

An Examination of Teacher Supports

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Dedication

Patrick, Malachi, and Micah thank you for giving me the grace needed to make this dream come true. Patrick, thank you for loving me enough to let me grow and supporting all of my dreams. You have been a true partner and supporter.

I dedicate this body of work to the teachers who are doing their best each and every day. I want to thank the long line of educators who hailed before me and served as examples of what great educators look like. To Cynthia Hall, who has always reminded me to give more empathy and grace than I received. Thank you for reminding me that God is in the midst of it all. To Adele Rogers, who gave me my first teaching position, and reminded us daily that Preparation + Opportunity = Success.

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Abstract

Background: The union of the American Federation of Teachers identified 4 characteristics in its 2022 report, *“Here Today, Gone Tomorrow,”* that impacted teacher retention: compensation, climate, culture, and working conditions. During the 2022 school year a teachers union reported 55% of its members indicated they would leave the profession before their planned retirement date. Holguine Jules-CeJour (2022), also reported 44% of teachers exit the profession within 5 years of service. **Purpose:** This qualitative case study explored teacher perceptions regarding workplace support that are provided to teachers by using this question: How did workplace supports affect teacher retention? **Method:** This study used Carspecken’s five-stage qualitative research design to determine the perceptions of five participants regarding support teachers received in their workplace locations and how these supports impacted their employment decisions. A convenience sampling was used to identify the participants from the researcher/participant’s professional network. Data collection methods included individual semi-structured interviews that were conducted via the University of Houston’s Microsoft Teams platform. The interview items were developed by the researcher/participant and reviewed by an educational expert. An individual member checking interview was conducted to determine content accuracy followed by a focus group interview to obtain additional information to respond to the research question. The researcher/participant’s field journal was used to provide additional information related to participants’ responses to the research question. A coding system was used to categorize segments of data into meaningful themes. **Results:** Five themes emerged during the semi-

structured interviews and were validated during the focus group and member checking interviews. The themes that emerged regarding teachers perceptions of supports not provided in the workplace were: 1) Devalued teacher choice of professional development and an overall disrespect of teacher voice, 2) Lack of priority regarding teachers' health and wellbeing by administration, 3) Stressful working conditions, 4) Lack of opportunity/Low morale related to teacher retention efforts, and 5) the need for administrative support regarding culturally responsive and relevant pedagogy, administrative support for cross curricular PLC meetings, and the need for more workplace community engagement between administration and staff, emerged as themes throughout the interviews. **Conclusion:** Teacher perceptions regarding these specific supports found that teachers' employment decisions were impacted by a lack of these supports provided in their workplaces. Teachers did confirm that some were leaving or desired to leave due to a lack of support in these areas by campus administration.

Keywords: professional development, culturally responsive and relevant teaching, working conditions, teacher retention, health and wellbeing
teacher support – I am defining teacher support as tangible and intangible measures that enable teachers to improve their practice; factors that influence the increase or decrease of in the number of teachers who are employed as educators.

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Chapter I

An Examination of Teacher Supports

Background

Houston Independent School District had a twenty plus year history of creating ways to provide teacher support. These included the typical new teacher induction training, as well as training for teacher development specialists, content specialists, and instructional specialists and coordinators. During my probationary years I was sent to a range of professional development training courses from Neuhaus to Region IV to district level professional development sessions. These sessions included topics such as metacognition, phonics, dyslexia, and multisensory grammar. There was also training that covered everything from course content to classroom management and cross-curricular approaches to teaching.

During the early 2000s Houston Independent School District began a collaboration with Houston A+ Challenge which was funded by the Bill and Melinda Gates Foundation. Two roles that were specific to teacher support were the School Improvement Facilitator and the Literacy Coach. Transparency and ethics dictated that I notified the reader that I was a part of this reform effort as a high school Literacy Coach. As this research continued, teacher voices were documented that express their views on teacher support. Supporting teachers is what I have appreciated and found most valuable throughout my career.

Throughout my career my colleagues and I have lamented the need for consistent, effective support. We noticed how some teachers were sent to certain trainings, provided time off before Family Medical Leave Act was the law, allowed to negotiate what classes

they would teach for a higher salary, and the list of inconsistent levels of support went on and on. Teachers had decried their frustrations to me with being told to improve their practice with limited to no hands-on modeling by their appraiser or effective professional development of what that improvement of practice needed to look like in their classrooms. I witnessed the decline in health of career educators because they did not feel supported enough to cut back hours at work to seek the medical care they needed. This research brought to bear the views on the efficacy of teacher support at the campus level.

For many teachers, professional learning communities turned into conversations based solely on quantitative test data. According to Sims, Rachel, Penny, and Richard (2015), teachers' felt that team meetings had devolved into data-driven conversations and did not allocate time for teachers to collaborate and plan. Eventually, teachers began to push back on the notion that only test scores mattered. Community groups such as Community Voices for Public Education (CVPE), organized and empowered parents along with other public-school advocates to push back on high stakes testing. Some parents chose to opt out of STAAR testing for their children. Parents began to speak up at school board meetings and expressed their concern with the stress and anxiety their kids were experiencing due to the high stakes nature of the test. Parents were and continued to be key stakeholders and advocates for their children. They were equipped with more information as they spoke out publicly against the high stakes climate created by the results of the STAAR. As a result, educators included more qualitative data discussions into professional learning community (PLC) meetings, made our health and well-being a priority, and renewed our focus on planning engaging, culturally relevant activities in our

professional learning community meetings to reclaim our time away from a sole focus on test scores.

Statement of the Problem

Teachers were leaving urban and suburban Title I schools and districts across the country at concerning rates. According to Karen Srba (2018), “teacher attrition accounts for 40%-50% of new teachers leaving within the first 5 years of service”. This was causing classroom teaching positions to be hard to fill or unfilled altogether. Over the course of my career, I have been told by teachers that they have not received the support they have needed and requested from administration or their appraiser. The purpose of this study was to explore teacher perceptions regarding specific types of support to determine if they had contributed to teachers remaining in a school or district.

Purpose of the Study

The purpose of this qualitative case study was to examine teacher perceptions regarding specific types of support: 1) professional development, 2) teacher retention, 3) health and wellness, and 4) working conditions, and 5) culturally responsive and relevant support. The participant focus of this study was on career teachers who were employed for five or more years in a high need, public high school. This study included teachers who taught 9th to 12th grade. For the purposes of this study, teacher support was defined as providing teachers with the following: 1) professional development choice, 2) culturally relevant and responsive materials access, 3) supportive working conditions, 4) teacher retention efforts, and 5) health and wellness programs. The purpose of this study was to examine this set of teacher supports and determine if they were related to teacher attrition. Did these supports affect teacher retention in a high-need, urban high school?

Personal Narrative

Everyone thought they knew how to best support teachers, when in fact, we often did not have a voice or vote as to the type of support that we needed, desired, and many times required to be effective in our roles. Parents gifted us with coffee mugs, principals bought donuts during testing, and students thought good behavior was all we needed to survive the day. This study highlights ideas from our perspective related to these specific types of support. Our perception was critical because we deserve to be respected as qualified and certified professionals who know our professional and personal value in the field of education. We deserved to be seen as members of an honorable profession. I have worked throughout my career to express how teachers wanted to feel supported and appreciated. I have fashioned my career in a way that validates the lived experience of myself and other professional educators. I am hopeful that this study has led to more respect and dignity for teachers as professionals and added clarity to some of the elements that affect our decision to remain in education, specifically in the classroom, in urban high school campuses.

When I began my professional teaching career, I was always being sent on training courses – Neuhaus, Region IV, Houston ISD. Workshops were offered during our cluster meetings, during department meetings, after school, and on the weekends. There was no shortage of any type of training or workshop you wanted to attend. The district I worked in offered workshops after-school and on Saturdays. This really helped me because the field of research-based strategies and instruction was now in vogue. I received training on everything from how the brain works to take in information to which parts of the brain processed different types of information. Literacy, dyslexia,

dysgraphia, and numeracy were some of my earliest yearly training in the first decade of my career. This type of support gave me some of the tools I needed to better understand my students and the challenges they needed help with improving.

Literacy training was what helped me advance my career, made me more marketable, and made me a better educator. The Neuhaus and Project CRISS training helped me obtain various promotions and independent consultant opportunities while I was forging my career path. As my career took me back to the classroom and to different schools across the district, I noticed that the amount of high quality, turn-around, research-based training became less and less. The focus was now on data, specifically standardized test scores.

From the beginning of my career to now, data has played a key role. Initially, it was just for planning purposes, but it also helped me as a Literacy Coach and Instructional Coordinator. Once the school administration became aware that I knew how to disaggregate data and that I enjoyed it, it then became another added responsibility. It also was a great calling card to help me build relationships with teachers so that I could train them in various literacy strategies that they could implement in their classes. I realized quickly that teachers were not opposed to data or training, they just did not want it to feel like a 'got you' moment. I made a point to explain my role was always to support them and not approach them as an administrator or report their shortcomings to school administration. This led to many trusting relationships and eventually teachers were seeking me out for demonstration lessons.

The idea of teachers needing support was a long-standing topic of discussion among myself and many of my fellow educators. I have had opportunities to serve in

various roles during my 20+ year career. I have always valued my teacher support roles because they helped build teacher efficacy at a time when campus and district leadership were demoralizing teachers. Each role afforded me the opportunity for new learning, and I was allowed to share my new learning with my colleagues that I was there to support. I have been blessed to serve as a teacher, mentor teacher, department chair, cluster leader, team leader, literacy coach, instructional coordinator, testing coordinator, and an educational consultant. I have collaborated with colleagues on various curriculum projects with Houston ISD during my career. I became keenly aware of how politicized education was and that led me to serve in other capacities that support teachers but from a different angle, policy making and advocacy.

More recently I have served on the board of several teacher advocacy groups, including Houston ISD's District Advisory Committee, Houston Federation of Teachers union executive council, and the Texas Gulf Coast AFL CIO. My advocacy work led me to run for school board trustee as well as the Texas State Board of Education. I was concerned about teachers receiving support to improve our professional growth and development, identifying supportive working conditions, and a host of other issues that we were facing as professionals. The type of support that a teacher received was often a critical factor in their educational career success and longevity. I became concerned about the mental and physical well-being that educators had endured.

I was concerned about the social and emotional support available to me and my colleagues as we endeavored to implement reform measures in STEM, literacy, mathematics, mental health, behavior management, and the sciences. This study explored

views on teacher support, including professional development, teacher retention, working conditions, and teacher health and wellbeing.

Significance of the Study

At one point during the Covid pandemic, there were over eight hundred unfilled teaching positions and over 120 certified professional positions that needed to be filled in my district. Over the course of the last few years, school districts across the state of Texas and the United States were not able to fill many of these positions with full-time, certified educators. I received calls from administrators inquiring if I had “secured a teaching position for the fall.” If this trend continued, classes would again be overloaded, due to class size waivers, teachers would continue fleeing my school, my district, and the profession. These shortages were contributing to a decrease in professional development opportunities for teachers, affecting teacher working conditions and teacher retention. This also impacted the health and well-being of myself, my grade-level team, and my colleagues.

Theoretical Underpinning

Burrhus Frederick Skinner’s Operant Conditioning Theory, more specifically his Radical Behaviorism Theory was one of the theoretical bases for my study. This theory connected to my research because it demonstrated that if teachers were provided certain stimuli or environmental supports, (i.e., Effective Professional Development, Professional Environment, Concern for their Social and Emotional Health and Wellbeing, and Retention of Career Educators), they would choose to remain in service to a campus or leave, particularly, in large, urban districts. These factors were often out of the control of teachers, and some career educators have exhibited responses such as health incidents

or crises which have caused some career educators to reconsider employment in high need, urban schools and districts.

Skinner's, About Behaviorism (1974) was a source that was used to understand the Radical Behaviorism Theory. In this text, Skinner (1974) reported that while the final outcome of a decision is noteworthy, the preceding activities that acted upon or created the environment for such a decision to be made was more important. Based on this theory, this study attempted to show if a teacher's employment decision was affected by the specific types of support that were provided in their environment usually over a period of time before they made their final decision.

The Herzberg Hygiene-Motivation Factor Theory was another theory that undergirded this research. This theory focused on factors that affect job satisfaction. The Social Learning Theory is another theory that framed this research because it considered workplace factors in various social contexts and how administrators and teachers related to one another and the impact those interactions had on their decision to stay or leave a worksite.

Research Question

An examination of teacher perceptions regarding specific areas of teacher support and the impact these supports have on the profession. How do workplace support affect teacher attrition in an urban, high need high school?

Summary

Houston ISD had a 20+ year history during which it provided opportunities that created different types of teacher support. Hanna Melnick, Channa M. Cook-Harvey, and Linda Darling-Hammond (2017), along with Berry, Bastian, Darling-Hammond, Kini

(2021) found that working conditions that positively affected teacher retention included professional learning and teacher efficacy. It was important to determine if other factors such as teacher retention efforts, administrations concern for teachers health and wellbeing, and teacher working conditions impacted the employment decisions of career educators.

Chapter II Literature Review

This study examined the research related to teacher perceptions regarding workplace support, specifically professional development, teacher retention, support for the mental health and well-being of teachers, working conditions that help foster teacher support, and the impact these supports have on teacher employment decisions, especially those who teach in what are known as hard to staff, high need, or Title I schools. For many years, the focus on teacher support was limited to various aspects of instruction such as planning, data mining, and classroom management. Teacher support was a topic that expanded to include the physical and mental well-being of teachers and the working conditions in which teachers are expected to achieve high degrees of success with their students. The American Federation of Teachers union reported that teachers and principals experienced double the amount of stress versus the general population. The transition from in-person to virtual teaching and back to in-person teaching caused teachers to advocate for the prioritization of their need for health and safety during the Covid SARS 2 outbreak or one of its variants. This new way of experiencing work-related stress caused teachers to focus more on their health and well-being than in my previous years in the profession. The research highlighted additional insights into these specific factors and their impact on teacher decisions to remain in the classroom. Texas AFT reported that teacher turnover was a pre pandemic issue; the additional stress caused by the Covid pandemic had a negative effect on teacher turnover in Texas. AFT also reported data from the Rand Corp. that teacher attrition rates had increased in the 2021-2022 term from about 25% of teachers and principals to about 33% of teachers.

Much has been written about how, why, and who should deliver professional development. According to the Center for Public Education (2013), researchers found that while 90 percent of teachers reported participating in professional development, most of those teachers also reported that it was totally useless Darling-Hammond et al. (2009). Teachers believed that professional development should be relevant and related to their general teaching practices and student populations. Darling-Hammond et al. (2017) noted that some key features of effective professional development included a focus on subject matter, offered time for teachers to become reflective practitioners, and was job-embedded. Teachers were often directed to attend or enrolled in professional development by school administration. Some of the offerings are mandated by law, district policy, or campus administration. Very seldom were they given an opportunity to self-enroll in professional development training that they believed was empowering to them as the instructional leader in the classrooms that required travel or a conference fee. The research showed that professional development is better received when teacher voices were included, or teacher leaders were leading these sessions as found by Darling-Hammond, et al. (2017).

The research also included government funded projects aimed at improving achievement for emergent bilingual students. Project Exc-EL was funded by a 5-year grant from the U S Department of Education. One of its stated goals was to use certain ‘innovations’ to improve academic achievement of emergent bilingual students in specific New York schools. This project included a group of schools in New York that were enrolled in an Investing in Innovation (i3) Project grant which was designed to improve English Learner achievement and one component was a top-down model of

professional development. These sessions were also driven by student data from a variety of sources including student report cards and state assessments. At the conclusion of the grant an evaluation report was issued. The evaluation report was conducted by an outside organization, and it determined that even though this was a top-down approach, which included coaching and professional development as well as certain wrap-around services, teachers were left wanting more collaboration opportunities. This report indicated that administrators and other community-based stakeholders in New York had their own views on what supports teachers and students needed, including professional development. This project included a yearly two-day training focused on instructional support and not improving teacher efficacy in ways that encouraged teacher retention. This research report found that teacher collaboration was an important factor. The teachers in this study also reported they wanted more time to collaborate and share ideas with their colleagues from other campuses and districts. Allison Gulamhussein (2013) and Linda Darling-Hammond et al. (2017) both agreed that professional development needed to be long-lasting, provided teachers with implementation support of new initiatives, and included time for teachers to collaborate which would lead to improved teacher efficacy and retention. Yet, most of the professional development offered by districts was not geared towards improving teacher quality, efficacy, or retention.

