

2009

## **What factors influence teachers' decisions to stay or leave the teaching profession? : a study of a cohort graduated from a single subjects teaching credential program in central California**

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**What Factors Influence Teachers' Decisions to Stay or Leave the Teaching Profession? A Study of a Cohort Graduated from a Single Subjects Teaching Credential Program in Central California.**

**Paige O. Newbury**

**Action Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Education**

**College of Professional Studies  
School of Education**

**California State University Monterey Bay**

**May 2009**

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## **Acknowledgements**

When I entered the Single Subjects Credential Teaching Program at California State University at Monterey Bay, I could not have foreseen my later delving into the functioning and results from a similar graduating cohort as part of earning a Master of Arts degree in Education. At the time, I was too immersed in and somewhat overwhelmed by the entirely new world I had entered. And this world was only a part of the world of Education. I have been delighted and energized by my journey and would like to thank everyone who has helped and guided me.

First, I would like to offer my profound appreciation to Dr. Beverly Carter. Dr. Carter has personally guided me and been a light and resource through the navigation of obtaining my Single Subjects Credential in Social Studies, through my early teaching career, and through the entire process of obtaining my Masters in Education. She has always been available through her home and office phones, e-mail addresses and in person. Without her effort and all the information she has given me in interviews, my thesis would never have been complete.

During the six years I have been part of the CSUMB campus, I have had many very supportive instructors. Dr. Bob Hughes, Dr. Wang, Dr. Meier, Dr. Denti, and Dr. Lloyd all come to mind. Dr. Meier was instrumental in helping accelerate my technological basis for educational instruction. He maintains calm when electronic programs are being obtuse and recalcitrant to neophyte use. Dr. Meier has a knack for

simplifying computer processes for those of us who need extra assistance. Dr. Denti coordinated my introduction to the field of Special Education. I took one of his courses concurrent to a workplace need to understand the more recent decisions in regard to IDEA and other legislation including students with special educational needs.

During this final process of completing my thesis and obtaining feedback and the professional advice of a second reader, Dr. Dorothy Lloyd has been not only enlightening and informative – but also a stalwart support when the light at the end of this process seemed to be fading. Her words of encouragement gave me the energy to keep working on this project.

Thanks to Dr. Lora Bartlett at the University of California at Santa Cruz for her tremendous work in this field. Her written works include numerous books, articles and reports on teachers and their unique work environments and work conditions. Her work was instrumental for the creation of the Teacher Questionnaire and other parts of this thesis. Thanks to Lora also for her time and help in formulating the questionnaire and for our conversations by phone that helped with the clarification of information and the direction of the research.

In addition, thank you to all the volunteers and others with whom I spoke and whom I questioned as part of this thesis project. You have energized my feelings for teaching and education. And finally, thank you to all my friends and family who have

been witness to some of my frustrations and fits of pique at various points in the duration of this thesis.

## ABSTRACT

Teacher attrition and retention are of importance in California at this time because the state faces a projected teacher shortage. This thesis looks at a cohort of graduating members from a Single Subjects Credential Program in central California; those who have remained at their first school site, those who have moved within the teaching profession to other schools, those who have moved from teaching to a related profession and those who have left the teaching profession entirely. This thesis offers suggestions regarding possible reasons why a cohort of Single Subject students decided to stay at their “first hire” school site, decided to stay in the profession yet move to different schools, or chose to leave the teaching profession altogether. There are also suggestions of some possible means for amending current practices to achieve greater teacher retention.

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## **Chapter One - Introduction**

These are some comments from the graduating members of the first cohort of a Single Subjects Credential Program at a California State University. They are only a few of the graduates from a single credential program, one of many credential programs all across California. They represent a huge number of graduates from similar programs in the past few years. This group of individuals completed their credential program with preliminary teaching credentials six years ago. The members of this group talked about their joys and difficulties in completing the program and in beginning their teaching careers.

