deal with all of those behaviors with no help from anyone. It was my first year, and this is not okay. I get [that] not every kid is going to be perfect, and I did not expect perfect. But, at the same time there were fights in my classroom just about every single day. There were kids that were being disrespectful towards each other.

One of the challenges that emerged from this participant was the lack of support from students' parents or guardians. They described their attempt at building classroom norms or routines and those being tested due to students' not receiving breakfast at home or daily medications. Within P7's classroom, there were multiple behavioral challenges which caused "safety concerns" with minimal support from school-level administration. This participant shared that they attempted to speak with counseling; however, "They were always frustrated because they were always understaffed and underpaid." P7 also shared that although they did receive classroom management training within their curriculum, as a student "a lot of what I learned was nice to know but it was not applicable to my classroom which was full of children who have behavioral issues." Similarly, P8 stated that although they learned the pedagogy of teaching in college, they did not learn about managing difficult behaviors:

There were generic things that were taught, but when it came down to behavior management and like what to do. If you have kids throwing tables and chairs

across your room, . . . those things are . . . not discussed, even though that's the reality of the district or the school that you're about to go into.

This was difficult to share by P8 as they felt connected to the district for 14 years. They became mentors to others during year two and a leadership team member. It was common for TOCs within this study to become members of the larger leadership team within their first few years of teaching. All participants remained in the field for 3-14 years.

Behavior challenges are larger than a classroom management issue; they significantly impact teaching and learning within a classroom. Without adequate training and support by leadership, teachers are often left to navigate situations on their own. They are not able to deliver effective instruction due to the classroom distractions and students' academics suffer.

### ***Theme 3: Principal Turnover***

Administrative turnover, specifically principal turnover, emerged as a theme with six out of eight project study participants. The role of the principal extends beyond leadership and into the culture and morale of the school, which makes consistency in this role vital to communities. The principal sets the stage for the year for students and creates expectations for faculty. They shape the school culture, each year sharing their shared expectations and vision with the community. Participants shared that principals should be strong and consistent in nature. A strong leader should emulate the school's mission, vision, and core values with faculty expectations and students. The core values as well as the support of administration can manifest either a positive or negative impact on the

morale of the entire school community. Central to this support is the belief that these individuals remain in their location for some time to serve their community.

When speaking with participants, overwhelmingly, they discussed principal or administrative turnover when speaking about the schools' vision, mission, or culture from their viewpoint. P1 believed that although the school said they supported all ethnicities, this was not always the case, and this began with the principal. When asked to describe this more, P1 stated, "I was there for over a decade, through some administrative changes in that time. I had a few different administrators that I worked with, and things changed, and it was not always right or supportive." During the interview, P2 shared, "The culture and climate was awful, but the principal was retiring. I feel like she kind of just gave the school up." P3 stated, "I worked well with my mentor but did not talk to the administrators because they were always new." P4 shared, "I had a good administrator, but she retired my first year." P4 shared that the principal changed three times during their seven-year tenure in the school. "There was always something new they wanted from me in my role every single year."

In the interview, P7 disclosed, "I felt like the rug was pulled out from underneath me when I started." During the interview, P7 later shared that the school's vision changed as the principal changed, and the school had a new principal before their first year started:

He [the principal] hired me, [but] when I started the next school year, he retired, and it was definitely under questionable circumstances. A new principal had been brought in under the new superintendent and [he] basically . . . undid everything that the previous principal had done in terms of . . . ensuring there was order.

Effective principals not only build strong relationships they also foster them with teachers, students, and families. These relationships are the base for creating a supportive and collaborative school environment. Turnover in leadership not only affects teachers, but it also impacts these same students and families.

#### ***Theme 4: Lack of Training***

Lack of training, whether by the school district or individual school, was cited by all eight participants as a determining factor in their reasoning to leave their district. This was shared in a variety of ways; furthermore, participants each shared how this affected their day-to-day classroom environment. P1 shared that there was not much training conducted because they were learning on the job instead or “doing the work.” P1 said, “I think that there certainly could have been a more robust in-depth training, and resources provided or available.” Meanwhile, P8 shared that there was not any true training that could really prepare them to be a teacher, “the best experience was to be in it.”

P4 elaborated, “I would say the district had stuff [training], but it was not beneficial to the population of learners.” Similarly, P4 concurred, “I didn’t have any [training]. I got hired probably four days before the first day of school.” P3 stated, “The classes do not really prepare you to be a teacher, but the experiences in the classroom were useful. I had no training from the district though, so that was tough.” The inability for resources to match the student’s need was shared by many including P6, who stated the following:

The resources were good, but they were not adamant about showing us how to use the resources properly. They were provided and, looking back, they were

excellent if they were used correctly. But being that some of the people who were supposed to tell us how to use them were not aware of how to use them themselves, they could not tell the teachers how to use them. So, we just used it to the best of our abilities. Whatever that was, they were not for the kids in the classroom, because they were too high.

Similarly, P7, P5 and P2 shared that the resources given were, in theory, good but not applicable to the curriculum or students being taught in their classroom. These educational tools were all too advanced for the level of learner who received them. This required significant time to differentiate to meet the diverse needs of the classroom students. P2 stated these resources were “unrealistic” as they would not enhance the learning taking place in the classroom. P2 shared specifically that, as a career switcher, training was something that they were passionate about, stating, “there was not much training because I was doing the work.” This comment sheds light on how all participants felt they were not prepared to enter the classroom during their first days or year of work.

However, during further review, a stark contrast emerged from participants who taught in urban versus suburban school divisions. Urban TOCs faced unique challenges that compounded their sense of being unprepared with curriculum resources and behavior challenges. Similarly, the highest amount of principal turnover existed within the urban schools rather than the suburban schools. As an example, P6 related the following as it pertained to teaching within an urban high poverty district:

I would say that I just got thrown into it. I started in a district where there was high poverty, so it was not a lot of time for teachers or anyone to really prepare

me for the classroom. It was more, I got hired and thrown into it.

P2 further elaborated that although they had no training from the district, the school-level training was also nonexistent as the district did not provide them with any training throughout the school year. Instead, P2 shared, “I think if you were there for children then you knew what they needed. But what they wanted was unrealistic because it was cookie cutter and made for other kids.” P6 highlighted how survival in the classroom became their primary focus, when stating, “what I learned is what I went through, so it just became like classroom management survival.” Without ongoing training or support, the gap then extended into the next calendar year, and additional expectations were placed on several participants, including P6, P2, P4, P7 and P8, all former TOCs within an urban district. Without structured guidance, these teachers had to rely on their instincts or external experience to navigate the complexities of teaching curriculum and managing classroom behaviors. The ability to adapt to challenges arose from the shared experiences of these participants. They oftentimes relied on their own resourcefulness or seasoned teachers to meet the needs of students. As P4 shared, “I had my colleagues and my mentor; I guess they helped shape and guide me as well. I stayed after school to learn how to do lesson plans and things of that nature with them.”

The lens from former urban school division TOCs encapsulated not only their words on training but also classroom management. Echoed throughout the words of former urban school TOCs was that students needed curriculum and resources on their level and, as P6 shared, “resources weren’t for them in the urban school classroom. I had so much to manage with behaviors, I definitely wasn’t able to be trained.” As initial

teacher training programs, as described by P6 as lacking, so was classroom management training. P2 concurred, “It was a lack of support; it was a lack of empathy. The decisions that were being made were not made with children in mind.” When asked to elaborate, P2 explained that the type of training and resources received would not be acceptable in a suburban school and questioned why urban teachers should have to accept and adapt their resources.

### Section 3: The Project

The final project for this study will be a position paper reviewing the need for a comprehensive new teacher induction program for new teachers. This program is designed to meet the needs of all teachers whether just starting out or starting a second career. Induction programs are critical to the success of new teachers, as evidenced by the data collected within this project study. The JD-R was used as the framework to guide the analysis of participant data as to their reasons for leaving the field of education.