It became ingrained in teachers that everything they brought to the classroom needed to advance students' academic performance on standardized tests. Teaching was emotionally taxing, before Covid SARS-V2, due to the pressure of accountability measures. During Covid that pressure increased exponentially.

The literature also pointed to other types of workplace support that impacted the careers of educators. Coombs (2022) found that salary, secondary working conditions, the relationship with colleagues, physical workplace, and the relationship between supervisor and employee were indicators of job dissatisfaction. This same research reported that the stressfulness of teaching had negative effects on educators' mental and physical health. My study added to this field of research because it focused on some of the same or similar factors and if they had an effect on current teacher retention.

Professional Development Support

The analysis of professional development as a tool to support teachers began with the Texas Education Code and how it set certain parameters around teacher planning time, because the research indicated this was where professional development was occurring. It was important to attempt to provide the reader with some contextual basis before delving deep into the research. There were several different definitions of professional development in the research. Several of those definitions were included in this literature review. It was accurate to state that different entities and authors provided their own definition of professional development and that they also determined if the professional development were to help the teacher or simply to improve student achievement as evidenced by the increased reliance on various standardized assessments versus alternative forms of assessment such as portfolio or teacher made examinations. This review included professional books, scholarly articles, research briefs, journals, as well as state policy, and researcher insights from thought leaders in the field.

The Texas Education Code 21.404 stated that a teacher is entitled to receive a minimum of 450 minutes every two weeks for instructional planning. It also stated that

instructional planning may include parent conferences, grading papers, or related activities. Teachers had the right to ‘voluntarily’ forfeit this time to engage in professional development activities but were not compelled to do so.

The research pointed to some consistent factors regarding professional development, specifically planning time. Some research acknowledged that planning time used to be directed by teachers, not administration, but in the current reform driven climate, campus and district administration seemed to take a hands-on approach at leading and directing professional development offerings for teachers. This was in direct conflict with research by Darling-Hammond and others whose research suggested that teachers should plan together, have opportunities to share student concerns, and were able to make parental connections. Research also agreed that Dufour and Eaker’s Professional Learning Communities had replaced workshops and teacher-selected training.

Guskey (2000) defined professional development as “those processes and activities designed to enhance the professional knowledge, skill, and attitudes of educators so that they might, in turn, improve the learning of students”. The definition provided by Guskey (2000) showed the goal of professional learning communities was on student improvement, without teacher collaboration or input. Guskey (2000) and other researchers such as Linda Darling-Hammond, et al. had also produced a litany of various bodies of scholarly works that agreed with Guskey, in that professional development should be consistent, continuous, and purposeful. Guskey (2000) wrote about the need to evaluate professional development training and the evaluation included teacher opinions, even though the session itself may not have included teacher voice in its inception or

selection. The ideas Guskey wrote about promoted a top-down perspective that eventually became the norm as teacher planning time quickly became overtaken by administration. Yet, teachers on my campus were constantly being directed by campus administration what professional development they were required to enroll. Team meetings, cluster meetings, or Professional Learning Communities were all names that identified collegial meeting and planning times. Regardless of the name, this was once a sacred time on most campuses.

PLCs should include open and reflective conversation, open practice across content areas, and focus on student learning. Collaboration and shared values for student learning were some of the keys to successful PLCs. The research did not identify consistent efforts in Texas districts that were focused on helping teachers develop professional efficacy and confidence. Fullan (2007) showed this time had become dominated by quantitative data conversations as shared by one teacher's view that "...team meetings were concerned only with data and did not allow time for the teachers to collaborate." This was problematic because teachers were not provided with the time to collaborate to address the implications of the data. Other teacher concerns were not allowed to be discussed during this time. This limited teacher voice because they were not allowed to openly discuss other areas of concern and how to address them effectively.

In their qualitative case study conducted on a single Texas high school campus, Sims, Rachel and Penny, G. Richard (2015) and Byman et al (2021) stated that the definition of professional development has been vague. However, (Smith 2010) defined professional development as "an internal process in which professionals engage within a

formal or informal framework”. Teachers were encouraged to take a reflective analysis of their practice and ways to improve through professional development activities that could be incorporated into their overall lesson or unit plans. These researchers believed that such activities should lead to a change in a teacher’s belief system about their work and in turn have a positive impact on their overall teaching practice.

Burns, Dion, Darling Hammond, L. and Scott, C., et al.(2020) highlighted districts in California that have included specific characteristics as part of their overall professional development plan and how those components were a factor in improving professional development for teachers and acquiring teacher buy-in. In *How Positive Outlier Districts Create a Strong and Stable Teaching Force*, Burns, Dion, Darling Hammond, L. and Scott, C., et al. (2020), also pointed out that for professional development to be effective for teachers and their classroom practice it should include long-term implementation and a professional growth plan.

Hopkins, C., Jones, D., Hall, K, and Korelich, K. (2021) also reported the need for 22 schools to have a professional development plan. Their research consistently suggested schools should have well thought out plans for teacher training and made clear that collaborative planning was a key element in each school’s staff development plan. Hopkins, et al’s., (2021) research points to the professional development plans from seven outlier districts. In this research brief each district had a long-term plan that had similar elements such as providing time for teachers to plan collaboratively, discuss data, and review the outcomes of implementation of professional learning.

The National School Reform Faculty offered training, such as Critical Friends, which teachers participated in, and other PLC protocols for everything from team

building to looking at student work, which could have been included in comprehensive, long-term professional development plans for schools. The Critical Friends training offered by National School Reform Faculty has been instrumental in training teachers to look at student work and offer support and encouragement to each other in a safe environment which helped to build teacher efficacy. This was important because it helped teachers improve their practice and desire to stay in the profession. Additionally, Burns, et al. (2020) reported teachers felt comfortable with seeking help from campus administration as well as emphasized the systemic structure that was in place to support struggling teachers and encouraged them to seek administrative guidance. There was a sense of feeling like teacher opinions mattered which made them feel like valued members of the campus system. This study included multiple professional development topics, based on teachers from different parts of the country, but they all had particular factors in common such as systemic professional development, teacher voice, teacher leaders, etcetera. For example, there were data conversations, lesson planning, and implementation of Common Core Standards.

Teacher leaders were specifically sought out and created in parts of this study. For example, Critical Friends training created teacher leaders who led their own professional development sessions. Houston ISD used to be a supporter of teacher-led professional development that was designed to be teacher centered, guided by protocols or norms, and prioritized teacher collaboration and reflection opportunities. Teacher attitudes about participating in these types of training made them more open to seeking and providing help when needed.

Rachel Lotan, Dion Burns, Dion, and Linda Darling-Hammond (2020) also emphasized the importance of teacher-led professional development in the Instructional Leadership Corp's purposeful approach to empowering teachers to lead sustainable professional development and advance instructional capacity within their districts. (p. 2) The literature stated that teachers had a positive response to professional development led by other teachers, because it was led by trusted members of their faculty who had similar or shared teaching experiences and who could relate to the lived workplace situations teachers encountered in their practice. Teacher agency is particularly important in times of extensive reform to learn and develop individually and collaboratively (Day, Elliot, & Kingston, 2005).

Seeger and Boyles (2021), Sandholtz (2011), and Morgan, et al. (2020) all reported similarly that there was a need for novice teacher support both during their pre-service activities and during their probationary in-service period. The literature indicated that novice teachers needed to have a realistic idea of what to expect once they became the teacher of record so that they would be better prepared for how to deal with the challenges of being a new teacher and being solely responsible for a group of students and their instruction. Some of the reports from AFT and Darling-Hammond noted that probationary teachers needed professional development support early on in their careers and not just when they were struggling. The research also stated that novice teachers were more likely to remain in the profession with the right support. The literature also consistently reported that novice teachers were more likely to leave within the first five years of service if they did not receive support in the form of effective professional development. Several researchers including Gulamhussein, Darling-Hammond et al.,

Guskey, and others reported common elements of effective professional development such as consistency, implementation support or coaching, and common planning periods.

Seeger and Boyles (2021) also leaned into the need of new teacher mentors as part of the professional development plan for new teachers, while Sandholtz (2011), Morgan, B. et al. (2020), and Darling-Hammond, L., Flook, Y., et al. (2022), identified the need for teacher self-reflection. The literature consistently stated that teachers, new teachers in particular, need time to be introspective and to reflect on their practice in order to improve.

Some of the teacher responses from the research on Instructional Leadership Corps study conducted by Lotan, Rachel A.; Burns, Dion; Darling-Hammond, L.(2019), were related to a teacher led training in which they had participated. This training yielded positive comments from some of the teacher participants. Teachers shared how much they appreciated having someone who was a trained teacher leader whom they would go to for guidance and mentoring to help them navigate various career challenges such as student language development and communication issues, learning new standards and methods of teaching, cross-curricular engagement, and academic discourse. Some teachers acknowledged the leadership of the Instructional Leadership Corps for using their peers as teacher leaders who served in roles such as campus-based mentors and professional development leaders.

Long term professional development was a key tenet identified in the research that helped teachers feel supported (Lotan, Rachel A.; Burns, Dion; Darling-Hammond, L. 2019). The ILC's study specifically included this as a part of its professional development plan for Common Core Standards implementation. The ILC's approach to

professional development was similar to the outlier districts reported by Darling Hammond, et al in other studies. They found that a more systemic, ongoing, workshop model yielded positive teacher responses and improved student outcomes. The data also showed that these steps were successfully applied in a number of school districts, including Title I districts or schools. Another element that was identified as a positive factor in teacher support was collaboration, which in some cases was due to budget cuts . The initial cohort included 183 teacher leaders and site leaders. The researchers of this study's design were intentional about including a diverse group of schools and educators. This was important because participants needed to believe that all kids could learn regardless of their backgrounds and that their backgrounds were complementary to their learning experiences, which were components of culturally responsive teaching theorized by Gloria Ladson-Billings, Geneva Gay, and Zaretta Hammond.

The research showed some common themes were ensuring that teachers had a voice in professional development, it was research-based, and that there was none punitive, ongoing support to assist teachers as they implemented professional development with fidelity. Hopkins, Jones, Hall, and Korelich's (2021) research was aligned with that of Darling-Hammond, Flook, Y., et al (2022), Burns, et al.(2020) in the need for teachers to have opportunities to discuss data as they made instructional decisions based on those reflections. Some study participants were initially skeptical, but as the data driven conversations continued, they found them to be inclusive of their voices and instructionally beneficial. They appreciated the opportunity to have meaningful conversations about their instructional practice. Hopkins, et al's.,(2021) study

also reported that teachers who participated in data chats felt a sense of altruism or a moral reward of seeing students benefit from their work.

Ajayi (2011) defined critical reflection as “an educational imagination that allowed candidates to look at themselves and their situations with new eyes, and in the process, become conscious of the multiple ways they can interpret, critique, challenge, confront, and reconstruct teaching” (pg. 170). Lotan, et al., (2019) and Hopkins, et al., (2021) reported that teachers benefited from having their colleagues share “tricks of the trade” (p. 6) as it related to understanding of curriculum objectives. This type of collegiality allowed other participants of the study to realize there were multiple ways of achieving success as they shared their teaching strategies. This comment brought to bear that there was more than one way to teach a skill that yielded a successful outcome. Multiple paths to success were recognized by respecting teacher voices and including time for self-reflection as part of data discussions. This study documented multiple times by different participants the need to have effective professional development and planning time. Hopkins, et al., (2021) also found that teachers asserted the need for time for professional development which led to a three-day training.

Miller, G. (2020) reported conflicting results on one of that study’s data points regarding professional development opportunities in rural school districts. Darling-Hammond, et al., (2009), Lotan, et al., (2019), and Hopkins, et al., (2021) reported on the benefits of effective professional development. One survey question was related to whether a rural school district’s leadership was providing teachers with professional development opportunities. In response to this issue, Miller (2020, as cited in Wei, Darling-Hammond, & Adamson, 2010) stated that,” urban teachers have participated in

significantly more hours of professional development than rural teachers and are more likely to focus on content-specific activities,” (p. 2). Similarly, a participant reported that this rural school district lacked professional development offerings as compared to the previous large urban district he came from which had more training. The literature also stated that professional development needed to be targeted. Research also reported that teachers who teach in suburban, urban, and rural school districts valued effective professional development. Although this study highlighted the quantity of professional development in urban school districts versus rural districts, it did not indicate a link to whether or not quantity improved teacher efficacy or retention. Additional components of the research indicated that teachers who had a valued role in the professional development offerings also acknowledged the value of professional development across grade levels, socioeconomic status of the school or district, and content areas. This study included data from elementary, middle, and high schools, wealthy and Title I districts, rural and suburban areas.

The research on this topic consistently indicated that professional development could have an impact on teacher practice if teachers are provided with time to reflect on their practice which is what other researchers had reported as well. This level of consistency included implementation of new learning from the previous professional development participation. The *CATESOL Journal* 32.1 2020-2021 p. 174, reported that critical reflection had helped teachers in Nevada improve their practice while they implemented reforms.

“Gaining early professional learning experiences enriches teaching and the understanding of education.” ~Katie Seeger, Victoria N. and Boyles, Chad (2021)

Teacher Retention

Many studies have examined the reasons why teachers leave the profession. Research showed that teachers who teach in high poverty or low socioeconomic status schools have a higher rate of attrition. This study explored reasons that teachers stayed at a large, high need campus. Ladd (2011, pp. 236-237) talked about previous research that connected the relationship between teacher working conditions and teacher mobility based on large administrative data sets - much of which had been done by economists - had drawn attention to easily measured school characteristics such as the racial and economic mix of the school's students or their achievement levels (Clotfelter et al., in press Boyd et al, 2005; Dolton & van der Klaauw, 1995, 1999; Hanushek et al., 2004; Jackson, 2009; Scafidi et al., 2007). The research indicated that there is not one factor that solely impacted teacher retention, yet it was a combination of factors that affected teacher career longevity from preschool to K-12 education. Professional development was one of the factors that was linked to teacher retention. This year on my campus several teachers had already left, and cited working conditions such as pay raises, meaningful inclusion of teacher voices, inconsistent opportunities for advancement, and Pandemic Stress as reasons for leaving.

Darling Hammond, et al., (2020) reported that systematic professional development that included opportunities for career advancement was an effective tool in teacher retention as noted in *How Positive Outlier Districts Create a Strong and Stable Teaching Force*. Professional experiences that supported preservice and novice teachers with training during their novice years and preservice terms were factors that impacted a teacher's decision to remain in the profession. Morgan, et al., (2020) reported that based

on the data from the University of Texas Rio Grande Valley their graduates had a 93% retention rate after 5 years in the profession. Their report also aligned with Darling-Hammond's (2003) that found that teachers who lacked adequate initial preparation were more likely to leave the profession than are those teachers with adequate preparation. (p. 184). Research data in Texas, California, and North Carolina indicated that teacher support was a factor in teacher retention.

This table also shows the retention rates of some educator preparation programs after 3 years and 5 years of employment as a classroom teacher.

Table 1
Retention Rates in the Teacher Field at 3 and 5 Years of Experience, by Teacher Preparation Pathway, 2011

Pathway	3-Year Retention Rate	5-Year Retention Rate
UNC Syst2em	85%	72%
North Carolina Private	83%	69%
Out of State	66%	48%
Lateral Entry	65%	48%
Visiting International Faculty	68%	49%
Teach for America	24%	7%
Unclassified	75%	65%

Data source: University of North Carolina System. (n.d.). *Retention rates in the teaching field at three and five years of experience: 2010–2011*. UNC Educator Quality

Dashboard. <https://myapps.northcarolina.edu/p12division/educator-quality-data-and->

[research-2/](#). Data are for four cohorts of first-time teachers from academic years between 2005–06 and 2008–09.

