ABSTRACT

Due to mandates such as No Child Left Behind, retaining highly qualified teachers is of great importance to school leaders for the benefit of school stability and student achievement. This study examines instructional supervisory practices used by school administrators to retain their second stage teachers. The setting of this study was in two middle schools in southeastern North Carolina. Quantitative data was collected by means of the North Carolina Teaching Working Conditions Survey. Qualitative data was collected by means of open ended interviews with school administrators and second stage teachers. This study analyzed the data to assess teacher perception of administrative instructional practices and to understand instructional supervisory strategies that aid in the retention of second stage teachers. Results of the study indicate that second stage teachers are likely to remain at a school that promotes teachers being active in school leadership decisions.
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CHAPTER 1: INTRODUCTION

Background

Florida Senator Evelyn Lynn Taylor communicates the need for the retention of teachers with her statement that “high quality teachers are certainly the key to student achievement.” Unfortunately, education in America is rapidly reaching a point where teachers are no longer entering the profession with the intention of making it a lifetime career. Baby boomers, who have traditionally made up the largest group of educators, are now reaching retirement age (Johnson & Kardos, 2005); and, as a result, their professional responsibilities are being passed on to the juniors in the profession. Those that are expected to grab the reigns and take education to the next level are second stage teachers. Second stage teachers are teachers who have been teaching for 4 to 10 years. As reported by the National Center for Education Statistics (2005), second stage teachers made up 24% of the population of all teachers in 1999-2000; a percentage nearly equal to the number of veteran teachers with at least 20 years of experience.

Many of the individuals that make up this generation of second-stage teachers who are replacing retiring veterans came into the profession through nontraditional paths. This is unlike years past where teachers acquired their teaching licensure through the completion of an education degree from an accredited college or university. In a growing number of states earning a teaching license through traditional means has become an option, rather than a requirement (Johnson & Kardos, 2005). Between 33 and 48 percent of individuals entering the teaching profession come from another career (Johnson & Kardos, 2005). Experiences gained from prior careers cause many of these teachers to come with an expectation of working in a collaborative environment where they play an active role in setting the direction of the school; however, they
quickly realize that many schools are not yet fostering this type of growth (Johnson & Kardos, 2005).

With the changing profiles of today’s teachers, school leaders and district personnel directors must be cognizant of the fact that it will take more effort to retain today’s second stage teachers than what was needed to retain the current group of veteran teachers. This is primarily because second stage teachers can use knowledge gained from their teaching experience and in many cases prior careers, to apply for more lucrative employment elsewhere. Many of these opportunities offer higher salaries, greater resources and advancement opportunities that are in sharp contrast with public education’s lower salaries and limited career path opportunities (Kardos & Johnson, 2005). As a result, school leaders must be able to provide teachers with an environment that out weighs their alternative. Additionally, second stage teachers may struggle to form a vested interest in their school because their expertise is not held in high regards by novice or veteran teachers (Kardos & Johnson, 2005). They are regarded as “unwarranted expert teachers” or “promoted novice teachers” (Johnson and Donaldson, 2007 p. 10).

Some teachers, regardless of how they entered the profession consider teaching to be their life career and would ultimately like to form professional relationships and communities. Regrettably the resistance from the other two groups hinder these communities from being established. Second stage teachers want their principals to act as “brokers” to help facilitate the relationships within the school environment (Johnson and Donaldson, 2007). Many veteran teachers are resistant to relationships that place second stage teachers in leadership positions. The veteran teacher classifies this move as an “unjustified promotion of a novice teacher” (Johnson & Donaldson 2007, p 10). The culture of teaching sometimes undermines the efforts by second stage teachers to share ideas with their colleagues (Johnson and Donaldson, 2007). Some
consider the assistance that second stage teachers try to offer as an “intrusion on their classroom” (Johnson and Donaldson, 2007, p 10).

Despite the resistance that novice and veteran teachers exhibit towards second stage teachers in leadership positions, it is the responsibility of the school administrator to utilize the assets that second stage teachers have to offer. Administrators must employ the experience and strengths of second stage teachers to help improve their schools.

Statement of Problem

Teacher attrition is a problem that has a bearing on many facets of the educational system. The teaching profession is faced with an attrition rate that is higher than other professions, approximately 13.2 percent versus 11 percent (Watkins, 2005). Not only is the teacher attrition rate higher, but teachers leave earlier in their career than other professionals. Approximately 50% of teachers leave within their first five years of teaching (Smith & Ingersoll 2004). This has a tremendous impact on the educational system as a whole. Teacher turnover annually costs the nation 7.3 billion dollars (The National Commission on Teaching and America’s Future, 2007). The loss of teachers is not just a monetary issue it is also an educational loss for students.

Regardless of the factors that are pushing educators away from the education field, the reality is that the school system has become a revolving door for teachers. As a result, students have to become acquainted with new teachers each year. Teaching well is a tedious task and developing the necessary skills and knowledge to be effective is a rigorous process (Johnson, Birkeland, Kardos, Kauffman, Liu & Peske, 2001). However, due to the high attrition of novice teachers, it is important to ensure that the beginning teacher goes through this training process to eventually becoming as effective as the experienced teacher in raising student performance
Unequivocally, students are negatively affected by the profession’s inability to retain experienced teachers. This leads to great societal implications—implications that affect all communities. While society at large is impacted by the consequences of teacher attrition, the responsibility of creating an environment that fosters the retention of experienced teachers lies heavily on the shoulders of school administrators (Ingersoll, 2007).

Traditionally, school administrators have complete control over the direction of their school and they create the rules their teachers are expected to implement (Blumberg, 2001). Unfortunately, this administrative approach is not appealing to the majority of the teacher population. Recent research findings indicate that teachers would like school administrators to shift towards a collaborative approach that creates an environment of equal partnership with their teachers, allowing them to be a part of the direction of the school (Watkins, 2005). Teachers do not just want to have an impact in their class, they want to be an integral part in carrying out the vision of their schools. In some schools teachers work in isolation which eliminates their opportunity to gain insight as well as to gain collective knowledge from their colleagues (Gordon, 2005). This isolation stifles the school’s growth; therefore it is imperative that administrators rid their schools of isolation and move towards a collaborative approach so that all parties benefit.

Purpose of the Study

The intent of this study is twofold. First, this study will contribute to the knowledge base of effective instructional strategies used by school administrators. Second, this study will add to
the knowledge base of strategies that can be used to retain teachers in their second stage of teaching. The following two questions will be answered as a result of this study:

1. What instructional supervisory practices are being used by school administrators?

2. What instructional supervisory strategies are most effective in influencing second stage teachers to remain in the teaching profession?

Definition of Terms

For the purposes of this study, the researcher will apply the following terms and definitions:

School Administrators: According to the Bureau of Labor Statistics, school administrators are defined as those who set educational standards and goals and establish the policies and procedures to achieve them. This study will use the principal as the focus school administrator.