Participants consistently spoke of the significant demands of the teaching profession, including the high stakes testing, managing challenging student behavior, coping with frequent administrative or principal turnover, and experiencing insufficient training supports. Participants reported that the resources provided often failed to align with the academic level or needs of the students, further exacerbating their stress and contributing to mental fatigue. Therefore, the data showed a need for a robust new teacher induction program to help lower the number of TOCs and teachers overall to leave the field.

Under the Every Student Succeeds Act (U.S. Department of Education, 2015), professional development must be “sustained, (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused” (p. 296). Specifically, professional development should pertain to differing support for teachers relates to the level they teach and their individualized needs over three years of their probationary status. According to the Code of Virginia (Virginia Law, 2025), teachers are on a probationary term of service for their first 3 years of teaching. At the

end of the probationary term, teachers can become mentor teachers during their fourth year of teaching.

### **Rationale**

Every Student Succeeds Act (2015) shared the importance of sustained and intensive professional development. Often, school divisions fall short of the goals and offer one-off training sessions over a half-day or full day rather than comprehensive ongoing support. This is a disservice to new teachers, students, and the overall school community as it lowers the quality of behavioral and instructional support necessary to develop into an excellent teacher. There was a need for differentiated support for career-switchers and traditional pathway teachers as well. Teacher observations are a dominant tool for school divisions to aid in areas of support for teachers and confirmed the need for formative feedback for new teachers (Close et al., 2020). Within my position paper the following key recommendations will be discussed:

1. The need for 3 years of comprehensive support for new teachers provided by division level teacher induction coaches, division specialists, school-level leadership, and mentors.
2. The need for behavioral management support for new teachers provided by division teacher induction coaches, division specialists, school-level leadership, and mentors.
3. The need for instructional coaching to be centered on planning and delivering lessons by division teacher induction coaches, division specialists, school-level leadership, and mentors. The need for specific training in how to best

utilize curriculum resources to meet the academic needs of students as resources were said to not be applicable to the students within participant classrooms will be addressed within professional development sessions through differentiation, scaffolding and engagement.

Findings from RQ 2 suggested this robust program should include all aspects noted above when considering the creation of a pathway to teacher retention, particularly for TOCs. Data analysis revealed that new teachers, whether from a traditional pathway or career-switcher pathway, need support around behavioral management and instructional delivery.

### **Review of the Literature**

Teachers in their initial years of classroom practice often experience elevated levels of distress due to a range of factors that can lead to burnout (Admiraal et al., 2023). Admiraal et al. (2023) found that there is a need for comprehensive induction programs that offer structured support over a sustained period, typically 2 to 3 years. Similarly, data analysis from the present study indicated targeted professional development and sustained support are key factors in retaining TOCs in education. These findings emphasized the importance of creating robust induction systems to address the challenges faced by new educators and promote their long-term success and retention.

The attrition of new teachers is not limited to the state of Virginia but has emerged as a global challenge (Dai, 2023). A supportive school leadership team is essential in creating and fostering a positive work environment while also facilitating professional learning opportunities for teachers. Dai claimed school leaders should

prioritize the establishment of professional learning communities within schools to provide instructional support for teachers. Similarly, it is essential for teachers to receive proactive and on-going support in the development of effective behavior management strategies. These strategies help negate student behaviors such as those identified by seven of the eight study participants as a significant challenge to address and overcome.

This project study aligns with prior research regarding the lack of support and resources for TOCs. For instance, Shah et al. (2022) emphasized the importance of recognizing new teachers through ongoing, supportive feedback provided by both formal and informal opportunities. This feedback can foster a culture of encouragement and professional growth, particularly for TOCs navigating the challenges within the classroom. Furthermore, Shah et al. (2022) advocated for school divisions to prioritize professional learning initiatives that support the growing diversity of the teaching workforce, aligning with the increasing diversity of SOCs within U.S. classrooms. This focus is essential in addressing the increasing need for culturally responsive teaching practices and equitable representation within classrooms.

Section 2 of this project study identified four major themes from participant interviews. These were each substantiated by the literature reviewed within this section on the following themes: lack of recognition, principal turnover, behavioral challenges, and lack of support within the classroom. These factors were cited by TOCs as contributing factors to their eventual departure from education. This literature review addresses these themes with a particular focus on the proposed position paper topic, new teacher induction programming. Each of these themes reflected systemic failures in the

capacity shortcomings as both school division and building-level administrators to provide effective training and sustained support for new teachers. These literature findings showed the need for robust induction programming that addresses these gaps to promote the retention and success of new educators. As TOCs enter the field of education, it is imperative that these educators are supported as the minority continue to become the majority within U.S. classrooms.

### **Literature Search**

The literature review was conducted using multiple databases and resources, including Walden University Library, Department of Education, Virginia Code Law, ProQuest, EBSCOhost Discovery. The search included articles related to the data results topic and meet the following criteria: (a) be published in English, (b) be peer-reviewed, (c) be available in full text, and (d) have been published between 2019-2025. To conduct the search, I used keywords such as *teachers* and *induction programs* and phrases such as *job satisfaction*, *recognition*, and *teacher turnover* or *attrition*. By utilizing these databases, resources, and search criteria, the comprehensive second literature review aimed to provide an understanding of the data results within the project study. The study had four recurring themes: lack of support, behavior challenges, principal turnover, and lack of training. These themes are explored thoroughly within this section of the literature review.

### **Lack of Recognition**

The lack of recognition for teachers remains a significant challenge within education. This has profound implications for teacher motivation, retention, and overall

school climate. Despite the role of a teacher in shaping student success and contributing to the broader educational mission, teachers often feel undervalued and overlooked. Recognition is not merely a gesture but a vital element in fostering a positive work environment and supporting teacher well-being (Anjum et al., 2021). Acknowledgment of teachers' efforts enhances motivation, supports career growth, and creates a culture of respect within schools (Lashari & Phulpoto, 2022). Furthermore, the implementation of effective reward management systems can positively influence teacher retention, highlighting the importance of recognition as a critical strategy for fostering a supportive and sustainable educational environment (Venida, 2022). Similarly, professional development not only enhances teacher motivation but also positively influences organizational and citizenship behaviors of teachers (Buckman, 2021). By establishing systems of recognition for school divisions such as teacher appreciation programs, professional development tied to career growth, and consistent acknowledgment of achievements, leaders can create and sustain a culture of respect and value. Overall, the entire school community benefits from even small recognitions of individuals within the school building.

### **Behavior Challenges**

Seven of the eight research participants identified students' behavioral challenges as a significant factor contributing to their decision to leave the field of education. While school divisions have the capacity to provide training and support for educators in classroom management such as strategies for addressing negative behaviors, implementing positive behavior incentive programs, fostering a positive classroom

culture, de-escalation strategies and fostering positive relationships with families, these critical elements are often underemphasized in school divisions, according to Nissim and Daniel-Saad (2023). The day-to-day strategies for managing a classroom effectively are frequently overlooked within teacher preparation and professional development programs as found by Kwok (2019).

Research by Gunersel et al. (2023) highlighted that effective classroom management is a foundational skill that middle school teachers must possess to establish meaningful relationships and foster a productive learning environment. Without these skills, teachers may struggle to create a positive classroom atmosphere, leading to challenges in both instructional delivery and student engagement. Similarly, Miller et al. (2025) found that unresolved behavioral issues not only hinder student learning but can also negatively impact teachers' mental health and overall well-being. persistent classroom disruptions caused by one or more students can create a negative learning environment, compounding stress and frustration for educators.

Moreover, Gunersel et al. (2023) noted that pre-service teachers often receive minimal training in behavioral management practices, leaving them ill-prepared to address the complexities of student behavior. Gunersel et al. (2023) asserted, pre-service teachers do not obtain sufficient training in behavioral management of students and often do not have the resources to address students' challenging behaviors. This lack of preparation was further exacerbated for individuals within the study entering the profession through non-traditional pathways. P1 shared they received no formal training in behavior management prior to the beginning of their placement within the classroom.

The absence of adequate training and resources to address classroom behavioral challenges contributes to increased stress and burnout among educators, according to Admiraal et al. (2023). Addressing this gap requires intentional focus by school divisions to implement comprehensive professional development programs. These must focus on effective classroom management strategies, ensuring that all teachers regardless of their pathway into the profession, are equipped to create positive and productive learning environments for all students.