“I loved our credential program, we were trailblazers. The program for the Single Subjects credential had just begun; we were the first group ever at our school. We could tell our program was in its infancy and definitely experienced its stops and starts in beginning. The energy was high and everyone was willing to help and give any and all support needed. I joined the program because I was tired of the corporate world, I wanted to do something noble and make a difference. I felt happy working with the kids. I felt I was making inroads and felt there was a good substantial difference in their educations. Starting school the first day, I had inherited someone else’s class. I had no real introduction into classroom setup. The class had a general lack of materials. The former teacher who had left had made it clear that the students were not liked. There was no

scope and sequence to help with organization. I had one prep and three classes with 110 students, so this helped with organization. I left teaching to return to my former profession, staying in the same geographic area. I would consider returning as a guest teacher for certain types of units of instruction – poetry/writing. I would return to teaching if I could return part-time with smaller classes and a higher salary. “

--Forty-something year old former teacher (Durden, 2008)

“I entered the Single Subjects credential program because I wanted to contribute. I had always wanted to be a teacher when young. I desired the ability to interact positively. Before entering the program I was a buyer for a large company, West Main Marine Boating. I did not feel ethically aligned. The interaction with kids and hearing their perspectives and concepts were very important to me. They (the students) have a different way of looking at things. And this is different from one class to the next. I am still working at the same school where I began my teaching career six years ago. The largest support in my teaching has been the teachers I work with. I was lucky; it was a great first year. I learned a lot. I had no direct support, but very collaborative teachers and a good department chair. I feel like I lucked out. My job pays relatively well. We are a small school, and we have a population of great kids. I will continue teaching here for the foreseeable future.”

--Thirty something year old current Social Studies teacher (Nightly, 2008)

“I wanted to be a teacher because it was a part of my family history. I grew up in Vermont, part of a long line of teachers. The whole family is in the teaching profession. I really like the changing dynamic of everyday routines. I also really enjoy seeing when the kids get it. I enjoy presenting the material and helping my students to strive for success. I want to see all students successful. Before I entered the credential program, I worked for the National Parks System at Pearl Harbor. I had moved to follow my girlfriend to the campus where I obtained my Single Subjects credential. I had no teaching experience prior to this and had completed my undergraduate degree at a California State University. The credential program was fantastic. This was the first year, and there were quite a few glitches, including my having to pay for my classes immediately and with my credit card. I have been teaching at the same middle school since exiting the credential program. I really am happy at my school site. One of the components of my teaching success has been the administration’s support at my school site. There is a chronic lack of materials for use in my labs; I am helped in whatever way possible by my administration. I derive a lot of satisfaction from helping students get ready for success in life with a good basis in scientific knowledge, and in knowing I am doing the work/job well. The only reason I would leave teaching would be for a higher salary. I am unable to purchase a home here with my current salary.”

--Thirty something year old Science teacher (Freeman, 2008)

“I am currently a counselor at a very new high school, formed by charter after the State of California closed the earlier incarnation [of the high school] due to its poor performance. I started at this school as an English teacher. Dismayed by the counseling staff, I approached my principal stating that I could counsel our students better than the current counselor. To my surprise, the principal told me the job was mine. Since beginning my work, the college attendance rate for students here has gone from 20% to 80%. I have always loved working with urban students, those who are underrepresented in college rolls, and thus those who are commonly left behind.”

--Thirty-something year old counselor (Montclair, 2008)

### **My Interest in This Study**

I have been a teacher for seven years. The first of these years was spent student teaching at a local high school. The rest have been spent teaching in two different subject areas, Social Science and English, at two different high schools in the local area. I entered the Single Subjects Credential Program at a California State University as preparation for

a secondary career. I had great support from my advisors and just about all instructors in the various components of the program.

While engaged in my teaching activities at these very different high schools and during student teaching experience at two local middle schools, I have observed many fine teachers leave the teaching profession for a variety of reasons. Conversely, I have observed many teachers remain in the teaching profession who are obviously burned-out, tired and in some cases physically unstable. The high turnover of individuals who would make the finest teachers and make the largest contribution to the education of thousands of students was and is troubling to me. The effects of a competent teacher on the intrinsic development of a fine education for students who will, by nature of this education, become life-long learners are measurably positive (Ingersoll, 2001). These results obtained by qualified, engaged teachers can be negatively compared to the educational development of those students taught by a teacher who seems to be working only to survive.