Instructional Supervision: The work of Glickman, Gordon and Ross-Gordon (2009) and Zepeda (2007) influenced the definition of instructional supervision used in this study. It is defined as a collaborative vision shared by, school administrator and teachers to encourage a commitment to growth, development, interaction, and problem-solving to create a learning community.
CHAPTER 2: LITERATURE REVIEW

This chapter will present two bodies of research that lend themselves to this study. They are 1) Instructional Supervision and 2) Teacher retention.

Instructional Supervision

   Educational theorists contend that an administrator’s most important task is to ensure that all teachers are knowledgeable of the curriculum and that they are capable of utilizing appropriate instructional strategies to teach the curriculum to students. This is followed closely by administration’s responsibility to lead the school’s instructional supervision (Blair, 2001). Regardless of which task is most important, school administrators must maintain an environment that enables them to accomplish both tasks.

Supervisory Paradigms

   There are three major paradigms school administrators can pick from regarding supervision: conventional, congenial, and collegial, with conventional currently being the most dominant in the United States (Glickman, Gordon, & Ross-Gordon, 2009). The conventional paradigm operates with the agenda of controlling the instructional behavior of teachers (Glickman, et al., 2007). The congenial paradigm is not as widely used as the other two paradigms. This framework allows for friendly social interactions within the working environment. Despite the social interaction that colleagues share there is professional isolation. Social interaction is limited to conversation unrelated to work. In this framework collaboration is non-existent; professionals rely on their own knowledge and resources to accomplish their
individual goals. According to the Department of Education, (2007) by the year 2012 all students should be demonstrating proficiency with knowledge and skills that will enable them to interact and succeed in the 21st century marketplace. The collegial model is a paradigm that fosters interaction based on the premise that rank does not determine power and authority in decision making. This paradigm is favored by organizations that through coaching and reflection work towards having a shared vision (Glickman, et al., 2007).

Of the three supervisory paradigms the collegial model is the ideal mode because administrators and teachers are able to play an equal part in supervisory decisions; teachers are seen as collaborators as opposed to subordinates (Glickman, et al., 2007). There must be a paradigm shift to collegial practices for schools to be successful (Glickman et al., 2007). Failure to implement a collegial paradigm subjects teachers to isolation (Johnson and Donaldson 2007). Findings from Donaldson (2005) indicate that teachers who lack collegial interaction are not likely to be teaching at their current school for long. Teachers want to work in an environment that allows them to develop as professionals and have deep involvement in classroom practices. Donaldson’s (2005) findings reflect that 42% of teachers report that they felt their administrators failed to support their growth even when they had intentions to stay in the field of education longer.

School Administrator Preparation

Schools that are deemed successful customarily are lead by savvy and focused leaders that are capable of creating a cohesive group of stakeholders (Fordham Institute, 2003). Arthur Levine, an education scholar and Past-President of Columbia Teacher’s College, contends that over the last decade, school administrative programs have been insufficient for the development of effective 21st century leaders (2005). School administrators are matriculating through
programs that lack a well rounded curriculum that will supplement the knowledge base of educational leaders. The direction of school administration began to change in the 1960’s, due to educational partnerships being affected by changes in society. As a result of the unraveling partnerships, divergent school leadership programs began to form (Levine, 2005). In this same report Levine assessed school administrator programs across the nation using a nine-point template to evaluate where school administrative programs are falling short. The nine-point criteria for the evaluation are as follows:

**Purpose:** The purpose is explicit, focusing on the education of practicing school leaders; the goals reflect the needs of today’s leaders, schools, and children; and the definition of success is tied to student learning in the schools administered by the graduates of the program.

**Curricular Coherence:** The curriculum mirrors program purposes and goals. The curriculum is rigorous, coherent, and organized to teach the skills and knowledge needed by leaders at specific types of schools and at the various stages of their careers.

**Curricular balance:** The curriculum integrates the theory and practice of administration, balancing study in university classrooms and work in schools with successful practitioners.

**Faculty composition:** The faculty includes academics and practitioners, ideally the same individuals, who are expert in school leadership, up to date in their field, intellectually productive, and firmly rooted in both the academy and the schools. Taken as a whole, the faculty’s size and fields of expertise are aligned with the curriculum and student enrollment.

**Admissions:** Admissions criteria are designed to recruit students with the capacity and motivation to become successful school leaders.

**Degrees:** Graduation standards are high and the degrees awarded are appropriate to the profession.

**Research:** Research carried out in the program is of high quality, driven by practice, and useful to practitioners and/or policy makers.

**Finances:** Resources are adequate to support the program.

**Assessment:** The program engages in continuing self-assessment and improvement of its performance. (Levine, 2005)

According to Levine’s findings, school leadership programs are the weakest in comparison to other education programs. Levine notes low admission standards, low graduation
standards, a decreased interest in a rigorous program, and a narrowed focus on obtaining a higher salary as key reasons why school administrative prospects are leaving their programs unprepared to lead schools (Levine, 2005). According to a survey done by the Thomas B. Fordham Institute (2003), only 2 out of 5 superintendents were satisfied with the leadership abilities of principals in their school district. School administrators are noticeably lacking the ability to delegate responsibilities, make decisions, engage teachers in developing policies, and efficiently spend money. The end result is the inability to effectively lead students in reaching their full potential. Many principals may be certified but they are not qualified to lead schools and teachers in the necessary direction (Davis, Darling-Hammond, LaPointe and Meyerson, 2005).

With the revision of No Child Left Behind in 2006 mandates were created in an effort to create educational standards concerning educators’ qualifications. Unfortunately, detailed clarification was not given on what classifies a school administrator as being highly qualified for his/her position (U.S. Dept. of Education, 2006). States such as North Carolina require only that school administrators have a Professional 2 License, a five year licensure that is given to those whom have taught for three or more years. School administrators in North Carolina must also have three years of unspecified student services school experience (NCpublicschools.org, 2009). These minimal requirements could result in the instructional leader of the school having little or no experience leading a traditional classroom. Such lack of experience leads to school administrators not being competent enough to effectively be the instructional leader of their school.

Insufficient training also contributes to school administrators having limited content knowledge. Their knowledge of classroom instruction is dependent solely on the previous knowledge that they gained from any prior classroom experiences. Having a strong knowledge
base of core curriculum components is important, especially when assisting teachers in the critical areas of math, science and special needs (Breton & Donaldson, 1991).

Despite the grim outlook of school administrative programs, efforts are being made to better prepare the prospective administrators. Five states, including North Carolina, have created school administrative licensure assessments that align themselves with important educational standards. The following six standards were created by the Interstate School Leaders Licensure Consortium (ISLLC) for the purpose of reconstructing school leadership in the United States (National Association of State Boards of Education.org, 2008):

• A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

• A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

• A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

• A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

• A school administrator is an educational leader who promotes the success of all students by acting with integrity, with fairness, and in an ethical manner.

• A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.