Radley et al. (2024) conducted a study examining teacher stress levels in relation to student behaviors within a Title I elementary classroom in the United States. The research focused on three teachers and explored how student participation and the implementation of a positive behavior reward system influenced their stress levels. The findings revealed that increased student engagement during classroom instruction significantly reduced teacher stress. This reduction in stress contributed to a more conducive learning environment for students. This, in turn, positively impacted academic achievement and student performance. The teachers involved in the study participated in a professional development initiative designed to reduce unwanted student behaviors. This training was instrumental in fostering a supportive and productive classroom atmosphere. Similarly, Shank (2023) underscores the importance of creating an enjoyable teaching experience, emphasizing that the goal of educators is to find fulfillment in their profession. To achieve this, it is essential for students to find joy in learning, which in turn helps mitigate inappropriate behaviors.

Effective classroom management and behavior reduction strategies require structured training and support at the school division and individual school levels. According to Gunersel et al. (2025) it is particularly critical for new teachers, who may lack prior experience or preparation in managing challenging student behaviors. Comprehensive professional development initiatives that prioritize behavior management can enhance teacher satisfaction, reduce stress, and promote positive learning environments.

Shank (2023) studied the effectiveness of classroom management strategies taught in teacher preparation programs. Shank (2023) noted that these strategies were ineffective in practice and lacked grounding in evidence-based methodologies. This disconnect highlighted a significant challenge within teacher preparation programs. The strategies emphasized during teacher preparation programs were difficult to implement in modern classrooms and failed to equip new teachers with practical, actionable tools. Supporting this concern, earlier research from the United States Department of Education (UDOE, 2019) revealed that half of novice teachers felt only prepared or not prepared at all to address challenging student behaviors during their first year of teaching.

A related study by Dicke et al. (2015) explored the reality or shock experienced by novice teachers in managing classroom behaviors within German schools. The findings indicated that teacher candidates who participated in classroom management training reported higher levels of perceived classroom management skills compared to those who did not receive such training. Furthermore, the trained participants experienced lower levels of emotional exhaustion and stress, underscoring the importance of targeted,

evidence-based professional development in equipping teachers to manage behavioral challenges effectively. These studies collectively emphasized the critical need for teacher preparation programs to integrate evidence-based classroom management training to ensure that new educators are equipped to foster positive learning environments while mitigating stress and emotional burnout.

Nissim and Daniel-Saad (2023) explored the challenges faced by teachers during their first year in the profession, often described as a "reality shock" or culture shock. This phenomenon arises from the transition between preservice training or theoretical coursework and the practical demands of the classroom environment. Although Nissim and Daniel-Saad's study focused on practicum students, the findings aligned closely with the goals of teacher induction programs. Participants who engaged in a collaborative model over a three-year period demonstrated increased resilience and a positive correlation with retention in the teaching profession. Furthermore, these teachers exhibited sustained motivation to pursue additional training, further enhancing their skills and commitment to the field. This underscores the importance of structured, collaborative support systems for new educators.

A study by Kwok (2019) examined the classroom management techniques by first-year teachers within an urban school division, highlighting the critical role of preventative strategies and ongoing professional development. The findings revealed that such approaches not only supported novice teachers in navigating the difficulties of classroom management but also contributed to improved student behavior. Preventative strategies, including clearly defined procedures and proactive interventions, were

associated with enhanced student outcomes, such as increased on-task behavior, higher levels of engagement, and consistent adherence to classroom routines. These findings display the importance of equipping new teachers with evidence-based practices and sustained support to foster effective classroom environments conducive to both teaching and learning.

### **Principal Turnover**

Principal turnover is an issue that significantly impacts the overall stability and effectiveness of schools, particularly in high-poverty, high-minority, urban and rural schools (Buckman, 2021). Principals are the primary instructors of school climate and culture, influencing the experiences of students and teachers. Their leadership is essential in establishing trust, setting elevated expectations, and fostering a supportive environment that encourages professional growth and collaboration. However, frequent leadership changes disrupt these efforts, often leading to negative outcomes such as decreased student achievement, poor school culture, and higher rates of teacher turnover were found.

Buckman (2021) explored the direct correlation between principal or administrative turnover and teacher turnover, and identifying the effects associated with frequent leadership changes. The outcomes included decreased student achievement, diminished school climate and culture, lower graduation rates, financial costs associated with replacing principals, and increased teacher turnover. Principals play a pivotal role in shaping the climate and culture of a school, impacting both the internal environment and the broader community.

The study of the principal retention and teacher turnover by Buckman (2021) ultimately revealed that 17.2% of principals in high-minority and high-poverty schools left their positions during the 2016-2017 survey period. Similarly, Levin and Bradley (2019) found that principal turnover rates, nationwide, rose from single digits in 2008-2009 to approximately 18%, in 2016-2017 with turnover rates being about 6% higher in schools with a high percentage of students living in poverty. Prior year's survey data were researched in the study highlighted several reasons for principal attrition, including the desire for a more positive working environment, a need for professional development, greater influence in decision-making, higher salaries outside the education sector, and challenges related to high-stakes accountability policies. These findings illustrate the multifaceted challenges contributing to the increasing rate of principal turnover in K-12 schools.

A study by Beckett (2021) examined predictors of principal turnover in urban schools across Colorado, revealing concerning trends in leadership stability. Between 2010 and 2015, an urban school within the state experienced leadership changes on average every 2.5 years, with only 23.7% of principals remaining in the same school over the 5-year period. Beckett (2021) found a higher probability of principal turnover in schools with elevated poverty levels. Consistent with Levin and Bradley (2019), school climate emerged as a significant predictor of principal turnover. Frequent changes in leadership could negatively impact staff morale as the administration strives to establish trust and relationships with new administrators.

Similarly, Swen (2020) studied urban school principals in Chicago and found that

only 28% of first-year principals remained in their positions after 6 years. The study underscored that principals who reported higher levels of motivation and job satisfaction were less likely to leave their roles. These findings highlighted the importance of hiring school leaders who are not only committed but also motivated to foster strong communities and create positive school climates and cultures. Building and sustaining a supportive environment is crucial for promoting leadership retention and stability in schools.

Understanding the impact of principal turnover on teacher retention is critical for creating strategies to stabilize school leadership and foster a thriving educational environment. By addressing the underlying factors that contribute to principal turnover, such as lack of professional development, limited decision-making authority, and the pressures of high-stakes accountability, school districts can promote greater stability in leadership (Buckman, 2021; Levin & Bradley, 2019). In turn, this stability can enhance teacher retention, improve school climate, and support better outcomes for students.

### **Lack of Training**

The lack of training for teachers is contributing to the number of teachers who leave education as found in this study. New or novice teachers often enter the profession with limited experience in managing classroom challenges, navigating diverse student needs, and effectively implementing instructional strategies. Without enough preparation from traditional preparation programs, pre-service, or ongoing professional development, many educators feel overwhelmed and unable to meet the classroom's demands.

The need for a comprehensive induction program was emphasized by Mkhabele

et al. (2024) who studied the difficulty teachers faced when transitioning from university education to the professional teaching environment. The shift from theoretical knowledge to practical application in a classroom setting required robust support, which could be provided through a well-structured induction program. Mkhabele et al. (2024) found that the first years of teaching are critical to the likelihood of teacher success. Beginning teachers need ongoing training to effectively navigate the complexities of the classroom.

Studies by both Mkhabele et al. (2024) and Jansky and Stewart (2024) show that many teachers lacked the necessary training during these formative years, often working in isolation without the support needed to address the daily challenges they encountered. Jansky and Stewart (2024) further corroborated this view and found that novice teachers often struggled in isolation when confronted with classroom difficulties. These challenges, which span various aspects of teaching, require targeted support to ensure that beginning teachers develop the skills necessary to succeed. The research by Jansky and Stewart (2024) indicated that beginning teachers frequently underutilized theoretical knowledge from their initial training programs. They often received minimal feedback or opportunities for professional development, hindering their growth and ability to manage the demands of the profession effectively.