### **Background.**

Every year, U.S. schools hire more than two hundred thousand new teachers for the first day of class. By the time summer approaches, at least twenty-two thousand have quit. About thirty percent of new teachers flee the profession after just three years and more than forty-five percent leave after five (Esch, 2005). In addition, the demand for

new teachers rises steeply every year due to demographic factors, such as the baby boom echo, and legislative factors including policies such as class size reduction (Futernick, 2007). Districts under pressure attempt to fill the shortages with under-qualified teachers. Under-qualified teachers are defined as those without credentials and with the least experience (Ingersoll, 2001). These under-qualified and least-experienced teachers are often concentrated in special education, urban schools, and schools serving student populations who are in the majority poor, minorities, and English learners (Jacobson, 2007). Some of the factors that impact these schools in negative ways, such as large class sizes and a lack of resources available for teachers, are some of the very factors that lead to a high attrition rate among experienced teachers. These are the practicing teachers who flee to schools with greater funding. This kind of circumstance leads some educators to suggest we have a teacher retention problem rather than a teacher shortage problem (Guha et al., 2006).

On a regional level in California, a recent large study of teacher retention issues was conducted in a three county area. The study focused on Seaside, Pinnacles, and Ocean View Counties. The results mirrored similar findings in studies conducted on the national level (Ingersoll, 2001). The results are also similar to those found by a regional study of teachers (Bartlett, 2004). California will have to replace about one third of its teachers – 100,000 of 308,000 as baby boom teachers retire in the next several years (Guha et al., 2006). Likewise, the teacher shortage in the selected three county areas in



California is expected to be similar in the attrition of teachers before they retire. The move of new teachers to other professions is a principle cause of this teacher shortage.

There are additional obstacles to teacher retention in the studied area. Some of the most cited factors/obstacles include a lack of affordable housing in combination with other factors influencing schools on the national and state level. A lack of administrative support, salary and benefits that are too low, the school located too far from home, and accountability pressures that are too great, are some of the most cited factors reported to national and state education researchers at essentially the same rates (Guha, 2006). This region has 1,430 teachers that are fifty-five or older, a significant proportion of the total teacher workforce to be of retirement age (Learning, 2005).

The number of teachers who will be leaving the teaching profession in the next few years represents only the number needed to replace these professionals, not the number needed for the increasing population of students estimated for all California's schools (Learning, 2006). Add to this statewide problem the number of educators leaving for other reasons and the need becomes sharper. The critical shortage of teachers is projected to continue at national, state and local levels.

### **Statement of Purpose**

The purpose of this study was to examine reasons teachers leave and stay in the teaching profession. The understanding of the factors involved in qualified teachers leaving the teaching profession and why and how some of this attrition could possibly be

moderated would have implications for creating or developing some future means to be used for correcting the problem. This information could be a partial gauge of the qualified teacher gap and the attendant costs to student achievement and total personnel costs for the taxpayers of California (Learning, 2005).

This study loosely encompassed four basic divisions: first, those teachers who remained in teaching and stayed at the same school site; second, those teachers who remained in teaching but changed school sites; third, those teachers leaving teaching for a career in a related field of education; fourth, those teachers leaving the teaching profession entirely. According to one of the largest California reports in a recently conducted survey of thousands of teachers (Bartlett L. 2004), teachers listed: dissatisfaction with pay, dislike of the negative public image of teachers, pursuing another line of work, personal reasons, and moving away from the area, as factors more important than retirement as reasons for leaving the profession or current school. The results of this study were similar to a teacher survey conducted on the state level within the last two years (Futernick, 2007). The similar study at the state level found a set of work conditions and personal reasons listed as factors greater than retirement as reasons for attrition also.

How many members of this cohort stayed in classroom teaching – at the same school or at a different school site? How many members of this cohort left for a related career in education? How many members left teaching entirely?

Why did teachers in this cohort stay in the teaching profession? Why did teachers in this cohort change schools? Why did teachers from this cohort stay in a related educational field or leave teaching entirely? In conducting a qualitative, in-depth study with this representative group of teachers, the findings may suggest links to results of earlier studies and possibly suggest a set of predictors to aid in the retention of new teachers.