According to the National Association of State Boards of Education (NASBE) some accreditation agencies, such as the National Council for Accreditation of Teacher Education (NCATE) utilize accreditation frameworks that correspond with the ISLLC standards. These six standards have a significant bearing on the creation of a common vision that will direct school
leaders toward increased student achievement (National Association of State Boards of Education.org, 2008)

Collaborative Instructional Supervisory Approach

Even with the reform efforts being made to better prepare school administrators, it will always prove difficult to train ready-made school leaders able to meet the needs of their students and teachers. Some contend that giving teachers more control and power within the school is a necessary step to help bridge the gap between administrative practices and the needs of teachers. Some school administrators make provisions that incorporate teacher input through the use of the Shared Decision Making system (SDM) (Weiss, 1993). This system consists of procedures that allow teaching, learning and student needs to be considered before school decisions are made; this eliminates bureaucratic controls that administrators naturally are influenced by. SDM does more than just allow teachers to weigh in on decisions; it allows them to feel like professionals, like they are in charge of their own practices (Weiss, 1993). Findings indicate when administrators are seen as collaborators, as opposed to authoritarian decision making, the working environment is conducive to a collegial working environment (Johnson and Donaldson, 2007). In a study of resource teachers in Maine, only 14% of the teachers that participated in the study stated that their principals used a collaborative approach (Breton 1991). This is the reality of schools across the nation; not enough school administrators are collaborating with their staff when making decisions which creates separation in the school staff.

Enabling teachers to collaborate has great benefits for the overall functioning of the school. According to Ingersoll (2007) schools that give their teachers more control over decisions that happen in the classroom have fewer problems with students. Schools that engage in collaborative systems, such as SDM, tend to also have better administrator-teacher
relationships within the school (Weiss, 1993), which could potentially lead to the retention of both teacher retention and student success. Ingersoll (2007) noted that only one in twenty teachers who are given a high level of control are likely to depart from their school (Ingersoll, 2007).

Strategies for a Collaborative Environment

In order to maintain an environment that is conducive to collaboration, school administrators must establish a professional culture within the school that precipitates collaboration with other teachers (Kardos, Johnson, Peske, Kaufmann, & Liu 2001). Administrators can use several strategies to maintain the necessary cohesion among their staff. Johnson and Kardos (2005) offer seven strategies that school administrators can employ to create a collaborative environment:

1. **Treat the hiring process as the first steps to induction**—Hiring should be done earlier and provide in depth knowledge of the school. Hiring early gives the new teachers an opportunity to meet others. This allows the novice teachers to find others to work with instead of being dependent on the school administrator.

2. **Assign new teachers to work beside experienced teachers**—Novice teacher assignments should be deliberate. Assigning a novice teacher to a veteran teacher is mutually beneficial. The veteran teacher can be energized by the novice teacher while the novice teacher receives knowledge from the veteran teacher.

3. **Schedule time for veteran and novice teachers to meet**—Time scheduling should be deliberate as well. This time should be used for observations, feedback, and planning.

4. **Provide more than one-on-one mentoring**—One-on-one mentoring fails for numerous reasons (Johnson & Kardos 2005). However, research shows that when teachers are given one-on-one mentoring with a comprehensive induction program there is a higher retention rate for those teachers (Smith & Ingersoll 2004).
5. **Develop School-based induction programs led by experienced teachers** - school administrators should relinquish the power of this program to the experienced teachers so that it can be more comprehensive and can further integrate the staff.

6. **Organize on-going professional development on the curriculum** - School administrators can build continuity by allowing teachers to participate in professional development sessions. Lead by experience teachers which reinforce collaboration.

7. **Encourage teacher leadership and differentiated roles** - Teachers want to be able to “assume roles that extend their influence beyond the classroom (Johnson & Kardos 2005, pg 6)”. Providing the experienced teachers with this opportunity to be in a leadership role augments the schools experienced teachers ability for continual learning (p. 4-6)

Glanz (2005) offers other strategies for effective instructional supervision. Glanz states, “Good principals engage teachers in instructional dialogue and reflective practices.”(Glanz 2005, p 17) This is beneficial for both the teacher and administrator in multiple ways. Engaging teachers equips them with the knowledge necessary to improve student performance. Reflective practices give school administrators insight as to what professional development may be needed to align the staff with the school’s vision.

Blasé and Blasé (1999) offer strategies from the teachers’ perspective. Considering school administrators are unable to be present at every meeting, equipping their staff with strategies enables them to work through trivial problems on their own. The staff will see administrators as resources as opposed to the sole authority (Blumberg & Cusick, 2001).

Teachers from the southeast, Midwest, and northwest offer some of the following strategies that signify an effective principal-teacher instructional relationship (Blasé and Blasé, 1999):

**Modeling** Demonstrated teaching techniques during classroom visits to model good instruction. Modeling was always followed by a conference.

**Using inquiry and soliciting advice/opinions.** Use an inquiry (questioning) approach with teachers, principals also solicited advice and opinions about classroom teaching. Using
inquiry and soliciting advice were related to positive impact on teacher motivation, self-esteem, efficacy, sense of security, and reflective behavior, including greater innovation/creativity and variety in use of instructional materials.

**Encouraging and supporting redesign of programs.** Encouraged teachers to redesign instructional programs. These principals also encouraged a multitude of diverse approaches to teaching and learning as well as flexibility with regard to elements (e.g., objectives, student grouping, teaching and learning strategies, staffing, and allocation of time) that enhanced teachers’ development and reflective teaching. (p 12-18).

Teacher Retention

Professor Carol Wigfall captures that all-encompassing nature of retention with the following quote, “Retention starts with recruitment.” Wigfall goes on further to state that “…understanding your group's culture and pursuing the candidate who fits, can ensure a longer, more productive relationship and can help to sustain an environment that attracts new candidates to support the growth of your practice over the long term.” Historically, the recruitment and retention of teachers who have become vested in school system has been inadequate. In fact over the past decade there has been in excess of 2.2 million teaching vacancies (Kardos, Johnson, Peske, Kauffman and Liu, 2001). Unfortunately, this one factor contributes to several societal implications that have a considerable effect on our nation as a whole. This downfall of our educational system was foreshadowed in a 1983 publication, A Nation At Risk, commissioned by President Regan (Dept of Education1983).

A Lack of Fulfillment

Even after the adoption of the No Child Left Behind Act many schools have not been able to hold teachers accountable and, as a result, teachers are conducting their instruction in any manner that they see fit behind closed doors (Ingersoll, 2007, pg 21). This results in inconsistency and a lack of quality in a growing population of disengaged students. Ingersoll contends that this result contributes to teachers not feeling fulfilled and ultimately leads to teacher attrition. North Carolina school systems noticed a slight increase in teacher turnover
from the 2003-2004 school year to the 2004-2005 school year, 12.37% to 12.95%. When those teachers were asked why they left teaching the majority of them stated it was simply because they wanted to teach elsewhere (NC Department of Instruction 2006). It may indicative of the school environment that thousands of teachers in North Carolina are interested in remaining in the profession but anxious to leave their own schools.