A study by Tanase (2023) focused on first-year urban secondary school teachers, examining how these educators employed strategies to decrease or deescalate problematic student behaviors. Problematic behaviors, as defined in the study, included actions that disrupted teaching and learning, posed psychological or physical risks, or resulted in property damage. These behaviors varied in severity and were influenced by both the

actions of students and the teacher's response. Tanase (2023) identified a significant gap in teacher preparation and induction programs, noting that educators received "insufficient training in managing classroom conflicts (p. 2)." This lack of adequate preparation underscores the need for comprehensive training to equip teachers with effective strategies for addressing challenging behaviors.

A study conducted in England by Ovenden-Hope and Kirkpatrick (2024) examined strategies to reduce teacher turnover through a structured induction program. This program was designed to support teachers during their first two years of employment, providing targeted assistance to address the challenges of entering the teaching profession. Funded nationally during the 2020–2022 school year, the initiative aimed to bolster the teacher pipeline and improve teacher retention rates by offering comprehensive, ongoing support to educators in their early career stages. The findings from research within this program demonstrated results that were not surprising, as new teachers experienced positive gains in their classrooms from their dedicated mentors. These mentors received substitute coverage days, professional development, and time to interact with their new teachers to both lead and motivate their growth.

The lack of adequate training for teachers is a critical factor contributing to their decision to leave the teaching profession. Research by Carver-Thomas (2018) and Shah et al. (2022) consistently identified the challenges faced by educators, particularly during their early years, as they transitioned from preservice preparation to the complex realities of the classroom. Insufficient training in key areas leaves many teachers feeling unprepared and overwhelmed. Structured and well-designed induction programs, which

offer targeted and sustained training over the first few years of a teacher's career, have been shown to mitigate these challenges. By addressing the professional and emotional needs of educators through mentorship, collaborative learning models, and ongoing feedback, school systems can build a resilient and motivated teaching workforce.

A study by Peila et al. (2024) explored how web-based technology can be leveraged to enhance mentoring of new teachers, providing consistent support from mentors and district personnel. The study by Peila et al. (2024) recommended that web-based mentoring not only addresses the logistical and funding challenges faced by many school divisions but also fosters a more connected and supportive community of educators. By integrating virtual mentorship and self-care components into induction programs, school systems can create a comprehensive framework that meets the needs of beginning teachers while addressing the constraints of modern educational contexts, according to Peila et al. (2024). This approach would not replace traditional face-to-face interactions with individuals but does enhance the learning experience of beginning teachers. For example, it is still beneficial for new teachers to interact with mentors within their classrooms to observe a lesson and provide meaningful feedback. This cannot be done through a web-based virtual meeting, so the beginning teacher would also need face-to-face interactions.

Partnerships within an induction program can be instrumental in cultivating a sustainable pipeline of educators who remain in the profession and, in turn, mentor those entering the field after them. Neal and Freeman (2023) described the evolving dynamics of today's teacher pipeline, which now includes both graduates of traditional teacher

preparation programs and individuals entering the profession through alternative certification pathways. This change displays the necessity of tailored training and support to meet the diverse needs of new educators. A study by Jansky and Stewart (2024) indicates that teachers who receive comprehensive and effective training are more likely to remain in the profession. Thus, it is imperative for school divisions to prioritize robust induction programs that address the unique challenges of today's teaching workforce and foster a commitment to continued professional growth as found by Jansky and Stewart.

The study conducted by Ovenden-Hope and Kirkpatrick (2024) served as a foundational inspiration for the development of the design and implementation of a New Teacher Induction Program (NTIP) tailored to a selected region in Virginia. The proposed NTIP will incorporate tiered systems of support to address the diverse needs of new educators over a multi-year period, aligning with Virginia's policy of a three-year probationary period for teachers. This structured approach aims to enhance teacher preparedness, foster professional growth, and improve retention within the region.

### **Project Description**

Upon completion of data collection, analysis, and the literature reviews, it became evident that a robust Teacher Induction Program (see Appendix C) was essential to reduce the attrition of TOCs from the field of education. Interview transcripts showed this need, as evidenced by P2, who stated, "I decided to go back and help the upcoming generation" in response to question number three, which asked what drove TOCs to enter the field of education. Though this individual was committed, P2 shared disappointment in the training process summarizing it as, "they handed me the keys." P2 further

discussed their disdain for the presence of an individual who regularly visited their classroom but never engaged in direct communication with them. This account illustrated a systemic gap in the support provided to new educators. Addressing the training gap through robust induction programs, evidence-based professional development, and targeted support systems is critical to retaining educators and ensuring their long-term success. Without these measures, the cycle of teacher shortages and educational instability is likely to persist, hindering the progress and achievement of students and schools alike.

Whether the participants in this study completed a traditional or career switcher program, they prepared similarly. Successful teaching requires more than the ability to deliver curriculum and manage a classroom, it necessitates initial preparation and ongoing professional development oftentimes referred to as professional learning. An induction program is the first step in preparing teachers to begin a career in which they remain lifelong learners, lead classrooms, and mentor others along the way.

To address these issues, it is a necessity that school divisions implement and fully fund Teacher Induction Programs. Such programs should be designed to provide continuous training, mentorship, and support for teachers. This support would in turn foster growth and sustainability of a qualified and effective teacher workforce. The key themes that emerged from the study were lack of recognition, behavioral challenges, principal turnover, and insufficient support. In Virginia, new teachers are subject to a 3-year probationary period upon entering their first year of teaching. Accordingly, this project focuses on developing a comprehensive plan for a 3-year cycle of support

designed to address several of these challenges and assist new educators during their probationary period.

### **Project Evaluation Plan**

The New Teacher Induction Program (NTIP) evaluation will be conducted through participant feedback surveys administered at the end of each professional development session. These surveys will be systematically analyzed by NTIP coaches and central office specialists to assess the program's effectiveness. The evaluation system's main objective is to triangulate data to identify positive outcomes among all NTIP participants.

NTIP coaches will use this data to refine and enhance training sessions to ensure alignment with the program's intended objectives. The key indicators of success will include improvements in student behavior as measured by teacher referral data and other behavioral assessment tools. Also, student achievement data will be evaluated through the analysis of formative, summative, and state assessment data, emphasizing positive academic growth trends.

The long-term effectiveness of NTIP will be assessed by tracking teacher retention and attrition rates by ethnicity. These data have begun to be historically tracked by several divisions within the select target region in Virginia. Participants who have successfully completed the 3-year induction program will be included within district retention data to determine the NTIP's impact on sustaining a stable and highly qualified teaching workforce. This comprehensive evaluation approach will ensure that NTIP continuously evolves to meet the needs of new educators while fostering student success and improving overall school climate.

Key stakeholders, including central office personnel, students, mentors,

administrators, and the broader school community, will benefit significantly from the evaluation results of the NTIP. As schools in the targeted region of Virginia continue to reflect increasing diversity, it is essential to analyze program outcomes that incorporate evidence-based feedback grounded in the literature and insights from project study participants. This evaluative process will ensure the program remains responsive to the evolving needs of educators and students, fostering an inclusive and effective learning community.

### **Project Implications**

The implementation of a comprehensive NTIP has significant social change implications for the local school division within a region in Virginia. Particularly in the context of improving educational quality and teacher retention. One of the most critical aspects of a structured induction program is its potential to foster long-term teacher success, which leads to higher student achievement according to Mkhabele et al. (2024). By providing consistent support and professional development during the early years of a teacher's career, such programs not only improve the individual teacher's instructional skills but also contribute to the broader educational environment. This positive effect impacts student learning outcomes, particularly in Title I schools, where teachers are often faced with greater challenges. Through sustained support, novice teachers are better equipped to implement effective teaching strategies, manage classrooms, and engage students, which directly benefits the student population.

Moreover, the establishment of a robust NTIP can contribute to increased teacher retention, an essential factor in addressing the ongoing teacher shortage across the

division and nation. Research has indicated that many new teachers leave the profession due to feelings of isolation, lack of support, and inadequate training during their first few years (Carver-Thomas et al., 2017). By offering mentorship, ongoing professional development, and personalized support systems, NTIPs can help to retain highly qualified teachers. According to Jansky and Stewart (2024) mentorship is particularly important in high-poverty and Title I schools, where teacher turnover rates tend to be higher and the need for experienced educators is more pronounced. A decrease in teacher attrition leads to more stable and consistent teaching teams, which fosters stronger relationships with students and a more cohesive school culture as discussed within (Jansky & Stewart, 2024).