## **Chapter Two: Review of the related literature**

The problem of a dearth of qualified teaching professionals exists on the national level with a wide array of statistical data available from federal sources and researchers focusing on solutions to national education problems (Darling-Hammond et al., 2002). The data on a national level indicate that school staffing problems are primarily due to excess demand resulting from a “revolving door” where large numbers of qualified teachers leave for reasons other than retirement. (Ingersoll, 2001) The solution to teacher staffing problems is found not by increasing supply, but in reducing demand (Casserly, 2006). Educational sociologists have long held that the presence of a sense of community and cohesion among families, teachers and students is important for the success of schools (Ingersoll, 2001). A large study of student performance and achievement gaps on state assessments conducted throughout the nation’s largest cities in the past recently showed important gains in math and reading scores but also report the persistent problem of under-prepared teachers highest in poor and minority schools (Casserly, 2006).

Another large study of teacher certification and teacher effectiveness done in Houston contributed to the findings that credentialed teachers are more effective than non-credentialed teachers (Darling-Hammond et al., 2002). An additional multi-state study of school districts and the professional communities within them in different states over the course of four years highlights the widening academic inequalities, highlighting

the necessity for high teaching standards for all students, and in addition the overwhelming effects these demands can have on teachers (McLaughlin, 2001).

A marked increased effectiveness of teachers has been noted in those who have made it beyond the two year initial teaching period (Ingersoll, 2001). The teachers who remain in teaching after this initial time are considered effective teachers (Futernick, 2007). The primary significance of this finding is the correlation of the numbers of under-prepared teachers working in urban and poor schools and the related correlation to lower standardized test scores. This problem is exacerbated by the fact that schools with large numbers of poor and minority pupils have more trouble retaining teachers and the most difficulty attracting new applicants for teaching positions.

Nationally, research performed on an ongoing basis has confirmed that a high percentage of teachers new to the profession leave shortly after their second year of teaching. This, in addition to the normal attrition rate from teacher retirement is leading to a shortage of experienced, effective teachers. The lack of effective teachers has a direct effect on student achievement. After three years with effective teachers; students show achievement gains significantly higher than those of students with the least effective teachers (Strong, 2007). This is actually a huge effect on human capital outcomes.

In California, school districts are keeping records of teachers' student test scores on standardized tests currently in response to recent federal legislation such as, No Child Left Behind( NCLB) and IDEA( Individuals with Disabilities Education Act) (Guha,

2006). The records currently being generated by California legislation have generated similar data to the earlier studies produced at the national level. These results confirm that more experienced teachers are leaving teaching after two years for better school sites or out of the profession entirely (Darling-Hammond, 2002). California's teacher attrition rate of twenty-two percent at the two year level, however, is higher than the national number of twenty percent new teacher loss.

The continual flight of teachers from schools creates extra costs for the districts employing them. These costs can be found mainly in the initial hiring and the attendant professional development as staff costs. An increased instability in the school culture resulting from a large staff turnover and the incumbent depression of overall school morale represents an indirect cost. In similar fashion to those school districts on the national level, school districts in California that are moving retain more teachers than those that are stuck indicating a facet of teacher retention (Ingersoll, 2001). Districts are considered to be moving when they are in the process of actively seeking to aggregate their teachers into professional communities. These groups of teachers are gathered for collaboration and to activate school changes to implement curriculum changes (Bartlett L. , 2004). Quite a few of these changes at the school site and district level can be linked to the legislated state standards implemented to support the high stakes tests like the CASHEE California State High School Exit Exam (McLaughlin, 2001).

Teachers quit for many reasons that can be broadly divided into two categories: working conditions and personal factors (Futernick, 2007). School demographics, the

support of or lack of support by administration, low salary, lack of resources, lack of teacher control over decision making and low performing student populations are factors that make up working conditions (Bartlett, 2004). Personal reasons include starting a family, relocating for a spouse's job, and poor health. These and related factors in teacher working conditions are also examined by studies of conditions that exist in schools and define school organization (Ball, 1987). The broader results of national findings are repeated in the state results of California and also in the findings on a regional level.

