Teacher Attrition: A Study of Teacher Attrition and Support in a County in West Virginia

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The purpose of this study was to identify teacher attrition trends, rationale for the attrition trends, and evaluate the induction program in a school district in West Virginia. The goal of the study was to identify effective strategies to strengthen teacher support in the school district based on identified weaknesses from teachers within the district.

The research questions identified how the attrition problem manifested within the district, reasons teachers left schools, and how the teacher induction and support systems aligned with the identified reasons for movement. Methods of data collection included quantitative data review of personnel records, semi-structured interviews of teachers who had worked in more than one building within the district, and an evaluation of the teacher induction program in the district. The interviews were recorded and analyzed to identify themes, which were shared with the evaluation group. The evaluation group analyzed the data and identified areas of strengths and weaknesses of the current support programs. The evaluation group made recommendations for change in the teacher support programs.

Key findings of the study indicate that teachers need more support at their school level in terms of a school based mentor and school level administrator support. Another finding indicated that support needs to last longer than the first year of teaching within the district.

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Preface

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1.0 Introduction

Over the last several decades, public schools in the United States have been scrutinized. The spotlight has been placed on public school outcomes since the 1983 Nation at Risk report through the present-day reauthorization of the Elementary and Secondary Education Act (ESEA). It has been reported that schools are failing to meet the mark on student performance. When analyzing what has the largest impact on student performance, it has been found to be teachers. The hiring and retaining of teachers in classrooms plays a significant role in student success. Schools with higher attrition rates have fewer students meeting state standards on statewide assessments (Guin, 2004). Some educational theory holds that poor school performance is due to the school's inability to staff classrooms with qualified teachers (Ingersoll, 2001). Research has shown that attrition has a significant and negative effect on student achievement (Ronfeldt & McQueen, 2017).

The area of concern identified for this study is the high rate of teacher attrition in elementary schools in a county in West Virginia. For this study, attrition will be defined in three ways: teachers who make the choice to leave the field of education (i.e., leavers), those that migrate among schools (i.e., migration), and those that a school district moves to a new school (i.e., transfers). Schools across the nation appear to be facing a similar challenge retaining teachers in the field of teaching. Of the educational problems that exist, few have received as much attention as teacher attrition. Teachers are leaving positions at a startling rate. Teacher attrition appears to be higher than many occupations (Ingersoll, 2001). The interaction between a teacher

and student is most important, so the attrition problem is causing major concerns in schools throughout the United States. Research has shown the best and the brightest among the newcomers appear to be those most likely to leave (Henke, Chen, & Geis, 2000; Murnane, Singer, Willett, Kemple, & Olsen, 1991; Schlecty & Vance, 1981). Several studies have found as many as 50% of new teachers leave within the first 5 years of entry into the occupation (Huling-Austin, 1990; Ingersoll & Smith, 2003; Murnane et al., 1991). Russel (2006) cites "challenging work conditions and insufficient support" (p. 1) as contributing factors. These data points indicate that teacher preparation programs and county school districts should focus on preparing and supporting teachers in the early stages of their careers.

Vacant teaching positions exist in locations throughout the United States. Research has shown that the shortage problem does not lie in the lack of graduates from teacher preparation programs but in the educational systems' inability to retain newly hired teachers (Ingersoll, 2001; Boyd, Grossman, Hamilton, Loeb, & Wyckoff, 2009; Lindqvist & Nordänger, 2016). As research has shown, teacher attrition is a major concern across the nation.

The attrition concern is present in the state of West Virginia, which suffers from a large teacher shortage. In 2017, the superintendent of West Virginia schools stated that West Virginia had 718 teacher openings. The number of teacher vacancies has been rising dramatically, from more than 400 in 2015, to 593 in 2016, and now over 700 in 2017 (Kercheval, 2017). There are several reasons the attrition problem exists within West Virginia. Salaries, unsatisfactory work conditions, and lack of adequate induction and support all contribute to the absence of teachers in West Virginia.

To begin to comprehend the problem, first one must understand the make-up of the West Virginia education structure. West Virginia's education program is a county system. There are

fifty-five counties in the state of West Virginia. The smallest county in population is Wirt County, which has a population of 5,845 and an area of 233 square miles. Kanawha County has the largest population in West Virginia with a population of 193,063 and takes up 903 square miles. Each county operates its own local school system, partially through funding from the state level. State level policies exist to govern the large system, while local policies exist to give each county governance over the local level decisions. Some counties within the state have passed local tax levies to increase financial support for the system while some have not. Currently, West Virginia policy does not allow for vouchers or charter schools. If parents choose to place their students in private schools, they must pay their local taxes and pay the additional costs of private schools.

One reason West Virginia has the problem of attracting and retaining teachers is the pay. Data show that West Virginia teachers are among the lowest paid across the United States (Iasevoli, 2017). Low pay deters young professionals from entering the field of education or beginning their career in West Virginia. Research shows the average teacher retention rate in West Virginia for the years of 2008-2013 was 90 percent. Findings showed that teachers with zero years of experience, who began teaching in the West Virginia public school system in 2008/09, had left at a rate of 32.0 percent by 2012/13 (Lochmiller, Adachi, Chesnut, & Johnson, 2016). This data reiterates that young teachers are leaving West Virginia, and current vacant positions prove that West Virginia is struggling to attract teachers. The research also showed that districts with larger proportions of students eligible for the federal school lunch program had higher teacher attrition rates than districts with smaller proportions (Lochmiller et al., 2016).

A second reason for the high level of attrition is the challenging work conditions in West Virginia schools. Data from the Center for American Progress (2018) state that 24.6% of West

Virginia children are living in poverty, making it the 44th worst state for child poverty. Table 1 illustrates the demographics of West Virginia children living in poverty.

Table 1. Demographics of West Virginia Children Living in Poverty

Demographic Make-up	Percentage (%)
African American	28.4%
Latino	23.3%
Asian American	19.5%
White	17.4%

Note. From Center for American Progress. (2018). *Poverty rate.* Retrieved from https://talkpoverty.org/state-year-report/west-virginia-2018-report/

Not only does West Virginia have children living in poverty, but also many children are living apart from their parents. Data from the Center for American Progress (2018) find that for every 1,000 children in 2014, 12 lived away from their parents. This number ranks West Virginia the 49th worst state in this category. Teachers assist students daily with the struggles of living away from their parents. Many of these students struggle with needing food and feeling insecure in themselves. Teachers combat these issues in their classroom daily. Table 2 highlights challenges such as these that cause teachers to have difficult work conditions.

Table 2. Challenges Families in West Virginia Face

Challenge	Percentage of Children	State Ranking
Poverty	24.6%	44th
High school graduation	84.5%	24th
Disconnected youth (not in school or working in 2014)	19%	48th
Children living apart from parents	1.2%	49th
Hunger and food insecurities	15%	38th

Note. From Center for American Progress for years 2013-2015

West Virginia children face these identified struggles daily. When matched with low teacher pay and increasing insurance premiums, these conditions support that West Virginia is in a dire state when it comes to attracting and retaining teachers.

To provide a better description of this dire state, an understanding of the history of West Virginia teachers is important. Teachers have been fighting for rights in West Virginia for almost thirty years. In 1990, teachers from 47 of the 55 counties of West Virginia walked out of their classrooms. The strike was the first in West Virginia history and lasted for eleven days. The demands were better pay, insurance coverage, and more teacher involvement in policy development. This teacher work stoppage was the first time educators felt desperate enough to leave the security of their classrooms to demand fair wages and treatment. In 2018, twenty-eight years later, teachers were upset enough to walk out and leave their classrooms yet again. During the 2017-2018 school year, all 55 counties authorized a teacher work stoppage. The demands were similar to the strike demands of 1990. The teachers demanded fully funded insurance, pay increase, no charter schools, protection of seniority, and a stop to the lowering of teacher

qualifications. These continued challenges for teachers in West Virginia cause retention of teachers to be a difficulty counties contend with yearly.

A third reason high rates of teacher attrition exist is the lack of support for educators once they enter the classroom. Not only do teachers leaving affect student performance, it also results in administrators using valuable time and resources to staff schools. Teacher support and retention are important areas of concentration for a school administrator. Filling open teaching positions with highly effective and certified teachers is vital to the success of students. Once a district establishes a framework for why teachers leave the field, support systems can be created to assist in retaining teachers. Induction can serve to assist in early service teachers, and professional development can support more experienced educators. Developing induction programs to support early service teachers could prove to change the direction of this trend. Evidence from the National Center for Education Statistics' Schools and Staffing Survey suggests participation in comprehensive induction programs can cut attrition in half (Russel, 2006). Working with pre-service institutes to establish collaborative partnerships could advance the work. Some models of a two-year residency have been researched and found to reduce attrition rates (Guha, Hyler, & Darling-Hammond, 2016). Incorporating higher education institutes into the induction program could lead to improvement in support and retention of newly hired teachers. Having faculty from higher education institutions available to confer with, observe, and provide guidance to new teachers could improve practice during the induction period (Russel, 2006). Teacher induction and support aligned with district needs could assist in lowering teacher attrition rates. High quality professional development programs are crucial to train, support, and retain teachers (Wong, 2004).

The setting for this research study is Harrison County Schools in North Central West Virginia. The county sits on 414 square miles and has a population of 68,714 people. Harrison

County consists of 26 schools. The make-up of these schools consists of thirteen elementary schools, six middle schools, and six high schools. The county serves approximately 10,600 students, employs approximately 1,900 employees, and is the third largest employer in the county. Harrison County is the seventh largest school district in WV and is the 4th highest in teacher pay across the state. Table 3 provides a detailed listing of the schools and their percentages of poverty.

Table 3. Percent Poverty

Location	Percentage of Poverty
West Virginia	24.6%
Harrison County	42.6%
Harrison County Evolution Middle School	80.0%
Nutter Fort Primary	66.1%
Adamston Elementary	65.57%
North View Elementary	63.2%
Lumberport Elementary	61.5%
Wilsonburg Elementary	58.6%
Nutter Fort Intermediate	55.4%
Salem Elementary	54.8%
Big Elm Elementary	53.0%
Harrison County Evolution High School	52.0%
United High School	51.5%
Washington Irving Middle School	50.2%
Lincoln Middle School	50.1%
Mountaineer Middle School	49.5%
Lost Creek Elementary	45.4%
Lincoln High School	44.4%
Robert C Byrd High School	42.5%
Liberty High School	41.7%
West Milford Elementary	41.6%
South Harrison Middle School	35.8%

Table 3 (continued)

Norwood Elementary	33.5%
South Harrison High School	32.6%
Simpson Elementary	24.8%
Johnson Elementary	20.0%
Bridgeport Middle School	19.8%
Bridgeport High School	16.0%

Note. L. Brown, personal communication, February 15, 2018

As Table 3 highlights, Harrison County schools face higher rates of poverty than the state. Combined with low pay and high poverty rates, attracting and retaining teachers is difficult for Harrison County Schools. To demonstrate how Harrison County attrition relates to West Virginia attrition, see Table 4.

Table 4. Attrition and Migration Rates

Location	Attrition Percentage
West Virginia	9%
Harrison County	9%
	Migration Percentages
Harrison County Elementary Schools	23%
Harrison County Middle Schools	17.2%
Harrison County High Schools	16.2%

Table 4 identifies that the overall county attrition rate is aligned with state data on attrition, but the schools are suffering from a higher rate of movement due to migration. Teachers are making moves at significantly higher rates among the schools in Harrison County, which contributes to teacher attrition. Understanding why these moves occur is essential in reversing this action. Table 4 leads to the question of why the numbers differ so greatly from overall teacher attrition to migration at the school level.

1.1 Problem Area

Teachers have a large impact on students during their educational careers. Students spend countless hours in the classroom interacting with teachers. Hiring, retaining, and supporting teachers is an important responsibility for educational administrators. Identifying the most effective teachers to hire and maintain in the classroom is of the upmost importance.

Filling open teaching positions with highly effective and certified teachers is vital to the success of students. It is highly unlikely that preparation programs can fully prepare pre-service teachers with the skills needed to perform all the necessary requirements of the job and for the challenges they will face. The demands placed upon schools have deterred many teachers from remaining in the profession (United States Department of Education, 2008). After pre-service training, teacher professional development is the next major step in improving teacher practices (Wong, 2004).

Three different situations will be reviewed and defined as teacher attrition. Figure 1 illustrates the situations that make up teacher attrition.

Attrition

Leavers   Movers   Transfers
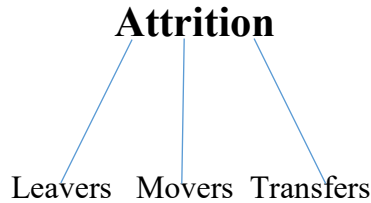
Figure 1. Types of Attrition

The migration rates within the elementary schools of Harrison County have been identified as the largest problem in need of attention. Determining why teachers are leaving the schools is a first step in addressing the concern. Next, an evaluation of the current support programs in place will determine if the induction support is addressing the reasons that cause teachers to migrate among schools. Researchers state that a well-prepared teacher can have a greater impact on student achievement than poverty, language background, and minority status (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005).

The main stakeholder groups affected by the attrition problem are students, teachers, school administrators, county level administrators, communities, and finance officers. The main stakeholder group affected by teacher attrition is the students. Students lose quality teachers that have worked to establish relationships with them. Trust and safety are diminished in the classroom when students must re-establish relationships with new teachers.

A similar effect occurs among co-workers in the school setting when high numbers of attrition exist. Research has shown that both curriculum and relationships in schools suffer when high amounts of attrition exist in a building (Guin, 2004). Research identifies erosion and strain on working relationships as one reason organizations suffer when attrition rates are high (Guin, 2004). This erosion impacts the school staff's ability to work as a team, due to the lack of relational

trust. Not only do co-workers suffer, more administrative time must be spent on hiring and training new staff members and maintaining climate.