(DARLING-HAMMOND, ET AL., 2022).TABLE 1

Although my research focused primarily on teacher retention, research showed that in North Carolina there was a principal shortage as well. (Darling-Hammond, et al., 2022) This is noted in this section because the principal pipeline usually comes from the classroom. So, it makes sense that if teachers were not being retained in school districts these districts would experience the same phenomenon with principals. A void of unfilled teacher positions became problematic as some teachers moved into administration. Principal turnover negatively impacted the overall workload and stability of some campuses. This type of instability in campus leadership also created environments that were not supportive of teachers' professional learning choices and negatively impacted teacher retention.

School reform measures usually included some type of teacher retention programs. Most reforms also included new teacher evaluation systems. In some states the legislature mandated new or updated teacher evaluation systems. Sullivan, et al., (2017), also reported that teacher retention was affected by teacher evaluations. Their research noted that teachers who had higher ratings on the T-TESS teacher evaluation typically remained at the school they were currently assigned. Teacher evaluation was a retention factor in rural, urban, and suburban districts. Positive teacher evaluations in general also improved teacher efficacy and teacher retention. The research also indicated that other

factors impacted teacher hiring and retention in rural areas such as community belonging, knowing the families, cost of living, and compensation.

Burns, et al., (2020), and Miller (2020), found related links to the altruistic nature of teaching. Burns, et al., (2020) reported that teacher attitudes regarding their decision to remain in a school district included believing they were working for the good of the community, while Miller (2020), stated one reason teachers opted to teach in a rural district was the positive impact they could accomplish in students' lives who already had numerous external forces impacting their education. Staci, an elementary teacher in the same rural school district, replied, "That whole feeling where you can see when something clicks in teaching math especially," was a reason she decided to remain in the small rural school district. Miller's (2020) research also shared that teachers were invested in the lives of the students they taught and wanted to help them accomplish great things in life. Julia, a teacher from the junior high school, responded, "I want to see success for my children, and for me that is growth. (p. 14).

When districts considered ways to retain or increase the number of classroom teachers the research showed that partnerships between local colleges and universities and teachers seeking certifications in Special Education were factors. The research indicated that efforts to increase teacher retention might benefit from focusing on teachers with special education and emergency certifications. (p. 14). The research found that teachers in the rural district were more likely to remain if they had a keen sense of self. Self-efficacy played a vital role in a rural teacher's ability to cope with the daily stresses of teaching. (Miller, 2020) The literature also highlighted elevating teachers to leadership roles as a means to improve their self-efficacy. The literature also pointed out

that administrators' support for teachers also improves their self-efficacy and improves teacher retention.

The literature also revealed some unexpected issues. Not only is there a teacher shortage, but literature on North Carolina pointed to a lawsuit, the Leandro decision, which is a lawsuit related to the equitable hiring, retention, and distribution of educators across the state, specifically high need schools. An additional factor in the lawsuit pointed out the shortage of administrators and the disincentives that historically hindered the retention of administrators as well as teachers. In *Leandro v. the State of North Carolina (Leandro)*, the Supreme Court of North Carolina found that children have a right to qualified teachers and principals who can prepare students for college and careers and meet the needs of those placed at risk. (p. 1)

One of the findings revealed by the literature is that teacher retention was linked to compensation (Nava-Garza and Maxwell, 2020). Teacher compensation positively influences where a teacher chooses to work (Joseph & Waymack, 2015). Not only the quantity of teachers, but the quality of teachers is affected by salaries (Podolsky, Kini, Bishop & Darling-Hammond, 2016). Compensation, specifically, performance pay, was presented to improve teacher quality, not teacher retention. Compensation as a retention tool was viewed as a positive when it was related to administrator retention, but when it was used as a teacher retention tool, it was presented as wishful thinking. The literature recognized the need to increase teacher compensation, but some of the literature reported favorable responses from the administrator perspective to incorporate performance pay.

Health and Wellbeing Support

Teaching during the Covid SARS-2 pandemic increased the demand by teachers for social and emotional support and culturally responsive pedagogical professional development. Teachers had cited a lack of support as reasons why they were leaving the profession and why many were not choosing education as a career path. Buettner et al (2016) provided their definition of teachers' social and emotional capacity as both their psychological state—that is, the degree of psychological burdens they experience, such as depression, stress, and emotional exhaustion—and their coping ability—that is, the cognitive, behavioral, and emotional strategies they use to deal with stressful situations.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) had a widely used definition of SEL as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

Teachers recognized the daily stressors they encountered in the classroom and felt like their emotional health and well-being was overlooked or were deemed not as important as other educational factors such as test scores, teacher evaluation systems, and keeping property taxes low. Property taxes were a major source of public-school funding. If they were cut, this would mean an increase in work-related stress for teachers because schools would have less funding for resources and increased class sizes.

A feeling of not being valued by the public has affected teacher recruitment and retention rates. Unrealistic or irrelevant professional development was often required of teachers and there was not a great deal of choice of professional development training

outside of what the district offered that teachers believed was helpful to their specific needs.

The Texas American Federation of Teachers union offered members health and wellness webinars such as mindfulness, yoga, and breathing exercises that members participated in through its Share My Lesson program. Share My Lesson was an online collection of research-based lesson plans created by educators, vetted by TXAFT, and included in the TXAFT's professional development modules on the Share My Lesson website <https://sharemylesson.com/>. These supports provided teachers with resources such as lesson plans, PowerPoint presentations, handouts, and other resources. TXAFT and AFT have authored research that reported the benefits of these programs.

AFT has reported on teachers' health and wellbeing which included respecting teachers ability to choose professional learning opportunities relevant to their specific needs and the offering of expressions of empathy were forms of teacher support that administrators could have provided. Teachers may have expressed the need for one or both of these forms of support at some point in their career. The lack of social and emotional support from decision-makers was a factor that career educators cited as a reason they left a campus or the profession. Teachers felt administrators had forgotten what it was like to be in the classroom and everything that's related to maintaining that position, except for test scores.

Schonert-Reinke (2017), Corrente, Ferguson, and Bourgeault (2022), and Herman, Hickmon-Rosa, and Reinke (2018), reported the need for support from administrators of teachers who experienced stress in one form or another. The literature stated that school and district administrators could have done more to mitigate the

stressors that teachers were under such as excessive paperwork, standardized tests, and school safety. Schonert-Reinke's (2017) research connected stress to a host of residual issues, including teacher turnover, burnout, and the moral rewards of being an educator. Stress and burnout were factors some teachers experienced collectively and globally as reported by Langher, Caputo, and Ricci (2017). The focus of their research was burnout experienced by special education teachers in Rome, Italy. The literature consistently talked about how teachers were experiencing higher than normal levels of stress which impacted various aspects of teacher employment. This was also true for administrators and counselors.

Bain, Rueda, Mata-Villarreal, and Mundy (2019) focused their research on school counselors who were charged with administrative tasks such as testing and counseling responsibilities to the students they serviced on their respective campuses. Bain, et al., (2019), reported that 89% of counselors reported experiencing some level of burnout. It was important to note that in the United States, school counselors were considered teachers, because they were certified in a content area prior to becoming a certified school counselor. Their salary was listed on the teacher pay scale and they had student workers who worked in their offices and ran errands, answered phones, and performed other nonconfidential tasks. For this reason, it was imperative that research on the mental health and wellbeing of counselors be included in this research. The other researchers focused their studies on classroom teachers, while Bain et al., (2019) recognized the need for professional development that focused on the health and wellbeing of school counselors. The research stated that the counselor participants felt that it was helpful to

have mental health resources such as a staff therapist, mental health day, and workshops available to staff at school,” (p. 6).

Langher, Caputo, and Ricci (2017) analyzed the effect of burnout on special education teachers. The three areas they looked at were: 1) Emotional exhaustion, 2) Depersonalization, and 3) Personal accomplishment. The research reflected similar correlations as teachers in the United States. The difference with their research was that Langher, et al., (2017) focused on perceived support from general education teachers, not school administration. This type of intra-collegial interaction was common between Special Education and general education teachers in the states, but much of the research recognized that administrators had the power to harness resources to support all teachers. This was not addressed in their research. This research used the Maslach Burnout Inventory Educators Survey (MBI-ES) to gather data from its participants. The questionnaire was used to assess teacher burnout Maslach & Jackson (1986) (p. 126). The research also identified a commonality with special education teachers in the United States, they were held responsible for variables in the educational process they thought they did not control or were responsible for. Langher, et al., (2017) reported that teachers experienced some of the same stress related issues reported by Schonert-Reinke, (2017), and Corrente, et al., (2022). As suggested by Acanfora (2002), this may lead to teacher burnout, characterized by feelings of low personal accomplishment, reduced professional self-efficacy, and job disengagement (Langher, et al., (2017).

Harris, Jennings, Abernavoli, Katz, Greenberg, and Schusser (2014), Corrente, Ferguson, and Bourgeault (2022), and Bain, et al., (2019) pointed out that administrators

could have provided interventions, such as mindfulness and yoga classes to address the stress levels felt by study participants. Corrente, et al., (2022), research stated that to improve the health and wellbeing of teachers the entire education system needed to be reconfigured to include interventions, because they found teachers were returning to work while still experiencing episodes of illness. They defined this as presenteeism (p. 30). Although this study was conducted in Canada, its findings are similar to the studies conducted in America. Presenteeism further exacerbated stress levels which had been shown to lead to a host of other health related issues.

Harris, et al., (2014) and Schonert-Reinke (2017), also reported increased cortisol levels due to the stress levels of teachers. Schonert-Reinke (2017) research also indicated, “A study of high school teachers found that 46 percent suffered excessive daytime sleepiness and 51 percent had poor sleep quality.¹⁸” Increased levels of cortisol, which is associated with stress, were linked to other health issues such as heart problems, high blood pressure, and fatigue.

Overall, literature always reverted to tying the health and wellbeing of educators, whether they are traditional classroom teachers or counselors, to student interactions and student achievement. The literature also reported that high stress levels were linked to increasing amounts of work-related tasks from high stakes testing to additional paperwork. The research did not indicate any district’s willingness or concrete plans to implement the suggested interventions.

Reinke, et al., (2018) discussed the need for teachers to have coping skills and environmental support to improve their self-efficacy to implement the PBIS (Positive Behavior Intervention System) curriculum with fidelity. Positive Behavior Intervention

System (PBIS) was a three tiered, points-based system that provided social, emotional, and behavioral support to students which allowed them to accumulate points for good behavior and also allowed the teacher to deduct points for inappropriate behavior.

This program was presented as one that provided student support and incentives that mitigated the stress of negative student behaviors in class. The research also indicated that teacher health and wellbeing was affected by classroom management. This was consistent with research conducted in the United States and in other countries. The literature is clear that social and emotional support leads to the creation of classrooms that are 'mindful' and empathetic towards the classroom members.

Working Conditions

Every school site had a certain energy or feeling that was discernible. For example, elementary schools usually had story books or nursery rhymes painted along the halls in bright colors. These colors were usually some variation of greens, yellows, browns, and blues. Middle schools had trophies and awards, pictures of former principals, and sports paraphernalia. High schools had murals that exuded hope for the future while creating a path for today. Regardless of the setting each school had a particular energy that was felt when people entered the building. Teachers were told to create feelings of warmth, success, welcoming, and belonging through decorated bulletin boards, books displayed in the library, pictures of food that looked enticing in the cafeteria, and their classrooms decorated with posters on the walls. These were the environments in which educators walked in and fed off the energy of the physical spaces in schools. The research also indicated other factors that affected teacher working conditions such as paperwork, meetings, and the pressure of standardized tests.

The research acknowledged the overlap of professional development in the area of working conditions and as a category of support in its own right. Professional development mandates, excessive amounts of time spent on administrator directed PLC meetings, and other non-instructional planning often overtook the space and time teachers needed to work on their instructional practice individually and as a team which often led to teachers being forced to complete work outside of the workday. The research also indicated that training on new curriculum or discipline initiatives often took over planning time and contributed negatively to the work environment in schools. The disrespect of teachers' planning time created working conditions that affected the overall climate in schools. When teachers lacked the necessary and lawful time to plan their lessons, it created other problems such as frustration and anxiety. This also affected the classroom environment where the teacher felt rushed or struggled through an activity because they were not provided the time to fully plan the lesson.

The research identified respect as a necessary component that created a positive working environment for teachers. In order to find some common ground (Lotan, Burns, and Darling-Hammond,2019)(p. viii) found there was a need for strategic relationships that helped build trust between school districts and teacher associations during a time of implementation of Common Core standards. Trust was created through mutual respect between teachers and administration for each other's roles as professionals.

Testimonials from teachers reflected the effectiveness of collaboration time. Seeger, Victoria N and Boyles, Chad's (2021) noted one participant's response that stated, "Schools where teachers are actively participating in professional learning opportunities seem to have such a more positive learning environment," ~Gabby (p. 5).

School climate was positively impacted in this study due to the purposeful addition of teacher voices. The lessons learned from collegiality through teamwork were also transferable from teacher to student as noted by another study participant: Our professional learning experience topic was on collaboration, and that is now a high priority for me to provide my students with that opportunity because I understand how critical it is in almost any career ~Rachel (p. 6).

Working conditions such as workload, paperwork, school discipline, and inclusion were relevant factors in teachers' perceptions of their work environment. Ladd (2009) reported that teacher working conditions included the physical features of the workplace, the organizational structure, and the sociological, political, psychological, and educational features of the work environment (Johnson, 2006; Johnson, Berg, and Donaldson, 2005). Also included as a part of educators' working conditions were, determined in part by the educational challenges associated with the economic and racial mix of students in the school (p.1). Ladd (2009) and other similar research reported the socioeconomic status of students was a determining factor in whether teachers who were labeled as successful would choose to work in those schools. The literature pointed to the hesitation of successful educators to work in high need schools because these schools had negative perceptions that stemmed from the socioeconomic status of their student populations. This made it difficult to staff and retain certified teachers as well. Ladd (2009) and other research emphasized how negative demographic descriptions impacted certain schools' abilities to attract and retain adequate numbers of certified educators in those schools.

Research indicated that high need schools would benefit from the removal of barriers that had negative connotations regarding student learning. Houston Federation of Teachers union president, Jackie White-Anderson, stated that, “Students learning conditions, were teachers working conditions.” Berry, et al., (2021) reported that implementation of the community schools model to alleviate barriers to learning would also help to improve teacher working conditions. Some schools had so many problems that teachers had to work extra hard to remove external negative forces that impeded the creation of a positive learning environment. Some of those factors included making multiple phone calls home, constant redirection or verbal correction of disruptive behavior, maintaining extensive records regarding grades, behavior, and parental contact, assisting with mental health services, transportation, food, rental assistance, and other basic needs. Such schools are commonly referred to as hard to staff schools. Houston ISD implemented the community schools model recommended by the research in several schools that were considered hard to staff.

Ladd (2009) proposed investments in educator wellness, effective professional development, pre-service training requirements for teachers and administrators, and teacher recruitment and retention programs. These factors were important for many reasons. The literature showed that educators and students benefited from implementation of these investments in teachers’ working environment. These influences created a positive environment for educators, their colleagues, and students.

The literature was consistent regarding the need for effective professional development, even more so when the training was teacher led. Research substantiated the positive effects that effective teacher led professional development fostered in creating an

atmosphere of collegiality and support. Novice teachers made the successful transition from preservice to fulltime educator when their preservice training was connected to real world experiences.

The connection between theory and practice had a positive effect on school staffing. Some of the research of Helen Ladd and Linda Darling-Hammond also highlighted the positive effects that intentional teacher recruitment and retention efforts played in successful schools. Their findings were also linked to teacher working conditions. Research also showed how teacher retention affected working conditions when unstaffed classrooms or understaffed schools impacted the workload of other teachers which forced them to absorb the added workload.