On a regional level in California, a study conducted by researchers at the new Teacher Center at the University of California Santa Cruz collected data from teachers who had been in their Santa Cruz New Teacher Project (SCNTP) mentoring program six years earlier. After six years, a significant finding was that a much higher percent of teachers who had received induction support were still classroom teachers (Learning M. , 2005). The shortage of teachers exists on a national, state and local basis. The national situation is mirrored in California with the problem highlighted because California has ranked in the bottom among all states in the country in teacher retention in recent years (Futernick, 2007).

Today California faces a persistent shortage of well-prepared teachers with a shortfall of fully prepared teachers to increase from 20,000 in 2004-05 to 33,000 in 2015 (Esch, 2005). In California about 22% of teachers leave after their first four years in the classroom (Futernick, 2007), which is higher than the national statistic of 6% leaving before retirement age (Ingersoll, 2001). Teacher turnover has fiscal costs in the hundreds

of millions spent annually to recruit, screen and prepare individuals to replace the exiting teachers, but the larger costs are extracted from the students with under prepared teachers and the loss of instructional continuity in schools (Jacobson, 2007). To solve the problem of the teacher shortage, the production of new teachers will need to increase and teachers will have to be retained.

Recent data studied finds that teacher preparation by credentialing lends success to teachers' careers in maintaining a high level of those who remain actively teaching (Smith, 2004). Teacher credential program graduates have a demonstrably higher rate of staying in teaching than do individuals from Teach for America or other similar programs seeking to incorporate individuals with great life skills, but without the more strenuous academic basis, more immediately into teaching positions (Darling-Hammond, 2002). This study is an in-depth snapshot of individuals who entered the teaching profession with the benefit of a credential program's preparation.



## **Chapter Three: Methodology**

### **Design**

The design of the research was a case study using qualitative and quantitative data about new teachers in a finite subset of the teaching profession. The purpose of this research was to study reasons teachers leave and stay in teaching. This case study selected a cohort of teacher credential candidates from a California Single Subject teacher credential program to examine the movement within the educational community or attrition of its members. A cohort can be defined with a group of members that take the same classes and graduate together. As much information as could be collected would be assembled in quantitative data on the cohort members and qualitative in-depth snapshots obtained through interviews.

### **Setting**

The study took place in the central region of California. The selected teacher credential program was part of the university educational system in California. The area in which the California state university was located is similar to a region recently examined by educational researchers. The members of the selected cohort have exhibited considerable movement in the intervening six years since graduating the Single Subjects credential program, with contacted cohort members scattered across the United States. The cohort members were reached by e-mail, telephone and regular mail. An

electronically produced Excel data chart on all the members of the cohort was also accessed (Reynolds, 2008). All contacted members were e-mailed electronic copies of the teacher questionnaire and related questions in advance of any telephone contact or offer of interview electronically.

## **Participants**

The participants in this study were all members of a single cohort of a Single Subjects Credential Program. The participant selection was very directed. All persons volunteered for participation. The entire number of available members of the cohort were surveyed. Five of this number volunteered for in-depth interviews. Determinants of selection for the in-depth interviewing were, in part, availability, communicativeness and representation of individuals in the four examined areas. These areas included; individuals remaining teaching at the same school site, individuals remaining in teaching but leaving the first school site, individuals leaving teaching for a profession in an education related field, and individuals who left teaching entirely.

The cohort was selected from a Single Subjects Credential Program class graduating in 2002. This graduating date provided about a six year window for study and a reasonable length of time to examine the trends of this chosen group. This case study selected a cohort of teacher credential candidates from a California Single Subjects teacher credential program to examine the movement of the members of this cohort within the educational community and attrition of its members. The group consisted of

nineteen individuals; ten women, and nine men. The departments represented were World Languages with three members, English with six members, Math with two members, Science with six members, and Social Studies with two members.

There was no material or monetary compensation for participants in this study. The only compensation for the participants was the satisfaction of giving voice to and having someone listen to and note their ideas and concerns. They also had a chance to reflect on their career and add to information about why teachers leave.