Finally, a well-designed NTIP promotes equity and inclusivity within the teaching profession. By ensuring that all new teachers, regardless of their background, receive high quality induction support, school divisions contribute to the diversity and inclusion of the workforce. The structured support offered within this NTIP will help teachers develop culturally responsive teaching practices, to help make them better equipped to meet the needs of diverse student populations. Also, the NTIP's focus on continuous professional development over 3 years allows teachers to refine their practices. They can do this in ways that align with the values of equity and inclusivity, ensuring they are also aligned with division expectations where every student succeeds. The study division believes every student, regardless of socioeconomic status, race, or background, should receive a high-quality education. Therefore, creating a new teacher induction program is not only an investment in the success of individual teachers but also a strategy for

promoting social change and achieving a more equitable and effective education system.

## Section 4: Reflections and Conclusions

### **Project Strengths and Limitations**

The implementation of a comprehensive NTIP has significant social change implications for the local school division within a region in Virginia, particularly in the context of improving educational quality and teacher retention. One of the most critical aspects of a structured induction program is its potential to foster long-term teacher success, which leads to higher student achievement (Mkhabele et al., 2024). By providing consistent support and professional development during the early years of a teacher's career, such programs not only improve the individual teacher's instructional skills but also contribute to the broader educational environment. This positive effect impacts student learning outcomes, particularly in Title I schools, where teachers are often faced with greater challenges. Through sustained support, novice teachers are better equipped to implement effective teaching strategies, manage classrooms, and engage students, which directly benefits the student population.

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experienced educators is more pronounced. According to Jansky and Stewart (2024), a decrease in teacher attrition leads to more stable and consistent teaching teams, which fosters stronger relationships with students and a more cohesive school culture.

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### **Recommendations for Alternative Approaches**

While the implementation of a NTIP offers a structured approach to addressing the challenges of teacher retention and professional development, there is an alternative strategy that could be utilized to mitigate the challenges of novice teachers. One such approach is the expansion of planned learning communities within schools, which would allow teachers to engage in ongoing, collaborative learning with additional experienced

colleagues. Planned learning communities enhance teacher efficacy, provide real-time support, and foster a culture of continuous school improvement, which can contribute to teacher retention (Many et al., 2018). By embedding professional learning within a school community, divisions can create a more sustainable and cost-effective model that does not require the financial investment that is associated with a multi-year induction program.

School divisions are encountering a lower number of teachers who have completed the traditional education pathway post COVID-19. Teacher candidates during the pandemic did not complete their practicum or complete student-teaching experiences in-person, according to (Webb & Baumgartner, 2023). Webb and Baumgartner (2023) claimed the overall number of teacher candidates who received face-to-face interactions for their student teaching or beginning practicum field experience declined.

School divisions could invest in comprehensive mentorship and coaching programs that are targeted to supporting the teachers who graduated from post-secondary programs from 2019-2021. There is a need for structured support for this specific group of teacher preparation candidates on in-person instruction and behavior management techniques to retain teachers in the coming years (Webb & Baumgartner, 2023). Providing teachers incentives is one additional way to attempt to retain teachers during their first years of teaching. A salary stipend for new teachers who work specifically in Title I schools is one area to explore to increase teacher retention.

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

As a scholar, the research process deepened my understanding of the complexities surrounding teacher retention and professional development. Engaging with the existing literature, I recognized the necessity of evidence-based approaches in designing effective induction programs for new teachers. This process allowed me to critically analyze the strengths and limitations of various models, shaping the proposed NTIP to align with best practices while addressing the unique challenges of the selected region in Virginia. Furthermore, this exploration revealed teacher workforce development, the financial commitment needed, and a multi-year approach that would result in high level student outcomes, reinforcing the importance of systemic solutions to address teacher attrition.

The project underscored the realities that educators face, particularly within diverse and high-needs school environments. The voices of teachers, administrators, research participants, along with thorough research, aided in the decision to emphasize the urgency to create a sustainable support system for today's novice educator. The importance of mentorship, professional learning, and social-emotional well-being emerged as critical factors influencing teacher effectiveness and job satisfaction. This realization strengthened my commitment to create a project that could be implemented with minimal budgetary impact and would best align with structured ongoing support for novice teachers.

### **Reflection on Importance of the Work**

Through developing this project, I have provided lessons in program design, implementation, and evaluation. The process of structuring a multi-tiered induction

program required balancing theoretical frameworks with practical considerations, including resource allocation, stakeholder engagement, and measurable outcomes. Recognizing the financial constraints and logistical barriers faced by school divisions, I gained a deeper appreciation for strategic planning and sustainable implementation models. Overall, this experience has reinforced my ability to bridge research with practice, fostering meaningful and lasting change in teacher support and retention.

### **Implications, Applications, and Directions for Future Research**

The implementation of a structured NTIP can drive significant positive social change at the school division and local level. By providing sustained mentorship, targeted professional development, and collaborative learning opportunities, the NTIP is intended to enhance teacher retention, instructional effectiveness, and overall school climate. Research indicated that teacher attrition disproportionately affects high-needs schools and TOCs, leading to disruptions in student learning and a cycle of recruitment challenges according to (Carver-Thomas, 2020). A well-designed induction program addresses these challenges by fostering teacher resilience, confidence, and long-term commitment to the profession. As novice teachers receive support tailored to their specific needs, they improve their abilities at managing classroom challenges, improving student engagement, and implementing effective instructional strategies. This, in turn, contributes to improved student outcomes, particularly in historically underserved communities where teacher turnover is most prevalent.

At the local level, the NTIP can serve as a model for broader systemic changes in teacher preparation and professional development. By establishing a structured system

for educator support, the school division can cultivate a culture of continuous learning and professional excellence. Strengthening partnerships between schools, district leaders, and community stakeholders fosters a more cohesive and sustainable educational ecosystem. Additionally, the program's emphasis on data-driven decision-making ensures that policies and practices remain responsive to evolving educational needs. As teacher retention improves, school communities experience greater stability, leading to enhanced collaboration among educators, stronger student-teacher relationships, and a more positive learning environment for all stakeholders (Mkhabele et al., 2024).

The JD-R theory provided a useful framework for understanding the implications of this work. The JD-R model posits that job demands, such as workload, classroom management challenges, and emotional strain, can lead to burnout if not counterbalanced by job resources, such as mentorship, professional development, and administrative support (Bakker et al., 2014). The NTIP directly addresses these concerns by increasing job resources for novice teachers, to mitigate the effects of stress and reducing burnout. By implementing structured mentorship, ongoing coaching, and professional learning sessions, the NTIP is designed to enhance teachers' sense of self-efficacy, job satisfaction, and overall well-being. This alignment with JD-R theory reinforces the necessity of institutional support structures in sustaining teacher retention and professional growth.

Future research is recommended to explore the long-term impact of induction programs on teacher effectiveness, student achievement, and overall school performance. While this study focused on a selected region in Virginia, comparative studies across

different school divisions would provide valuable insights into best practices and areas for improvement. Additionally, further research on the specific components of induction programs that yield the highest return on investment such as mentorship quality, instructional coaching models, and social-emotional support would be beneficial in refining and optimizing teacher support initiatives. Examining the intersectionality of teacher demographics, school contexts, and policy frameworks could also contribute to a more nuanced understanding of the factors influencing teacher retention and success.

### **Conclusion**

This study addressed the critical role of structured induction programs in supporting novice teachers and fostering long-term retention within the teaching profession. By leveraging best practices in mentorship, professional development, and instructional coaching, the design of the NTIP addresses key challenges faced by early-career educators while promoting a culture of continuous growth and resilience. Grounded in JD-R theory, the program mitigates job demands by increasing available resources, reducing teacher burnout, and enhancing instructional effectiveness. The potential for positive social change extends beyond individual teacher outcomes, contributing to stronger school communities, improved student achievement, and a more stable, high-quality education system. As schools continue to navigate the complexities of teacher retention, this research highlights the need for sustained investment in induction programs, setting the foundation for a more equitable and effective educational landscape.