County level administrators and finance officers are stakeholders affected because of the financial decisions that must occur regarding teacher attrition. Finance officers and school district superintendents must make financial decisions that impact other areas in the district when money must be spent to continually train new staff. A community is impacted when their community schools suffer from lack of trust and relationships. Most communities feel that their schools are the core of their environments (Thompson, Crampton, & Wood, 2015); so, when schools suffer, the community suffers.

1.2 Inquiry Questions and Design

Effective teachers working with students in the classroom is the key to student success. The aim of this study is to answer the following questions:

- How does the teacher attrition problem manifest itself in Harrison County?

- What factors inform teachers' decisions to leave elementary schools in Harrison County?

- What components of the current induction program address the reasons teachers migrate among elementary schools, and what components need to be added to address other identified needs?

These questions are important to answer in districts and schools where attrition rates are high. The framework that supports these questions states that teacher preparation tied with

beginning teacher support directly correlates with student achievement. Improving preparation and support should lead to increases in retention rates of teachers and student achievement.

First, establishing whether an attrition problem existed within Harrison County School District should occur. Understanding the types of teacher attrition and which type is highest in the district is an important step in answering the first inquiry question. Research defines teacher attrition in three ways. "Leavers" are teachers that make a choice to leave their school or the field. "Movers" or migraters are teachers who choose to leave their current teaching assignment and move to another school. "Transfers" are teachers that are forced to move to another school by the district. All three types of teacher movement cause problems in a school and for students.

After identifying attrition rates, the next step is gaining a better understanding of what causes teachers to leave the field or migrate to a new school. Answering the question of what factors contribute to teachers leaving is important for districts to analyze and reflect upon to make the necessary changes. The final question: Does the teacher support address the areas that cause teachers to determine whether to stay or leave a school? To understand this question, the type of support provided should be reviewed and analyzed for quality. If teacher induction programs are thought to reap benefits for schools, then it is important to evaluate the quality of teacher induction programs in which teachers participate (Wong, 2004). However, Harrison County's induction system has not been evaluated to determine if it is creating the desired and intended outcomes.

Induction has been proven through research to have a considerable impact on teacher retention. Of the studies completed on teacher retention, most showed that induction supports for teachers have a positive impact on retention (Ingersoll & Strong, 2011). If induction can impact retention, public school systems should invest in quality induction programs to improve the retention of teachers. Most state school systems require districts to provide an induction support

program, and counties in West Virginia are part of that requirement. Due to the induction mandate, districts should investment time in the program to make it worthwhile to teachers.

The West Virginia Department of Education has a written policy that mandates teacher induction. In June 2012, the West Virginia State Board of Education (WVSBE) adopted implementation guidelines for the "System of Support for Improving Professional Practice" (WVSIPP). The guidelines require each county school system "to establish a comprehensive system of support for teacher induction and professional growth" (Improving Teaching and Learning, 2012). The 2012 law led to the creation of a comprehensive infrastructure that routinely supports a continuous process for improving teaching and learning. The general components of this infrastructure must include "universal support for emerging teachers including comprehensive new teacher induction and support for student teachers, teachers teaching in assignments for which they have less than a full professional credential, and teacher candidates pursuing certification through an alternative route" (Improving Teaching and Learning, 2012). The legislature intended that "the comprehensive system of support . . . should be implemented in a way that, as compared with the beginning teacher internship system, much more effectively provides for the professional growth of teachers" (Improving Teaching and Learning, 2012). Induction support may extend throughout the first three years of teaching (or beyond, should the evaluation system determine a need for additional support).

To fulfill the state mandate, the Harrison County Board of Education has created a one-year induction program. The program consists of a new teacher orientation, a welcome session for new teachers, a master support program, and support from an academic/curriculum coach. The new teacher orientation program is a half-day session that reviews employment paperwork, an overview of professional expectations, and an outline of the requirements of the yearlong support

program. The welcome session for new teachers states that individual schools will establish a time to review school information and procedures. One limitation, however, is the lack of a specific requirement outlined for individual schools to follow.

The next component of the induction support is the master teaching support program. This program consists of five after school sessions that last an hour and a half each. New teachers are required to attend 80 percent of these sessions. The sessions review topics that are chosen and led by the county coaches that focus on technology support and digital citizenship, classroom management, effective instructional strategies to include English Learners, differentiated instruction, and the art of reflecting. The county coaches consist of personnel that have experience teaching at the elementary school level, but do not have any type of administrative experience. Other personnel that provide trainings for new employees are county technology specialists, which are not required to have any educational background. Most technology specialists have technology degrees instead of education degrees. The county provides substitute codes to cover the next component of the induction support, which is the observation of an experienced teacher, who is assigned by the county office staff. Each new teacher is expected to observe an experienced teacher for two half-day sessions. County coaches then assign the teachers to observe the new teacher inductees.

The final piece of the Harrison County induction program is the support from an academic/curriculum coach from the county. An Academic and Curriculum Specialist completes two informal observations and provides feedback for each new teacher. Together, the new teacher and specialist establish the dates and times of the non-evaluative observations.   Additional observations and meetings are completed at the request of the new teacher.

The aim of this study is to examine teacher attrition, reasons for attrition, and to evaluate the induction and support provided to teachers within a school district in West Virginia. The goal is to improve retention and support within the district. After collecting the data related to attrition, evaluation of the current induction practice will take place. Due to its focus on action of change, evaluation was the method chosen for this study. A participant-oriented model of evaluation will analyze the effectiveness of the induction program through stakeholders' points of view. Structured conceptualization and process evaluation will be included in the outline of the study to determine the greatest need for change in the program. A secondary analysis will also be utilized to reexamine existing data to address new questions or use methods not previously employed to address the needed change in the program and to alter the attrition rate within the district.

2.0 Literature Review

Teachers impact students during their educational careers. Effective teachers hired and maintained in the classroom create a positive learning culture within the classroom. This literature review aims to answer the following questions: How does the teacher attrition problem manifest itself in Harrison County? What factors inform teachers' decisions to leave elementary schools in Harrison County? What components of the current induction program address the reasons teachers migrate among elementary schools, and what components need to be added to address other identified needs? These questions are important to answer to increase teacher retention. The questions stem from the framework that teacher preparation tied with beginning teacher support directly correlates with student achievement. Improving upon preparation and support should lead to increases in retention rates of teachers and student achievement.

The intent of this literature review is to identify the problem of teacher attrition through literature, while also pinpointing the reasons attrition problems exist. After establishing the problem, along with some of the main explanations for the problem, the intent is to find ways to improve upon teacher support systems to reduce the number of turnovers. First, an outline of the methodology for selecting the literature is explained. Then, the review will build the understanding that there is a teacher attrition problem. Next, a review of the teacher attrition problem and its negative effects on student achievement is presented. Then, main reasons for the attrition problem are expounded upon. Finally, a review of components that a district could implement to better support teachers in the field is established.

Literature was selected based on relevance, empirical nature, and quality. Relevance of the selected literature was determined based on the document's insight on the issues of teacher

attrition, reasons for attrition, or ways to improve the support of teachers to reverse the attrition rate. To ensure relevance, most research included in the review was published after 2004; however, a few pieces written before 2004 were included to help build support of the continuity of problem throughout history. Connections with newer research were included to explain the relevance of the more dated pieces of literature.

To strengthen the review further, selected literature was restricted to sources of a scholarly nature with emphasis on articles published in peer-reviewed journals by reputable organizations. The studies include quantitative, qualitative, and theoretical work located through keyword searches of educational journals and libraries. Focus on research-based content was emphasized during the selection of the articles. The articles chosen aligned best with the study's research questions and provided evidence that the teacher attrition problem exists, its impact, and suggestions to include in developing solutions to the problem.

2.1 Attrition Problem?

Of the educational problems that exist, few have received as much attention as teacher shortages or attrition. Ensuring that classrooms are staffed with qualified educators has been a large-scale focus and a topic of major concern in the field of education. Nationally, around 30 percent of new teachers leave the profession after their first five years of teaching (Ingersoll, 2001). A variety of research has been established to determine reasons for the large need of teachers across the K-12 arena in the United States and other countries. Empirical studies have shown that the shortage problem results from the educations systems' inability to retain newly hired teachers (Ingersoll, 2001; Boyd et al., 2009; Lindqvist & Nordänger, 2016).

Public educational organizations suffer from large amount of attrition. To understand the consequences of teacher attrition, research has been done to analyze the magnitude of attrition, its role on teacher demand, and characteristics of teachers and organizations, which lead to teacher turnover. Ingersoll (2001) found that teacher attrition appears to be higher than many occupations through stages of regression analysis, using the Schools Staffing Survey (SASS) and Teacher Follow-up Survey. Boe, Cook, and Sunderland (2008) also used the SASS to analyze teacher turnover. Their findings concluded that this trend will not change until there are dramatic improvements in the organization, management, and funding of the public schools. These research findings point to a theoretical framework of supply and demand for teachers that can be described as an inadequate number of qualified teachers who are willing to provide services under the current conditions (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). One question that arises from these findings is what are the effects of teacher attrition on our most important aspect of education, the students?

Research has shown that attrition has a significant and negative effect on student achievement in the core subject areas of English Language Arts and Math (Ronfeldt & McQueen, 2017). It has also been discovered that schools with higher attrition rates have fewer students meeting state standards on statewide assessments in the same subject areas (Guin, 2004). Teachers have been found to have a large impact on student achievement, so understanding what can be done to reduce the large shortage is essential to improving education. Higher attrition requires schools to realign the instructional focus and unify the curriculum (Guin, 2004), which affects student outcomes. The time it takes teachers to realign their curriculum and instruction takes away from the time teachers can spend with students engaged in the learning process.

Attrition negatively affects students by the destructive effect it has on individual schools. The obvious reason attrition adversely affects students is the changing of the teacher in the classroom. Hidden influences that affect schools and students include the school's ability to function as an effective organization. Research, using climate surveys and interviews, identifies one reason organizations suffer when attrition rates are high as the erosion and strain on working relationships (Guin, 2004). Relational trust among school level teams suffer when high levels of attrition occur in schools. These case studies demonstrated that schools with high rates of attrition had to restart their instructional focus each year, which results in a less unified comprehensive program. These data support the theoretical framework that teacher retention increases student achievement.

To identify teacher attrition as a national problem, a longitudinal study using five years of data from the SASS found that among all beginning teachers in 2007-2008, 10 percent did not teach in 2008-09, 12 percent did not teach in 2009-10, 15 percent did not teach in 2010-11, and 17 percent did not teach in 2011-12. It was found that 74 percent of beginning teachers taught in the same school as the previous year (Raue & Gray, 2015). This data supports the findings that schools across the country are suffering from a teacher attrition problem.

To determine if teacher attrition issues are present in West Virginia, an analysis of recent research utilizing personnel data for teachers and administrators from the West Virginia Department of Education for the academic years 2008/09-2012/13, as well as district data for the same years from the National Center for Education Statistics Common Core of Data, was completed. The study found that teachers with zero years of experience, who began teaching in West Virginia public schools during the 2008/09 school terms, left at a rate of 32.0 percent within their first four years of teaching and that 19.5 percent of those first year teachers left after their

first year of teaching (Lochmiller et al., 2016). The research also revealed that teachers and administrators with fewer than four years or more than 15 years of experience left the system at roughly double the rates of that of other teachers (Lochmiller et al., 2016). This data connects with the local district and school data from this study and establishes that the problem of turnover exists within the district.

Some limitations identified when reviewing teacher attrition data were that most studies focused on statistical analysis and did not include a variety of methods. Most studies contained results based on a large national probability sample and cannot be interpreted as directly applicable to a local district. The attrition data could provide statistical probabilities, but did not include teacher specific reasons for why they left the profession. Most of the national data relied on self-reported measures and could be prone to bias.

As the research highlights, teacher attrition is an area of concern within the field of education across the nation. Before a plan of action to correct this problem can occur, researchers must understand why the problem continues to exist. The next question to review is why are teachers leaving the profession or their schools?

2.2 The Why of Teacher Attrition

Data on the impact of teacher attrition and student achievement leads to the second question: Why do teachers leave the profession? Reviewing the reasons for the attrition problem is the next step in identifying why the problem exists. Gaining an understanding of why teachers leave the field is vital, due to the impact of teacher attrition on student achievement. The role of the teacher is an important factor in student achievement (Ronfeldt & McQueen, 2017). Due to

the strong data to support this factor, research has been completed to determine why teachers leave the field or move school locations. Most research surrounding this topic has been quantitative in nature. Statistical analysis and regression models to determine how salaries, student population, parental support, induction and administrative support have been completed to determine the answer to the questions of why teachers leave school settings (Boe, Cook, & Sunderland, 2008; Ingersoll, 2001; Raue & Gray, 2015)

Through research, three types of teacher movement are identified: teacher attrition, teacher area transfer, and teacher migration. The first type of movement for school employees has been defined as teachers who leave the field. Some researchers have labeled this type of movement as attrition or as "leavers." The second type of movement has been defined as when teachers change school locations. This type of movement has been labeled as migration or as "movers." Some teacher migration occurs by the employee's own choosing, while others may be a result of teacher area transfer. Researchers have labeled teachers who remain in the school they were first hired as "stayers" (Raue & Gray, 2015). Studies analyzed all types of teacher movement.