Barnett Berry, Kevin C. Bastian, Linda Darling-Hammond, and Tara Kini (2021) reported similar findings to Ladd (2009). Developing teacher leaders, supportive collaboration and planning, and positive teacher efficacy were all connected to playing a major role in creating a positive teacher work environment. These factors outweighed compensation and instructional materials in some of the research findings. This was a part of the moral reward that educators felt when they saw the proverbial ‘light bulb’ turned on for a student. The research also reported that compensation was often not included in school climate surveys because administrators felt it was too expensive; instead, they pursued policy initiatives they felt were easily implemented. These often led to increased teacher workloads, more paperwork, and added pressure to raise student scores on standardized tests. It was also reported that one way to get around a true pay raise was the inclusion of value-added metrics that linked student performance to teacher pay. Value-added metrics ties teachers’ pay to student scores on standardized tests. This

was implemented in schools before and found to be unreliable when the creators of one value-added program could not explain the formula used to calculate student growth on standardized tests. The research also showed that in 2017, a lawsuit was filed against TEA's use of value-added metrics in teacher evaluations. The Texas Education Agency was not successful in this lawsuit because it had an over reliance on standardized testing using an unexplainable formula . The American Federation of Teachers (2022) in their report "Here Today, Gone Tomorrow" highlighted the over reliance on standardized testing and how this over reliance caused many teachers to lose the altruistic nature of their daily work as educators.

Although there was research that pointed to teacher disaffectedness regarding the education profession, AFT (2022) reported teachers were dissatisfied with their harsh working conditions, including burdensome paperwork and crowded classrooms, more so than teaching itself. The AFT (2022), reported several key elements to improving the working conditions faced by teachers were school climate, culture, district compensation plans, and the general working conditions faced by teachers. Additionally, in "Here Today, Gone Tomorrow", the American Federation of Teachers indicated that additional tangible and intangible characteristics such as trust between administration and teachers, time to plan properly, seeking new and respecting current talent in schools, providing teachers the tools they needed to be successful not just on standardized assessments, but in the journey as a professional educator, and giving teachers the right to collective bargain to ensure that these measures were implemented with fidelity.

The research also identified job satisfaction as a component of working conditions. S. Song, M. Mustafa (2015) did not find that science teachers' access to

instructional supplies and materials had a negative impact on teachers' perception of their working conditions. New teachers indicated their needs for emotional support from mentors, administrators and parents related to their concerns and challenges in reducing their job dissatisfaction (p. 358). Emotional support and encouragement were related to job satisfaction, teacher efficacy, and retention. Song and Mustafa (2015) supported the idea of a staff therapist to provide teachers with a mental health professional who could help them work through some of the challenges of being an educator.

Although Song and Mustafa (2015) found that access to lab materials did not have an impact on science teacher satisfaction, the overall literature reported that not having the appropriate amount of planning time to set up for labs and other activities did have a negative impact on teachers' feeling of job satisfaction and teacher efficacy. When teachers' planning time was consumed with unrelated meetings, some teachers may have felt the need to work late to prepare for class. When this occurred, teachers were usually not compensated for working outside of their defined workday. They indicated the necessity of reducing teacher workload that was unrelated to educating students and increasing salaries for unpaid working hours (Song and Mustafa, 2015).

Darling-Hammond and DePaoli (2020) reported that stress and under preparedness contributed to teacher attrition and shortages. They offered mindfulness as a tool that helped teachers combat the stress, they were under. Some of the reported benefits of mindfulness are greater sense of social-emotional competence, efficacy, and well-being. Mindfulness, by definition, was a means by which teachers could harness their innate power of self-control and empathy. They were able to be present mentally, forgave themselves of any shortcomings they had experienced and moved throughout the

day successfully in a way that benefited their students. The literature on the relationship between stress and mindfulness asserted the aforementioned as well.

The American Federation of Teachers also reported on the benefits of mindfulness through its Share My Lesson website. Share My Lesson also offered resources such as webinars, blogs, and lesson plans to help teachers implement these resources into their classrooms. The Houston Federation of Teachers union also had a Mindfulness and Meditation program that included on demand webinars for its members. One of the webinars offered was Benefits of Mindfulness in the Classroom. Module 7 in this series focused on ways in which teachers benefited from mindfulness. The programs research from Jennings (2015) included seven benefits of mindfulness specific to educators. Jennings (2015) stated that the benefits of mindfulness support for teachers were that it helped them: 1) understand their own emotions, 2) communicate more effectively with students, 3) manage difficult students, 4) created positive learning environments, 5) strengthened student-teacher relationships, 6) allowed teachers to slow down when needed, and 7) developed a sense of community.

Culturally Responsive and Relevant Pedagogy

The research demonstrated that teachers in suburban and high performing campuses or districts were less inclined to teach in high need schools regardless of if they worked in urban or suburban districts. One reason was a lack of preparation in teacher education or alternative certification programs. The research showed that teachers in high performing schools did not choose to transfer to high need, high poverty campuses, even when financial incentives were offered. Another factor that influenced their decision was the lack of understanding of how to teach from a perspective that had the same high

expectations as students in high performing or wealthier schools. One glaring difference was the ability of the teacher to view the students' as capable of succeeding regardless of their socioeconomic status and community environment.

Gloria Ladson-Billings (1994), an educational theorist, was credited with defining culturally relevant teaching and identified key elements a teacher needed to have to successfully engage students in high poverty, high need schools in the educational process. She identified these characteristics as high expectations for all students, cultural competence, and understanding the sociopolitical factors that impacted communities from which students came. The research highlighted the need for teachers to set high expectations and not allow their sympathy to turn into low expectations due to a lack of resources both within the school and at home.

Teachers who lacked cultural competence ran the risk of allowing their empathy to force them to lower their academic and behavioral standards of students based on socioeconomic status, race, culture or other demographic criteria. Teachers who set high expectations believed that all students were capable of learning and encouraged critical thinking as a means to develop an understanding of subject matter that was taught.

In *Teaching Culturally Responsive Theory, Research, and Practice* 3rd edition Geneva Gay (2018) highlighted the benefits of teachers being taught how to implement this approach to educational practice. Gay (2018) emphasized the importance of teachers to understand and embrace the races, ethnicities, and cultures of their students so much so that these factors influenced lesson design and daily instructional practice. Gay believed the implementation of culturally responsive teaching as evidenced by the inclusion of local references such as community landmarks, incorporating the community vernacular,

and intentionally including cultural icons across genres served as a liaison between the students' lived experiences, classroom environment, and daily instructional activities. This research and Gloria Ladson-Billings' are interwoven and interdependent. Gay pointed to the need to respond to more diverse classrooms by including students' backgrounds while Ladson-Billings addressed the need to increase student efficacy with high expectations and historical underpinnings.

The 1970s ushered in an era of educational reforms, including a diversified teaching force. There was a need for teachers who reflected the diversity of the students in their classrooms. Richard Ingersoll, Lisa Merrill, Chelsea Owens, and Andrew Zuckerberg (2017) studied the diversity of teachers of color and found that teachers of Asian and Hispanic heritage outpaced African American teachers. Their study also showed that the number of indigenous teachers had declined significantly as well. Ingersoll, et al. (2017) also reported an increase in students of color, while the teachers filling those positions were consistently nonwhite. Their research also indicated that at different points the terms 'minority' and 'nonminority' were used, but confusing because a significant portion of the Hispanic teachers also reported as white, hence the two terms aforementioned.

Culturally relevant teaching requires understanding educational jargon, theories, and methods. Differentiated instruction became a part of the educational jargon lexicon. It was a buzz word that was used as a way to approach culturally relevant teaching practices. The state usually had one view of this while practitioners had another. This was another area where teachers needed guidance. There were those who understood and agreed with the need for a differentiated approach to the state mandated curriculum for

students with special intellectual or physical needs. The challenge was to have clearly defined connections to terms such as differentiated instruction, multiple intelligence, brain research, sheltered instruction, and whatever the next reform movement encompassed in a way that provided support to teachers as they learned the educational jargon and implementation expectations.

Teachers thought of differentiation as removing barriers to learning through practices such as Universal Design for Learning that allowed students to receive and demonstrate learning in a variety of ways. During the lesson planning process, teachers provided a variety of accommodations that appealed to the senses and learning style which allowed students to display mastery in nontraditional ways such as drawings, reenactments, hands-on activities, or technology-based representations. This also allowed teachers to fuse students background into the lesson in ways that fostered student engagement.

The research showed that Lorri J. Santamaria (2009) pointed out that differentiated instruction began as an initial focus on students with an Individualized Learning Plan (IEP) as they transitioned from a self-contained classroom to the general education setting with the majority of their peers to now having the expectation that every student should receive differentiated instruction. Santamaria's (2009) research was aligned with the theory of culturally relevant pedagogy as espoused by Ladson-Billings' (1994, 2001) and Gay's (2000) culturally responsive teaching. Her research also identified improved teacher commitment as one of several outcomes in her study. While identifying areas of similarity with Ladson-Billings and Gay, Santamaria (2009) also found an outcome that was focused on teachers who wanted to teach students in high

need schools. To summarize teacher efficacy through professional development, Kamau Siwatu (2011), identified some conflicting findings using his explanatory mixed-methods study. While Siwatu (2011) found benefits to incorporating culturally responsive teaching into preservice teacher preparation programs, his results indicated that teachers wanted to learn ‘how’ to implement CRP and not just recite facts regarding the approach. Additionally, he identified two implications: 1) the need to incorporate self-efficacy-building activities in the preparation of culturally responsive teachers and 2) implementation of comprehensive faculty development related to teacher self-efficacy activities into teacher preparation curriculum.

Summary

The research on effective professional development varied based on the state the study was conducted. For example, the research Darling-Hammond et al conducted on professional development support in California was more aligned with creating teacher leaders, valuing teacher input, and replication of policies that were supportive of teacher input. When states like Texas and North Carolina were juxtaposed to California there was incongruence as it related to teacher input and leadership. Texas had more of a top-down approach that included unfunded mandates being written and enacted into law by those who are far removed from the classroom. Ladson-Billings and Gay With respect to support for teachers who believed in culturally responsive and relevant teaching, Ladson-Billings and Gay were aligned in their theoretical beliefs. Siwatu (2011) also agreed that teacher self-efficacy through culturally responsive pedagogy should be included in college curriculums. In this way, Siwatu (2011) reported similar findings as the overall works of Ladson-Billings and Gay.

Deficiencies in the Literature

The literature on social and emotional learning is still considered new. This field of literature deals with teacher and student interactions and mental support for teachers and its impact on teacher longevity. One aspect of mindfulness research focused on teachers' social and emotional support, while another aspect focused on how teachers' emotional health and well-being impacted how they interacted with students. While a third tier of mindfulness research focused on the daily stressors of the job and how teachers managed that. Another deficiency in the literature was the lack of a complete focus on the health and well-being solely of teachers. There was not any research that was specifically about teachers where schools or districts had a well-planned system of interventions mentioned in the research. The research clearly reported on what interventions were beneficial, but not one district had a plan developed to consistently implement the suggested interventions such as mindfulness, holding planning time sacred, improving teacher pay, etc. Every intervention was linked to student achievement, which means even the ones that were studied were not done out of care and concern for teachers; it was because teachers are needed and small steps were taken to keep them, but not a comprehensive plan that was recognized and supported by the district. I have worked at different schools in Houston ISD where aerobics, jazzercise, yoga, meditation, and mindfulness were offered after school, but I have not seen a district supported program. The research on each topic did not include ways that teachers were provided support with transitioning from the reliance on standardized testing to different types of assessments such as portfolios. This could have created a renewed interest as part of culturally relevant teaching methods.

Chapter III

Research and Methods

Introduction

The researcher examined teacher perceptions by seeking to answer the question, How did support impact their decision to remain employed in a multicultural Title I, high school located in a diverse, urban school district. The researcher explored this issue using how, why, and what type of questions in the context of the participants professional environment highlighted some of the reasons teachers had certain attitudes regarding how they have or have not been supported. The researcher began by identifying potential participants and seeking their agreement to participate in this study. Next, the researcher will explained the Carspecken 5 stage research design and data collection process. After the data collection process concluded, the researcher utilized coding and member checking to analyze the data. The data outcomes were reported along with any additional unexpected results. This part of the research process proved to be intensive and introspective. The researcher followed the appropriate guidelines that involve human participants, their safety, and privacy.

Research Question

Jane Agee (2009) stated that a researcher's question should be based on the particular issues related to the researcher's study. The question in this research study was, What were teacher perceptions related to teacher support that affected teacher retention? Answers to this question were instructive as local campuses and districts try to encourage career educators to remain in the field. This study was shared with other researchers and interested stakeholders what teachers were thinking, feeling, and experiencing as it

relates to support regarding professional development, the health and wellbeing of educators, teacher retention, and culturally responsive and relevant teaching support they had experienced or would have appreciated experiencing as they made calculations about whether to continue their career in public education, specifically in a large, Title I, comprehensive high school situated within a large urban school district.

Methodological Tradition

This study was derived from the qualitative methods tradition because it allowed the researcher/participant the opportunity to explore individual perspectives using a case study approach across a broad spectrum of ages, years of experience, and content areas. The variance in teacher background and experience created opportunities to collect data from semi-structured interviews, focus group interview, member checking interviews, and field notes. It also took into account the flexible nature of the data collection process because it was based on the real, lived experiences of participants in their natural work environments. Interview and field notes were used to identify similar themes. Carspecken's Five Stages of Critical Qualitative Research will be used to design this study. Qualitative methods of data analysis will include hand coding using Tesch's 8 Steps in the Coding Process as outlined in Creswell & Creswell (2018) and member checking.

Burrhus Frederick Skinner's Operant Conditioning Theory, more specifically his Radical Behaviorism Theory was one of the theoretical underpinnings. This theory was connected to my research because in the theoretical framework it demonstrated that teacher retention was affected by certain stimuli or environmental supports, (i.e., Effective Professional Development, Professional Environment, Concern for their Social

and Emotional Health and Wellbeing, and Retention of Career Educators). These factors were often out of the control of teachers, and some had exhibited responses such as health incidents or crises which had caused some career educators to reconsider employment in comprehensive, urban schools and districts.

One source that articulated this theory that helped inform my research included, *About Behaviorism* by B. F. Skinner (1974). In this text, Skinner (1974) reported that while the final outcome of a decision is noteworthy, the preceding activities that acted upon or created the environment for such a decision to be made was more important. This research showed if a teacher's employment decision is affected by the support that was provided in their environment usually over a period of time before a final decision is made.

The Herzberg Hygiene-Motivation Factor Theory, first theorized by Frederick Herzberg, was another theoretical underpinning in this research. This theory focused on factors that affected job satisfaction and dissatisfaction. The Social Learning Theory is another theory that framed this research because it considered workplace factors in various social contexts and how teachers related to one another and the impact those relationships had on their decision to stay or leave a worksite.

Thus far, I did not have any gaps in my understanding of which I was aware. I was not sure what gaps in understanding I may have encountered at a later point. Although I have come across some authors who have challenged the validity of Operant Conditioning and Radical Behaviorism, I have not been able to delve deeply into their interpretations. I was still examining the writings of B. F. Skinner and others who have

studied his work. The inquirer will have constructed meaning from the information presented and shared throughout the study.

The ontological implications of the Operant Conditioning Theory's subset, Radical Behaviorism, the Herzberg Hygiene-Motivation Factor, and The Social Learning Theory indicated that teaching was a social interaction and included the conditions in which teachers worked and interacted with students, parents, and colleagues to be in their natural environment of a classroom, school meeting, or other school function and where they experienced a level of comfortability and familiarity. The Herzberg-Motivation Factor considered the parts of teaching that had the potential to determine if teachers did or did not experience job satisfaction. According to Coombs (2022) some of the factors/dissatisfiers noted by the theory are salary, secondary working conditions, the relationship with colleagues, physical workplace, and the relationship between supervisor and employee.