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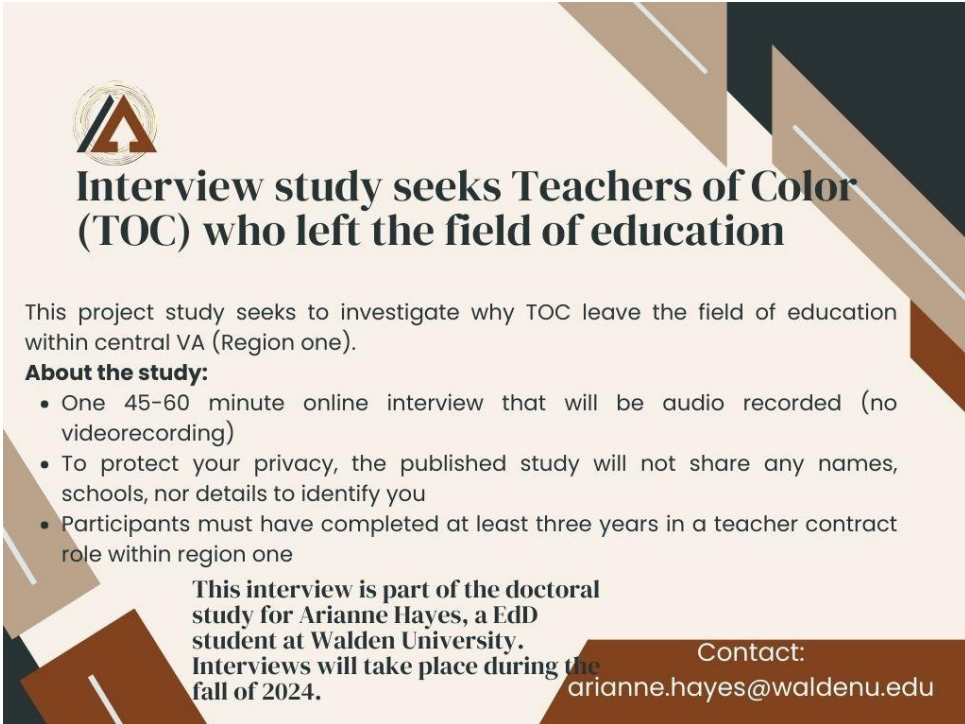
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## Appendix A: Social Media Recruitment Post





## Interview study seeks Teachers of Color (TOC) who left the field of education

This project study seeks to investigate why TOC leave the field of education within central VA (Region one).

**About the study:**

- One 45-60 minute online interview that will be audio recorded (no videorecording)
- To protect your privacy, the published study will not share any names, schools, nor details to identify you
- Participants must have completed at least three years in a teacher contract role within region one

**This interview is part of the doctoral study for Arianne Hayes, a EdD student at Walden University. Interviews will take place during the fall of 2024.**

Contact:  
[arianne.hayes@waldenu.edu](mailto:arianne.hayes@waldenu.edu)

## Appendix B: Interview Protocol

RQ1: How would you describe the job demands that influenced your decision to leave the field of education?

RQ2: How would you describe the job resources that influenced your decision to leave education?

**Theoretical/Conceptual Framework:** Job demands-resources (JD-R) theory

**Introduction to Interview:** I appreciate you taking the time to interview with me today during the allotted time (60 minutes). I am interviewing Teachers of Color to investigate why they have left the field of education in a selected region in Virginia. The insight that you provide today will be valuable to complete my project study.

The interview should take between 45 and 60 minutes and will capture your perspectives. As a reminder, this interview will be recorded for transcription purposes. The study results will not include any identifying information, and your transcript will be emailed to you to review for accuracy. All recordings and data will be destroyed at the completion of this project study. Do you have any questions for me about this interview before we get started?

The interview today centers on why TOCs has left education. I will now begin with the research questions, please feel free to respond at any length and I will ask follow-up questions if needed. Do I have your permission to proceed with the interview process and record your responses now? (*Wait for the participant to respond. If yes, proceed. If not, thank the participant for their time and end the process.*).

<b>Interview Questions</b>	<b>RQ1</b>	<b>RQ2</b>	<b>CF JD</b>	<b>CF R</b>
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How many years did you serve as an educator in the selected target region in Virginia?	X	X	X	X
Did you teach within an urban, suburban, or rural school district?	X	X	X	X
What led you to become a teacher at the school district's primary or secondary level?	X	X	X	X
Tell me about the training that prepared you to become a teacher?			X	
How would you describe the resources you had in the school division to support your work?		X		X
Tell me about your school, describe the culture, mission, or vision of the building from your viewpoint. Do you believe the school community reflected the school's mission or vision?	X	X	X	X
Tell me about a typical day in your classroom during your first year of teaching. How did the job demands affect your emotional and physical well-being during your first year of work?	X		X	

What support did you have from your administrative team and school district team during your first year in the school division?		X		X
Tell me about the support you received from the building level administration. Was support scheduled on a consistent basis?	X	X	X	X
Tell me about the support you received from your colleagues. Was your support scheduled on a consistent basis?	X	X	X	X
Did you feel connected or disconnected to colleagues in your building? Can you describe why you felt this way?	X		X	
How would you describe the job demands in your specific school and school division?	X		X	
Can you describe the personal demands that influenced your decision to leave the school division?	X		X	
Based on what you have shared, what were the factors that influenced your decision to leave the school division? The field of education?	X	X	X	X
What two to three pieces of advice would			X	X

<p>you give a teacher of color as they prepare to enter teaching in your former school division or in general?</p>				
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**Closure to Interview:** Thank you for taking the time to participate in this interview. Your responses will inform my study and add to the unique body of literature related to the experiences of teachers of color. Again, your personal information will not be shared and in the results of my project study. Lastly, there is a transcript verification process that I will share with you too. Thank you for taking the time to meet with me today.

### Appendix C: The Project

Teacher retention is a true area of concern not only nationally but also within the state of Virginia according to both National Center for Education Statistics (2022) and VDOE (2024) reports. According to the National Center for Education Statistics (2022) report, 8% of public-school teachers in the United States left the profession between the 2022-2021 school year and 2021-2022 school years, noted this was the period most notably impacted by the COVID-19 pandemic. Meanwhile, in the state of Virginia according to VDOE (2024) data shows similar challenges with a higher loss TOCs in relation to the rise in number of SOCs. These statistics show the need for a comprehensive support system for teachers, particularly in teacher retention for individuals entering the field at this time.

During the first year of the New Teacher Induction Program (NTIP) for school division ABCD, the primary focus will be on behavior management and fostering a culture of belonging within the classroom. New teachers will be intentionally paired with mentors committed to serving in this role throughout the three-year NTIP. Mentor assignments will be informed by the results of a mentor matching survey (see Table 2), which will be used to align mentors with incoming novice teachers.

### Mentor/Mentee Matching Survey

Question 1	Understanding one's learning style is essential to mentor/mentee relationships.  Please describe your preferred way of providing mentorship or learning from others.
Question 2	What are your interests (i.e., Teams, sports, hobbies etc.) outside of work that you are passionate about?
Question 3	<p>What would you prioritize in order if you were selecting a mentor/mentee?</p> <ul style="list-style-type: none"> <li>• Proximity in the building</li> <li>• Same grade/content</li> <li>• Similar to me in (i.e. location, age, race, ethnicity, etc.)</li> <li>• Different than me in (i.e. location, age, race, ethnicity, etc.)</li> <li>• Traditional teaching pathway</li> <li>• Career-switcher</li> </ul>
Question 4	Based on your prioritization in the previous question, please share any other information that further explains what you hope for in a mentor/mentee.

Teachers entering the profession through traditional pathways, such as completing an education degree, typically have a foundational understanding of pedagogy, and face the challenge of how to create a safe and inclusive classroom environment. This environment must be one that supports both academic and behavioral success for students. However, it is critical for non-traditionally prepared teachers, including career switchers, to develop these competencies and ensure all students make positive progress.