Analysis of the SASS found that the most prominent reasons for teacher attrition, "leavers," were primarily due to organizational conditions of teacher job dissatisfaction and the desire of teachers to pursue other jobs (Ingersoll, 2001). Regression analysis was completed to determine if teachers were leaving their positions due to school characteristics and organizational conditions, while controlling individual characteristics. Reasons identified were dissatisfaction from inadequate administrative support, student discipline, lack of community support, and lack of student motivation (Ingersoll, 2001). Additional causes of teacher attrition, "leavers," were non-salary-related issues such as excessive workloads, high-stakes testing, disruptive student behavior, poor leadership and administration within schools, poor mentoring and induction programs,

facilities and resources, and teaching being viewed as a temporary profession as main reasons why teachers leave the profession (Brill & McCartney, 2008). Data from the Texas Public Education Information Management System (PEIMS) found, through statistical analysis, student characteristics caused teacher transitions, movers, to occur (Hanushek, Kain, & Rivkin, 2004). This data highlights the organizational issues related to teacher turnover. The issues include school and district concerns that would require investigation at those levels to make changes in the attrition rates.

A study completed in Flanders, Belgium, demonstrates that the teacher attrition problem exists outside of the United States (Struyven & Vanthournout, 2014). This study used statististical analysis of a large-scale survey to determine why teachers are leaving the educational system. The finding aligns with studies completed in the United States that teachers are leaving due to job dissatisfaction, relations with students, school management and support, workload, future job opportunities, and relations with parents. A longitudinal study that followed 87 teachers from their graduation through 22 years of their career claimed that teacher attrition begins long before teachers leave the profession (Lindqvist & Nordänger, 2016). This study states that singualar events do not lead to attrition, yet processes over time lead teachers to exit the profession. These research studies guide readers to believe that improving teacher's work environments and supports would be the most cost effective and influential in convincing teachers to remain in the field and in their positions.

Mobility across schools and school systems are another aspect of teacher shortages. One study found that 82 percent of teachers remain in the same schools, while 7 percent leave Texas public schools, 6.5 percent change schools within the districts, and 5 percent switch districts each year. It also indicates that mobility is much higher among teachers with 0-2 years of experience

(Hanushek, Rivkin, & Schiman, 2016). The same study also found that transitions are much more strongly related to student characteristics, such as race and achievement, than to salary differentials. Little or no evidence was found that related teacher moving or exiting to class size. The findings support the difficulty schools that serve economically disadvantage students have in retaining teachers, especially early service teachers (Hanushek et al., 2016). These findings correlate with data identified within Harrison County Schools, which shows that teachers migrate within the system at a higher rate than they leave the district.

A limitation to most of the attrition data is the extended use of national studies and the inability to identify how individual districts can address the issue. The results are from a large national probability sample and have few items that directly apply to a local district. Few studies focused on narrow searches to find personal reasons as to why teachers are leaving their positions. The use of the statistical data does prove that the attrition issue exists, but it does not inform districts of the specific needs of teachers within their area. An implication to the research demonstrates that more time needs devoted to understanding the reasons for teacher migration and attrition in individual schools and districts in order improve retention. It is vital for a researcher to gather local data and relate it to attrition and migration in that district. Then, the information should build more personalized teacher support programs to reduce attrition.

Most studies have focused on statistical analysis to determine why teachers leave the profession. Many studies have not focused on teacher perceptions of why they chose to leave the field. One district undertook a study utilizing semi-structured interviews to find personal reasons for why teachers leave the profession. A qualitative analysis of teacher perceptions on attrition was completed using data from Milwaukee Public Schools (Haberman & Rickards, 1990). Questionnaires collected the data from teachers who left one school district. Data was also

collected on problems these teachers perceived to exist within the school settings when they exited the system.   Problems perceived included student discipline, inadequate support from administrators, heavy workload, lack of parental support, underachieving students, and inadequate resources. As described, these teacher perceptions align with findings of studies using statistical analysis data.

Most research findings idetnitfy to reasons for teacher attrition that could be altered by educational systems in order t provide better support for their teachers and reduce teacher turnover. A central finding in the research leads to the theorectical framework of the benefit of limited attrition, but the research findings suggest it is the ineffectiveness within the educational organizations that cause the high attrition rates to continue to exist. Gaining a better understanding of what causes teachers to move among schools or leave the profession is essential in lessening the impact on students and the organizations. After obtaining the understanding that most teacher attrition is due to organizational flaws, the next question is how should the educational organizations offer early service teachers the support and assistance required to retain larger numbers in the field and improve the effectiveness of the organization?

2.3 Preparation and Induction

Determining why teachers leave the profession is the first step in reducing attrition. Then, finding ways to better support teachers to retain them in schools and in the profession, is the next step in the process. Teacher preparation programs and school districts should look for ways to prepare teachers for the challenges they will face in the classroom and their district. Supporting teachers to retain them in their positions can help improve achievement and retention (Ronfeldt &

McQueen, 2017). Figure 2 illustrates a theory of teacher development that implies that pre-employment teacher preparation is often insufficient in providing skills necessary for successful teaching. This implies that districts must provide induction support (Ingersoll & Strong, 2011).

Preservice Preparation ⟹ Induction ⟹ Improved Classroom Teaching Practices and Teacher Retention ⟹ Improved Student Learning and Growth
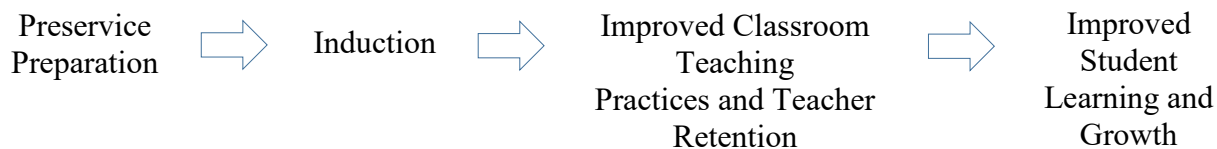
Figure 2. Theory of Teacher Development

A review of needed changes in teacher preparation should occur. Many professional careers provide their early entrance employees longer training periods than the field of education provides early service teachers. As the theory of teacher development explains, existing teacher they enter the classroom. Shifting the mindset from the current practice, which entails a semester of student teaching to a longer in the field placement prior to graduation has been identified as a need. Research on teacher residency programs show that teachers who receive at least a year long residency in comparison to the lesser student teacher experience remain in their teaching positions longer, generally ranging from 80%-90% in the same district after three years and 70%-80% after five years (Guha et al., 2016). Initiating this change in preparation could assist districts with recruiting and retaining teachers and providing more insight in how to design induction programs. At the district level, changing teacher preparation may not be an option, but creating partnerships with local universities and including them in induction supports might be the best opportunity to maintain teachers in school systems.

It is important to understand how teacher preparation programs are training these early service teachers to formulate an effective induction program. Building partnerships between

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preparation programs and public school districts to assist in implementing effective induction programs is the focus of the teacher preparation piece of this literature review. Most research that supports establishing partnerships points to building in more time in the school system during the students' senior year and providing graduate opportunities to students during the induction program offered in their first years of teaching (Hudson, Hudson, & Adie, 2015; Kelley, 2004.)

Many researchers have found induction to be a best practice in supporting teachers (Ingersoll & Strong, 2011; Ingersoll & Smith, 2003; Ronfeldt & McQueen, 2017). School districts should build their induction programs to support the preparation of early service teachers once they enter school districts, in the form of induction. Research indicates that teacher mobility is much higher among teachers with 0-2 years of experience (Hanushek et al., 2004). Research has shown that receiving induction supports in the first year leads to less teacher attrition and migration (Ronfeldt & McQueen, 2017). It has also been found that high-quality mentoring and induction can moderate the negative impact of perceived poor quality preparation programs on teachers' intentions to leave the profession (DeAngelis, Wall, & Che, 2013).

Since the 1960s, the problems identified through research as to why teachers leave the field include classroom discipline, motivation of students, handling student differences, assessment of student work, relationships with parents, organization of classwork, and dealing with problems of individual students (Corcoran, Lundmark, & Brickey, 2007). Providing meaningful support in the classroom is one way school districts can attract and retain newly certified teachers into their systems and help assist with handling these problems (Kelley, 2004.). Induction should be based off the premise that if schools want to increase student learning, then they must offer more powerful learning opportunities to teachers (Corcoran et al., 2007). Not only do new teachers have

to teach, but they also must learn how to teach. Preparation programs can lay the groundwork, but there are some things that must be learned on the job with support systems in place.

The SASS survey questioned teachers who were teaching in their first year to gain an understanding of the induction supports offered to them. The survey found that supports included providing a mentor in the same subject matter, seminars or classes, common planning time with other teachers in the same subject area, scheduled collaboration with other teachers on non-curricular related issues, reduced teaching schedules, reduced number of preparations, extra classroom assistance, and supportive communication with the school administrator (Ingersoll & Smith, 2003).

Ingersoll and Smith (2003) completed a quantitative study using a regression analysis of the SASS to determine if induction supports mattered to teacher retention. Controlling background characteristics for teachers and schools, findings showed an association between teachers receiving induction and mentoring and their likelihood of turnover. The strongest association existed when teachers had mentors from the same field, common planning time with teachers from same subject, belonging to an outside network of teachers, and scheduled collaboration. The findings from multiple studies sustain that the more supports early service teachers receive, the stronger statistically significant effects exist to turnover (Ingersoll & Smith, 2003; Ronfeldt & McQueen, 2017). Another statistical analysis of the SASS found that teachers who received induction were less likely to migrate between schools (Ronfeldt & McQueen, 2017). The same study found that migration and attrition rates were four to five percentage points lower among teachers who received more than four supports compared to teachers who received fewer than four. Poorly regulated induction can have the opposite effect on teacher turnover. Proper implementation of induction is critical to improving teacher retention (Brill & McCartney, 2008).

A review of the literature on the impact of induction and mentoring programs for beginning teachers was completed (Ingersoll & Strong, 2011). First, the review found a correlation between student achievement and teachers who partook in induction programs, such as higher scores, or gains, on academic achievement tests. Next, the review found that teachers who received some induction support reported higher job satisfaction, commitment, or retention. Finally, the review also found that most studies that analyzed the effects on induction and classroom practices found positive outcomes. This review establishes the theory and finds some evidence that suggests quantity of induction is important.

Effective induction programs rely on common frameworks, such as professional teaching standards, use performance assessments, and focus on teacher support, development, and assessment (Corcoran et al., 2007). They build upon preservice preparation and promote standards-based teaching. Induction programs have found to be professional development frameworks for beginning teachers. Research on induction programs found three major similarities in high-quality induction programs: highly structured, focused on professional development, and emphasis on collaboration (Wong, Britton, & Ganser, 2005). These programs must include strong mentoring and partnerships for collaboration. Strong induction programs are multi-year and have a developmental stance (Corcoran et al., 2007). Chan & Emeritus (2014) suggest the development of an induction program based off the idea of continuous support in human resources, which originated from the framework of Edwards Deming's Total Quality Management (TQM). The framework consists of 14 points, which endorse and promote continuous improvement. In addition to the framework, Chan & Emeritus (2014) believe that the nine professional development standards created by the National Staff Development Council

(NSDC) (2007) provide the content for the induction program. TQM provides the justification to include induction as a requirement in school districts, and the NSDC standards provide the support.

Induction should provide comfort for new staff and drive out the fear. After newly hired teachers receive induction into the district, they need continuous support in the line of mentoring (Cheung & Emeritus, 2014). If school districts want mentoring to be effective, school administrators, department heads, faculty, and staff must play significant roles in the process. Just as we expect students to have caring and compassionate teachers, beginning teachers need this type of mentor (Corcoran et al., 2007). Corcoran et al. (2007) found that districts should focus on the importance of trained mentors. A well-trained mentor was defined as a professional with a helpful disposition, and knowledge and skills to support new teachers. A collegial or buddy style of mentorship was found to be less effective.

Research has been done to identify effective induction programs. Kelley (2004) identified one such program as the Partners in Education Program (PIE). This is an induction program jointly administered by the University of Colorado at Boulder (UCB) and six school districts. This program is for newly certified teachers and tied to a master's degree program at UCB. The design of the program consists of expert teachers being released from duties to act as mentors, work on campus to provide instruction in methods and supervision, and serve as teacher leaders on school district curriculum development projects. Faculty from UCB provide resources to school districts through this partnership. The support provided to newly certified teachers consists of intensive mentoring, cohort networking, and inquiry into practice. The goal is that these newly certified teachers reflect on their practice, and gain assistance during their first year in all aspects from setting up a classroom to communicating with parents and planning/assessing students. The program also brought this group of teachers together so they would not feel isolated. A research

project was also a component of the program. Results from interviews of all groups involved in the program found that participants felt the program achieved its goals. Mentor support was found to be successful and led to 98 percent of principals involved in the program to feel their newly hired teachers were making gains during their induction year.

The PIE program is an example of how school districts and institutes of higher education can partner to better prepare graduates and newly hired teachers by putting resources together to meet these needs. Results also demonstrated that induction does matter and can have long lasting meaningful effects on teacher quality and retention. Hudson, Hudson, and Adie's (2015) research on the School-Community Integrated Learning (SCIL) suggests that partnerships between higher education institutes and school districts can create effective induction programs that should be part of a professional development continuum. The SCIL is a pathway for preparing final year preservice teachers to enter the teaching profession. The conceptual framework for the program centered on the following areas of teaching: personal-professional skill development, teaching practices, reflection, student behavior, and system requirements. A survey using a 5-point Likert scale found that SCIL participants felt that they understood the many roles of a teacher, could communicate with students, and had developed professional relationships with colleagues after participating in the program. The participants had the opportunity to attend curriculum meetings, visit support classrooms and be a participant in the inclusion classroom, and communicate with parents.