Many novice teachers quickly realize that the experiences they were anticipating are nearly non-existent. Educators want to do meaningful work and when they feel that their work is not meaningful there is a high rate of turnover (Ingersoll, 2007). Donaldson (2005) reported that teachers want to reach beyond the classroom. Not only do teachers want to feel that their work is worthwhile, but they want to feel that they are utilizing their knowledge. Studies show a negative correlation between those that do well on college entrance exams and teacher retention; typically those who excel on those exams are more likely to leave early in their teaching career (Smith & Ingersoll, 2004). Considering that reaching tenured status is the highest promotion that a teacher can achieve in their realm of work, many of these teachers flee because they feel that other positions will provide them with more power. This power enables them to display their knowledge (Donaldson 2005). The Teacher Follow-up Survey from the Schools and Staffing Survey reported that “55% of teachers who left teaching but remained in the field of education reported that they had more control over their own work” (National Center for Education Statistics, 2007, pg 3).

Societal Implications

The inability to retain high quality teachers is a societal issue. According to the National Center for Education Statistics (2007), during the 2002-2003 school year 550,000 students nation-wide dropped out of grades 9-12. Critics perceive this as a situation created by the poor
performance of teachers and school leaders. The results of more than a half-million drop outs annually is felt in the US through decreased economic competitiveness, teen pregnancy, high rates of juvenile delinquency and crime, declining morals, gender and racial discrimination, culture, and student academic achievement to name a few (Ingersoll, 2007, pg 20).

Retaining those Left Behind

With the loss of nearly 50% of teachers within their first five years, the teaching population that is to ultimately become veterans is cut drastically each year, on the other end of the spectrum retirement has limited the number of veteran teachers currently in the profession. Stuck in the middle, second stage teachers, are left in many schools behind with the responsibility of stabilizing educational practices. To accompany this responsibility these teachers are to be given collaborative or leadership roles to effectively carry out their duties (Johnson and Donaldson, 2007). Being considered a “collaborator” will help teachers feel ownership to school decisions (Johnson & Donaldson, 2007). Being involved is beneficial because teachers are able to share their expertise and have more influence in their working environment (Johnson & Donaldson, 2007). Since the satisfaction that teachers feel in their position determines whether they stay or leave, (Stockyard & Lehman, 2004) giving teachers leadership positions will help keep them rooted in their schools.

Considering the lack of professional fulfillment that many teachers feel, it is necessary to create an environment that meets the needs of teachers. Swars, Meyers, Mays, and Lack (2009) interviewed teachers in suburban elementary schools that used a personal development model. The participants were interviewed concerning their perception of teacher retention and mobility. The following five themes were yielded from the study:

Shared values: Emphasis on academic success. Every participant (100%) agreed or strongly agreed with the following statement: “The school emphasizes academic success.” This
consensus was noted by teacher after teacher, as exemplified by these interview statements: “All staff work towards student achievement. (p 172)”

**Unique qualities of students.** “The unique student population, in particular, the characteristics associated with the cultural diversity (e.g., language, socioeconomic status) of students and their families…(p. 172)”

**Administration relationships.** “Supportive administration…Some teachers felt that particular administrators’ support with student disciplinary matters contributes to retention (p. 172)”

**Daily lives of teachers.** “The day-in-and-day-out quality of the lives of teachers contributes to retention. Grade-level assignments, adequate and supportive teaching resources, and professional development (p. 172)”

**Teacher relationships.** A predominant factor influencing teacher retention is the strong relationships shared between teachers, which were characterized as supportive, collaborative, and caring (p. 172)”

These five themes encompass a variety of components that have the potential to make a working environment one that enables teachers to feel comfortable and capable of reaching their career goals.
CHAPTER 3: METHODOLOGY

Research Method and Design

This was a mixed methods research study that gathered and analyzed quantitative and qualitative data. All research conducted and data collected were from two school administrators and six second stage teachers at two different middle schools. The data collected from participants included findings from a publicly published survey and responses from open-ended interview questions. The data collected from the interviews with the school administrators had one focus - to understand the instructional supervision strategies administrators utilize to create their school environment. Data was also collected in this study from second stage teachers for two purposes: 1) To understand teacher perception of administrative instructional supervision strategies; and, 2) To understand what instructional strategies contribute to teachers remaining in their current teaching position.

Setting

The school district that was used for the study is located in the southeastern coastal region of North Carolina. Onslow County is a highly transient and diverse county. The middle schools in this school system were selected because of their diversity and convenience for the researcher. Onslow County has approximately 17 school administrators and administrator’s assistants. Of these 17 school administrators 42% have an advanced degree beyond a Masters degree and 35% have been a school administrator for more than four years (NC Report Card 2008). Currently, 357 teachers are employed in Onslow County’s seven middle schools (Onslow County Website, 2009). At the end of 2007-2008 school year Onslow County Schools suffered a 22% teacher turnover rate (NC Report Card 2008).
Using school-level data from the 2008 North Carolina Teacher Working Conditions Survey, one school with both a high percentage of teachers wanting to remain in their current teaching position and a high teacher perception of instructional supervision was chosen. For this study the school is identified as South Middle. Using the same data source, a school with low teacher perception of instructional supervision and a lower percentage of teachers wanting to remain in their current teaching position was selected. In this study this school is identified as North Middle.

South Middle is a 6-8 grade school with a student population of 460 students. This school is managed by two school administrators, a principal and an assistant principal. There are 41 licensed teachers that are employed at this school. Four of the teachers have an advanced degree. Nine of South Middle’s teachers are in their second stage of teaching.

North Middle is a 6-8 grade middle school that has 842 students and 53 teachers. This school is managed by two school administrators as well, a principal and an assistant principal. Of the 53 teachers at North Middle nine of the teachers have an advanced degree. North Middle has nine second stage teachers. The overview of school demographics is provided in Table 1.
Table 1  
School Demographics

<table>
<thead>
<tr>
<th>School Name</th>
<th>South Middle</th>
<th>North Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Population</strong></td>
<td>460</td>
<td>842</td>
</tr>
<tr>
<td><strong>Licensed Teachers</strong></td>
<td>31</td>
<td>53</td>
</tr>
<tr>
<td><strong>Teachers with Advanced Degrees</strong></td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td><strong>Second Stage Teachers</strong></td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

In compliance with the requirement of the Institutional Review Board (IRB) at the University of North Carolina at Wilmington, the researcher applied for and received consent to conduct this study at middle schools in Onslow County. The researcher also received written permission from the principals of both school sites to interview on their school campus.

Description of Subjects and Sample Selection

The principals from both school sites were selected for interviews. Both administrators participated in a one-on-one interview with the researcher in the administrator’s office. Each interview was audio recorded. The audio recordings of the interviews were stored in the researcher’s filing cabinet. After the recordings were transcribed onto note cards all recordings were erased.

The participants for this study were contacted in two ways. First the administrators were invited to participate by the researcher via telephone conversation. After the administrators agreed to participate in the study, the researcher asked the administrators for a list of second stage teachers employed at the school. The researcher contacted potential teacher participants via school email; all invites sent to teachers included a consent form. Groups of three teachers were
selected from the pool of second stage teachers at each school. The researcher recruited three teachers from both schools.

The two groups of teachers participated in focus group discussions at their individual schools in private conference rooms. The focus group for each school lasted approximately 45 minutes. Both focus group discussions were audio recorded. All recordings were stored in the researcher’s secured filing cabinet until the recordings were transcribed. After the transcription the audio recordings were erased.