Teachers felt very inclined to be in a leadership or authoritative position when in the natural environment of their classroom or PLC, but often did not present themselves as outspoken or assertive when they were out of this element for several reasons such as a lack of efficacy, support, or opportunity . For example, when a teacher delivered instruction, s/he engaged in public speaking by sharing the curricular information but may not have been so inclined when they were not in this environment. Also, when viewed from an interpretivist ontological position the nature of the educational environment continuously changed. No two days were exactly alike because teachers and campus leaders disturbed the environment daily, and they were not able to control the natural environment in which teachers worked because new perspectives which created

meaning were constantly introduced to the space. Employee recognition, support, collaboration time, and compensation were related to the motivation and social aspects of teaching.

The epistemological implications of Radical Behaviorism were that teachers acquired knowledge as they delivered instruction, helped students with assignments, gained knowledge through meetings, professional development trainings, observed student discourse, conferred with administrators and colleagues, and engaged in other student interactions. Both of these paradigms were heavily influenced by an actor's subjectivity, perspective, and personal experience.

Research Context

The study participants were teachers whose work site was a diverse Title I, high need high school located in a large, urban, Title I school district. Participant ages ranged from 30 – 60 years old. Participant criteria included career educators with five or more years of classroom experience. Teachers were on probation for a minimum of three years; therefore, five years of experience was used as a baseline because at this point that teachers developed a clearer understanding of their professional environment. Semi-structured and focus group interviews were recorded on the UH Microsoft Teams platform. The researcher hosted interviews from a home office and participants were advised to have a similar environment in which they were able to speak openly regarding their experiences related to study questions.

The school and district referenced in this research study had experienced a decline in teachers employed there. Teacher attrition had affected everything from class sizes to discipline because teachers had left the district at a high rate over the last ten years. Several

teachers had left the campus or district all together. Some chose other career paths while others remained in public education. This district has experienced the departure of three superintendents in the last seven years. This case study will however focus on career educators. There were many local interests groups locally that regularly attended school board meetings and thus the researcher was careful not to intentionally cause harm for participants who were employed in the district or districts that former superintendents now manage. The researcher further acknowledges that some participants had concerns due to an ongoing lawsuit and state takeover of the district that included the school where study participants were employed. The political environment in which the participants, including myself, were employed was often at odds with what teachers needed or desired to develop high levels of professional efficacy as a means of improving their practice while making meaning of the processes and systems in which they found themselves.

Qualitative research was a subjective method of research that allowed the researcher to serve as a participant, who was engaged in inquiry into real-world problems of practice that had the potential to impact the daily professional life of the researcher. The type of qualitative method that was employed in this study was a case study. This case study was derived from the interactions between the teacher, administration, and their colleagues in a professional learning environment. In this case study my professional environment and social interactions factored into the study because I served as the researcher/participant and had the opportunity to share my perspective and experiences that informed my practice. Creswell & Creswell (2018) defined case study as the following:

Case study is a strategy of inquiry in which the researcher studies an intact cultural group in a natural setting over a prolonged period of time by collecting, primarily,

observational and interview data (Creswell, 2007b). The research process is flexible and typically evolves contextually in response to the lived realities encountered in the field setting (LeCompte & Schensul, 1999).

Factors such as professional development, working conditions, retention efforts, teacher health and wellbeing, and culturally responsive and relevant teaching were the focus of this study.

As the researcher/participant, I recognized that curriculum, state standards, and instructional practices were important, but were centered around educators' articulation of our needs and how they affected our employment decisions. The case study method was context-based and flexible due to the real-world, practical nature of teaching. This case study included opportunities for me to serve in dual capacities as researcher and participant. This study allowed me as the participant/researcher to construct the meaning of problems of practice based upon the social construct of the educational system in which I worked.

The models of action research that worked best for my study were models that reflected the continuous or iterative process of reflection on my practice or findings to engage in continuous improvement. The Macintyre (2000) and the O'Leary (2000) models most closely reflected my classroom practice. Epistemological and ontological underpinnings of action research included a theory of knowledge indicated by what constituted or qualified as knowledge, while the ontological underpinnings were related to a theory of being, such that it related to stated claims or assumptions about one's social reality in educational systems. The main underpinning of this case study was constructionism because educators observed actions and made meaning of those behaviors in the educational setting.

Researcher Role and Positionality

My position included dual roles as the researcher and as a participant. The researcher/participant was an African American female career educator in the school and district in which this study was focused and as such have attended many professional development trainings. As the researcher/participant, I fully acknowledged that I was a candidate for elected office multiple times, engaged in political campaigns of current and former school board trustees, was a teacher advocate, and served on multiple boards and committees as a teacher advocate or representative.

Even though I acted as researcher and participant, my position did not affect or influence employment decisions at this school or in this district. I did not have any undue influence over the participants. They agreed to willingly participate in this study.

As the researcher/participant I acknowledged that I was a former Literacy Coach. While I served in this role, I delivered training that other colleagues or district administrators deemed necessary. Although I acknowledged that I was able to self-select some training during the early parts of my career, a school or district administrator preselected most. Due to my quarter of a century career span, I have been able to position myself as a campus, district teacher leader, and union leader. As the study investigator, I recognized that there needed to be a degree of separation from the lived experiences of other participants, until they assumed the role of participant. According to Creswell (2003) investigators also understand that participants will have differing points of view from theirs. This should be respected and acknowledged to participants to elicit authentic participant engagement.

Currently, I was the 11th Grade English Language Arts Team Leader at the school in which the participants were employed. Additionally, I, the researcher/participant also served as a teacher advocate on the Executive Council of the Houston Federation of Teachers union and on several district committees, including the District Advisory Committee (DAC), TTESS Design Committee, the HFT/HISD Consultation Team, Teacher Incentive Allotment Committee (TIA). I also served as the TTESS Campus Ambassador. I utilized all of these platforms to advocate for campus-based employees. The interviews were conducted in my home office through the University of Houston's Microsoft Teams application. During this research study, I risked a contract nonrenewal and other workplace backlash. Due to my work with the union, I have already been passed over for positions that I was qualified or overqualified to hold. The subjects were current colleagues from this campus.

In a previous research study, I engaged in action research on the topic of District of Innovation as a part of the HFT Teacher Leader program. The researcher continued to use the District Advisory Committee to advocate against authorizing the Houston Independent School District's Board of Trustees to operate under District of Innovation exceptions to state law that had the propensity to do irreparable damage academically, socially, financially, etcetera. As the 11th Grade ELA Team Lead, the researcher/participant's first responsibility was to advocate for their team members through effective leadership.

Participants

The population that was studied in this research were current teachers in a diverse high school with five or more years of experience. This study focused on these groups

because they had accumulated enough years of service at a high need high school situated in a large diverse district to understand the dynamics of the school and district environments. This experience added to their perceptions regarding workplace support and how the support presented in this study impacted their employment decisions. These participants were selected because they had a level of institutional knowledge on the school and district environments and contexts. Furthermore, the selected participants would brought a level of experience that covers a wide enough time span that allowed them to be able to respond in a way that brought their longitudinal perceptions to bear in an informed manner.

Convenience and purposeful sampling were used to determine the inclusion of teachers at this worksite. Some limitations included the number of participants and the exclusion of novice teacher perceptions. Other limitations to this case study included not having more time to evaluate the abundance of information in some subareas of the question, maintaining access to educators during the Spring testing season, and time. Ethical dilemmas included informing other participants of my positionality as researcher and participant. Benefits of this study included gaining a wider understanding of teacher attitudes due to their employment history in this Title I school and adding to the body of research on this topic.

Due to my role as researcher/participant and twenty-five years of service in this district, the participants were current colleagues. There may have been a concern regarding participant privacy and the researcher/participant utilized research standards to protect participant privacy that encouraged full authenticity in participant responses. The

potential participants were selected after completing the Consent Agreement. The following special populations were excluded:

- Adults unable to consent
- Individuals who were not yet adults (infants, children, teenagers)
- Pregnant women
- Prisoners
- Students for whom I had direct access to or influence on grades
- Economically and or educationally disadvantaged persons

Individuals who were vulnerable to coercion or undue influence, as described above, were not included in this study. The total number of participants that were selected was five who teach at an urban high school in a large, Title I school district. No participants were recruited at the University of Houston or any of its satellite campuses. The researcher secured consent for participation for five participants. The five participants allowed for differing experiences regarding the same phenomenon in the same environment. The total number of participants to be accrued locally were five, including myself as researcher/participant.

Data Collection

This qualitative study included individual and focus group interviews and field journal notes. Teachers with five plus years of experience were provided opportunities to share their perceptions regarding teacher support. Yin (2018) and Agee (2009) recommend using “How” and “Why” questions when collecting qualitative research data. A semi structured interview was conducted to gather in depth participant responses about support. Yin (2018) also stated that the researcher should be skilled in interpreting data

regardless of whether or not it was collected manually or electronically. The researcher should be knowledgeable and astute enough to make sense of what was reported. Member checking was used to clarify participant responses or to address follow-up questions derived from the semi-structured individual and focus group interviews. The researcher/participant also used a field journal to document additional observations in the daily professional duties as a classroom teacher/researcher. Study questions and field journal notes had a direct correlation to the question that investigated. Transcribed interviews offered opportunities for reflection and follow-up as well. The data collection timeline was from February 2023 – May 2023. The data collection timeline was based on the availability of the study participants. The data sources were strong and covered relevant periods that were related to the research question in this study. As the researcher, I went to great lengths to utilize peer reviewed research articles that had an identifiable connection to the research topic.

This study used Carspecken's 5-stages of research design. Each participant completed a semi structured interview, and 4 of the 5 participated in the focus group. I served as a researcher and a participant. One participant was not available during the scheduled time of the focus group. I also kept a dialogical journal or field notes of observations made based on what was happening in the field.

Data Analysis

According to Yin (2018) case studies should use a variety of data sources to triangulate evidence that will support the findings. The raw data and subsequent forms of analyzed data were stored in UH OneDrive. The UH Teams platform was used to collect transcribed interviews. This data was coded, placed in a matrix, and analyzed to identify

common themes. During the data analysis process participants were referenced using pseudonyms such as Participant 1, Participant 2, and so forth. Colors will be used to highlight words or phrases that emerge as repetitive or synonymous. After coding raw data, the researcher identified emerging themes or categories and organized them accordingly. Finally, once the iterative process was exhausted the data findings and conclusions were reported. Member checking occurred before the final report was published. Participants had an opportunity to address any misconceptions in their responses and clarifications that were included in the final report. The researcher presented the data in the context of a final report which included tables, charts, and written narratives.

Trustworthiness, Replicability, and Generalizability

The researcher/participant continuously represented their potential biases in an upfront and honest manner. This study included those disclosures multiple times. Aspects of the researcher's positionality were related to their cultural, professional, and political activities. The researcher further disclosed that the union in which they serve as an Executive Council member, Houston Federation of Teachers, had successfully sued the district in which the study is based. Yin (2018) reminded the researcher that recorded interviews offer reflection opportunities, he also cautioned the researcher to listen attentively because the recording will not substitute for meaningful listening. Yin (2018) also indicated that 6 to 10 cases are enough to support the study question because it allows for replication of some parts of the study, even though some contextual elements will not be replicable due to the nature of the environment in which the study occurred. Member checking was used to minimize researcher bias along with thick descriptions to

explain the data collection process and analysis. The researcher recognized that these methods allowed for insights to be gained from the thick descriptions of the participants' experiences. The researcher did not use language that offended or marginalized any group or minimized or exaggerated their contributions Creswell & Creswell (2018). Norman A. Stahl and James R. King (2020) also reported that triangulation of different data collection methods or analysis are ways to add credibility to the researchers work. Stahl and King (2020) reminded the researcher that peer debriefing and scrutiny are ways that researchers can create trustworthiness regarding their study.

Chapter IV

Findings

Introduction

This qualitative case study explored teacher perceptions regarding specific types of workplace support that are provided to teachers: (1) professional development, (2) health and wellbeing, (3) working conditions, (4) teacher retention, and (5) culturally responsive and relevant teaching support by using this question: How do workplace supports affect teacher retention? Semi-structured individual interviews were recorded and transcribed via UH Teams. A focus group interview was conducted in the same manner. The researcher/participant also kept a dialogical journal. Transcripts for both interview processes were downloaded. This process involved multiple rounds of coding, member checking to clarify meaning of participant responses, and identification of themes based on various codes. As codes were identified they were analyzed for accuracy and themes identified. Excerpts from participant responses were reported and organized by theme. This section included the participants' backgrounds and included a chart that contained descriptions of the study participants in Table 1. Their personally identifiable information was not included. The participant responses were triangulated along with the researcher's dialogical journal and the findings reported.

Each question was related to an aspect of teacher perceptions regarding specific types of support from their campus administration. When participants provided responses related to the district or their previous workplace a notation was provided. Tables, graphs, or charts were used to present different types of data. The data was analyzed by topic and emerging themes identified. The questions were asked in the same order as they were

listed here. Table 2 Participant Demographics provides basic demographic data for the participants in this study.

Table 2 Participant Demographics

Name	Subject Taught	Degree	Certified	Age/Ethnicity/Sex	Years of Experience
Participant 1	Science, Health Science	Masters	Yes	30-40 years old African American Male	10 years or less
Participant 2	English Language Arts	Masters	Yes	30-40 years old African American Female	10 years or less
Participant 3	English Language Arts	Bachelors	Yes	40-50 years old Caucasian Female	20 or more years
Participant 4	English Language Arts	Doctorate	Yes	40-50 years old Latin X Female	10 or less years

Participant 5	English Language Arts	Masters	Yes	50-60 years old African American Female	20 or more years
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Individual Interviews

Question 1: How does your campus administration support your professional development growth?

The participants' overall responses identified ‘mandatory or compliance’ training as the campus priority. The general consensus was that when participants began teaching at this campus the professional development offerings were more numerous. Over time and administrations that changed. Lotan, et al (2019), reported that a team of principals and site-based leaders across several districts in California supported the teacher leader model to scale up the capacity and content knowledge in the delivery of professional development, while also providing opportunities to increase teacher efficacy. Teachers felt like their personal goals for professional development have not been a priority and they have not been supported when they expressed the desire to attend training of their choosing at our campus in Houston.

Theme 1: Devalued teacher choice/Disrespected

Participant 1: “It’s more of a thing that needs to get done. ...boxes need to be checked. Meaning like it’s make sure you get these many hours completed. Here are some things you can do, but as far as the find your own professional development and getting it done. It doesn’t seem like that is a priority.”

Participant 2: “We're at a campus that doesn't value, allowing us to identify training for ourselves that we feel would be beneficial to our development. I've never been allowed to choose my own training and say I would like to have my campus either provide me the time off without having to use my personal days or allow my campus to sponsor it for me.”

Participant 3: “I don't feel I've received a great professional development.”

Participant 4: Indicated that time should not be wasted as it relates to professional development.

Participant 5: “The current administration has not expressed support for my professional development choices in any capacity. The administration’s focus has been on excessively long PLC meetings, data, and STAAR. There has not been a content focus.”

Theme 1 Discussion

Throughout my career I have been intentional about the types of professional development that I chose to participate in. They were a combination of self-assigned, district mandated, or campus supported training that was designed for leadership, understanding school budgets, and increasing my content area knowledge. The idea of not being able to attend a training, professional conference, or other types of professional development is a direct indication that the current campus administration does not value my professional growth choices, although this was a part of my T TESS evaluation this year. Participants 3 and 4 also spoke of how campus administration wasted time in PLC meetings or was more that they simply have not had great professional development at this campus, although they did discuss great professional development during their time in a previous district.

Question 2: Can you describe a time when campus administration showed care or concern for your health and wellbeing?

The general consensus of the participants was that school administration did not inquire, encourage, or support their health and wellbeing. They reported that they recalled systems put into place by previous principals, particularly during Covid, but not by the current principal.

Theme 2: Lack of Priority

Participant 1: “I don’t think that personal well-being is on the list of their priorities. I don’t think it’s a priority of the admin. So yes, as far as health, I am not sure admin, particularly cares.”

Participant 2: “I’ve never seen that on the campus level.”