Corcoran et al. (2007) identified the Great Beginnings induction program to be effective. The orientation program entailed 3 days of trainings on culture and curriculum, mentor/orientation partner, who was a collegial mentor, instructional resource teacher (IRT) to serve as instructional mentor to meet 14 times to observe and consult on instruction, and professional development

sessions. The professional development sessions followed the model of interactive instruction on a topic, modeling, time for practice, and follow-up with a master teacher. Professional development sessions tried to meet the individual needs of teachers and groups of teachers. IRTs followed up to allow for even more customization. New teachers received either professional growth points or the option to earn credit toward a Master's degree. Surveys analyzed the results of the program. The two themes that emerged from the results were that working with the IRTs and collaboration were the key components of the program.

Like the studies reviewed to establish the teacher turnover problem, most research used in determining the desired teacher supports is grounded from statistical analysis of national data. Few studies exist that develop a baseline of needed supports using the perceptions of teachers and data from the actual early service teachers' individual requests. Delving deeper into what causes teachers to feel the urge to leave the professional and how they perceive they could be supported better could be the next step in this line of research to provide individual districts concepts to include in the induction program.

Although a clear outline of requirements for induction has not been established, mentoring has been identified as a positive experience when included in an induction program. When matched appropriately and aligned with teaching content, the mentor/mentee relationship has proven to be beneficial to both parties (Ehrich, Hansford, & Tennet, 2004). Also found, the teachers who considered their mentors to be more helpful were less likely to move districts. Cited mentor outcomes from this study were collegiality and networking, reflection, and personal satisfaction. Most cited positive outcome for mentee was support, empathy, encouragement, counseling and friendship, assistance with classroom teaching, contact with others, and feedback. Two problems cited were lack of time and mismatch of personalities or skills (Ehrich et al., 2004).

Ideal induction programs address emotional and professional needs of educators. As each teacher has unique needs, an induction program requires personalization. Finding mentors who can assist with understanding these unique requirements and perspectives could build a strong component of an induction program. More targeted supports during mentoring and induction based on teachers' level of preparation and need may be essential in addressing new teacher attrition (DeAngelis et al., 2013). Reflection of practice has also been found to be an essential piece in induction. Allowing times for newly hired teachers to collaborate and reflect with colleagues has been identified in most of the examples of effective induction practices.

Finding solutions to the problem of teacher turnover has been an important factor in the research completed on teacher induction and mentors in schools. Teacher induction programs have increased over the last twenty years (Ingersoll & Smith, 2004). Analyzing components of induction programs that have made the largest impact on teacher turnover has been a focus of many empirical studies. Identifying what teachers cite as the most helpful and influential in assisting them with the decision to remain in the field is relevant in research of teacher turnover. Also, reviewing teacher preparation program offerings and experiences when planning and implementing induction has shown to reduce the number of teacher movements. Including individualized induction supports, similar to professional development opportunities, has also been found to improve teacher retention. For a district to design an effective teacher induction program, research supports the need for the district to analyze the preparation programs that feed into their school systems and identify the district's and teachers' needs. Taking this data and creating an induction program to satisfy these needs appears to be the best way to reduce the attrition rates within a district.

2.4 Conclusion

As presented through literature, teacher attrition has been a continual problem over the last twenty years. The literature found that teacher attrition is an issue school districts face. Developing a better understanding of the causes of teacher attrition has been established from the research completed. Most studies have pointed to organizational issues as the main cause for teacher attrition. Addressing these issues is a needed component. The attrition data for West Virginia and the Harrison County School district led to the investigation into this problem for this study. Determining the causes of attrition within the county and using that information to establish an effective induction program is the aim for the next section of this study.

Due to the heightened awareness of this problem, induction programs have increased across the United States. Most data show that combinations of induction components create the best results from induction programs. The research has also pointed out the need for induction components aligning to individual teacher needs as closely as possible. School districts should take the time to reflect on practices within their districts that are causing teachers to leave their systems. After determining main reasons for the attrition, they should develop an induction program that enhances support in the identified high need areas and model it after research based effective practices in place. Next, the district should analyze individual teacher need to provide the matched support for each specific teacher. A one-size fits all approach has been found not to be useful in induction and professional development. Aligning support with need and proven induction layouts will make the largest impact on the teacher turnover problem. Districts that analyze results from within their systems should take the opportunity to build partnerships with higher education institutes and develop rich experiences for teachers, which should include inquiry into practice, collaboration, and strong mentor relationships. Building this type of teacher support

will not only retain teachers by providing them effective learning experiences, it will also model ways teachers can provide students similar experiences. The aim of this study is to identify reasons for teacher movement and evaluate the current induction program to make decisions regarding strengthening and improving the support provided to teachers.

3.0 Methodology

3.1 Statement of the Problem

Teacher attrition was identified as a major area of concern that can negatively affect student achievement and school climate and culture. Researchers found that well-prepared teachers can have a greater impact on student achievement than poverty, language background, and minority status (Davis et al., 2005). Retention of teachers is vital to the success of students in the public-school settings. Preparing teachers to face the challenging settings of a classroom is essential in maintaining consistent teachers in classrooms. Responses to the attrition problem among beginning teachers has been done through policies requiring induction programs. Research suggests that induction programs can make a difference (Breaux & Wong, 2003). New teacher induction programs are crucial to train, support, and retain quality teachers (Wong, 2003). Providing better teacher training and professional development (e.g., induction) may be one solution to the teacher attrition crisis (Edmondson, 2007).

Teacher migration has been identified as an area of concern within Harrison County elementary schools. Understanding the reasons behind the migration is a critical component in solving the migration problem that exists. Also, developing a program to better support teachers using their reasons for migration could lead to a reduction in the number of migration incidents that continue to occur in the school system.

3.2 Rationale

The purpose of this study was to use surveys, semi-structured interviews, personnel artifacts, and a program evaluation to assess if a problem existed in teacher attrition or migration among the elementary schools in Harrison County, West Virginia and if so, why it existed and what could be done to reverse the problem through better support. A review of the induction program was completed to determine if the current level of support was assisting teachers in the areas that cause them to move among the elementary schools. This chapter describes the statement of the problem, research study questions, theoretical framework, research setting, research procedures, instrumentation, and data collection and analysis procedures.

3.3 Research Questions

The research questions chosen to guide the study and provide essential information regarding why teachers leave schools and how this trend can be changed were:

1. How does the teacher attrition problem manifest itself in Harrison County?

2. What factors inform teachers' decisions to leave elementary schools in Harrison County?

3. What components of the current induction program address the reasons teachers migrate among elementary schools and what components need to be added to address other identified needs?

3.4 Theoretical Framework

To understand the importance of teacher retention, a review of the literature provided a framework that explained the importance of schools retaining qualified teachers. Some educational theory holds that poor school performance is due to the school's inability to staff classrooms with qualified teachers (Ingersoll, 2001). Many failing schools have high rates of teacher turnover. The solution needs to align with reasons teachers leave the classroom and find ways to retain teachers in the classroom where they are hired.

A theory of teacher development exists that implies that teacher preparation programs are often insufficient in providing skills necessary for successful teaching. This implies that districts must provide induction support (Ingersoll & Strong, 2011). Supporting teachers through the early stages of their career has shown to increase retention of beginning teachers.

3.5 Methodology

Evaluation methods were used during the completion of this study. Evaluation of a program assists in determining the value or worth of the object being evaluated (Fitzpatrick, Sanders, & Worthen, 2004). A program evaluation approach uses methods of inquiry by establishing standards to judge the quality of a program, collecting relevant information, and applying the standards to the program to determine its effectiveness, significance, or value (Fitzpatrick et al., 2004).

Four basic approaches to program evaluation have been established as objective-oriented, management-oriented, consumer-oriented, and participant-oriented (Fitzpatrick et al., 2004). The

participant-oriented approach was used for this study. The participant-oriented approach allows stakeholders to identify and frame the goal, develop a theory of practice, and identify the changes that need to be made. A benefit of using this approach is that it provides perspectives of what worked and what did not from those involved in the process.

"A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve" (W. K. Kellogg Foundation, 2004) and will be used to design the study to evaluate the teacher induction program in Harrison County. Logic models are rooted in theories of change and use words to outline the sequence of activities that should be followed to bring about the desired change. The activities are linked to the results that the program is expected to accomplish. The process for change includes identifying the problem, naming the desired results, and developing a strategy to solve the problem or achieve the goal.

The program evaluated through this process was the Harrison County induction program. The Harrison County Board of Education created a one-year induction program. The program consists of a new teacher orientation, a welcome session for new teachers, a master support program, and support from an academic/curriculum coach. The new teacher orientation program is a half-day session that reviews employment paperwork, an overview of professional expectations, and an outline of the requirements of the yearlong support program. The welcome session for new teachers states that individual schools will establish a time to review school information and procedures. One limitation, however, is the lack of a specific requirement outlined for individual schools to follow.

The next component of the induction support is the master teaching support program. This program consists of five after school sessions that last an hour and a half each. New teachers are

required to attend 80 percent of these sessions. The sessions review topics that are chosen and led by the county coaches. The county provides substitute codes to cover the next component of the induction support, which is the observation of an experienced teacher, who is assigned by the county office staff. Each new teacher is expected to observe an experienced teacher for two half-day sessions. County coaches assign the teachers to observe the new teacher inductees.

The final piece of the Harrison County induction program is the support from an academic/curriculum coach from the county. An Academic and Curriculum Specialist completes two informal observations and provides feedback for each new teacher. Together, the new teacher and specialist establish the dates and times of the non-evaluative observations. Additional observations and meetings are completed at the request of the new teacher.

3.6 Selection Protocol

Harrison County Schools served as the research setting for this study. Schools were selected for the study based off the attrition or migration numbers from the district. Numbers were collected from the personnel department on teacher movement to determine an attrition number for each school. The numbers indicated that elementary schools have teachers leaving at twice the county average. Harrison County Schools requested that all employees complete a survey on teacher attrition, migration, and induction, which had 450 responses, or about one third of the employees. The survey was used as a starting point for this study. Using data from the document collection and results from the survey, it was decided that elementary schools should be the focus for this study. Migration numbers were higher amongst the elementary schools in the county than any other level.

Through the survey, teachers identified location, administrative style, and student population as reasons for why they stay at their current school, but also for why they left their previous school. Utilizing these survey results, it was determined that two teachers from each elementary school should be interviewed to gain a better understanding of why teachers move among schools. These teachers were chosen based on the identifying condition of a move among schools. It was determined that one teacher that moved into each school within the last six years should be interviewed if possible. These teachers acted as the representation of the teacher stakeholder group for the beginning stages of the evaluation for the induction program. A limitation to this representation is that these teachers may not represent their entire school or the county. This small sample size helped assist in a deeper understanding of causes for teacher movement. The results from the interviews were the beginning guidance for the evaluation group. The teachers provided the reasons they stay or leave schools and how they felt the induction program they completed led them to make their decision to stay or move. Another limitation is that teachers who chose to leave Harrison County were not included in the interview sample.

The induction participatory evaluation committee consisted of elementary school teachers, Curriculum Coordinators, Curriculum Coaches, Assistant Superintendent of Curriculum and Instruction, representation from a local university, an elementary school principal, a middle school principal and three elementary school teachers. The participants were chosen due to their ability and willingness to serve on the committee. The teachers were randomly selected from a list of elementary teachers in the county. The committee utilized structured, conceptualization, and process evaluation, along with the results of surveys and interviews to enhance current induction program. A Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and a logic model were created to assist in recognizing areas where change was needed. A logic model was

created using teacher perceptions of priorities for the induction program along with the evaluation group's belief of the aim of the program. The evaluation group used the logic model to guide the process of assessing current components of the induction program and the creation of new components to fit the needs of the teachers.

3.7 Research Procedures

The study relied upon both qualitative and quantitative approaches to data collection. The quantitative method was comprised of number analysis of teacher attrition and migration of Harrison County schools using document collection. Data from personnel artifacts were collected and calculated to determine if an attrition or migration problem existed within the district. Numbers were collected from personnel records, board agendas, and directories. Access was given from the county personnel department. Data was used to gain an overview of ranking of schools according to teacher retention and identify trends.

The qualitative work consisted of a survey based on research completed by Guin (2004) given to teachers to gain a better understanding of why they moved from schools within the district. The survey contained ranking of items regarding why teachers were leaving or staying at school locations. Open-ended questions regarding teacher induction were asked. The survey was given to all Harrison County teachers by the district the year before this research. This survey acted as the beginning data for this research study.

Semi-structured interviews with teachers from elementary schools in Harrison County were completed to gain a more in-depth understanding of the teachers' perspectives on the reasons for staying or leaving their schools and their perceptions on the induction program. Interview

questions were established from the survey created by the county based on Guin (2004). These questions served as the beginning data point for the evaluation model for the committee appointed to evaluate the induction program.

The second piece of qualitative work was a participant-oriented evaluation model. The evaluation reviewed the current induction practice. The evaluation group contained stakeholders from a variety of areas within the county and included a local university that feeds into the district. The induction participatory evaluation committee consisted of elementary school teachers, Curriculum Coordinators, Curriculum Coaches, Assistant Superintendent of Curriculum and Instruction, representation from a local university, an elementary school principal, and a middle school principal. Structured, conceptualization, and process evaluation were used, along with the results of survey and interviews to enhance current induction program. A Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and a logic model were created to assist in recognizing areas where change was needed. A logic model was created using teacher perceptions of priorities for the induction program along with the evaluation group's belief of the aim of the program. The evaluation group used the logic model to guide the process of assess current components of the induction program and the creation of new components to fit the needs of the teachers.