Instrumentation

North Carolina Teachers Working Conditions Survey

The first data collection instrument used was the North Carolina Teacher Working Conditions Survey (TWC). The survey focuses on the teaching and learning conditions within North Carolina Schools. This is a survey given to all licensed educators in North Carolina. The survey addresses the following nine sections: demographics, time, facilities/resources, educator leadership, school leadership, professional development, overall conditions, mentee and mentor (Maddock, 2008). For this study the researcher focused on the school leadership and overall conditions sections of the TWC survey because they directly probe instructional supervision and teacher intention to remain in teaching.

The school leadership section asked 22 questions covering a wide spectrum of contributing factors that affect the culture of the school. In this section factors such as professionalism, teacher support, control of student conduct, a creation of a respectful working environment, and teacher evaluations were addressed. The second section, overall conditions, asked five questions that addressed teacher retention and the schools’ conduciveness to learning. To determine the teacher perception of the overall instructional supervisory practices of
administrators, the following questions were used from the school leadership section of the TWC survey. The teachers were asked to indicate their perception of the use of each instructional supervisory practice by their administrator on a five point likert scale of strongly disagree, somewhat disagree, neither disagree nor agree, somewhat agree, strongly agree.

The 2008 North Carolina Teaching Working Conditions survey used for this study was a revised version from previous iterations of the study (2002, 2004, 2006) (Moir 2008). The North Carolina Teacher Working Conditions Survey was created from thirty researched based state working conditions standards. The survey was revised several times but the core constructs were unchanged. The survey was revised from its initial 39 paper questions survey to a 72 question online survey that added a principal section in 2008.

The internal consistency of the five factors that the North Carolina Teachers Working Condition Survey uses was tested by Cronbach’s alphas (Moir 2008). Cronbach’s alphas assess the coefficient ranges from 0 to 1, the higher the coefficient the higher the level of instrument consistency. The findings showed that all five factors were reliable with alphas above .08.

Teachers in all of North Carolina’s 100 counties were asked to complete the TWC survey. North Carolina had a total response rate in 2008 of 86%, 104,153 teachers. Onslow County had a completion rate of 89%, 1,581 teachers. Table 2 shows teacher percentage of agreement to the selected questions.

Table 2
Teachers’ Percent of Agreement with use of Instructional Supervisory Practices In Their Schools

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>South Middle N=31</th>
<th>North Middle N=58</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5.1 a. There is an atmosphere of trust and mutual respect within the school</td>
<td>94 %</td>
<td>53%</td>
</tr>
<tr>
<td>Q5.1 d. The school leadership shields teachers from disruptions, allowing teachers to focus on education students</td>
<td>87%</td>
<td>58%</td>
</tr>
<tr>
<td>Q5.1 e. The school leadership consistently enforces rules for student conduct.</td>
<td>64%</td>
<td>34%</td>
</tr>
<tr>
<td>Q5.1 f. The school leadership support teachers’ efforts to maintain discipline in the classroom.</td>
<td>77%</td>
<td>44%</td>
</tr>
<tr>
<td>Q5.1 h. The school leadership consistently supports teachers</td>
<td>87%</td>
<td>52%</td>
</tr>
<tr>
<td>Q5.1 i. The school improvement team provides effective leadership at this school</td>
<td>67%</td>
<td>38%</td>
</tr>
<tr>
<td>Q5.1 j. The faculty and staff have a shared vision</td>
<td>90%</td>
<td>53%</td>
</tr>
<tr>
<td>Q5.1 k. Teachers are held to high professional standards for delivering instruction</td>
<td>90%</td>
<td>76%</td>
</tr>
<tr>
<td>Q5.1 l. Teacher performance evaluations are handled in an appropriate manner.</td>
<td>97%</td>
<td>74%</td>
</tr>
<tr>
<td>Q5.1 m. The procedures for teacher performance evaluations are consistent</td>
<td>97%</td>
<td>72%</td>
</tr>
<tr>
<td>Q5.1 n Teachers receive feedback that can help them improve teaching.</td>
<td>100%</td>
<td>72%</td>
</tr>
<tr>
<td>Q5.3 a. The school leadership makes a sustained effort to address teacher concerns about facilities and resources.</td>
<td>94%</td>
<td>60%</td>
</tr>
<tr>
<td>Q5.3 b. The school leadership makes a sustained effort to address teacher concerns the use of time in my school</td>
<td>77%</td>
<td>54%</td>
</tr>
<tr>
<td>Q5.3 c. The school leadership makes a sustained effort to address teacher concerns about professional development</td>
<td>83%</td>
<td>67%</td>
</tr>
<tr>
<td>Q5.3 d. The school leadership makes a sustained effort to address teacher concerns about empowering teachers</td>
<td>88%</td>
<td>57%</td>
</tr>
<tr>
<td>Q5.3 e. The school leadership makes a sustained effort to address teacher concerns about leadership issues.</td>
<td>64%</td>
<td>53%</td>
</tr>
<tr>
<td>Q5.3 f. The school leadership makes a sustained effort to address teacher concerns about new teacher support</td>
<td>96%</td>
<td>60%</td>
</tr>
<tr>
<td>Q5.4 Overall, the school leadership in my school is effective</td>
<td>74%</td>
<td>59%</td>
</tr>
<tr>
<td>Overall Rating (Mean percentage)</td>
<td>79.7 %</td>
<td>58.7%</td>
</tr>
</tbody>
</table>
Open-Ended Interviews

The second collection instrument was the interview protocol used with the school administrators and second stage teachers. The interviews consisted of 13 open-ended questions for the administrators (See Appendix A), there were also 15 open-ended questions for the teachers (See Appendix B).

Data Analysis

Data from two sources were used for this research: 1) North Carolina Teachers Working Conditions Survey 2) The interviews. The procedures for analyzing the TWC survey included: organizing the data and ranking the middle schools. The procedures for analyzing the school administrator and teacher interviews include: transcribing the interviews, generating common themes and categories, and examining the data to answer the research questions.

The researcher used data gained through the qualitative interview process to answer the study’s questions. The transcription from the 13 question school administrator interviews and the 15 question second stage teacher interviews was analyzed to look for major themes related to the intended foci of the study. The research questions are presented below with the analysis methods used to address each.

1. What instructional supervisory practices are being used by school administrators?

All interviews with school administrators and teachers were first transcribed. Next, the researcher analyzed the transcriptions and classified the responses into developing categories related to instructional supervisory practices. The researcher then reviewed the themes and individual comments within each category to identify overall categories within the data.

2. What instructional supervisory strategies are most effective in influencing second stage teachers to remain in the teaching profession?
All interviews with second stage teachers were first transcribed. Next, the researcher analyzed the transcriptions and classified the responses into developing categories related to teacher retention and attrition issues. The researcher then reviewed the themes and individual comments within each theme to identify overall categories within the data.
Introduction

In this chapter the findings from the research are presented. This chapter is divided into two sections in order to present the findings for both research questions. The first section will answer the first research question, will identify themes, and include quotes from the administrators’ and teachers’ interviews. The second section of this chapter will answer the second research question, will identify key themes, and include quotes from the second stage teachers only.