A report by the National Center for Education Evaluation and Regional Assistance et al. (2021) highlighted the importance of professional development in supporting teacher retention. Michigan state law mandates that teachers with fewer than three years of experience participate in at least 15 days of professional development during their probationary period. School divisions that provided early release, teacher coverage, or other incentives for professional development reported a 6-12 percentage point higher likelihood of teacher retention. These findings from the National Center for Education Evaluation and Regional Assistance et al. (2021) underscored the value of comprehensive induction programs, such as the NTIP, in equipping teachers with the tools necessary for success and fostering their commitment to the profession.

Implementation of a robust training program requires a multifaceted approach to ensure new teachers receive comprehensive support. The initial week of induction is to equip new teachers with the foundational knowledge and skills necessary for a successful academic year. This support focuses on core content curriculum, establishing effective classroom procedures and setting clear behavioral expectations for students.

Division ABCD has developed two distinct pathways for new teachers that are intentionally designed to address the unique needs of educators entering through traditional routes or as career switchers. These pathways reflect the diverse background of teachers, as evidenced by the project study data, and are aimed to provide a personalized plan during the final or third year in the induction program. The overarching goal of this program is to cultivate and empower educators who, by their fourth year, are prepared to take on roles as mentors or teacher leaders, thereby contributing to the growth

and development of the teaching workforce.

The development of a robust New Teacher Induction Program (NTIP) for School Division ABCD requires substantial resources, with funding serving as the foundational element. The program is designed to begin in the first year by leveraging collaboration among central office team members dedicated to the professional development of new teachers, building-level administrators, and mentor teachers. This collaborative approach is critical to ensuring the success of beginning teachers within the division's classrooms. Leadership at the central office level will be guided by a director responsible for orchestrating professional learning opportunities tailored to the needs of new educators. The program's offerings in the first year will focus on equipping teachers with strategies to address challenging student behaviors and fostering classroom environments conducive to active and meaningful learning. This targeted support will lay the groundwork for sustained teacher success and retention.

During the first week of New Teacher Work Week, new teachers in Division ABCD will engage in professional development sessions facilitated by the Multi-Tiered Systems of Support (MTSS) team, focusing on best practices for establishing a positive learning environment. This support will be provided by central curriculum office staff and MTSS staff throughout the first year. The first week will include two designated days of both in-person and asynchronous learning, addressing the topics outlined in the schedule that follows.

### **Week 1: New Teacher Work Week**

Day 1: Rotating sessions based on traditional vs. non-traditional (annual substitute,

provisionally licensed)

Time	Topic	Session Description
8:00-9:00 AM	Caring costs Nothing	Demonstrating care costs nothing yet yields significant rewards. Beginning the day with a smile and a warm greeting fosters a positive environment and sets the stage for meaningful learning.
9:15-10:15 AM	Setting up for Success	Establishing a successful day begins with implementing timely procedures for learners. Consistent routines, though unspoken, are a fundamental need that students rely on for structure and support
10:30-11:30 AM	Content area/ Science	Let's dive into a love for science and how we can incorporate this into engaging practice.
11:30-1:00	BREAK	BREAK
1:00-2:00 PM	Creating engaging stations	Active learning strategies are essential for maintaining student engagement and fostering a productive learning environment. Implementing data-driven stations and incorporating elements of choice periodically can significantly enhance student participation and contribute to a successful learning community.
2:15-3:15 PM	SEL	Social-emotional learning (SEL) lessons are an integral component of daily instruction within our school division. This discussion will focus on establishing structured routines to effectively integrate these lessons into the daily schedule,

		fostering consistency and maximizing their impact on student development.
3:30-4:30 PM	Content area/ Literacy	Let's dive into a love of literacy and how we can incorporate this into engaging practice.

Day 2: Report to school

Day 3: Rotating sessions based on traditional vs. non-traditional (annual substitute, provisionally licensed)

Time	Topic	Session Description
8:00-9:00 AM	Content Area/Math	Let's dive into a love of math and how we can incorporate this into engaging practice.
9:15-10:15 AM	Is it Hot in Here?	Addressing negative student behaviors is an inevitable aspect of teaching, requiring proactive strategies and effective management. Such behaviors frequently occur during transitions or periods of unstructured time, highlighting the importance of preparation and adaptability. By employing evidence-based practices, educators can confidently navigate these challenges and create a more structured and supportive learning environment.
10:30-11:30 AM	Incorporating technology in your lessons	Explore strategies for integrating technology-based applications into daily instruction to enhance student engagement, support differentiated learning, and promote innovative teaching practices.
11:30-1:00	BREAK	BREAK
1:00-2:00 PM	Communicating with	Effective communication is paramount, beginning on the first

	Families	day with both students and their families. Establishing a positive connection through an initial phone call lays the groundwork for a supportive relationship, ensuring constructive dialogue even in the event of addressing behavioral concerns later.
215-3:15PM	Content area/ Social Studies	Let's dive into a love for history and how we can incorporate this into engaging practice.
3:30-4:30 PM	Scaffolding	Scaffolding instruction is essential for ensuring student success. We will explore strategies for implementing scaffolding in lessons to meet the diverse needs of students

Essential to the ongoing development of new teachers is the opportunity for continuous engagement throughout their first year. Professional learning opportunities will continue throughout the school year, facilitated by NTIP coaches dedicated to each high school feeder pattern. Coaches will be assigned as primary or secondary to effectively support the new teachers. Research by Buckman (2021) indicated that teachers in high-poverty, Title I schools experience higher turnover rates compared to their counterparts in non-Title I schools. To address this, each non-Title I feeder pattern will be assigned two coaches, while Title I feeder patterns will be allocated four induction coaches to better support new teachers. The budget projection below describes the cost analysis of Full Time Employee (FTE) program coaches, one director and funding for additional resources.

### **Budget Projection**

<b>Item</b>	<b>Cost</b>	<b>Projected Cost</b>
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30 FTE Coaches	\$100,000 per coach	\$3,000,000
1 FTE Director	\$130,000	\$100,000
Resources to support the program (sub coverage, materials and supplies, mentor stipends, travel costs)	\$100,000	\$100,000
<b>Total Program Cost</b>		<b>\$3,200,000</b>

### Sample Coaching Cycle for Year One Teacher

Quarter 1	Quarter 3	Quarter 3	Quarter 4
Week 2	Week 1	Week 2	Week 1
Week 4	Week 3	Week 4	Week 3
Week 6	Week 5	Week 6	Week 5
Week 8	Week 7	Week 8	Week 7

The coaches will focus on observing classroom practices, offering real-time feedback to new teachers in collaboration with mentors and administrators, and providing ongoing support within their classrooms. In addition to classroom support, the coaches will lead monthly in-person training sessions and host a minimum of two virtual sessions, covering critical topics such as: the impact of stress on new teachers, culturally

responsive teaching, fostering and sustaining student-teacher relationships, preparing for a successful post-winter break return, responding to negative feedback and self-correction techniques, Tier 2 and Tier 3 strategies, and de-escalation prevention methods for dysregulated students.

During year one, new teachers will be required to complete a total of 40 hours of NTIP training under the guidance of their NTIP coaches, curriculum specialists and MTSS coaches. Teachers will receive 12 of these hours during their NTIP opening week upon arrival at the division. Additionally, they must participate in monthly meetings with their mentors after school led by the NTIP coaches who oversee their designated feeder pattern within the NTIP program. School leaders will receive session topic suggestions but may also deviate to incorporate what teachers in their building need to become more successful in the classroom.

In the second year of the NTIP, new teachers will transition into the novice teacher phase, continuing to require support from induction coaching staff. During this phase, the focus of support will shift toward enhancing instructional practices to help teachers navigate high stakes testing and student engagement challenges. Novice teachers will participate in monthly professional learning sessions that cover essential topics such as designing classroom makeovers, conducting student-led conferences, increasing rigor, creating equitable and inclusive learning environments, leveraging data to support all learners, and simplifying differentiation strategies.