3.7.1 Data collection method

3.7.1.1 Document collection

First, personnel data was collected from artifacts to determine if an attrition or migration concern existed in Harrison County School system. The artifacts utilized were school board meeting agendas, directories, and personnel files. The documents from a three-year period were

analyzed to calculate a percentage of teachers leaving or moving among schools within the district. These percentages identified elementary schools as the programmatic level with the largest attrition numbers.

3.7.1.2 Semi-structured interviews

Semi-structured interviews gathered teacher perceptions on teacher attrition, migration, and induction. Questions for the semi-structured interview were crafted from the research questions for this study and addressed characteristics that caused teachers to move among schools and characteristics of a solid induction support program. The interview protocol can be found in Appendix C. The interviews lasted approximately 20 minutes and were recorded for analysis. The interview protocol included open-ended and probing questions and were completed by the researcher of this project. Open-ended questions were used to gather descriptive data on teachers' perception. Research explains that open-ended questions allow a researcher to gather other people's point of view by not predetermining those points of view by providing categories (Patton, 2002). Interview participants were kept completely anonymous and used as data for the participatory evaluation of the induction program (See Appendix A for Teacher Interview Questions).

3.7.1.3 Evaluation

The final collection of data surrounded the induction program in the district. A group of stakeholders gathered for one three-hour session to evaluate the program and make suggestions for improvement. The nature of the participatory evaluation is to include the stakeholders who are affected by the program. The interviews allowed for a larger representation of teacher perceptions along with the stakeholder group included in the evaluation component. The participant-oriented

evaluation model used the SWOT and logic model to allow the stakeholder group to determine components of the current induction program that supported teachers in the areas identified through the interview section of the research. The next step identified new components that would address any area discussed with teachers during interviews not met with the induction program.

3.8 Data Analysis

The processes of data analysis for this study were a mixture of quantitative and qualitative. Qualitative analysis is a process that examines meanings, themes, and patterns. Qualitative analysis can be done both inductively and deductively. Inductive analysis involves the discovering of patterns that emerge in the data, while deductive analysis begins with an alignment to a theory or framework. In this study, inductive and deductive were both utilized. The theory that grounds the work is that highly trained teachers make a large impact on student achievement. The research was looking for what impacts teachers to stay or leave and how they can be supported better in correlation to county level decisions regarding teacher support. With that frame in mind, analysis began but themes emerged beyond this frame.

Quantitative research methods were also included in the study. The quantitative section of the research was the numerical calculations of the teacher attrition within Harrison County Schools. The combination of qualitative and quantitative methods examined if an attrition problem existed and perceptions on why it did to provide an overview on changing a theory in practice within the district. Table 5 provides a visual representation of the data collection procedures for this study.

Table 5. Research Questions as Related to Data Collection

Inquiry Question	Survey Questions	Interview Questions	Documents
How does the teacher attrition problem manifest itself in Harrison County?	None	None	What documents/materials can be collected to further identify the attrition rate of Harrison County School?
			Board agendas, school directories, computer software
What factors inform teachers' decisions to leave elementary schools in Harrison County?	Rank these choices (with 1 being the most important) as reasons why you remain at your current school? • Location • Children attend school • Student population • Administration style • Administrative expectations • Induction/mentor support in first years of teaching • Lack of parental support • Too much parental support • Other	What has the largest impact on your daily instruction in your current location? Probe: Does working with a team impact your instruction? Probe: How do county level coaches impact your teaching? What provides you with the most daily support in your classroom? What characteristics of your administrator causes you to remain at the school? What component of support from your school level administrator makes the largest impact? Probe: Does observation or evaluation affect your teaching? Probe: Does administrator expectations affect your teaching? What caused you to leave the previous placement? Could anyone at the school have done something to influence your decision? Could the district provided you with different support that would have influenced your decision to leave?	Survey and semi-structured interview

Table 5 (continued)

What components of the current induction program address the reasons teachers migrate among elementary schools and what components need to be added to address other identified needs?	Do you feel the county's new employee induction/mentor program is sufficient? Yes No
	
	What suggestions for improvement can you provide for the current new employee induction program?
	
	What part of the new employee induction program was most beneficial for your efficiency in your classroom?
	
	    A. After school sessions
	
	    B. Observation of another teacher
	
	    C. Meetings with county coach
	
	    D. Mentor/mentee relationship
		What type of supports make the largest impact on your instruction?
		
		Probe: What recent professional development session impacted you the most?
		
		Think about your first year in Harrison County and the mentor/induction program.
		
		What part of the program sticks out the most to you?
		
		What benefitted you the most?
		
		What assisted you in being more comfortable in your classroom?
		
		What did you feel had the least impact on your instruction?
		
		What did you feel provided you with no benefit?
			Survey, semi-structured interview and evaluation

3.8.1 Quantitative analysis

The quantitative analysis was centered on the research question, is there a teacher attrition problem in the public educational setting of Harrison County, West Virginia. To answer research question one, personnel documents were collected to determine attrition. Rates of retention and migration of teachers at all school locations in the county were calculated to determine the condition of the county. Calculations were completed to determine the overall attrition rate in the county. Then, calculations for individual schools were made to determine which schools fell above and below the county rate. The numbers established if a problem exists in the county and highlighted the locations with a larger problem. Schools were ranked in order of migration and attrition. These data provided an understanding of trend data on teacher attrition at individual schools.

Numbers were collected from personnel records, board agendas, and directories. Analysis included Harrison County personnel data, including yearly total staff, retirement, and transfer numbers to review teacher attrition rates at each school. The totals provided a percentage of teachers that left each school yearly. An average for three years was completed to create a ranking of all schools in Harrison County for their attrition/migration rate. The percentage was calculated including all reasons for attrition for each school. The rankings provided a picture of where the largest turnover was in the county.

3.8.2 Qualitative analysis

To begin to answer research question two, qualitative data from the baseline survey given by the district a year prior to this research was utilized. The survey based on research completed by Guin (2004) was given to teachers to gain a better understanding of why they leave or move away from schools within the district. The survey contained ranking of items regarding leaving school locations. Open-ended questions regarding teacher induction were asked. From this survey and to continue to analyze research question two, semi-structured interviews were completed to gain more in-depth understanding of reasons for staying or leaving. Interview questions were established to gain teacher perceptions and experiences of support within the district. Participant responses were coded and organized into themes.

Within the study, the themes were categorized according to Lincoln and Guba's (1985) three-theme classification:

- Consensus themes (emerges in a majority of the sample, 60% or greater)
- Supported themes (emerges in approximately half of the sample; 30%-59%)
- Individual themes (emerges in only one sample member; 1%-29%)

During the coding of the interviews, themes were identified and coded. These themes were identified with the following system: 1=consensus themes, 2=supported themes, and 3= individual themes. These themes were then shared with the stakeholder groups completing the evaluation of the induction program. The process for generating codes were completed by finding consensus in the themes of the answers. To gain an understanding of research question two, the interviews were coded to identify themes that were consistent across the schools.

The final aspect of the qualitative research analysis was the evaluation of the current induction program. The evaluation combined with the results of the interviews assisted in

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answering research question three. A participant-oriented evaluation model will take the place of current induction practice with stakeholder groups. Structured, conceptualization, and process evaluation were used, along with the results of survey and interviews to enhance current induction program. The themes identified from the interviews were shared with the stakeholder group. The group will explore the themes to determine if the current induction program is meeting the needs of teachers. Patterns identified from survey and interviews were shared during program evaluation to assist the group in making key decisions regarding current practices and to determine what new practices should be implemented. Data taken from research were used to create logic models to hypothesize and identify needed changes. Feedback from stakeholder groups during evaluation will be used to make identify strengths of current program and make any improvements. The logic model determined a theory of action for any change needed to better support teachers to assist them in staying in schools.

Rankings from the interviews regarding reasons teachers migrate between schools were reviewed to identify most common theme. Comparison of reasons and support related to themes were identified. If no support was in place for identified theme, stakeholder groups identified ideas to better support teachers. Evaluation groups provided support with each cause of migration or attrition.

3.9 Conclusion

This study sought to determine if there was a teacher attrition problem in the Harrison County School district and if the teacher induction program was meeting the needs to teachers within the district based off reasons teachers migrated among elementary schools. Data from

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document collection, semi-structured interviews, and evaluation of the program helped to align the

district goals for induction with the teacher goals for induction. Table 6 provides a visual model

of the data sources, collection methods, and analysis used throughout the study.

Table 6. Research Questions and Framework Analysis

Inquiry Question	Data Source	Data Collection Method:	Analysis
How does the teacher attrition problem manifest itself in Harrison County?	Personnel documents	Document collection	Calculations of teacher attrition
What factors inform teachers' decisions to leave elementary schools in Harrison County?	Teacher survey Teacher interviews	Electronic survey Semi-structured interviews	Emergent themes (consensus, emergent, and individual) Identification of patterns (words and phrases will be grouped in category when similar)
What components of the current induction program address the reasons teachers to migrate among elementary schools and what components need to be added to address other identified needs?	Teacher survey Teacher interviews Program evaluation	Electronic survey Semi-structured interviews SWOT Logic Model	Emergent themes (consensus, emergent, and individual) Identification of patterns (words and phrases will be grouped in category when similar)

4.0 Findings

This study focused on evaluating the new teacher induction program in Harrison County Schools in West Virginia, aiming to identify areas in need of improvement. To determine needs of improvement, elementary school teachers were chosen to interview. The focus was placed on elementary teachers due to the large numbers of teacher migration in the elementary school settings in Harrison County. After interviews were completed, a participant-oriented evaluation group worked to review the program. This chapter contains the findings of the study, including the findings for each research question and themes that emerged during the interviews and evaluation group meeting.

4.1 Addressing the Research Questions

In this section, the author presents evidence collected that relates to specific research questions. Participant responses from the semi-structured interviews along with quantitative data relevant to specific questions will be shared. A theme analysis of the collected qualitative data was used and categorized according to frequency. The themes are classified as follows:

- consensus themes, defined by the majority (60% or more) of the respondents stating the same theme;

- supported themes, defined by approximately half (30%-59%) of the respondents stating a theme; and

- individual themes, defined by minority (1%-29%) stating theme.

The following section addresses each of the three primary research questions and the semi-structured interview items and evaluation group tools used to investigate these questions.

4.1.1 How does the teacher attrition problem manifest itself in Harrison County?

To acquire data to answer the first research question, data were obtained from the Harrison County Board of Education Personnel Department. Numbers were collected from personnel records, board agendas, and directories. Analysis included Harrison County personnel data, including yearly total staff, retirement, and transfer numbers to review teacher attrition rates at each school. The totals provided a percentage of teachers that left each school yearly. An average for three years was completed to create a ranking of all schools in Harrison County for their attrition/migration rate. The percentage was calculated including all reasons for attrition for each school. The rankings provided a picture of where the largest turnover rate was in the county. Rates of retention and migration of teachers at all school locations were calculated to determine the condition of the county. Calculations were completed to determine the overall attrition rate in the county. Then, calculations for individual schools were made to determine which schools fell above and below the county rate. The numbers established if a problem existed in the county and highlighted the locations with a larger problem. Schools were ranked in order of migration and attrition. These data provided an understanding of trend data on teacher attrition at individual schools. Tables 7 through 19 illustrate the findings.

Table 7. State and County Attrition and Migration Rates

Location	Attrition Percentage
West Virginia	9%
Harrison County	9%
	Migration Percentages
Harrison County Elementary Schools	23%
Harrison County Middle Schools	17.2%
Harrison County High Schools	16.2%

The data from Table 7 indicates that Harrison County Schools have an attrition rate that aligns with the state's rate, but that elementary schools have a higher rate of migration than all other areas. Tables 8 through 10 outline the attrition rates by category of movement for each elementary school in Harrison County. The data from these three tables were averaged together to obtain the rank order of attrition rates found in Table 11 for all elementary schools.

Table 8. Harrison County Elementary Attrition Rates: 2013-2014 School Year

Name of School	Total number of employees	Total number of employees that retired	Total number of employees that resigned	Total number of employees that left the building	Total number of employees that were terminated	Percentage of teachers retained
Adamston	27	0	0	3	0	89%
Big Elm	43	1	1	1	0	93%
Johnson	34	3	0	4	0	79%
Lost Creek	15	0	1	3	0	73%
Lumberport	26	1	1	6	0	69%
North View	27	1	1	4	0	78%
Norwood	20	0	1	2	0	85%
NFI	39	2	3	0	1	85%
NFP	49	5	1	5	0	78%
Salem	23	0	0	7	0	70%
Simpson	31	0	0	3	0	90%
West Milford	30	3	0	5	0	73%
Wilsonburg	20	0	1	3	0	80%

Table 9. Harrison County Elementary Attrition Rates: 2014-2015 School Year

Name of School	Total number of employees	Total number of employees that retired	Total number of employees that resigned	Total number of employees that left the building	Total number of employees that were terminated	Percentage of teachers retained
Adamston	26	1	1	3	0	81%
Big Elm	41	1	1	1	0	93%
Johnson	34	5	0	2	0	79%
Lost Creek	17	0	0	4	0	76%
Lumberport	23	0	1	4	0	78%
North View	25	1	0	5	0	76%
Norwood	21	1	1	0	0	90%
NFI	35	2	3	5	0	71%
NFP	42	3	4	6	0	69%
Salem	18	1	5	3	0	50%
Simpson	27	3	0	1	0	85%
West Milford	28	3	3	4	0	64%
Wilsonburg	18	0	1	1	0	89%

Table 10. Harrison County Elementary Attrition Rates: 2015-2016 School Year

Name of School	Total number of employees	Total number of employees that retired	Total number of employees that resigned	Total number of employees that left the building	Total number of employees that were terminated	Percentage of teachers retained
Adamston	25	0	0	5	0	80%
Big Elm	41	2	1	1	0	90%
Johnson	33	1	0	1	0	94%
Lost Creek	15	0	5	4	0	40%
Lumberport	19	0	0	5	0	74%
North View	24.5	1	3	6	0	59%
Norwood	21	1	1	1	0	86%
NFI	34	1	4	5	0	71%
NFP	41	0	1	4	0	88%
Salem	17	1	1	3	0	71%
Simpson	26	3	2	1	0	77%
West Milford	28	0	1	7	0	71%
Wilsonburg	16.5	1	0	3	0	76%

Table 11. Harrison County Attrition Rates by Elementary School Ranking

School	Percentage of Retained Teachers
1. Big Elm	92%
2. Norwood	87%
3. Johnson	84%
4. Simpson	84%
5. Adamston	83%
6. Wilsonburg	82%
7. NFP	78%
8. NFI	76%
9. Lumberport	74%
10. North View	71%
11. West Milford	69%
12. Salem	64%
13. Lost Creek	63%

Table 11 rank orders the elementary schools in Harrison County that have the lowest to highest averages of teacher attrition, with one being the best in maintaining teachers in their location. Schools located in the bottom six spots have been identified as schools in need of support or improvement. The data indicates that teacher attrition directly impacts student achievement. Tables 14 through 19 repeat the same process, which was done for elementary schools, to obtain a rank order at the middle and high school levels.