Research Question One

Data from the interviews with the administrators and teachers was used to address question one: *What instructional supervisory practices are being used by school administrators?*

Six themes emerged from interviews with school administrators and second stage teachers. The themes are listed below in no hierarchal order. Additionally, supporting quotes for each identified theme are presented.

**Table 3**
School Administrators’ Supervisory Practices

<table>
<thead>
<tr>
<th>Theme One: Incorporate teachers in decision-making.</th>
<th>South Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>North Middle</strong></td>
<td><strong>“I meet with the beginning leadership team monthly and use them as a sounding board for school-wide decisions.”</strong></td>
</tr>
<tr>
<td>• “The decisions that are made at this school are not solely made by me and the assistant principal. Our leadership committees such the Building Leadership Team and Grade Chairs help with decision making.”</td>
<td></td>
</tr>
<tr>
<td>• “There have been time that I have made decisions for the school without running the idea by any of my staff and when we realized, from feedback, that it didn’t work”</td>
<td></td>
</tr>
</tbody>
</table>
well, I went back and changed it.”

Related Quotes from Second Stage Teachers:

- None Provided

Related Quotes from Second Stage Teachers:

- “I have a personal example of how he handled a concern I had. The lunch schedules were causing an influx of classes to be in the cafeteria. We expressed our concerns to the Principal and he went to the cafeteria to monitor the scheduling conflict and he adjusted the schedule to make it more suitable.”

Theme Two: Communicate instructional decisions with staff

North Middle

- “I try to have teacher input before we ever announce it to the whole staff. You know your leadership teams, your grade chairs, and even individual teachers.”

Related Quotes from Second Stage Teachers:

- “Faculty meetings at our school are used to pass on information.”

South Middle

- “I share school related decisions with my staff so that they have the opportunity to ask questions and I can offer them explanations”

- “I like to have conversations with my staff face to face, sometimes you can get more respect from people when you look them in the face.”

Related Quotes from Second Stage Teachers:

- “Our faculty meetings are very laid back and they are definitely a place where we can express our feelings about the information or decisions that are being given to us.”
<table>
<thead>
<tr>
<th>Theme Three: Be visible to Staff and Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>North Middle</strong></td>
<td><strong>South Middle</strong></td>
</tr>
<tr>
<td>• “I make an effort to be out in the hallways and converse with my staff and students to gain an understanding of things that are going on at the school.”</td>
<td>• “Being in the hallways makes me more accessible and teachers can just grab me when they need me, dealing with the problems right then helps so that they don’t fester.”</td>
</tr>
<tr>
<td>• “I like to get to know my staff better. When I first started here I got with the guidance counselor and we began a Club where teachers can donate money that can be used for various celebrations.”</td>
<td></td>
</tr>
</tbody>
</table>

**Related Quotes from Second Stage Teachers:**

- “The administration went into every classroom last year even when the teacher was not scheduled for a formal observation.”
- “I believe that our principal gets a sense of what his staff is doing in the classrooms by talking to the students in the hallways and keeping his eyes open.”
- “The students recognize how visible and approachable the Principal is. One of our students told me that our principal went to see him at the hospital when he got hurt at the football game.”

<table>
<thead>
<tr>
<th>Theme Four: Be considerate of the time of teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>North Middle</strong></td>
<td><strong>South Middle</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Quotes from Second Stage Teachers:</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• “I understand that they do have a life outside of school and there are circumstances that occur and you have to allow things to take place because it is the right thing to do. Not necessarily by the book but it is the right thing to do. Teacher care more about some that cares more about them than someone that is always shoving instructional strategies and classroom management down their throat. They want to be people not just employees.”</td>
<td></td>
</tr>
<tr>
<td>Related Quotes from Second Stage Teachers:</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• “My staff doesn’t like long meetings and I know that. They are only scheduled to be here until 3:10 on a normal day so I do my best to make sure that my meetings never run past that time.”</td>
<td></td>
</tr>
<tr>
<td>Related Quotes from Second Stage Teachers:</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• “If we have an issue and need to leave school early or come in late our administrator is flexible and usually lets us take care of the situations that arise in our personal lives outside of school.”</td>
<td></td>
</tr>
<tr>
<td>Related Quotes from Second Stage Teachers:</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• “Our Principal is cognizant of our time and ensuring that it is not saturated with meetings and conferences.”</td>
<td></td>
</tr>
<tr>
<td>Related Quotes from Second Stage Teachers:</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• “Not having sufficient time to plan was an issue we had experienced in years past but our Principal listened to our concerns and changed our daily schedule to give us more protected planning time as a result.”</td>
<td></td>
</tr>
<tr>
<td>Related Quotes from Second Stage Teachers:</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• “In the rare case that something has to be passed to the teachers during our planning the administration makes sure that it is very brief.”</td>
<td></td>
</tr>
<tr>
<td>Related Quotes from Second Stage Teachers:</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| • “I have been running late some days due to family issues and it has never been a huge issue. We all work
together here. Coverage was provided or another teacher picked up the slack to help me out.”

### Theme Five: Provide teachers with observations followed by timely feedback

**North Middle**

- “I provide a 5 to 10 minutes of feedback letting the teacher know what they did outstanding. For the teachers who have a few areas of concern their feedback needs to be a little more detailed. Feedback should not be used to point out poor performance but rather to find someplace where you can enhance someone’s performance.”

**South Middle**

- “I had a goal to enter every classroom last year. I did not meet that goal but I will continue to set that goal for myself yearly.”
- “I handle feedback with teachers by going to their classrooms as opposed to having them come to my office. I believe that coming to the principal’s office should be associated with being in trouble.”
- “There should be a three step approach First inform the teacher of what areas were noted as areas of concern. Second let them know that you will make all efforts to help them with the areas. Lastly make sure that before they leave the post conference they feel hopeful that they will be able to fix the problem areas.”

Related Quotes from Second Stage Teachers:

- “The feedback that I received from my observations last year was very timely.”

Related Quotes from Second Stage Teachers:

- “Our Principal makes many unannounced visits to classrooms but those visits are never intimidating. You never feel that the Principal is going to come to your
classroom and see you having a bad teaching moment and slam you for it.”

<table>
<thead>
<tr>
<th>Theme Six: Provide leadership positions to get all teachers involved.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>North Middle</strong></td>
</tr>
<tr>
<td>• “When opportunities present themselves to send a teacher to a</td>
</tr>
<tr>
<td>workshop or conference I would prefer to send my teachers that</td>
</tr>
<tr>
<td>are in their second stage of teaching, it helps keep them active</td>
</tr>
<tr>
<td>in the school.”</td>
</tr>
<tr>
<td>• “We have been fortunate we have had teachers that want to be</td>
</tr>
<tr>
<td>apart of leadership groups. A lot of people want to be apart of</td>
</tr>
<tr>
<td>these teams and meetings because they feel like their voice is</td>
</tr>
<tr>
<td>being heard.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Quotes from Second Stage Teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “I know that a select group of teachers go to job fairs and</td>
</tr>
<tr>
<td>interview to hire new teachers.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Quotes from Second Stage Teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “Our administrator also let us hire our new teacher.”</td>
</tr>
<tr>
<td>• “Over the summer some members of the leadership teams were</td>
</tr>
<tr>
<td>asked to come in and discuss suggestions of how money should be</td>
</tr>
<tr>
<td>managed for the next year.”</td>
</tr>
</tbody>
</table>

Research Question Two
Data from the interviews with the second stage teachers were also used to address question two: *What instructional supervisory strategies are most effective in influencing second stage teachers to remain in the teaching profession?*

Five additional themes emerged from interviews with the second stage teachers. The themes are listed below in no hierarchal order. Additionally, supporting quotes for each identified theme are presented.