Participant 3: “When I was sick over the summer, they were understanding. But there was no, ‘Get well soon.’ There was no loving text of, ‘Oh, we’re so sorry to hear you’re in the hospital,’ and I think I was out the first six days of the school year. You were the only one who actually reached out to me. I don’t think I can you tell of such a time as that.”

Participant 4: “I think about how several people at school, including myself, talked about how if the district was providing resources for students and parents, they should also provide resources for teachers. (during Covid).”

Participant 5: “We’ve had three incidents of guns and knives on our campus, and the administration has neglected to inform the staff and parents in many cases, in a timely fashion. Only when people started to complain about it. And so now everybody is frustrated. I was out sick for two weeks and only one person inquired to see if I was okay. All of the SEL supports that we used to have on campus are directed for students only.”

Theme 2 Discussion

During the previous administration students were provided with resources such as masks, bottled water, and hand sanitizer. They also provided teachers with thick plastic dividers. Corrente, et al (2022) found that administrative support is an important factor in teacher wellbeing, and administrators can play a significant role in building resilient teams that perform well (Sokal et al., 2020). The current administration has not expressed concern when teachers have been out for extended periods of time, passed away, or lost family members.

Question 3: Tell me about your current working conditions.

The participants indicated that several factors affected their working conditions such as class scheduling, grading, and weekly department PLC meetings that lasted 1.5 hours in addition to weekly 45-minute PLC grade level team meetings.

Theme 3: Stress

Many factors impact teachers' working conditions. "Working conditions emerge as highly predictive of teachers' stated intentions to remain in or leave their schools, with leadership emerging as the most salient dimension. Teachers' perceptions of their working conditions are also predictive of one-year actual departure rates (Ladd, 2009)." Excessive paperwork, ill planned meetings, constant schedule changes, weapons on campus, teenage drug use in the restrooms are all things that impact a teacher's working conditions. All of these factors in excess add stress to teachers in their work environments. Herman, et al (2018) found that "teacher stress also contributes to teacher turnover (Johnson et al., 2005) and about half of teachers leave the field within their first 5 years, often due to the stress of the profession (Ingersoll, 2002)."

Houston Federation of Teachers Union President, Jackie White Anderson - "Students learning conditions are teachers working conditions."

Participant 1: "I'm tired. I'm tired. I am on campus most days till at least 6:00 o'clock. And that has to do with coaching and so that's our personal stipend attached to that. But because of that I'm not able to do schoolwork after school, which I would normally do for 30 minutes twice a week or an hour twice a week. Normally, I would be planning lessons and doing grades. Some of these things I need to check for understanding. There's a writing component with some of these things, like lab reports I've been doing recently that takes time. I am busy from the time I step on campus; I'm planning to try to figure out the proper way to get the lesson delivered, getting other things, a lot of front-end work that I don't really have time for. So, I kind of do it during the day. Whereas if I had another planning period, I could get this stuff done beforehand. I would do all grading during one of my planning periods, then the next planning period which are department meetings every week. There's a department meeting and that's when I'll take time to do other things like grade and do things that I need to do in the sense that I don't have time otherwise. Every week one of those planning periods is taken up with a meeting. There's nothing I need to meet 90 minutes every week about. In general, teachers aren't heard. We're not being taken seriously enough. It takes a grading cycle to level classes. And frankly, it's a waste of time because students get to change their schedule at any point in the year. I have labs to prepare sometimes. That takes time. I have to prepare the labs. I have to make sure they execute it properly. Afterwards, I have to clean up the lab."

Participant 2: "I was asked to move from teaching juniors to freshman this year. Grading is not so bad because I have fewer kids. I think the heaviest part of my workload

is how much planning I have to do. Well, now what would be a two-week lesson plan that lasts two or three days. I think about how most professions, they clock in, clock out when they clock out, they're done for the day. Teachers are already expected to clock out and come home and do work right. So now think about the fact that I see the same kids every day, so it's not even a normal planning process. It's a double loaded planning process. I'm on a team where we're teaching novels, right? Novels that they might have already read because they've been here, done that. But I'm brought to a new team. And I haven't read any of these books. So, on top of the extra planning, I'm at home reading. Our workload sometimes can be really heavy. Well, one thing that really impacts my ability to do my job is how much time is being taken for just meetings. I'm not somebody that wants to have to do all this at home, but I'm forced to, because this year I makes ten years that I have been teaching. This is the first year I felt like most of my off periods are being taken by admin. You know, this is also the first time where I've been in a situation where every meeting the has the principal and our content level administrator present. This is probably the most stressful year I've ever had because the principal is in every meeting. So, it makes it very hard, and it makes it very stressful. I'm not being trusted to just do my job. Lots of micromanagement this year.”

Participant 3: “The PLC meeting every Monday for at least 45 minutes. We've been pretty good about that at the beginning of the year, they required us every week to attend. Whole English department PLC's that took up all 90 minutes. Until finally, the teachers, I think, started to push back about November saying why do we have to meet every Wednesday. So, I think for the first half of the year, at least for the first semester, we were pretty much meeting at least 45 minutes and then those 90 minutes and then every

so often there might be something else thrown in there, maybe not a faculty meeting, but I might have an ARD (Admission Review and Dismissal) meeting if that counts as a meeting. So often that off time where they want us to plan and have data-driven instruction and individualize all the learning is compromised because they have us doing other things. Students are getting the message that they can do anything they want, and they are roaming the halls. I don't know what our numbers are, but there's been so many fights. This casual acceptance of violence is ridiculous. I don't think the campus has systems in place to deal with the level of violence.”

Participant 4: My working conditions are pretty stressful. I feel like the administration at my school does not understand what my workload looks like, what my teaching workload looks like. They have no notion of how much time the different things that they ask for take. I've seen that with my job. I've seen that with what they require. How other teachers feel like there seems to be an attitude among leadership that the only thing that counts as success is when you give 150%. This means working outside of contract hours and as a teacher, I already do that, and it seems that at my school the expectation is that you are supposed to be doing extra work. Creating resources, whether yes, is something as simple as contacting teachers. The expectation that we're supposed to text people. I did feel pressured last year when, or last semester when I was new to this support staff position. I did feel like I had to keep up with these expectations and then I realized that we're also feeling that stress. And that made me realize that I wasn't the only one, that it wasn't a problem with me, but that it was a bigger issue, that there were these expectations about how much we're supposed to do. How much you know and the speed with which we have to do it whether it was attending a meeting, whether it was pulling out data, whether it

was planning my lessons on Sundays and before our call today, I was catching up on grading. I don't do that at school anymore because I get so many other things thrown on my desk, so I think that's affected me. I don't think they know how to plan meetings. I don't think that they understand how a workday, or what a professional workday is like. Between college, teaching college, and teaching high school, I had all these other jobs that had regular work hours and different expectations for communication, professional communication. But that whole let me send a text, let me text people and have them show up 30 minutes later to a meeting, I think that's rude, and I think it's unprofessional and it's one of the things that I've noticed as a staff member. There was an expectation that we are always available. Even though I only have one class period, I still have responsibilities towards that class period. I feel like that's suffering because I'm always thinking about seven different things. There are other responsibilities or there's someone in leadership that thinks whatever I'm doing, if they need me, then I need to stop whatever it is I'm doing.”

Participant 5: “I feel like with previous administrations, there was always a lot of respect, a lot of collegiality, a lot of professionalism. This year the department meetings are excessive - 90 minutes. The topics of discussion from administration are centered around the STAAR test or another test that the state or district requires. There is a lack of focus on project-based learning, cross-curricular planning, campus safety, fights, guns, knives and other weapons on campus.”

Theme 3 Discussion

I feel that sometimes the public and those who work outside of the classroom become detached from the sense of frustration that educators feel due to the excessive

and time-consuming meetings and paperwork. Teachers are asked to complete multiple documents for students enrolled in ESL, SPED, AP, and IB courses. Additionally, there is paperwork passed down to the general education teacher that others in campus leadership should prepare or assist with the preparation of these reports. During the previous administration students were provided with resources such as masks, bottled water, and hand sanitizer. They also provided teachers with thick plastic dividers. The current administration has not expressed concern when teachers have been out for extended periods of time, passed away, or lost family members.

Question 4: How has campus administration demonstrated efforts to retain your employment?

Darling-Hammond et al (2022), reported that “principals who had learned how to support teachers’ professional learning and practice may have created productive conditions that encouraged teachers to stay.” Study participants did not report any efforts by campus administration to retain their employment at this work site. “For novice and experienced teachers, providing professional learning opportunities is a significant reason for staying in a district (Miller, G., 2020).” This statement could also be applied to staying on a campus. However, there was a consistent theme of district retention efforts through stipends and bonuses.

Theme 4: Lack of opportunity/Low Moral

This is the fourth administration that I have had at this campus. In my experience, each administration has brought with them their own key staff persons. This is typical in most fields, including education. The current iteration of this scenario has brought

campus leaders who have not invested in creating opportunities for growth for teacher leaders.

Participant 1: “Besides my reliability to show up to be the adult in a room where kids need to be supervised, I don't particularly think that I'm valued as much. You can ask me to do almost anything and if I am not double booked more than likely yes, it's a yes. I'm very reliable. I will show up every day.”

Participant 2: “I've learned a lot as a teacher, and I'm sure as a teacher I'll never stop learning, but I'm very ambitious of trying to have new opportunities to keep growing. I don't want to feel stagnant and stuck.”

Participant 3: “Teachers are not feeling supported, so my fellow employees are feeling, you know, frustrated and their morale is low. So many teachers are wanting to leave. They did not unified the school as our administration claimed they were going to do in the beginning of the school year and they kept talking about team, team, team. It's not a team. I don't feel it's a team.”

Participant 4: “I think it makes no sense. I don't think my campus has done anything to retain teachers. There is very little talk of extra duty pay.”

Participant 5: That, you know, this principal is going out of her way to offer me any special retention bonus or stipend or anything financially to make me want to stay, has not happened. I haven't seen any serious retention efforts in my campus.”

Theme 4 Discussion

This particular administration has not offered career educators any reason to stay at this school. Many of my colleagues, including some of this study's participants, have openly stated they will not be returning to this campus due to a variety of factors,

including the principal's unwillingness to create opportunities for teacher leaders on this campus. "Teachers reported that there were too many professional development meetings (Lane, 2019)," that wasted their PLC time and forced some participants to resort to planning on their personal time, and had a negative effect on teacher morale, which was a secondary theme.

I will be staying unless I am offered a promotion with a budget tied to the position so that I would be in a better position to support my colleagues. It is also important to mention a few things: 1) I am eligible for retirement in a couple of years, 2) on-level, AP, and IB, 3) I am seeking better opportunities within and outside of the district. I will not trade one tenuous situation for another. My goal is to obtain a position in my field that will allow me to stretch myself and support other educators.

Question 5: How does your campus approach or provide Culturally Responsive and Relevant Pedagogy Support?

Study participants reported that the current administration did not make efforts to support a culturally responsive or relevant pedagogical environment.

Theme 5: Culturally Responsive/Relevant Pedagogy; Community

Culturally responsive and relevant pedagogical approaches to teaching have been widely supported by the research of Gloria Ladson Billings, Linda Darling-Hammond, Zaretta Hammond and others. CR/RT takes an intentional inclusive approach to teaching that incorporates the learners background, community, and life experience.

Participant 1: "Maybe add some sort of certification toward the lab? Some sort of lab certification potentially to see how work and life is in a lab. My course does not have a required textbook. While I have a lot of freedom to choose materials, I have to be careful

about those materials, especially in this political climate. The admin have not encouraged me to be more inclusive, nor have they told me not to include more information on the contributions of minorities.”

Participant 2: “When we're in our planning meetings, our principal is in every planning meeting, our conversations aren't about lesson planning. Our conversation from the principal is all about Teks and test scores and data.”

Participant 3: “I don't know if I've been encouraged.”

Participant 4: “I never heard conversations about it from campus leadership. I think that we have those conversations as a department, or at least I've had them with teachers. So, I know that my colleagues are mindful of that. As a campus, I think that we can do better by having more culturally relevant celebrations, for example, being mindful of Asian American Heritage Month, being mindful of LGBTQ plus celebrations, or the populations or even the African American students at our school. I think like for example, because our school has a majority Latin X population. Latin X History Month is important, but I think sometimes Black History Month then gets a little swept under the rug and there's a little there's a little more of let's make sure we are doing something for Black History Month. And the same thing with Women's History Month. I don't think that as a school we did anything aside from the library having an installation, but I don't think that there was any talk as a campus about let's celebrate women's history. So, I think we could do better as a school. But I think that our school is mindful of these things and contrary to other schools, I think that. I mean it's already impacted me because I'm changing schools.”

Participant 5: “My principal definitely leaves me looking for other options. It's just a lack of care, concern, empathy. It concerned me that campus leadership had no intention of having a Black History program. So, somebody had to kind of scramble and pull something together. That to me says that you don't see me. Not only do you not see me, but you also don't respect me. So, I'm like I only have a couple of years until I am eligible to retire from the district. I'm willing to see what happens.”

Theme 5 Discussion

Support for culturally responsive and relevant pedagogy has always been an approach the English Language Arts department has taken. Previous administrations always supported the English Language Arts department's efforts towards inclusivity. It made teaching at this campus forward thinking and at times exciting. I have sought out resources and shared them so that our students are exposed to a wide variety of authors and texts such as Pablo Neruda, Dr. Maya Angelou, and Jason Reynolds. Websites such as www.poetry.com and www.poets.org are great resources for poems. The ELA department has consistently included texts by diverse authors from marginalized communities. Some of the resources I have shared were www.commonlit.org, www.poetry.com, www.poets.org, and www.colorincolorado.org. They were great resources for texts by indigenous people, women, LGBTQIA+ and the transgender community.

Focus Group Interview

The focus group interview took place after the individual interviews. This was an opportunity for participants to discuss the topics in a group setting. The goal was to allow participants to expound on previous responses from their individual interviews.

Topic 1: Professional Development

The focus group interview revealed that participants felt that their personal professional development goals were not supported nor encouraged and they were limited to district compliance training or PLC meetings that administration dubbed as professional development. These did not include teacher self-selection of training or conference attendance support. According to Participant 2 the general consensus was that “our campus does not allow us to do anything. Participant 5 summed it by stating “they want to invest in what they feel is best for their needs and not for our needs to grow.”

Topic 2: Health and Wellbeing

During the Focus Group meeting, the discussion regarding health and wellbeing shed light on the participants' perception that the school administration does not show concern for teachers' health. Participant 5 remarked that after she had returned to work after an extended illness, campus leadership was asking that she prioritize testing paperwork that the administrator or testing coordinator could have prepared.

Topic 3: Working Conditions

Working conditions are an integral part of daily teaching. Participant 4 remarked consistently about the lack of respect and authority the English Department Chairperson experienced.

Topic 4: Teacher Retention

Participant 4 stated multiple times during the Individual Interviews as well as the Focus Group Interview that she felt like, “I personally don't feel like our campus is doing anything to retain teachers, I feel like things are being done to run teachers out,” while Participant 5 expressed similar sentiments. Participant 3 shared her perception of ways in

which “teachers are being run out” by the poor treatment of teachers who take on extra responsibilities, and the uncertainty of the current climate in the district that everyone is “expendable”, and no one is “safe.” Participant 4 also stated that “tokens” and “meals” did not substitute for “actually being listened to” and respected as professionals.

Topic 5: Culturally Responsive and Relevant Pedagogy

Participants 2 and 5 reported that campus administration did not support culturally responsive or relevant teaching that acknowledge the diversity of the student body. Both acknowledged that these types of school activities encourage cultural understanding and a feeling of connection to each other and the campus.

Study Limitations

This is a qualitative case study. One of the limitations was the inclusion of only five participants. This study included a focus group interview. Only four of the five participants were able to participate. Some participant responses are in reference to district level support or programs and not directly based on current campus leadership. Ideally, and with more time, the study would have included a larger number of participants, participant responses from surveys, a quantitative data component, and findings to gain additional demographic or information related to each subtopic information.