Table 12. Harrison County Middle School Attrition Rates: 2013-2014 School Year

Name of School	Total number of employees	Total Number of employees that retired	Total number of employees that resigned	Total number of employees that left the building	Total number of employees that were terminated	Percentage of teachers retained
Bridgeport Middle	47	4	0	1	0	89
Lincoln Middle	40	8	4	5	0	57
Mountaineer Middle	41	7	2	3	0	71
South Harrison Middle	25	2	0	4	0	76
Washing Irving Middle	52	2	1	6	0	83

Table 13. Harrison County Middle School Attrition Rates: 2014-2015 School Year

Name of School	Total number of employees	Total number of employees that retired	Total number of employees that resigned	Total number of employees that left the building	Total number of employees that were terminated	Percentage of teachers retained
Bridgeport Middle	46	4	1	2	0	85
Lincoln Middle	38	2	3	1	0	84
Mountaineer Middle	40	4	2	0	0	85
South Harrison Middle	22	2	0	2	0	77
Washing Irving Middle	51	5	5	0	0	80

Table 14. Harrison County Middle School Attrition Rates: 2015-2016 School Year

Name of School	Total number of employees	Total number of employees that retired	Total number of employees that resigned	Total number of employees that left the building	Total number of employees that were terminated	Percentage of teachers retained
Bridgeport Middle	45.5	3	0	2	0	89
Lincoln Middle	36	1	2	3	0	83
Mountaineer Middle	38	1	0	0	0	97
South Harrison Middle	20	0	0	0	0	100
Washing Irving Middle	47	2	2	2	0	87

Table 15. Harrison County Attrition Rates by Middle School Ranking

School	Percentage of Retained Teachers
1. BMS	88%
2. SHMS	84%
3. MMS	84%
4. WI	83%
5. Lincoln Middle	75%

Table 16. Harrison County High School Attrition Rates: 2013-2014 School Year

Name of School	Total number of employees	Total number of employees that retired	Total number of employees that resigned	Total number of employees that left the building	Total number of employees that were terminated	Percentage of teachers retained
Bridgeport High	57	4	0	4	0	86
Liberty High	47	6	3	6	0	68
Lincoln High	46	1	6	3	0	78
RCB High	60	5	3	2	1	82
South Harrison High	32	3	0	2	0	84

Table 17. Harrison County High School Attrition Rates: 2014-2015 School Year

Name of School	Total number of employees	Total number of employees that retired	Total number of employees that resigned	Total number of employees that left the building	Total number of employees that were terminated	Percentage of teachers retained
Bridgeport High	54	4	2	0	0	89
Liberty High	47	7	2	2	0	77
Lincoln High	44	3	3	1	0	84
RCB High	54	3	4	3	0	81
South Harrison High	29	4	2	0	0	79

Table 18. Harrison County High School Attrition Rates: 2015-2016 School Year

Name of School	Total number of employees	Total number of employees that retired	Total number of employees that resigned	Total number of employees that left the building	Total number of employees that were terminated	Percentage of teachers retained
Bridgeport High	52	2	1	2	0	90
Liberty High	45	1	2	6	0	80
Lincoln High	43	1	0	1	0	95
RCB High	54	2	1	0	0	94
South Harrison High	29	1	0	2	0	90

Table 19. Harrison County Attrition Rates by High School Ranking

School	Percentage of Retained Teachers
1. BHS	88%
2. RCB	86%
3. Lincoln	86%
4. South Harrison	84%
5. Liberty	75%

The data indicated that the largest attrition problem was in elementary schools. Teachers left the elementary schools at a higher rate than middle or high schools. This data led to the second question and indicated the focus should be placed on elementary school teachers.

4.1.2 What factors inform teachers' decisions to leave elementary schools in Harrison County?

During the 2017-2018 school year, the Harrison County Board of Education (HCBOE) had teachers complete a survey inquiring about reasons teachers leave or remain at buildings. The survey collected 495 responses from teachers at all three grade distinctions, elementary, middle and high. The following were the top reasons teachers stay or leave buildings:

- Location

- Administrative style

- Student population

- Administrative expectations

- Children attend the same school

- Induction/mentor support

- Lack of parental support

Semi-structured interviews were created extending the questions from the survey given by HCBOE in 2017. The interviews were conducted with teachers from all elementary schools in Harrison County. Teachers were selected if they met the following requirements:

- previously worked in another building, and

- had been hired in Harrison County within the last 10 years.

School principals were contacted informing them of the criteria and request to interview (See Appendix D for Principal Letter). If the researcher could not identify a teacher who met the criteria, the school principal was asked to make recommendations for interviewees. Once teachers had been identified, they were contacted via email asking for their participation (See Appendix E

for Teacher Request). If they agreed to participate, teachers were met and interviewed. The interview lasted approximately 20 minutes and was recorded for further analysis.

Twenty-eight teachers participated in the semi-structured interviews. Table 21 identifies the number of teachers from each elementary school in Harrison County.

Table 20. Number of Teachers Interviewed by School

School	Number of Teachers
Adamston	2
Big Elm	3
Johnson	2
Lost Creek	2
Lumberport	2
Nutter Fort Intermediate	2
Nutter Fort Primary	3
North View	1
Norwood	2
Salem	2
Simpson	3
West Milford	2
Wilsonburg	2

The teachers interviewed spanned across the elementary grade levels. Table 22 identifies the number of teachers in each grade level that was interviewed.

Table 21. Number of Teachers Interviewed by Grade Level

Grade Level	Number of Teachers
Pre-K	2
Kindergarten	3
First	2
Second	3
Third	4
Fourth	4
Fifth	1
Title I	3
Special Education	3
Planning Specialist	1
Gifted	1
Academic Support Teacher	1

Teachers from every elementary school and from every type of position in an elementary school in Harrison County were interviewed during the process. To acquire the data to answer the second research question and expound upon the earlier survey results, the following questions were developed and asked of the elementary school teachers:

- How long have you worked in your current placement?

- What subjects do you teach?

- Describe what makes you choose to remain at your current school?

- Have you ever worked in a building besides this current placement? (If no, thank them for their time and end the session. Ask if they would be interested in participating in the evaluation of the induction program. If yes, continue.)

- Tell me about the experience that caused you to leave.

- What supports could have been given to support you in staying?

- Could the district have provided you with different support that would have influenced your decision to leave?

- Could anyone at the school level have done something to influence your decision?

Responses to interviews were charted to determine if any themes existed as to why teachers leave buildings. Of the twenty-eight teachers interviewed, it was found the nine of them moved locations due to a transfer. These nine participants did not make a move by choice, so they were unable to provide relevant data.

The remaining nineteen did choose to leave a previous placement. Of the teachers that made the choice to leave, nine of these teachers left because they did not feel supported by their school administration, four moved to a location closer to their house, three did not feel welcomed by the staff, one wanted a different type of job, one had a family change that caused them to move and one felt their first building was too overwhelming and wanted a smaller building. The results supported the findings from the 2017 survey. Administrators greatly impacted a teacher's decision to leave a school, along with coworkers. This data supports the importance of including school administrators and staff members in the induction process, which is currently not occurring in Harrison County schools. Table 22 graphs the themes from the interview process that relate to this research question.

Table 22. Emergent Themes for Research Question Two

Consensus Themes (Frequency of 60% or more)	Supported Themes (Frequency of 30%-59%)	Individual Themes (Frequency of 1%-29%)
	Not feeling supported by school administration	Not welcomed by the staff
		Building was too overwhelming and wanted a smaller building
		Family change that caused move
		Wanted a different type of job
		Location closer to home

4.1.3 What components of the current induction program address the reasons teachers migrate among elementary schools, and what components need to be added to address other identified needs?

To acquire the data to answer the final research question, the following questions were developed and asked to the elementary school teachers during the semi-structured interviews:

- What has the largest impact on your daily instruction in your current location?

- Probe: Does working with a team impact your instruction?

- Probe: How do county level coaches impact your teaching?

- What do you feel provides you with the most support in your day-to-day teaching?

- What component of support from your school level administrator makes the largest impact?

- Probe: Does observation or evaluation affect your teaching?

- Probe: Does administrator expectations affect your teaching?

- What types of supports make the largest impact on your instruction?

- Think about your first year in Harrison County and the mentor/induction program. What part of the program sticks out the most to you?

- What benefitted you the most?

- What assisted you in being more comfortable in your classroom?

- What did you feel had the least impact on your instruction?

- What did you feel provided you with no benefit?

Teacher responses were charted and analyzed to identify themes. The first analysis focused on what teachers felt was most supportive or impacted their daily instruction. Analysis found that most participants interviewed felt that the school administrator and their coworkers provided them with the most support in their day-to-day instruction. Participants also felt that working with a team in their school impacted their daily instruction. School administrator's expectations had a large impact on the group of teachers interviewed. Many participants stated that the observation/evaluation system did affect their teaching. A small number of participants felt like parents, planning with other teachers in their school but also across their grade level, and seeking out professional development impacted their daily instruction.

Many of the participant group did not feel that county level coaches impacted their instruction. When analyzing the impact of coaches, it was evident that trends could be identified across schools. Schools felt either that coaches were there to support them or they were not. Participants from the same schools responded in similar ways to this question.

The next part of the analysis focused on the themes that emerged regarding the teacher induction program. Some participants stated that the induction program was extra work asked of

them to do instead of allowing them to stay in their rooms and teach. Another feeling stated by some was that the meeting sessions were meaningless; others stated that none of the induction program was helpful to them. There were some participants that identified selected components of the current induction program as being helpful. It was stated that observing other teachers and coaches, observing new teachers, and providing feedback was beneficial.

The final component analyzed regarding the interviews was suggestions that could be shared with the evaluation group to improve upon the current induction practice. A consensus theme identified was to provide new teachers with mentors from within their own building. Two supported themes were present in the findings. These themes were to support new teachers in their schools so they did not have to be pulled from their classrooms during instructional time, and to observe teachers in their school setting. The theme of permitting teachers time in their buildings to complete the components of induction was prevalent throughout the suggestions. Some individual themes identified were to extend the program into the second year of teaching, to provide schools with a written plan to review with new teachers so they would feel more comfortable in their school setting, to provide real life lesson plan formats, and to provide mental health supports.

The second piece of the evaluation was a meeting with a group of educators from Harrison County to evaluate the current induction program. The evaluation group met once for three hours to identify strengths and weaknesses of the current practice. The researcher led the group through many activities. First, the researcher set the stage and identified the problem of teacher migration. Next, the researcher had the group complete the SWOT analysis. The SWOT analysis was completed prior to sharing any data from teacher interviews. This decision was intentional so that

the group would not be influenced by the data from the interviews while identifying strengths and weaknesses of the induction program.

The group broke into two-person teams to complete the SWOT analysis. After each team completed the SWOT, the group shared their responses and discussed the ideas mentioned. The group identified the following as strengths of the current practice: consistency, pacing of the program, design saves county money, provides new teachers access to coaches, teachers are not alone in the process, school level trainings, and relevant topics covered during trainings. The following are the weaknesses the group identified: no building level support or mentors, no time for follow-up of observations, minimal time between new teachers and teachers they observe, building level administrators are not part of the program, and topics covered are not individualized so not meaningful for all participants.

The group identified some opportunities to enhance the program. Some opportunities were offering new teachers an extra day of pay to meet with school administrators to cover school level supports, provide an in-house mentor, incorporate support during the second year, allow teachers time to observe teachers in their own buildings, and allowing the administrators more of a role in the induction process. The evaluation group developed a plan for change that will be presented in Chapter 5 of this dissertation and will be presented to the Harrison County Board of Education. Table 24 lists the themes identified which are related to research questions three.

Table 23. Emergent Themes for Research Question Three

Consensus Themes (Frequency of 60% or more)	Supported Themes (Frequency of 30%-59%)	Individual Themes (Frequency of 1%-29%)
Working with a team impacts the teacher's instruction.	County level coaches do not impact instruction.	Parents provide support in day to day teaching.
Principals and coworkers provide the most support for teachers in their day to day instruction.	The observation/evaluation system affects instruction.	Seeking out professional development support day to day teaching.
Administrator expectations affect instruction.	Provide support in schools instead of pulling new teachers out of the classroom.	Planning with teachers in same school and same grade level across the county supports day to day instruction.
Mentors in the same school building as a new teacher would be helpful.	Observe teachers in the same building so new teachers do not have to miss instruction.	The current induction program was not helpful.
		During the induction program, coaches observing and providing feedback was helpful.
		During induction program, observing other teachers was helpful.
		During induction program, the meeting sessions were meaningless.
		The induction program was extra work instead of allowing new teachers time to focus on instruction and remain in their classrooms.
		Extend the induction program into the second year.
		Provide a written plan for each school to cover with new teachers.
		Provide real life lesson plan examples.
		Provide mental health supports.