**Table 4**
Effective supervisory strategies that influence the retention of second stage teachers.

<table>
<thead>
<tr>
<th>Theme One: Allow Teachers to Express Their Thoughts and Ideas.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>North Middle</strong></td>
<td><strong>South Middle</strong></td>
</tr>
<tr>
<td>“I know that I could go to my Principal and ask him for resources and supplies along at they are within reason.”</td>
<td>“When we have issues as individuals or as team we can go directly to our principal and he will listen to our concerns. Usually he will observer or monitor the situation before he makes a decision. For the most part he is very fair.”</td>
</tr>
<tr>
<td>“At the faculty meetings we are often asking why is this happening? But you don’t get feedback right away.”</td>
<td>“Our Principal has an open door policy. We could bust through his door and tell him what issues we are having.”</td>
</tr>
<tr>
<td>“Our administration is very adamant about going to your grade level chairs first. At our grade level it stops there because he usually deals with it.”</td>
<td>We had a problem and our principal came down to the cafeteria to check out the problem. He then tried to handle it. He tries to listen to everybody.”</td>
</tr>
<tr>
<td>“I know that teachers don’t go straight to the grade level chair. We get emails that blast someone instead of going through the proper channels.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme Two: Allow Teachers to incorporate their personalities into their teaching style</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>North Middle</strong></td>
<td><strong>South Middle</strong></td>
</tr>
<tr>
<td>“We had to push group work, workshops, and literature”</td>
<td>“We are never told. I told one of my students that the”</td>
</tr>
</tbody>
</table>
circle in Language Arts. We have learned that the county has our administration that certain strategies are not being used anymore. Now, none of what they tried to force teachers to do is used anymore.

deliver of each teacher may be different but their goals are all the same.”

• “Our administration allows us to pick our own teaching styles. They have set procedure but the way that we teach our content is up to us.”

| Theme Three: Create a risk free environment for teachers that boosts moral |
|-----------------------------|-----------------------------|
| **North Middle**            | **South Middle**            |
| • “I don’t always think the climate is always a positive climate. The staff tends to be compartmentalized. The grade levels are talking with one another and they don’t often talk across to other groups.” | • “Our faculty meetings are very laid back and easy going but we still get a lot done, we laugh a lot at our meetings and I love laughing.” |
| • “I think consistency is a big thing. How you treat your faculty. Teachers want a consistent administrator. I need to know the expectations. Being wishy washy, that is what causes the animosity.” | • “I feel that we are teamed together with people that complement each other. I never have to worry about someone not pulling their weight.” |
| • “Outside of the classroom I think that if someone is doing something wrong you should go to that person.” | • “Our Principal has made a concerted effort at the beginning of his first year hear to boost teacher moral. He organized such things as cookouts and breakfasts.” |

| Theme Four: Implement Standards that minimize student discipline |
|-----------------------------|-----------------------------|
| **North Middle**            | **South Middle**            |

| **Theme Four: Implement Standards that minimize student discipline** |
|-----------------------------|-----------------------------|
| **North Middle**            | **South Middle**            |

33
• “There is a level of inconsistency when it comes to discipline at our school. We are made to construct a classroom management plan that addresses discipline for our individual classes. So many teachers try to manage student discipline at the classroom level.”

• “Our administration will handle the discipline so the students are just better for us.”

• “Our administration just has a low tolerance for students being disrespectful to adults. The parents pitch in a lot with disciplining their kids as well. I believe that our administrator wants our students to be better people.”

**Theme Five: Implement Beginning Teacher Groups**

<table>
<thead>
<tr>
<th>North Middle</th>
<th>South Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I have experience other beginning teacher programs that offer more than what I was given here. It is a good thing teachers have intrinsic motivation because if we were looking for the support it would be hard to find it.”</td>
<td>“Our principal has put into place a good BT program. We have a very good Beginning Teacher coordinator. We work harder at this school to help beginning teachers. We make booklets and other resources.”</td>
</tr>
</tbody>
</table>

This chapter presented the data collected from both the school administrators and the second stage teachers. Chapter 5 will provide a discussion of the findings, implications, limitations and suggestions for further research.
CHAPTER 5: Implications, Limitations & Suggestions

Introduction

Chapter four presented findings from research on the use of instructional supervisory practices by school administrators and the effectiveness of certain supervisory practices in retaining second stage teachers. This chapter will present three topics: 1) Implications of the study 2) Study’s limitations and 3) Suggestions for future research.

Implications of the Study

Research question one asked: What instructional supervisory practices are being used by school administrators? The findings presented in Chapter 4 identify six major themes of supervisory practices that are being used by the two interviewed school administrators. One of the six practices is similar to the practices that theorist state as necessary to create a collaborative environment, which according to research, is the ideal paradigm to retain teachers (Glickman, et al., 2007).

The strategy used by both administrators from North Middle and South Middle is Providing leadership positions to get all teachers involved. Johnson and Kardos (2007) encourage putting teachers in leadership and differentiated roles. Despite North Middle school having a low teacher perception of the supervisory practices used by their administrators, teachers there noted that differentiated leadership roles are provide to them. According to one teacher, experienced teachers are given the opportunity to assist in the hiring process for new employees of the school. Unfortunately, that is the only example of teachers in leadership positions noted by the teachers of North Middle.
Teachers at South Middle, the school noted for a high teacher perception of the administrators’ supervisory practice, stated that they are given the opportunity to assist in the hiring process of new teachers as well. Additionally, they are also given the opportunity to volunteer to be a part of the many leadership teams the school has to offer. An experience that all three teachers of South Middle noted as beneficial was participating in a leadership team meeting during the summer to brainstorm and provide feedback concerning decisions they would like to see implemented the following year. This effort given during the teachers’ off time is evidence that putting second stage teachers in leadership positions allows them to become “tied to the school”, a noted goal of South Middle’s administrator.

Despite the other five themes not being noted by theorist as strategies that produce a collaborative environment, the noted strategies have the potential to create such an environment. Incorporating teachers in decision making, communicating instructional decisions with staff, being considerate of the time of teachers, providing teachers with timely feedback, and being visible to staff and students all help to produce an environment that allows teachers to feel that their ideas and knowledge are important. All five of these strategies allow teachers to become active in various aspects of the functioning of the school environment. This allows them to move into the position of collaborator as opposed to mere subordinate.