### **Instruments and Procedures**

The instruments used for data collection were a Teacher Interview, a Teacher Questionnaire, and material gathered by the Teacher Credential Program Director (Reynolds, 2008).

#### **Teacher Questionnaire - Appendix A**

The teacher questionnaire was based on the questionnaire used by Dr. Bartlett in a recent survey of teachers in her local area of Santa Cruz and surrounding counties. The questionnaire consisted of twenty-two questions with comment areas provided. The questions involved the areas of: completion of a Single Subjects Credential Program, age at which the program was entered, teaching experiences after finishing the program, kind of credential held, grade level taught, main teaching assignments, years at current school, undergraduate school location, reasons for moving to a different school, reasons for

moving to different job, reasons for moving to a different city, and reasons for leaving teaching. This questionnaire was sent electronically or by regular mail to the participants.

### **Teacher Interview- Appendix B**

The members of the cohort who volunteered to be interviewed were given another set of nineteen questions that were asked in a less formal manner. These were open-ended questions that encouraged personal thoughts and opinions. The transcripts of these interviews were typed up and electronically sent to the volunteer. Any material with which a participant did not agree was removed or changed to reflect the accurate view of the volunteer.

### **The Teacher Credential Program Director Material – Appendix C**

The Teacher Credential Program Director made the initial contacts. The Director collected information and compiled a very detailed cohort member chart. This information was shared and used in addition to the interviews held with the Program Director in person. All interviews with the cohort members were conducted by telephone and internet. All names and locations have been given pseudonyms. Any and all participants were given the right to review, revise, remove any of the information they have given at any time. Participants had the opportunity to read and revise their interview transcripts and to read the whole report.

## Data Analysis

The data obtained were divided into the framework of the four established outcomes of the study's questions. The four outcomes were first, those teachers remaining in teaching and at the same school site; second, leaving only the school site but remaining in teaching; third, those teachers leaving the school site for a career in a different part of education; and fourth, those teachers who are leaving the teaching profession entirely. This is based on an earlier study conducted by Dr. Lora Bartlett, currently a professor and researcher located at the University of California at Santa Cruz (Bartlett L. , 2004) and other corresponding studies at the state level (Futernick, 2007) and similar studies at the national level (Darling-Hammond, 2002).

The five volunteers who would become example case studies for each of the four categories were three women and two men. Four have remained in teaching related fields, one has left teaching. Three of these five have remained in the local area and two have relocated in other parts of California. For the five members of the cohort who volunteered to be interviewed , notes were taken on their responses to the questions on the formal teacher retention questionnaire. In addition the more open-ended questions of the additional questionnaire were asked with notes taken and answers written into a narrative statement. Each teacher volunteer was given a copy of their statement to review or amend as they wished. The five volunteers were able to withdraw their material at any time in accordance with the Human Subjects Consent Form. The statement, as well as other data sources, was then reviewed to find factors influencing the decision of each

teacher volunteer to stay or leave. Data from all the respondents were summarized on a spreadsheet arranged according to the four possible outcomes: stay-stay, stay-move, left-related, and left.

## Chapter Four: Data Analysis

### Findings

Data about the cohort came from three instruments; first, information from the Teacher Credential Program Director, second, information from the Teacher Questionnaires, and third, information from Teacher Interview Questions. The basic chart, **Figure 1**, on information for all the cohort members enabled the composition of charts that examined variables in the cohort teaching settings that could be quantified; e.g. the placement of cohort graduated students at a given school site (Reynolds, 2008). The Market Data Retrieval material was used for other variables in the cohort members' school sites (MDR, 2006-2007). The primary chart has basic information about the cohort members. The first column gives the gender of each cohort member. Of the nineteen members, ten were female, 52%. Nine of the members were male, about 48% of the total. The next factor listed on the chart is the subject area for each student. Of the subject disciplines for the cohort members seven or 37%, were in Science. Six of the cohort members or 32% were in English. Three members or 15% were in Foreign Language. Two of the cohort members or 10% were in Social Studies. One cohort member or 5% was in Math.