Chapter V Discussion

Introduction

The purpose of this qualitative case study was to determine how workplace support affected teacher retention. Participants provided their perceptions on these areas of teacher support: 1) professional development, 2) health and wellbeing, 3) working conditions, 4) teacher retention, and 5) culturally responsive and relevant teaching. The study findings indicated that while previous administrations supported various aspects of the aforementioned supports for individual participants, the current administration has not exhibited the same level, or any support based on the study's topics. This study used Carspecken's method of semi-structured interviews, a focus group interview, and the researchers' dialectical journal. I wanted to collect the perspectives of career educators to see if there is a connection between these types of support and employment decisions.

Research Question

This qualitative case study explored the question, how do workplace support affect teacher retention. Participants provided their perceptions regarding workplace support that are provided to teachers: (1) professional development, (2) health and wellbeing, (3) working conditions, (4) teacher retention, and (5) culturally responsive and relevant teaching support by using this question: How do workplace supports affect teacher retention?

Summary of Findings

In general, the participant responses to *Question 1*: How does administration support your choice of professional development? All participants indicated a lack of support from campus administration in this area. Some even commented that the

administration did not consider participant choices or only focused on district compliance training. Regarding *Question 2*: How does administration support your health and wellbeing? Participants primarily reported that the current administration does not consider their health or wellbeing, that they are concerned with having a “responsible adult” in the classroom to supervise the students. When posed with *Question 3*: Tell me about your working conditions, participants responded that their working conditions were stressful and that they did not feel that the administration cared about their workload or valued them. *Question 4* asked how campus administration has demonstrated that they want to retain you as an employee. It was interesting that none of the participants were able to articulate any retention efforts by administration but did mention the various teacher retention programs offered by the district. This district has offered pay raises, stipends, and bonuses over the last several years. I am aware of how one teacher negotiated with a previous principal for a pay raise by being given dual credit classes to teach. That teacher eventually left the school. It feels like half of the school is leaving. Each day I see someone that says, “ I’m going to be working at _____ or I have accepted a position in _____ district.” When asked *Question 5*: How does your admin support culturally relevant and responsive teaching, I thought about the fact that the principal was going to forgo this year’s Black History Program which engages all students and helps them develop relationships with their peers that some ordinarily would not have sought. I know that my team has made a concerted effort to move away from the classics to make room for other diverse authors.

Review of Themes

Several themes emerged during the coding and analyzing process. They were coded multiple times to determine a final theme that encapsulated the sentiments expressed by the participants. The themes that emerged were 1) Devalued teacher choice of PD; Disrespected, 2) Lack of priority regarding teachers' health and wellbeing, 3) Stressful working conditions, 4) Lack of opportunity/Low morale related to teacher retention efforts, and 5) Culturally responsive, relevant pedagogy and Community emerged as themes throughout the interviews.

Conclusions: What are teacher perceptions regarding certain supports and how they affect teacher retention?

Question 1: How does administration support your choice of professional development?

The campus administration did not support or promote teachers selecting their own professional development unless it was a district prepaid or mandated training that focused on the teacher's current position and did not provide opportunities for new learning and growth. Teachers have requested to attend professional development from outside sources such as Region IV or professional conferences.

The research concluded that teachers believe that administration should support their professional growth, and in most of these cases it did affect their employment decisions.

Question 2: How does administration support your health and wellbeing?

The research identified several ways in which administrators could support teachers' health and wellbeing such as yoga, mindfulness, weight management, checking-ins, and campus-based counseling. Yet, this administration did not support any of these types of components.

Question 3: Tell me about your working conditions.

The research identified several elements that were negative aspects of teachers' workloads.

Question 4: How has campus administration demonstrated that they want to retain you as an employee?

The research did not identify any measures taken to retain participants at this campus.

Question 5: How does your admin support culturally relevant and responsive teaching?

This study did not identify any efforts taken by campus administration both in and out of class that supported culturally responsive and relevant teaching.

Discussion

Transparency requires that I state that the principal was not able to impact the decision to stay or leave alone. In fact, other members of campus leadership were complicit, in this current and prior campus administrations. I have been denied opportunities to attend off campus, non-district mandated professional development by other members in campus leadership. I have known of other teachers in prior years who have left this campus who cited a lack of professional development support for their content area as one of the reasons for their departure.

This principal has not maintained or improved efforts from previous administrations regarding employee health and wellbeing. Previous district level programs promoted the Healthy Wage Challenge to encourage employees to improve their health, during Covid employees were provided with sanitizer, bottled water, proper spacing, and a plan to return to our campus specifically. Additionally, previous principals provided training through the Fine Arts Department on the benefits of mindfulness and

yoga. During Covid, I asked TXAFT to bring Mindfulness and Yoga training to our members as a tool to combat depression and isolation that some employees were experiencing. Previous administrations also promoted mindfulness or mental health breaks. This administration has not embraced any of these practices.

Like any large organization that employs 200-300 employees, a certain amount of turnover is expected. It concerns me that this campus saw at least 4 out of 10 ELA teachers across grade levels leave. More teachers said they would leave if presented with a better opportunity. This is very concerning for the campus, students, and profession. Some of the teachers that left this campus had worked at this school for 7-10+ years. A high need campus such as this one needs career educators who have a solid grasp of content knowledge and pedagogy. Working conditions are a big reason many teachers have told me they are looking for better employment options. They expressed concerns around the need for campus administration to respect a work-life balance, burdensome paperwork, duplication of information requests, class size, and general increase in professionalism regarding meeting notifications, as well as what's required versus what's recommended or offered. Teachers expressed frustration with the duplicitous nature of campus administration to trick teachers into attending meetings when they needed that time to plan lessons, grade student work, or contact parents. There were meetings that were optional but were presented as though they were required. Teachers were not able to reclaim that planning time. There should have been more clarity regarding PLC meetings and a teacher's planning period. What I found is that some administrators acted as though they did not know the difference or conflated the two meetings, when in fact they were separate.

It is important to note that I, as the researcher/participant, have been informed of teachers being blocked from promotions and other positions as a means to keep them from leaving this campus. Due to the overwhelming amount of principal-led oversight of one grade level team at least 3 out of 5 teachers on that team were leaving at the end of this school year. One teacher felt so stressed out that she accepted a position as a clerk to leave this campus but was denied by the principal.

The English department has consistently made efforts to include culturally responsive and relevant pedagogy into its practice. This administration did not make any strides in this respect. The only culture that the campus principal acknowledged and promoted during school programs was the Latinx community. The principal did not support nor acknowledge Black History Month and only briefly mentioned AAPI Month in one of the weekly email bulletins. This administration did not encourage diversity related to STEM in the career and technology courses. This is of particular concern when teachers are promoting pharmacy technician programs and other related certifications students are offered at this campus. There was not the promotion of diversity in content materials, authors, scientific study, or mathematics achievement. Even though there were decades of research on the benefits of culturally responsive and relevant pedagogy, this administration did not promote that form of teaching. I am not sure if it was due to a lack of understanding or simply a nonchalant attitude on the matter.

Recommendations for Future Research

This study was limited in its scope and number of participants. I would recommend that the examination of teacher perceptions about the types of support that affect their employment decisions be studied further to see if there are correlations at

similarly situated campuses or across the entire district. Given the current teacher attrition issues in this district and across Texas it would be helpful to understand what makes career educators remain on a campus.

This study is beneficial to literature in the field of teacher support because it is an opportunity to recenter the voice of teachers in support conversations and decisions, it will add to the literature on social and emotional learning for teachers and expand or open the field of the empathetic classroom. Providing a space for teachers to have their views on support recorded will also lead to increased teacher efficacy, greater fidelity of instruction, and give teachers confidence in their instructional practice.

Recommendations for Administrators

This qualitative case study endeavored to explore teacher perceptions regarding specific types of workplace support that are provided to teachers: (1) professional development, (2) health and wellbeing, (3) working conditions, (4) teacher retention, and (5) culturally responsive and relevant teaching support by using this question: How did workplace supports affect teacher retention? Administrators need to be aware of factors that affect teacher retention on their campus. They need to understand that teachers are professionals and expect to be respected and treated as such. They should invest in ensuring that teachers are provided with options of their choosing as is required by most teacher appraisal systems in order for them to remain on a path of continuous learning and growth in order to increase their viability and student outcomes. Administrators need to understand there is a new era of teachers who are concerned for their own health and wellbeing. They want to know that administrators view them as more than just a “warm body” in the room. Educating students is a highly skilled profession and it requires that

campus leaders understand the need for culturally responsive and relevant teaching. We have to move away from just teaching the “classics,” which translates to a focus on the achievements of white males.

Recommendations for Teachers

Teachers have to take the reins of their classrooms as the instructional leader even when administration either ignores effective teaching methods or may be unaware of them. Teachers are encouraged to advocate for their health, safety, and wellbeing. This includes fitness programs and the right to be safe while on district property, including their respective campus. Exposure to diverse content materials and achievements of non-white culture is important. Students need to see themselves or be encouraged to create a world in which their respective cultures are not only acknowledged, but respected and sought after. Teachers need to understand that they have a right to their humanity and to have it respected. Knowing your rights, how to find district policies on various topics, and state laws regarding common education policies are the tools that every teacher needs to know before they enter a classroom. This should be a part of teacher induction training.

Recommendations Students

Students can support their students by keeping them abreast of their progress. Teachers want to know how they have impacted students in positive ways. Students are also encouraged to speak in support of their teachers at local school board meetings or submit public comments in support of teachers via the district’s website. Students also have the ability to submit public comment to the state education committee via an online form as well.

Students should know that they are partners in their education. They have the ability to work with their teachers to create a healthy environment by requesting SEL wellness training. This could include wellness breaks for yoga, breathing, or meditation. CASEL also recommended SEL training and support for students.

Recommendations for Parents

Parents have several opportunities to support teachers. Some suggestions include attending school board meetings, calling elected officials, recommending pay raises, advocating for teacher mental and physical health, and providing teachers with greater opportunities to help develop the state curriculum guides. Parents can advocate for teacher pay raises, textbooks and curricula that reflect diversity of thought, history, and people.

Parents are encouraged to participate in community organizations such as Community Voices for Public Education. This organization provides training and support for parents to advocate in support of teachers. They train parents how to speak at rallies, board meetings, and the state legislature. Parents are also encouraged to attend Lobby Day sponsored by Houston Federation of Teachers and TX AFT.

Remember you are your child's teacher's partner. Teachers value your support. Lobby Day and school board meetings are a couple of ways parents can help those in power understand and the importance of a curriculum that promotes diversity, particularly culturally responsive and relevant pedagogical practices that demonstrate a value for the lived experiences many students bring with them to the classroom. Parents

also have a unique opportunity to stress the importance of valuing time that allows teachers to be less stressed about paperwork and unnecessary meetings, they want to plan effective and engaging lessons for their child to learn.

Recommendations for Stakeholders

Please make every effort to support teachers in every way possible. Please advocate for fully funded schools and wraparound services that help keep kids in school. Speak at every level of government for resources that students need, especially mental health services. When students are experiencing difficulties, it is important that teachers have the proper training to recognize the need for mental health services. Speak at school board meetings and state legislatures to reduce the amount of paperwork teachers are required to complete, advocate for teacher salaries to be increased significantly, and volunteer in your neighborhood school as much as possible to help relieve some of the stress that may cause some teachers to leave the profession.

Conclusion

Teacher perceptions regarding these specific supports found that teachers' employment decisions were impacted by a lack of these supports provided in their workplaces. Teachers did confirm that some were leaving or desired to leave due to a lack of support in these areas by campus administration. The Covid pandemic has also highlighted the need for a more balanced approach to stress such as meditation, yoga, breathing exercises, and chanting. Teachers have been receptive to these mindfulness practices. . Policy making can be impacted by an increase in teacher participation on committees that create policies that impact their work environment, greater participation regarding teacher

evaluation policies, and highlighting the need for additional social and emotional learning resources for teachers.

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Appendix A

Table 1

Retention Rates in the Teacher Field at 3 and 5 Years of Experience, by Teacher Preparation Pathway, 2011

Pathway	3-Year Retention Rate	5-Year Retention Rate
UNC System	85%	72%
North Carolina Private	83%	69%
Out of State	66%	48%
Lateral Entry	65%	48%
Visiting International Faculty	68%	49%
Teach for America	24%	7%
Unclassified	75%	65%

Data source: University of North Carolina System. (n.d.). *Retention rates in the teaching field at three and five years of experience: 2010–2011*. UNC Educator Quality Dashboard. <https://myapps.northcarolina.edu/p12division/educator-quality-data-and-research-2/>. Data are for four cohorts of first-time teachers from academic

years between 2005–06 and 2008–09.

(Darling-Hammond, et al., 2022).

Appendix B

Table 2 Participant Demographics

Name	Subject Taught	Degree	Certified	Age/Ethnicity/Sex	Years of Experience
Participant 1	Science, Health Science	Masters	Yes	30-40 years old African American Male	10 years or less
Participant 2	English Language Arts	Masters	Yes	30-40 years old African American Female	10 years or less
Participant 3	English Language Arts	Bachelors	Yes	40-50 years old Caucasian Female	20 or more years
Participant 4	English Language Arts	Doctorate	Yes	40-50 years old Hispanic Female	10 or less years
Participant 5	English Language Arts	Masters	Yes	50-60 years old African American Female	20 or more years

Appendix C**IRB Protocol****PRINCIPAL INVESTIGATOR:**

Name: Coretta Mallet-Fontenot
Department of Curriculum and Instruction
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1.0 Objectives

- 1.1 The purpose of this study is to explore teacher perceptions regarding specific types of teacher support that have contributed to teachers remaining in a school or district or leaving the profession entirely, including professional development, teacher retention, working conditions, and social and emotional support for teachers.
- What are teacher perceptions regarding specific types of teacher support that impact teacher retention at a school site or in a district?
- 1.2 Hypotheses will not be tested in this action research.

2.0 Background

- 2.1 This study will examine the research related to teacher attitudes around teacher support, specifically professional development, teacher retention, support for the mental health and well-being of teachers, working conditions that help foster teacher support, and the impact these supports have on teachers especially those who teach in what are known as hard to staff or Title I schools. According to the Center for Public Education (2013), researchers found that while 90 percent of teachers reported participating in professional development, most of those teachers also reported that it was totally useless (Darling-Hammond et al, 2009). My research will include data from North Carolina. This is significant because it creates a through line to the recent past superintendents - Dr. Grier and Dr. Lathan, who came from North Carolina and brought with them a certain set of attitudes and beliefs regarding teacher support and attrition. Under Dr. Grier's leadership Houston ISD teacher attrition increased from 11% in 2009, to 20% in 2015 (<https://www.houstonchronicle.com/news/houston-texas/education/article/HISD-chief-Grier-aggressive-change-agent-may-be-6296884.php>). Additionally, Dr. Grier brought the value-added practice to Houston ISD which over time led to the dismissal of teachers that were deemed low-performing or ineffective without the district explaining what this actually meant or modeling how to improve or explaining the value-added formula used to calculate a portion of their appraisal scores. Also, teachers were anecdotally reporting higher incidence of heart attacks, strokes, and anxiety or panic attacks due to the stress of high-stakes test scores and their impact on their evaluations, and ultimately their employment in Houston ISD. <https://files.eric.ed.gov/fulltext/EJ1234497.pdf> This background information is needed to add context for the inclusion of the North Carolina data. Terry Grier instilled some of these same practices and attitudes there and brought those with him to Houston. Now, more than ever, I am concerned about the social and emotional

supports available to me and my colleagues as we endeavor to implement a litany of reforms in STEM, literacy, mathematics, mental health, behavior management, and the sciences. This study will explore views on diverse types of teacher support, including professional development, teacher retention, working conditions, and social and emotional support. Former Superintendent, Terry Grier, brought the value-added practice of linking student test scores to teacher evaluations. Under his tenure, Houston ISD was sued and lost that lawsuit.