4.2 Interview Findings

During semi-structured interviews, teachers identified the most important impacts on their instruction to be their school level administrators and coworkers. It was also found the administrators and coworkers play an influential role in the cause for teachers to remain in a location to leave a location. These findings support the national data presented in the literature review of this work. Participants also noted that working with a team is important for their instruction and level of feeling supported. Administrator expectations and the evaluation system are also relevant to teachers feeling supported within Harrison County Schools. Most teacher participants felt that county level coaches did not impact their instruction or level of support.

Teachers stated the need to provide more support in their current settings instead of pulling them from their school setting to support them through the induction program. Teachers stated a desire to have mentors from within their own building to be a priority for new teachers. Teachers did state that the observation of other teachers was an important piece of the induction program, but felt it should be done in their own buildings so they did not have to be pulled from their settings. During the interview process, it was stated that new teachers felt left behind after their first year due to the lack of continued support in the following years. The recommendation was that the induction support program continue into a teacher's second year of practice.

4.3 Evaluation Group Findings

The evaluation group identified many similar findings to the semi-structured interviews of teachers. The group did value the idea of consensus through the current design of the induction

program. The pacing of the program was also identified as a strength of the current design, as well as the design saving the county money.

A similarity between the teachers interviewed and the evaluation group was the identification that there is no building level support or mentors. The evaluation group also identified no time for follow-up of observations and minimal time between new teachers and teachers they observe as being a concern. The interview groups aligned with this thinking by stating that the observations should occur in their own building to provide more time with their coworkers. Other areas stated by the evaluation group were that building level administrators are not part of the program and topics covered are not individualized, so not meaningful for all participants.

The evaluation group listed many opportunities for improvement that aligned with the teachers' suggestions for improvement. The opportunities that aligned were providing an in-house mentor, incorporating support during the second year, allowing teachers time to observe coworkers in their own buildings, and allowing the administrators more of a role in the induction process. The evaluation group also suggested offering new teachers an extra day of pay to meet with school administrators to cover school level supports, which corresponds with the teachers' idea of delivering a message that is similar across the schools.

4.4 Conclusions

Analysis shows that both evaluation groups of the Harrison County School's induction program recognized many ideas for improvement that aligned with the reasons teachers leave school locations. Comparing the findings from both groups helped establish a plan of action for

improvement of the program.   The suggestions will be presented to the Harrison County Superintendent of Schools and the Harrison County Board of Education in hopes to make changes that will better support teachers.

Suggestions which will allow new teachers to remain in their school settings and be supported by their school administrators and coworkers will be at the forefront of all recommendations for change. New teacher support that will continue into the second year will also be a priority in the suggestions for change. The research highlighted the fact that teachers feel as if they are required to do more work with less support. The need for continual evaluation of the program will be recommended as well. Implementation of a program without reflection has proven not to work for this induction program. Continual evaluation of the system put in place will be vital to its success in the future of supporting new teachers in Harrison County Schools. A recommendation of a cycle of evaluation, which will include all stakeholder groups, will be made when presented to the Harrison County Board of Education. Alignment of concerns among teachers and county level staff was represented in this research, regarding the current teacher support program.

5.0 Conclusions, Personal Reflections, and Recommendations

Supporting teachers to retain them in their positions can help improve student achievement and teacher retention (Ronfeldt & McQueen, 2017). Theories of teacher development exists that support the need for teacher induction to build upon teacher preparation programs. Teacher preparation programs are unable to provide all the skills necessary for successful teaching. Districts must provide induction support (Ingersoll & Strong, 2011).

As the demands on teachers grow, so do the demands for the need to support teachers in their practice. Establishing high quality induction programs is essential in the cycle of support for teachers. It is evident that many supports are not effective; newly hired teachers account for the large portion of teacher attrition, with many new teachers reporting the feeling of being overwhelmed within their first year (Ingersoll, 2003). Data from the National Center for Education Statistics (NCES) SASS survey indicate that between 40-50% of teachers leave the profession within their first five years (Ingersoll, 2003).

Teacher induction programs have evolved since research has highlighted the concern of high teacher turnover among new teachers in the field. Many states have required induction in policy in an effort to reduce the attrition trends. In this chapter, the problem of practice for this study will be restated. Subsequent sections will summarize the results and the broad takeaways from the study include personal reflections, recommendations for future research, and concluding remarks.

5.1 Restatement and Brief Review of the Problem

Teachers are essential to the academic achievement of students. As stated by Edmondson (2007), "we must be able to give teachers the needed skill set to prepare our students" (p. 3). Well-prepared teachers can have a greater impact on student achievement than poverty, language background, and minority status (Davis et al., 2005).

Once pre-service teachers complete pre-service training, they become the next round of new teachers into the field. Teacher induction and professional development is a needed step in improving teacher practices (Wong, 2004). Induction programs work to support and improve teachers' classroom management and instructional patterns and strategies. Providing opportunities for new teachers to observe mentor teachers and acculturate new teachers to the district is important in the line of support (Wong, 2004). If teacher induction programs are thought to support and benefit teachers and schools, then it is important to evaluate the quality of the programs (Wong, 2004). Currently, according to the West Virginia Department of Education (WVDE) teacher induction programs are a requirement for counties to establish. Induction programs have been found to reduce attrition rates. These types of programs should address the needs of teachers and schools, as well as contain mechanisms for program evaluation and align to standards (Wong, 2004). To begin the investigation of what impacts teachers and attrition, we must look at the make-up of the induction programs provided to our new teachers.

The demands of teachers have increased to include assessments, how to meet the different learners in their classrooms, understanding and interpreting assessments, classroom management, special education regulations, communicating with parents, state mandated testing and policies, and many other demands. New teachers quickly can feel overwhelmed and as if they are barely

keeping their "head above water" (Wong et al., 2005). Providing a quality induction support program could assist teachers in not feeling alone and overwhelmed.

5.2 Discussion of Interpretations and Findings

As identified in both the literature review and research, teacher attrition has been a concern across the public education setting. Research has shown that receiving induction supports in the first year leads to less teacher attrition and migration (Ronfeldt & McQueen, 2017). Many researchers have found induction to be a best practice in supporting teachers (Ingersoll & Strong, 2011; Ingersoll & Smith, 2003; Ronfeldt & McQueen, 2017). It has also been found that high-quality mentoring and induction can moderate the negative impact of perceived poor quality preparation programs on teachers' intentions to leave the profession (DeAngelis et al., 2013). Providing meaningful support in the classroom is one way school districts can attract and retain newly certified teachers into their systems and help assist with handling these problems (Kelley, 2004.). Findings from interviews from Harrison County teachers support this theory. Induction should be based off the premise that if we want schools to increase student learning, then we must offer more powerful learning opportunities to teachers (Corcoran et al., 2007). Findings from the research in Harrison County supports the need for these learning opportunities to occur inside their home schools.

Throughout the evaluation process for the induction program in Harrison County, there were a few major findings. First, both the teachers interviewed and the evaluation group found that induction supports should be grounded at the new teachers' school, not county office driven.

Allowing school administrators and coworkers to play a key role in the induction program is beneficial.

If school districts want mentoring to be effective, school administrators, department heads, faculty, and staff must play significant roles in the process. Both groups involved in this research found that new teachers should receive mentors from their school. The findings and research state that new teachers need continuous support in the line of mentoring (Cheung & Emeritus, 2014). Just as we expect students to have caring and compassionate teachers, beginning teachers need this type of mentor (Corcoran et al., 2007). If mentors are not available in the school setting, county coaches should available to provide the needed support to school principals. Mentors should be provided training to provide them with an understanding of the requirements of the position. Principals should be provided support and direction in the process of choosing the appropriate mentor for new teachers. Another finding was that new teacher observations should be assigned by the principal and completed in their own building. The observation of a master teacher was identified as important, but not if it takes teachers away from their own classroom. One stated problem with the current practice was that county coaches assigned whom the new teacher observed without really understanding that teacher's need. The other identified problem was that the new teacher had little time to spend with the master teacher they observed. Both the interview group and the evaluation group felt that observing someone in the school would provide more time for follow-up and a more meaningful experience.

Two other suggestions for change were highlighted by both research groups. Both groups stated that new teachers need supports that last into their second year. Currently, the induction program supports new teachers in the county for their first year and provides them no further support. Both groups from the research suggested the need to extend support into the second year

by providing tracks of learning for second year teachers that they and their principals choose. This idea provides support that is more in line with meeting individual needs. Finally, to encourage the idea of providing new teachers more support within their own schools, both groups suggested a template to provide school level administrators to cover with new teachers on a day prior to the contract starting for stipend pay. The recommendations for change to the Harrison County induction program can be found in Table 24.

Table 24. Recommendations for Change

Current Practice	Suggestion for Change	Rationale for Change	Current Funding	Needed Funding
No mentors provided	Mentor in school setting	Research supports that mentors make the largest impact of teacher attrition and support. Teachers interviewed and evaluation group felt that more support needed to be provided to each new teacher.	No current funding	Requesting the amount of $350 per mentor, which would be equivalent to $35 per hour for 10 hours
No training session for mentors	Provide yearly mentor training	Provide training to build consistency.	No current funding	Included in mentor payment request
Observation of master teacher in another school arranged by county coaches	Observation of master teacher within own school arranged by the school administrator	Teachers stated that school administrators impact daily instruction more than any other item. Evaluation group agreed the need for more school administrator involvement.	$150.00 per new teacher	The current funding will not be needed and can assist in covering the second-year track.
No support provided after first year	Extend teacher support program into second year track which will focus on area of need decided by school administrator and teacher	Teachers stated that they felt dropped after first year and left with no support. Teachers and evaluation group stated teachers needed support for more than one year.	No current funding	Stipends in the amount of $35.00 per hour for a total of 4-6 hours

Table 24 (continued)

School level trainings should be occurring but not tracked	Provide school level administrators template for school level training	Teachers and evaluation group felt that certain items need to be covered at school level and should include school level specifics.	No current funding	Stipend in the amount of $35.00 an hour for one hour
New teacher orientation which focuses on procedural methods	Maintain new teacher orientation	Teachers and evaluation group found this training to be worthwhile.	Stipends for attendance	Remain the same
After school training sessions with a focus on understanding teaching	Maintain after school sessions, but add a track for the second year.	Teachers and evaluation group stated teachers needed support for more than one year.	Stipends for attendance	Remain the same for the first year, but requesting funding for year two
Support from county level coaches in the form of observation and feedback conference	Maintain this support.	Teachers and evaluation group felt the support from county level coaches was worthwhile.	No current funding	No additional funding

5.3 Suggestions for Future Research

This study represented the beginning exploration of teacher attrition in a school district in West Virginia, as well as evaluated the teacher support induction program in the same district. The study determined the area that attrition manifested itself within the county. Next, the study identified why teachers are making moves and how they are supported during their beginning years within the district. To further explore and expand upon the topic of teacher attrition and induction the following are avenues of future research:

A study conducted on research-based evaluation tools of teacher induction programs could assist in design implementation. Conducting evaluations of induction programs that occur in regional areas could present best practices for surrounding public school settings to follow. I speculate that school districts could align some practices that could strengthen partnerships and support for newly hired teachers.

A study to identify reasons for teacher attrition among regions could be beneficial for informing school districts of implementation of support programs. Understanding root causes on a larger scope of teacher attrition would assist school districts in developing plans to reduce the trend.

Another avenue of future research may be to conduct a study to elaborate on the success of teacher attrition programs in relation to student achievement. If the goal of teacher induction programs is to help prepare and train teachers, one could assume that student achievement should be affected by the program. If the induction program is yielding proficient teachers, then one would assume the teachers are producing proficient students. Research on the correlation between induction programs and student achievement could be a next step in the research process in school

districts. This model of research could expand the evaluation of the induction program. Once the research identifies the results of student achievement, ideas to improve upon the induction program could be highlighted and changed.

Teacher attrition and induction could be researched on a global perspective. Teacher induction programs in higher achieving countries could be researched for best practice. The focus of this research should look for the alignment of student performance, teacher retention, and induction support programs. The findings could be shared among public education settings across the United States.

A recommendation of future partnerships with local universities is suggested to strengthen the induction programs. Teacher preparation programs and school districts should form partnerships to help better support teachers in their first years in the field. Preparation programs spend countless hours and resources on preparing teachers to enter the workforce and county systems support new teachers in the field. The idea to partner and work together to strengthen teachers supports has been researched and verified as important. Ideas of offering continuing credit hours to teachers that complete induction, using university representatives to assist in training new teachers in the field and working together to create well-designed induction programs are a few of the suggestions to counties when moving forward with evaluating and designing induction supports.

Finally, by investigating the cost variation within teachers' induction programs within a county, state, and across states to compare effectiveness could be meaningful for implantation of induction programs. The study could compare most effective for instruction to most cost effective for specific outcomes. This study could identify strengths across states and counties regarding induction programs.

5.4 Limitations

The data within this study revealed perceptions of the teacher induction program and on teacher attrition. The teachers that participated were representatives from elementary schools. Future research would benefit from a larger sample across all grade levels.

The issue of public education funding was not addressed in this study. The reduction of funding to support programs such as teacher induction was not researched. Future research would warrant an investigation into funding for support programs for new teachers.