The next three columns of data list whether the cohort member was a student teacher during the program or was working as an intern teacher during the program... Thirteen cohort members 68% were working as interns. Six or 32% were student

teachers. Eight, 42% were given waivers and not tested in their subject as they had the required number of courses. Eleven cohort members, 58% were tested by exams in their subject areas. Four members, 21% held advanced degrees before entering the program. Fifteen members, 78% had the regular undergraduate degree.

The number of members of the cohort who left teaching after five years was five, or about 24% of the total group. This number includes those members who left teaching entirely and those individuals who left teaching for a related profession in education. This number of 24% was less than half the number of the national average given as 68% (Ingersoll, 2004).



**Figure 1 Chart of Basic Demographics of Cohort Members**

<b>Cohort Member</b>	<b>Stay/Leave</b>	<b>Subject Area</b>	<b>Intern/ST</b>	<b>Subject Matter</b>
1.Male student	stay-stay	Language	I	exam
2.Female student	unknown	Foundational Math	I	exam
3.Female student	left-related	English	ST	waiver-CSU
4.Female student	left-related	English	ST	exam
5.Female student	stay-stay	FL: Spanish	I	exam
6.Female student	stay-move	Sci: Biology	I	waiver- CSU
7.Male student	stay-stay	Sci: Biology	ST	exam
8.Female student	stay-move	FL: French	I	exam
9.Male student	stay-stay	History-Social Sci	ST	exam
10.Male student	left	English	I	exam
11.Female student	stay-stay	Sci: Biology	I	waiver-UC
12.Male student	stay-stay	Sci: Biology	I	waiver-UC
13.Female student	left-related	English	I	waiver-CSU
14.Male student	stay-move	English	I	exam
15.Male student	stay-move	Sci: Biology	I	exam
16.Male student	stay-move	Sci: Biology	I	waiver-CSU
17.Female student	left	English	ST	waiver- CSU
18.Female student	stay-stay	History-Social Sci	ST	exam
19.Male student	stay-move	Sci: Biology	I	wavier- CSU

## **Stay/Leave and Subject Area**

This was the first year of the credential program with the school districts attempting to meet legislation concerning teachers and their credentials. Thirteen members of the cohort or sixty-nine percent were working as intern teachers during the credential program see **Figure 2**. The other six cohort members or about 31% worked as student teachers.

The members entering the program with the course material in place, or by waiver were eight, about 42% of the whole cohort. The other 58% of the cohort members took examinations for subject material such as; the Praxis I and II, SSAT (Secondary School Admission Test) and the CSET( California Subject Examinations for Teachers), state subject mastery exams. Four of the cohort members, about 21% held advanced degrees before entering the program.

Two of the cohort members who left the teaching profession entirely, equaling 10% of the total group were included in this subset. These were both English Single Subjects Credential holders. Of the cohort members who left the teaching profession for a related profession, all three or 100% were English Single Subjects Credential holders. Of the six members who stayed in teaching but changed schools, four or 67% were Science Single Subjects Credential holders, 16% were English and Foreign Language Single Subjects Credential holders. Of the 37% of the cohort who have stayed in teaching at the same school, were 100% or both members of the Social Studies Single Subject Credential

holders. Of this stay/stay number were three, 43% of all the Science cohort members. The last members of the stay-stay group, two or 67% of all of the Foreign Language Subjects Credential holders.

**Figure 2 Cohort Member- Subject Area**

<b>Cohort Member</b>	<b>Stay/Leave</b>	<b>Subject Area</b>	<b>Intern/ST</b>	<b>Subject Matter</b>
3.Female student	left-related	English	ST	waiver-CSU
4.Female student	left-related	English	ST	exam
10.Male student	left	English	I	exam
13.Female student	left-related	English	I	waiver-CSU
14.Male student	stay-move	English	I	exam
17.Female student	left	English	ST	waiver- CSU
8.Female student	stay-move	FL: French	I	exam
5.Female student	stay-stay	FL: Spanish	I	exam
2.Female student	unknown	Foundational Math	I	exam
9.Male student	stay-stay	History-Social Sci	ST	exam
18.Female student	stay-stay	History-Social Sci	ST	exam
1.Male student	stay-stay	Language	I	exam
6.Female student	stay-move	Sci: Biology	I	waiver- CSU
7.Male student	stay-stay	Sci: Biology	ST	exam
11.Female student	stay-stay	Sci: Biology	I	waiver-UC
12.Male student	stay-stay	Sci: Biology	I	waiver-UC
15.Male student	stay-move	Sci: Biology	I	exam
16.Male student	stay-move	Sci: Biology	I	waiver-CSU
19.Male student	stay-move	Sci: Biology	I	wavier- CSU

