Ten Strategic Points for Teacher Retention

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**The *10 Strategic Points* for the Prospectus, Proposal, and Dissertation**

**Introduction**

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|  | **Ten Strategic Points** | **Comments or Feedback** |
| **Broad Topic Area** | Veteran Middle School Teacher retention.  |  |
| **Lit Review** | **a. Background of the problem/gap** 1. Prior studies have shown a need to carry out future research on the retention of educators. (Hammonds, 2017). Hammonds (2017) noted that future research needs to be completed on retention initiatives in regards to teachers. Hammonds (2017) went on to note that more research is needed in the middle school setting for teacher retention.
2. Snyder (2017) concluded that further interviews should be carried out with teachers on the frontline of change implementation within the education system.
3. Fuller, Waite, & Irribarra (2016) identified the need for future research to look at the perceptions of a teacher to leave one school based upon co-occurring effects of both social norms and organization structures.
4. Lindqvist & Nordänger (2016) recommended that more research be carried out in order to learn more about different ways to keep teachers in the profession.
5. Rumschlag (2017) noted that more research needed to be done to figure out reasons for teacher burnout in regards to different types of demographics within the education field.
6. Glazer (2018) pointed out that more research needed to be carried out particularly of veteran teachers in regards to teacher attrition.

**b. Theoretical foundations (models and theories to be foundation for study);** 1. Expectancy Theory (Daly & Dee, 2006)
2. Herzberg’s Motivational Theory (Buble, Juras, & Matić, 2014).

**c. Review of literature topics with key theme for each one;**1. **Mentor Programs:** According to Bibi, Ahmad, & Majid (2018) schools that had good training and support systems in place by the administration had higher levels of teacher retention. Educators that felt like they were not doing it alone were more likely to stay within the teaching profession. It was found that these educators were more likely to stay in the profession because they felt like they had someone that they could go to in the event that they felt like they were having a difficult time at the school (Bibi, Ahmad, & Majid, 2018). Teachers that have been given a mentor tend to have a lower level of leaving the teaching profession (Burke & Beytin, 2018). Many school districts such as Greenville County schools implement mentoring programs to reduce employee turnover. Teachers that have a mentor tend to have higher engagement and are more likely to not want to leave the profession (Dubin, 2017).
2. **Student Achievement**: Burke (2018) noted that having good quality teachers has a positive correlation with test scores. Schools are concerned with keeping high quality teachers and making sure that they do not leave the profession. Burke (2018) noted that school districts such as Baltimore County Public Schools that have a mentor program in place tend to have higher teacher retention rates. The reason why this is important is having higher teacher retention rates has a positive correlation between test scores being higher (Burke, 2018).
3. **Teacher/Administrator Relationship**: Organizations that foster positive employee and supervisor relationships tend to have higher employee retention rates (Covella, McCarthy, Kaifi, & Cocoran, 2017). Turnover of teachers is higher in schools that have bad teacher and administration relationships (Covella, McCarthy, Kaifi, & Cocoran, 2017). Institutions of education need to foster positive relationships among the administration and teachers to lower employee turnover.
4. **Teacher Retention:** Teacher retention is a large concern for school districts due to the amount of money it costs to hire and train new teachers for positions (Papay, Bacher-Hicks, Page, & Marinell, 2017). The majority of teachers leave the profession within their first five years of teaching (Papay, Bacher-Hicks, Page, & Marinell, 2017).

**d. Summary**Teacher retention is a serious issue for many schools across the United States. Schools need to look at what is causing teachers to leave the profession. By figuring out why educators are leaving the profession, this will allow schools to address the problem. It is also important to see if mentoring will reduce the amount of teachers that leave the profession. By addressing the reasons why teachers are leaving will then help increase teacher retention at many schools across the country.  | Herzberg’s Motivational Theory is listed in the event that I decide to move forward with this theory. I am still researching available literature to determine which one would be best to use for my study.  |
| **Problem Statement** | It is not known why middle school veteran teachers identify and describe their reasoning for staying in the teaching profession.  |  |
| **Research Questions** | R1: How do veteran middle school teachers identify their reasoning for staying in the teaching profession?R2: How do veteran middle school teachers describe their reasoning for staying in the teaching profession?  |  |
| **Sample** | 1. *Location:*
	* A school district in the southeast of the United States.
2. *Target Population:*
	* A school district with over 20 schools.
3. *Sample:*
	* 12 veteran middle school teachers.
		1. 12 to be used for the interviews.
		2. Same 12 to be used for focus group.
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| **Describe Phenomena (qualitative) or Define Variables/Hypotheses (quantitative)** | Veteran middle school teachers and teacher retention.  |  |
| **Methodology & Design** | The methodology to be employed is qualitative. The design is a descriptive study on veteran middle school teachers and their reasons for remaining in the school setting. |  |
| **Purpose Statement** | The purpose of this qualitative descriptive study is to understand why middle school teachers identify and describe why they stay in the teaching profession in a school district in the southeast.  |  |
| **Data Collection Approach** | 1. Site authorization.
2. IRB Permission to conduct research.
3. The investigator will interview veteran teachers to understand the reasons of the teachers to remain in the teaching profession.
4. The investigator will conduct a focus group with veteran teachers to understand the reasons of the teachers to remain in the teaching profession.
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| **Data Analysis Approach** | 1. Data will be organized and prepared for analysis.
2. Descriptive comparison will summarize the data.
3. A narrative and visual summary of the descriptive study will be developed across the research questions.
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