Year two will also maintain the support of building-level mentors to ensure consistency and ongoing guidance within the school environment. This period is crucial

for strengthening the mentor-mentee relationship, which is vital for the sustained success of both parties. Additionally, two classroom observations will be conducted by administrators and mentors to provide constructive feedback and further enhance teaching practices. Teachers will participate in 30 required hours during their second year of NITP. These hours will be in addition to monthly check-in meetings with their mentor during school or after school hours.

In year three of the NTIP, novice teachers will collaborate with their mentors to develop a personalized learning plan before the conclusion of year two. This plan will serve as a guiding framework for the teacher's continued growth and development. Year three provides an opportunity for teachers to engage in professional learning sessions tailored to their specific needs, aiming to enhance their teaching practices and student outcomes. Observations will be conducted twice throughout the year again to provide feedback to mentees.

Given the evolving nature of teaching, it is crucial that this plan remains flexible to accommodate emerging needs that may arise throughout the year. These needs may be identified by induction coaches, administrators, or mentors. These stakeholders will work together to ensure the creation of a comprehensive and adaptive plan that prioritizes the success of the mentee, emphasizing the importance of sustained and responsive support for teachers at every stage of their careers.

Teachers will participate for 15 hours under their NTIP coach's supervision during their third year. In addition, they will participate in monthly check-ins with their mentors in order either during or after school hours. This support is necessary during their final

year of NTIP as they prepare for the following year, which will be supported by colleagues, school administrators, and curriculum support specialists. The calendars outline NTIP offerings for years one, two, and three, presenting a range of topic selections that NTIP teachers can choose from based on the required professional learning hours for each year. This structure provides flexibility while ensuring alignment with the program's developmental goals.

This professional development calendar provides a well-rounded framework for new teachers to begin their growth in education. It is imperative that teachers begin and end strong learning with their mentors, NTIP coaches, and administrators. The sessions are aligned with year one professional growth goals tailored to meet year one teachers' needs. Building relationships is key as well as reflecting on all that one has accomplished with a dedicated team of supporters. The professional development calendar for year two teachers builds upon the foundational skills acquired in the first year while focusing on advanced instructional strategies, equity and professional growth. This plan will deepen the instructional practices, enhance student engagement, and foster professional growth. The combination of in-person and virtual ensures flexibility and accessibility for participants while fostering continuous learning. The calendar for year three teachers reinforces the need for personalized learning, advanced pedagogical strategies and leadership development. The combination of targeted training sessions and reflective practices prepares teachers to transition fully to post NTIP.

A comprehensive three-year NTIP is essential for fostering teacher success, retention, and professional growth. As research consistently highlights, the transition

from teacher preparation programs to the classroom environment is often challenging, and early career teachers face a range of obstacles that can impede their effectiveness and longevity in the profession. By providing sustained support through mentorship, targeted professional development, and individualized learning plans over the course of three years, school divisions can help new teachers navigate the complexities of classroom management, instructional strategies, and student engagement. As the educational landscape continues to evolve, it is imperative that school systems fully fund robust induction programs that recognize the unique needs of novice teachers and provide the necessary resources for their ongoing development. Such programs are a critical investment in the future of education, ensuring that teachers are equipped to thrive, contribute meaningfully to their students' success, and remain committed to the profession long term.

### **NTIP Professional Learning Calendar Year 1**

<b>Month</b>	<b>Topic</b>	<b>Delivery Mode</b>	<b>Description</b>	<b>Facilitator(s)</b>
September	Classroom Management: Establishing Procedures and Routines	In- Person	Focus on effective teaching strategies for creating a positive learning environment and managing transitions	NTIP Coaches and MTSS Team
October	Differentiation: Meeting the needs	In-Person	Do not re-write the wheel! Practical	NTIP Coaches Content Specialists

	of all learners		strategies to modify instruction for varied learning styles and abilities.	SPED ESL
November	Culturally Responsive Teaching Practices	Virtual	Explore how to build an inclusive classroom that values and celebrates cultural diversity	Equity & Inclusion Specialists NTIP Coaches
December	Preparing for a Strong Return After Winter Break	In-person or Virtual Option	Strategies for reinforcing routines in January, boosting student engagement and setting goals in the new year	NTIP Coaches
January	Digging Deep into Data to Guide Instruction	In-person	Personalized training on assessment data (formative, summative or state growth) to drive both instructional planning and student progress monitoring.	NTIP Coaches Curriculum and Assessment Team
February	Managing Stress and Building Resilience as a first-	In-person or Virtual Option	A focus on self-care strategies and maintaining a work-	Wellness Team NTIP Coaches

	year teacher		life balance for year one!	
March	Effective Teacher Communication with Families	In-person	Techniques for building positive relationships with family support	Family and Engagement Team NTIP Coaches
April	Tier 2 & Tier 3 Strategies for Student Support	In-person	Deep dive into classroom interventions and supports for students needing Tier 2 & 3 levels of support	NTIP Coaches MTSS Team
May	Reflecting on Growth/Planning Y2	In-person Virtual	Guided reflection on professional growth	NTIP Coaches Administrators

### NTIP Professional Learning Calendar Year 2

Month	Topic	Delivery Mode	Description	Facilitator(s)
September	Equitable and Inclusive Learning Environments	In-person	Strategies to create classrooms that promote equity, inclusion, and belonging for all learners within.	Equity & Inclusion Specialists NTIP Coaches
October	Increasing Rigor in Lesson Design	In-person Virtual	Training on designing and implementing lessons that challenge students while maintaining student	NTIP Coaches Content Specialists

			engagement	
November	Student-Led Conferences and Ownership of Learning	In-person	Guidance on preparing to take ownership of their learning and lead discussions about progress.	NTIP Coaches
December	Differentiation and Scaffolding: Advanced Strategies	Online-(Self-paced)	Advanced techniques for meeting the needs of diverse learners and scaffolding complex content.	NTIP Coaches Curriculum Specialists
January	Data-Driven Decision Making: Advanced Strategies	In-person Online-(Self-paced)	How to best utilize student performance data to adjust instruction and provide targeted support.	NTIP Coaches Curriculum and Assessment Team
February	Sustaining Positive Student-Teacher Relationships	Virtual	Strategies for maintaining strong relationships with students to support engagement and student behavior.	MTSS Team NTIP Coaches
March	Enhancing the Physical and Emotional Climate	In-person	Ideas for creating a classroom environment that supports active learning, collaboration, and comfort.	NTIP Coaches

April-May	Professional Growth, Career Pathways and Reflecting on Year Two and Preparing for Year Three	In-person Virtual	Guidance on opportunities for leadership roles, and advanced degrees in education and facilitated reflection on the year's progress and planning for personalized professional learning in Year Three.	NTIP Coaches Administrators
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### NTIP Professional Learning Calendar Year 3

Month	Topic	Delivery	Description	Facilitator(s)
August-September	Personalized Learning Plan Review and Goal Setting	In-Person (Half-day by school)	Teachers collaborate with mentors and induction coaches to finalize and review their personalized professional learning plans for the year	NTIP Coaches Mentors Building administrators
October- November	Advanced Strategies in Differentiation and Instruction OR Revisiting Classroom Management Tiers 1- 3 supports	Virtual In-person	Training focused on refining differentiation practices for gifted learners while meeting the needs of all learners OR Classroom Management supports Tiers 1-3	NTIP Coaches MTSS Team Curriculum Specialists
December-January	Effective Assessment Practices for Formative and Summative Assessments OR Advanced Strategies	In-person	Strategies for creating assessments aligned to measure and support student learning OR Advanced strategies to build meaningful	MTSS Team Family Engagement Team NTIP Coaches Curriculum Specialists

	for Engaging Families		support for students to grow learning.	
February-March	Strengthening Classroom Management through Preventative Strategies	In-person	Focused techniques to minimize disruptions and maximize instructional time through proactive classroom management strategies.	MTSS Team NTIP Coaches
April	Capstone Reflection: Professional Practices and Growth	In-person	Teachers present their growth over the three years and share valuable insights from their personalized learning journey.	NTIP Coaches Mentors Administrators
May	Preparing for Lifelong Learning	Virtual	Support identifying areas of interest or needs, leadership opportunities and ongoing professional growth.	NTIP Coaches Administrators