Interviews with each administrator yielded that these strategies are being actively practiced at both schools however; the researcher discovered that the strategies are experienced by teachers at South Middle more than teachers at North Middle. The teachers of North Middle provided limited examples of their experience with the six supervisory practices. In most cases, only one example was provided concerning the administrative practices. Many of the experiences, such as the strategy of communicating instructional decisions with the staff lacked elaboration or positive
connotations. Both groups of teachers identified instructional communication occurring at faculty meetings. The teachers of North Middle see this occurrence as a “passing of information” as opposed to South Middle seeing their faculty meetings as an environment in which they can “express their feelings.”

In the case of consideration of the time of teachers both groups equally experienced their administrators extending their consideration of time beyond the classroom. The supporting quotes from the teachers prove that both administrators understand when family issues occur and they provide assistance to accommodate their staff. South Middle teachers, however, express their administrators consideration of time exists heavily within the school hours as well. They express their administrators do their best to alleviate additional tasks during their planning periods.

The supporting quotes from all of the interviewed second stage teachers solidify the fact that the practices used in their schools help keep teachers out of isolation and allow them to feel that their time, ideas, and skills influence the functioning of the school environment.

The second research question asked: What instructional supervisory strategies are most effective in influencing second stage teachers to remain in the teaching profession? The findings in Chapter 4 introduce five different strategies second stage teachers would like to see their administrators use for retention. There are two strategies from Chapter 2 that correlate with one of the strategies the second stage teachers noted as influential in their decision to stay in their current teaching position. All interviewed teachers noted that being able to incorporate their personalities into their teaching style creates an environment that they want to work in. North Middle acknowledges that currently they have been given some freedom over how they instruct their students; whereas before, they were heavily pressured to use particular instructional
methods. Teachers at South Middle are given complete control in determining how they instruct their students. A teacher at South Middle was noted as saying “…the delivery of each teacher may be different but their goals are all the same.” Allowing teachers to have control in their instructional practices provides them with the control that they desire (Donaldson 2005). The ability to incorporate personality into teaching style provides teachers with the fulfillment many are lacking. Teachers can set and reach personal goals when they are allowed to make their instruction their own.

The other four strategies that the participants implied as strategies that would influence their decision to remain in their teaching position may not correlate directly with what the research states, but are nonetheless very useful in the satisfaction of teachers. Overall, depending on how a teacher perceives a situation, the four remaining strategies have the potential to increase teacher fulfillment which is one of the foundational reason for teachers wanting to leave their teaching position. Based on the interview with the teachers of North Middle, there appears to be a desire for the strategies to be used more in their schools. One teacher from North Middle was recorded stating, “I have experience other beginning teacher programs that offer more than what I was given here. It is a good thing teachers have intrinsic motivation because if we were looking for the support it would be hard to find it.” The lack of desired support is evident from the responses by the teachers of North Middle which is in direct contrast to South Middle.

After analyzing the data from both research questions the researcher identified that there is only one similarity between the practices that the administrators report they are using and the strategies that the teachers noted as influential. These strategies are incorporating teachers in decision making and allowing teachers to express their thoughts and ideas. Despite only this one existing similarity, the teachers of South Middle were still noted for having a high perception of
their administrative supervisory practices. This high perception most likely exists because the administrator is cited for having several examples of practices that create a collaborative environment. The reverse is true for North Middle. The lack of cited collaborative practices occurring at their school may have lead to the low teacher perception of administrative supervisory practices.

Study Limitations

The following limitations are inherent in the study. This study only focused on two middle schools in a school district of 37 total schools. As a result, it is difficult to draw generalizations from the findings to elementary or secondary schools. The participant selection was also a limitation. The two school administrators and the six middle school second stage teachers are not necessarily an accurate representation of administrative strategies or teacher perception at the other levels. Lastly, the researcher is a limitation to the study. Due to the researcher being an employee of Onslow County Schools it is possible that her biased influenced her analysis.

Suggestions for Future Research

It is recommended that this study be replicated in additional settings and that the following modifications be considered in the study design:

1) Replicate this study using second stage teachers from all school levels to determine which instructional supervisory practices are most effective across all grade levels.

2) Perform a longitudinal study using second stage teachers to see if the instructional supervisory strategies that influence their retention change as they become veteran teachers.
3) Complete a comparative study of second stage teachers that began their profession with effective beginning teachers induction program and compare their retention with beginning teachers induction program not perceived as effective.

Summary

Educational reform is continuously progressing towards creating schools that can develop students into productive and competitive adults. In order for U.S. students to be competitive with other nations our school systems must be lead by highly qualified school administrators and teachers. Students of all backgrounds need to be educated in instructionally sound educational institutions led by knowledgeable and experienced teachers. School Administrators must accept their responsibility as instructional leaders and create a collegial working environment in which teachers and students can thrive.
REFERENCES


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APPENDIX A

Interview Questions (Teachers)

1) How would you describe the climate of the relationships in this school?

2) Typically, what subjects are discussed at the faculty and department meetings?
   • Who generally heads these meetings?

3) Does your school have a school improvement team?
   • Who is allowed to be a part of this team?

4) What measures, if any, are taken to ensure that teachers are able to contribute to the effectiveness of the school?

5) What measures do teachers typically take when they have a work related problem?

6) Do you feel that faculty members are given the opportunity to assist with school decision?
   • How are these opportunities provided?

7) How does the administrative team manage teacher observations and feedback?

8) How often do you get feedback from school administrative or other teachers?
   • Is this feedback helpful?

9) Are instructional goals shared with teachers?
   • How are these expectations for meeting instructional goals shared with teachers?

10) What or who dictates the teaching style that is used in the classroom?

11) Do you feel that the work you do is worthwhile and has an impact on the success of the school?
   • Who makes you feel this way?
12) Do you feel like you are able to use your education and personal experiences in your current position?

13) Do you feel that you have control over the way you do your job?

- What makes you feel this way?

Retention

14) What factors played a role in you returning to your teaching position?

15) Are there procedures set into place that would allow teachers to become leaders in your school?
Interview Questions (Administrators)

1) How would you describe the climate of the relationships in this school?

2) Typically, what subjects are discussed at the faculty and department meetings?
   - Who generally heads these meetings?

3) Does your school have a school improvement team?
   - Who is allowed to be a part of this team?
   - Who normally is shows interest in becoming a part of this team?

4) What measures, if any, are taken to ensure that teachers are able to contribute to the effectiveness of the school?

5) How do you handle work related problems that teachers have?

6) What opportunities are provided to assist with school decision?

7) How does the administrative team manage teacher observations and feedback?

8) How often does the principal or vice principal provide feedback to faculty members?
   - How often is feedback given amongst faculty members (from faculty member to faculty member)?

9) How are expectations for meeting instructional goals shared with teachers?

10) Who dictates the teaching style that teachers use in the classroom?

Retention

11) How are teachers made to feel that the work that they do is worthwhile and has an impact on the success of the school?

12) Are there procedures set into place that would allow teachers to become leaders in your school?
13) What methods do you have in place to retain teachers?