Secondary schools were not a part of this study. In future studies on teacher attrition and support, secondary schools should be included. Another limitation to the recommendations for change are the policies that limit how mentors can be hired and paid within Harrison County Schools.

5.5 Conclusions

Public education has been under the spotlight for performance over the last several decades. Arming teachers with strategies that will empower and assist them is vital to the success of students. Teachers must be supported and trained in preparation to instruct students in each school setting. As previously mentioned, as many as 50% of teachers leave the profession within the first five years of teaching (Ingersoll, 2001). School districts must remember that new teachers need support. It is the responsibility of the school district to provide this support. Teacher induction support programs must fill this need for new teachers.

The goal of this study was to identify where attrition manifested itself within a school district in West Virginia and evaluate the induction program to determine if it meets the needs of new teachers. This study identified the need to evaluate induction programs for effectiveness. The program evaluated had never been evaluated for effectiveness since its inception. Areas of improvement were identified that aligned with reasons teachers stated they migrated among schools within the district.

Investing in teachers who invest in our students is an important task for school districts. Teaches must feel supported and be provided with the needed tools to perform their job at the maximum level. Teacher induction programs that align with the support teachers indicate they need can provide the needed investment to support teachers. When teachers are supported and provided for to retain them in their schools, then students reap the benefits. An effective teacher induction programs can provide the needed support for teachers and better prepare our students in return.

Appendix A Superintendent Request Letter

Dear Dr. Mark Manchin,

My name is JoDee Decker and I am the Principal of Nutter Fort Intermediate. I am also a doctoral candidate with the University of Pittsburgh in the Educational Leadership Program. I am writing to request permission to complete a research study within in your district. The purpose of the study is to better understand the attrition levels and induction program within your district.

Research indicates that teachers have the largest impact on student achievement. The research I am requesting to complete would first require the access and review of personnel data to gain a better understanding of teacher attrition and migration within your district.

A second component of the research would require interviewing teachers to gain their perspectives on characteristics that cause them to stay or leave a teaching placement. The data from the interviews will be used during the final stage of the research project.

The final component would be an evaluation of your current induction plan with stakeholders from your school district and local universities that provide you with student teachers. I will provide you with all the data found including suggestions for ways to improve the induction program that could reduce the number of teachers leaving or moving.

There are no foreseeable risks associated with this project. The interviews will be entirely anonymous, so no employee would be recognizable or at risk. The benefit to you would be the suggestions for improvement from stakeholders in your district. This will provide to you and the board considerations for improvement.

I appreciate your consideration of allowing me to work in your district. I can be contacted at 304-266-4825. Thank you for taking your time to consider this request and support my research. I look forward to your response, which can be sent to me via email to jkd31@pitt.edu or mailed in the self-addressed envelope included in this packet.

Sincerely,

JoDee Decker

Doctoral Student

University of Pittsburgh

Appendix B Superintendent Approval Letter

HARRISON COUNTY SCHOOLS

408 E. B. SAUNDERS WAY
POST OFFICE BOX 1370
CLARKSBURG, WEST VIRGINIA 26302-1370
(304) 326-7300
FAX (304) 624-3361

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DOUGLAS K. HOGUE
KRISTIN MESSENGER

Dr. Mark A. Manchin
Superintendent

University of Pittsburgh School of Education

230 S. Bouquet Street

Pittsburgh, PA 15260

October 16, 2018

To Whom It May Concern:

I writing to give JoDee Decker, researcher in relationship with the University of Pittsburgh, the permission to complete a research project within Harrison County Schools. I grant her permission to survey or interview Harrison County staff and evaluate Harrison County programs.

If you should have any questions, please contact me.

Sincerely,

Dr. Mark Manchin

Appendix C Teacher Interview Protocol

Introductory/Consent Script for Interview

My name is JoDee Decker. I am a researcher with the University of Pittsburgh. I am studying teacher migration and induction in Harrison County Schools along with teacher support. As part of my efforts to understand why teachers stay or leave school assignments, I am interested in speaking with you because you can provide a perspective on teacher migration. Thank you for being a part of this interview. I appreciate any insights you can provide into helping me gain a better understanding of why you have stayed or left a building in Harrison County and your perspective on teacher support.

I estimate our conversation to take about 35 minutes. Your participation in this interview is voluntary. You can stop the interview at any time or skip any questions and you can withdraw from the study at any time. I will be jotting some notes as we speak. All interviews will be anonymous. I will not identify you by name or attribute any statements to you; however, it may be possible for someone to think they can identify you by inference because of certain details or quotes and school listed in research. Note that I do plan to use a transcription service, but they will have signed a confidentiality and non-disclosure agreement. Your name will not be attached to the transcript. If requested in the future, this research may be shared with other researchers, but only in a de-identified manner. No identifying information will be shared.

I will keep the notes and any transcripts confidential and will not share them outside the project. All responses are confidential, and data will be kept under lock and key. We will not associate the information you provide with your name. The information shared will be used as a stepping block to evaluate the support being provided to teachers in the district. There is no direct

benefit to you for participating. You will not receive any payment for your participation in this study, and there is no foreseeable risk as it is anonymous. Given these conditions, do you agree to participate in today's interview? *[If YES, continue. If NO, stop interview and thank them for their time.]* I would like to audio-record the conversations to check the accuracy of my notes. Do you agree to this? *[If participant agreed to have interview recorded, start recording. If not, prepare to take detailed notes.*]

Do you have any questions before we begin? *[Field questions, or say you'll reach back after consulting with PI.]* This research study is being led by JoDee Decker, Dissertation student at the University of Pittsburgh. She can be contacted at 304-266-4825 or at jkd31@pitt.edu.

Great let's get started:

How long have you worked in your current placement?

What subjects do you teach?

What has the largest impact on your daily instruction in your current location?

Probe: Does working with a team impact your instruction?

Probe: How do county level coaches impact your teaching?

What do you feel provides you with the most support in your day to day teaching?

What component of support from your school level administrator makes the largest impact?

Probe: Does observation or evaluation affect your teaching?

Probe: Does administrator expectations affect your teaching?

Describe what makes you choose to remain at your current school?

What characteristics of your administrator causes you to remain at the school?

What type of supports make the largest impact on your instruction?

Probe: What recent professional development session impacted you the most?

Think about your first year in Harrison County and the mentor/induction program.

What part of the program sticks out the most to you?

What benefitted you the most?

What assisted you in being more comfortable in your classroom?

What did you feel had the least impact on your instruction?

What did you feel provided you with no benefit?

Have you ever worked in a building besides this current placement?

If no, thank them for their time and end the session. Ask if they would be interested in participating in the evaluation of the induction program. If yes, continue.

Tell me about the experience that caused you to leave.

What supports could have been given to support you in staying?

Could the district provided you with different support that would have influenced your decision to leave?

Could anyone at the school level have done something to influence your decision?

Appendix D Principal Request Letter

Dear Principal,

My name is JoDee Decker and I am the Principal of Nutter Fort Intermediate. I am also a doctoral candidate with the University of Pittsburgh in the Educational Leadership Program. The purpose of my study is to better understand the attrition rates and induction program within your district.

Dr. Manchin granted me permission to contact you requesting your participation and support in my research. I am requesting to speak with teachers in your building in person regarding reasons teachers remain in their teaching placements and supports that your district provides. The data from the interviews will be used during the final stage of the research project. The final component would be an evaluation of the current induction plan with stakeholders from your school district and local universities that provide you with student teachers.

I have contacted teachers in your building requesting their participation. Their participation is will voluntary and will not interfere with the daily operation of your building. If you have any questions regarding this project, please contact JoDee Decker at 304-266-4825 or at jkd31@pitt.edu. Thank you for taking the time out of your busy day to support this research project.

Sincerely,

JoDee Decker

Appendix E Teacher Request Letter

Dear Teacher Participant,

My name is JoDee Decker and I am the Principal of Nutter Fort Intermediate. I am also a doctoral candidate with the University of Pittsburgh in the Educational Leadership Program. The purpose of my study is to better understand the attrition rates and induction program within your district.

Dr. Manchin granted me permission to contact you requesting your participation and support in my research. I am requesting to speak with you briefly in person regarding reasons teachers remain in their teaching placements and supports that your district provides. I am also asking to record our interview for transcription. The data from the interviews will be used during the final stage of the research project. The final component would be an evaluation of your current induction plan with stakeholders from your school district and local universities that provide you with student teachers.

There are no foreseeable risks associated with this project. The interviews will be entirely anonymous, so you would be identifiable in any way. All responses are confidential, and results will be kept locked in a secure place.

Your participation is entirely voluntary, and you may withdraw from this project at any time. This study is being conducted by JoDee Decker, who can be reached at 304-266-4825, if you have questions. Thank you for taking the time out of your busy day to support my research. If you are willing to participate please respond back via email or phone call.

Sincerely,

JoDee Decker

Doctoral Student

University of Pittsburgh.

Appendix F Evaluation Group Letter Request

Dear (insert name of candidate for stakeholder evaluation),

My name is JoDee Decker and I am the Principal of Nutter Fort Intermediate. I am also a doctoral candidate with the University of Pittsburgh in the Educational Leadership Program. I am writing to request your participation in a participatory evaluation of the induction program in the Harrison County School district. The purpose of the study is to better understand the induction program.

Dr. Manchin granted me permission to contact you requesting your participation and support in my research within his county. Your participation would help evaluate the induction program within the district and provide feedback. Teacher support is an important piece of the district's mission and evaluating it is essential. Your participation would require you to attend four 2-hour sessions. Data from interviews with teachers and survey results from a county level survey will provide the group with a starting point to evaluate perceptions and components of the program.

There are no foreseeable risks associated with this project, nor any benefits to you. Your participation is voluntary and you may withdraw from this project at any time. This study is being conducted by JoDee Decker, who can be reached at 304-266-4825 or via email at jkd31@pitt.edu. Thank you for taking the time out of your busy day to support my research. If you are willing to participate please respond back via email or phone call.

Sincerely,

JoDee Decker

Doctoral Student

University of Pittsburgh

Appendix G Evaluation Script

Evaluation Script

My name is JoDee Decker. I am a researcher with the University of Pittsburgh. I am studying teacher migration and induction in Harrison County Schools along with teacher support. As part of my efforts to understand why teachers stay or leave school assignments, I am interested in evaluating the induction/mentoring program in Harrison County. Thank you for being a part of this participatory evaluation. I appreciate the insights you can provide regarding the program. The aim of the project is to use data from teachers' interviews to gain their perspectives on support needed to evaluate whether we are satisfying their need. We are going to start my completing a SWOT analysis to gain a better understanding of the group's perspective.

Provide overview of Problem of Practice

Do Strengths, Weakness, Opportunities, and Threats analysis: See the template.

Collect SWOT forms.

Share data themes identified through teacher interviews.

As a group identify the commonalities in their analysis through the SWOT compared to the teacher themes.

Now we are going to use this data along with the teacher data to create a logic model.

Create logic model.

Use logic model to compare with current practice to see if it aligns and determine where change may need to occur.

Appendix H Evaluation Strengths, Weaknesses, Opportunities, and Threats Form
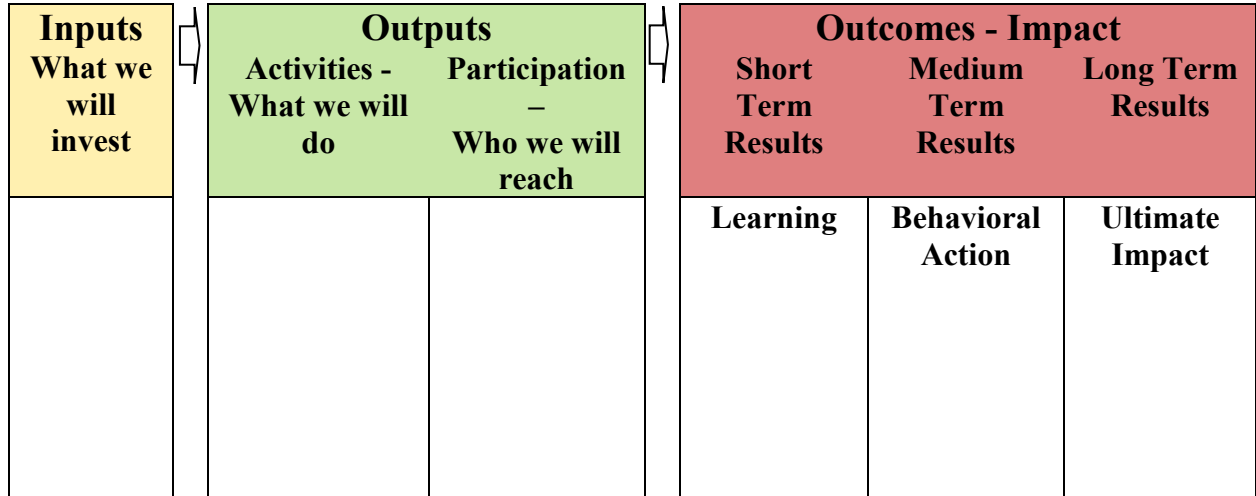
INTERNAL FACTORS	
STRENGTHS (+)	WEAKNESSES (-)

EXTERNAL FACTORS	
OPPORTUNITIES (+)	THREATS (-)

ANALYSIS SUMMARY

Appendix I Evaluation Logic Model Form

Program:

Situation Statement:

Inputs — What we will invest	Outputs		Outcomes - Impact		
	Activities - What we will do	Participation – Who we will reach	Short Term Results	Medium Term Results	Long Term Results
			Learning	Behavioral Action	Ultimate Impact

Assumptions

External Factors

Evaluation

An EEO/Affirmative Action employer, University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title IX and ADA requirements.

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