- 2.2 It was important to include data from North Carolina because during one of the largest teacher attritions, two of our former superintendents had worked in North Carolina and brought those policies and attitudes with them. Our district is still trying to recuperate from those policies, and the current superintendent is heading down a similar path in terms of prescriptive curriculum, which based on past experience will be met with cynicism and feelings of being treated less than degreed, certified professionals who understand pedagogy, curriculum, and learning.
- 2.3 The literature on social and emotional learning is still considered new. This field of literature deals with teacher and student interactions and mental support for teachers and its impact on teacher longevity. One aspect of mindfulness research focused on teachers' social and emotional support, while another aspect focused on how teachers' emotional health and well-being impacted how they interacted with students. While a third tier of mindfulness research focused on the daily stressors of the job and how teachers managed that. Another deficiency in the literature was the lack of a complete focus on the health and well-being solely of teachers. There was not any research that was specifically about teachers or where schools and districts had a well-planned system of interventions mentioned in the research. The research clearly reported on what interventions were beneficial, but not one district had a plan developed to consistently implement the suggested interventions such as mindfulness, holding planning time sacred, improving teacher pay, etc. Every intervention was linked to student achievement, which means that even the ones that were studied were not done out of care and concern for teachers; it was because teachers are needed, and small steps were taken to keep them. There was no comprehensive plan that was recognized and supported in the favor of teachers by the district. I have worked at different schools in Houston ISD where aerobics, jazzercise, yoga, meditation, and mindfulness were offered after school, but I have not seen the district support such a program.

Currently (2021) in my district, there are over eight hundred teaching positions open and over 120 certified professional positions that need

to be filled. Over the course of the last few years, school districts across the state of Texas and the United States have not been able to fill many of these positions with full-time, certified educators. I have received unexpected calls from administrators inquiring if I had “secured a teaching position for the Fall semester.” If this trend continues coupled with class size waivers, classes will again be overloaded, and teachers will continue to flee Chavez High School, Houston ISD, and the profession. This status will impact the social and emotional well-being of myself, my grade-level team, and my colleagues.

3.0 Inclusion and Exclusion Criteria

- 3.1 The study participants will be from my professional contact network between the ages of 30 - 80. Participant criteria included career educators with five or more years of service to the campus or in the district. All participants are residents of the United States.

Describe the specific criteria that define who will be included or excluded in your final study sample. Make sure to include age.

- 3.2 The potential subjects will be screened using an online survey.
- 3.3 The following special populations will be excluded:
- Adults unable to consent
 - Individuals who are not yet adults (infants, children, teenagers)
 - Pregnant women
 - Prisoners
 - Students for whom you have direct access to/influence on grades
 - Economically and/or educationally disadvantaged persons

4.0 Vulnerable Populations

- 4.1 Individuals who are vulnerable to coercion or undue influence, as described below will not be included in this action research.

5.0 Number of Subjects

LOCAL:

- 5.1 The total number of subjects to be accrued locally are 15.

- 5.2 Fifteen subjects will be enrolled and screened. I expect ten subjects to complete the research procedures.

6.0 Recruitment Methods

LOCAL:

- 6.1 Potential subjects will be recruited Spring 2023, from my professional network using via social media, and text message. These will be teachers I currently work alongside or who have worked with previously. They will have a variety of professional backgrounds, different entry points into education, and have different professional philosophies. Participants will be contacted via Facebook direct message and text messaging.
- 6.2 The participants in the study will be teachers and former teachers from my professional network between the ages of 30 - 80. Participant criteria included career educators with five or more years of service to a campus or district.
- 6.3 Potential subjects will be identified based on their response to a social media or text message request.
- 6.4 See Attachments:

Potential Subject Recruitment Script:

7.0 Study Timelines

- This study is expected to occur from Spring 2023.
- The total duration of an individual subject's participation in the study
- The study will consist of (2)online surveys to be no more than 20 questions in length, and (1) recorded interview via UH Microsoft Teams that should last a maximum of 1hour in length.
- The anticipated enrollment duration will be from once I have received IRB approval.
- The estimated date for the investigator to complete the study is Fall 2023.

8.0 Study Endpoints

- 8.1 This is a minimal risk study; as such, study endpoints are not called for.

9.0 Procedures Involved

- 9.1 This qualitative study includes teacher surveys and recorded interviews. Teachers with 5+ years of experience will be provided opportunities to share their perceptions regarding specific teacher supports.

Describe and explain the study design.

- 9.2 Potential participants will receive a recruitment message via Facebook direct message or text message. Participants who are selected using convenience and purposeful sampling will be provided consent documents to sign prior to participating in each study activity. Each participant will have 24 hours prior to each activity to change their mind. Once a participant submits a consent form agreeing to take part in the initial survey, they will receive a links to the initial demographic survey. The same procedure will occur for the UH Microsoft Teams interview and follow-up survey in Microsoft Office 365 Forms. The (2) online surveys will be from Survey Monkey and the other from Office 365 Forms. Subjects will also participate in a recorded and transcribed interview via UH Microsoft Teams. The data collection process will occur beginning Spring 2023. Data will be coded and analyzed using the available online tools from each product and the researcher's field journal.

Recruitment Message: Each participant will receive a recruitment message via Facebook direct message and text message.

Source 1: Initial Demographic Questionnaire
<https://www.surveymonkey.com/r/XQFCK6R>

Sources 2: See Attachment 1 – Open-ended Interview Questions

Source 3: See Attachment 2 – Direct Response Follow-up Office 365 Form

- 9.3 Data regarding teacher perceptions about support related to the following areas will be collected: 1) Professional Development, 2) Teacher Health and Wellbeing, 3) Compensation, and 4) Teacher Retention.

No long-term follow-up has been planned at this time.

- The study includes a section on health and wellness. Subjects will be asked about this because it speaks to their perception of support from their campus administrator or Houston ISD.

- Identifiers will be protected from improper use and disclosure as much as possible. There will be a limited number of questions related to health and wellness. Case monikers will be used to protect subjects as much as possible.
- Identifiers will be destroyed at the earliest opportunity consistent with the research and analysis process.
- I agree to provide written assurances that the protected health information will not be reused or disclosed to any other person or entity, except as required by law, for authorized oversight of the research study, or for other research for which the use or disclosure of protected health information for which an authorization or opportunity to agree or object is not required by 45 CFR 164.512.
- The research could not practicably be conducted without the waiver because a significant portion of research involves teacher perceptions of support for their health and wellbeing by their campus or district administration. Subjects will have multiple opportunities to speak as openly as they choose during the research process about the support they have or have not experienced related to the support or lack thereof, from campus administration and Houston ISD.

Subjects will need to address the level or types of support they have or have not received as a key element in this research.

Teacher perceptions can only be gained if subjects agree to share this type of information to the degree, they are comfortable.

10.0 Setting

- All research will be conducted electronically. I will be conducting interviews alone, from my home office. Study participants will be able to access surveys via their own electronic devices, including laptop computers and cellphones. UH Microsoft Teams interviews will occur via participant electronic devices, including laptop computers and cellphones.
-

11.0 Risks to Subjects

- 11.1 There are minimal reasonably foreseeable risks related to this study. Every effort will be made to maintain subject confidentiality. The areas of discomfort and privacy will be reiterated at each data collection phase. I will use UH Microsoft Office 365 Teams account, UH Office 365 account, my Researcher's Field Journal notes, and my Survey Monkey account to collect data. Data will be downloaded from online platforms and saved on a UH One Drive. Study participants will also be encouraged to use their own personal devices, not employer owned devices for data collection.
- 11.2 Subject confidentiality will be maintained by not collecting survey data on public devices unless the subject consents to such measures.
- 11.3 The researcher will check-in with study participants prior to each study activity for safety concerns.
- 11.4 UH One Drive only
- Study participants will remain confidential. Participants will be referred to as Case 1, Case, 2 or a similar moniker. Their personally identifiable information will be stored in UH One Drive. I attest that I am the only person who uses this computer. It is password protected. Data will be saved in UH One Drive solely for the purpose of this study. The areas of discomfort and privacy will be reiterated at each data collection phase.

12.0 Potential Benefits to Subjects

- 12.1 There is not direct benefit.

13.0 Withdrawal of Subjects

- 13.1 If a subject is promoted to an administrative position, violates the confidentiality of other subjects, they may be withdrawn without their consent.
- 13.2 Subjects will be informed in writing of their study termination.
- 13.3 If a subject withdraws from the research, their collected data will be reported, and notations made for portions of data reporting indicating no participation in that section. I will be obtaining consent in writing and verbally before each phase of the research. A waiting period of 24 hours will be included. Explain in detail Standard Operating Procedures regarding the Informed Consent Process for Research will be followed.
- SOP Consent HRP-090

14.0 Costs/Payments to Subjects

- 14.1 Subjects will not be responsible for any additional costs due to their participation in this research.
- 14.2 Subjects will not receive any payments or inducements at any time during for their participation in this research.

15.0 Confidentiality

- 15.1 Local procedures for maintenance of confidentiality include: deidentifying subjects in reported data, assigning case numbers or a similar moniker to each subject. Subjects will not be informed of their respective case numbers or monikers. While no platform is completely confidential, I will download data onto a UH Server for One Drive for this specific purpose and delete the online information once the study is complete and there is not a need to go back and review online data.
- 15.2 Direct identifiers that will be obtained are subject first, last names. Each subject will be coded as a case or similar moniker. Video will be a direct identifier as well and will also be stored in UH One Drive. The key to the case moniker will be stored in UH One Drive.
- 15.3 No one outside of the research team will have access to the identifiers.
- 15.4 The key to the study code will be destroyed following the data collection and analysis processes.
- 15.5 UH Microsoft Teams will be used to video and transcribe recorded interviews. After all interviews have been completed and all videos have been transcription data collected, video recordings will be destroyed after the transcription process has been completed.

16.0 Provisions to Protect the Privacy Interests of Subjects

- 16.1 Subjects privacy interests will be protected by assigning case monikers. Data collected will be downloaded on UH One Drive, deleted from online platforms, and deleted from the UH One Drive at the completion of the study and this information is no longer needed for review.
- 16.2 Subjects will be encouraged to express their sense of ease or discomfort with a line of questioning at various stages of the interview process or allowed to not respond to questions that add any level of intrusiveness they are not comfortable with.

17.0 Informed Consent Process

- 17.1 I will be obtaining consent in writing and verbally before each phase of the research. A waiting period of 24 hours will be included. Explain in detail Standard Operating Procedures regarding the Informed Consent Process for Research will be followed.
- Some prospective subjects will understand English and Spanish.
 - Subjects who do not speak English will not be enrolled in this study.
 - SOP Consent HRP-090
 - .

18.0 Process to Document Consent in Writing

- 18.1 I will be following the SOP: Written Documentation of Consent (HRP-090). I have attached the Consent form to the Local Site Documents page.

19.0 Data Management

- 19.1 Data analysis will be conducted only by the researcher. The data analysis plan will consist of coding recurring themes or concepts from surveys and interviews, collecting transcribed data from Teams and coding it, and analyzing coded data to establish triangulation or data validity, reliability, replicability, and generalizability within the confines of this study.
- 19.2 The researcher will be solely responsible for the handling of all data. Data for each participant will be secured via separate files stored on a password protected computer.
- 19.3 Raw data will be reviewed for clarity. Should any questions arise, they will be noted in the transcription.
- 19.4 Data will be stored on UH One Drive my person computer which is password protected and only used by me. The study-related data set (including copies of consent documents, transcripts, and other study-related data) will be preserved at the University of Houston in a locked cabinet in the outer Education Department office after the completion of the study for three years under the supervision of Dr. Laveria Hutchison and/or Dr. Margaret Hale.
- 19.5 The data will be stored for a period of three year after the completion of the study.
- 19.6 Dr. Laveria Hutchison and or Dr. Margaret Hale will have access to the data.

- 19.7 The researcher is responsible for the receipt or transmission of the data.
- 19.8 Language is included in the consent form explaining that de-identified data may be preserved for academic purposes such as dissertation research, publication in a scholarly journal, or professional development.

Additional Approvals: Not Applicable

20.0 Sharing of Results with Subjects

- 20.1 Individual subject results will not be shared with subjects or any member of the school or district community. General findings from the study may be reported for the purposes of professional development, publication in a scholarly journal, or as a part of the dissertation research process.

21.0 Resources

I am the sole investigator for this project. I have served as a principal investigator for a previous action research project on District of Innovation. Through the Houston Federation of Teachers union, Teacher Leader cohort.

Additionally, I serve on the Executive Council as a Vice President for High School with the Houston Federation of Teachers union. I am a current member and past co-chair of the Houston ISD District Advisory Committee, which informs the Houston ISD and Superintendent on various matters, including professional development calendar offerings.

For the 2022-2023 school year, I am serving as my campus TTESS Ambassador, the TX AFT Legislative Committee, and the 11th grade ELA Team Lead. I am supervised by Dr. Laveria Hutchison, University of Houston professor.

I am a veteran educator whose has taught elementary, middle, and high school. I have served Houston ISD in various roles for twenty-four years, including as a classroom teacher, Literacy Coach, Instructional Coordinator, Testing Coordinator, and Interventionist. I have served the Chavez High School community for the last seven years.

21.1

- As a researcher-participant, the time requested to recruit suitable subjects is necessary because recruitment will take place electronically and will depend on the timely responses from potential recruits. I have access to all of the potential subjects via electronic means. I would need to recruit fifteen potential subjects for this study.
- I will devote evenings and weekends to conducting this research because I am a full-time teacher.
- My facilities consist of my home office.
- Subjects who are still employed in school districts may have access to additional services via the Employee Assistance Program. There may be some subjects who may rely on other resources such as community-based organizations, City of Houston Health Department, or Harris Health or other city, state, and county health department resources for additional medical or psychological assistance as a result of an anticipated consequence of the human research.
- Additional personnel will not be assisting with the research.

Appendix D

University of Houston IRB Approval Letter

UNIVERSITY of
HOUSTON

DIVISION OF RESEARCH
Institutional Review Boards
APPROVAL OF SUBMISSION

January 14, 2023

Coretta Mallet-Fontenot

clmallet-fontenot@uh.edu

Dear Coretta Mallet-Fontenot:

On January 14, 2023, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	An Examination of Teacher Supports
Investigator:	Coretta Mallet-Fontenot
IRB ID:	STUDY00004010
Funding/ Proposed Funding:	Name: Unfunded
Award ID:	
Award Title:	
IND, IDE, or HDE:	None

Documents Reviewed:	<ul style="list-style-type: none"> • Consent Agreement Updated 1-11-23.pdf, Category: Consent Form; • Coretta Mallet- Fontenot Final 1 HRP-503 Protocol Template rev 5-3-2018.pdf, Category: IRB Protocol; • Recruiting Script (1) Updated 1-7-23.pdf, Category: Recruitment Materials; • Survey-Interview Questions - An Examination of Teacher Perceptions Of Specific Types of Support (2) Updated 1-7-23.pdf, Category: Study tools (ex: surveys, interview/focus group questions, data collection forms, etc.);
Review Category:	Exempt
Committee Name:	Not Applicable
IRB Coordinator:	Sandra Arntz

The IRB approved the study on January 14, 2023 ; recruitment and procedures detailed within the approved protocol may now be initiated. As this study was approved under an exempt or expedited process, recently revised regulatory requirements do not require the submission of annual continuing review documentation. However, it is critical that the following submissions are made to the IRB to ensure continued compliance:

- Modifications to the protocol prior to initiating any changes (for example, the addition of study personnel, updated recruitment materials, change in study design, requests for additional subjects)
- Reportable New Information/Unanticipated Problems Involving Risks to Subjects or Others
- Study Closure

Unless a waiver has been granted by the IRB, use the stamped consent form approved by the IRB to document consent. The approved version may be downloaded from the documents tab.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system.

DIVISION OF RESEARCH
Institutional Review Boards

Sincerely,

Research Integrity and Oversight (RIO) Office

University of Houston, Division of Research

713 743 9204 cphs@central.uh.edu

<http://www.uh.edu/research/compliance/irb-cphs/>