### **Stay/Leave and School Poverty Level**

Below is a chart, **Figure 3**, with the results of one of the work conditions that affect teachers' access to material resources. The school poverty level is the level of poverty for the population of students and their families in the target area (MDR 2006). The school poverty level was highest at school sites where the cohort members stayed in the teaching profession but changed school sites. The school poverty rates were 25% and 30% and 50% at the school sites of the six members who stayed in teaching but changed schools. The lowest school poverty rate of 11% was found at the school sites of two of the cohort members who have stayed in the profession and stayed in teaching.

Student Need (SN) is measured by the number of students at a school site eligible for free or reduced lunches (MDR 2006). The school site with the highest SN at 85% also has a school poverty level of 25%. These numbers are similar to another cohort member school site with an SN percent almost as high at 67%. One of the cohort members who stayed in teaching and at the same school site can be found at the school site with the highest poverty percentage and second highest percentage of free and reduced lunch eligible students.

Work conditions include a large number of variables (Bartlett L., 2004). The student population of a school, the number of students who are eligible for free or

reduced school lunches, and the poverty level of the student's families at the school are variables that can indicate challenges in work conditions for the teachers at these schools.

**Figure 3 Cohort Member- School Poverty Level/SN**

<b>Cohort Member</b>	<b>Stay/Leave</b>	<b>School Pverty Level</b>	<b>SN free/reduced lunches</b>	<b>Students at School</b>	<b>School Technology Level</b>
3.Female student	left-related	11%	23%	1367	M
11.Female student	stay-stay	11%	14%	320	H
17.Female student	left	12%	13%	2900	M
1.Male student	stay-stay	14%	23%	1367	M
4.Female student	left-related	14%	53%	87	M
5.Female student	stay-stay	14%	14%	320	H
7.Male student	stay-stay	14%	49%	657	M
8.Female student	stay-move	14%	49%	657	M
9.Male student	stay-stay	14%	51%	1166	H
10.Male student	left	14%	19%	2558	M
13.Female student	left-related	14%	14%	1166	M
19.Male student	stay-move	14%	33%	1500	H
15.Male student	stay-move	16%	25%	1000	H
16.Male student	stay-move	18%	51%	300	H
18.Female student	stay-stay	18%	51%	300	MH
6.Female student	stay-move	25%	23%	1367	not listed
14.Male student	stay-move	25%	85%	870	H
12.Male student	stay-stay	30%	68%	675	H
2.Female student	unknown	not listed	50%	780	L

### **Stay/Leave Personal Reasons**

Personal reasons for staying in or leaving the teaching profession include the personal factors that can influence the decisions in a person's life. These include whether cohort member is married and has children. Also important personal variables were the home area of the cohort member and/or the cohort member's family, and the link to cohort members of family members with teaching careers. Personal reasons also include the availability of housing, potential mates, fulfilling a personal occupational dream. The two cohort members who left teaching completely left for professions that had interested them earlier in their careers.

### **Stay/Leave- School Placement / Home Area**

Of cohort members who stayed in teaching at the same school site, five of these seven or 26% of the total cohort were from the local area and stayed in the local area. The five members represented 71% of the total teachers from the local area that stayed in teaching. The two cohort members who left teaching entirely were also from the local area, 10% of the cohort total. This number is 100% of the cohort members leaving teaching group. Of the 32% of cohort members who stayed in teaching but changed school sites, all but one stayed in the general area. The others moved to different cities in the larger local area. The cohort member who stayed in teaching but moved away left for his home state. Of the cohort members who left teaching for related professions, all of these or sixteen percent of the total cohort, left the local area for other parts of California



Home area is one of the main influences on the decision of teachers to stay/leave a particular school site. Cohort members in their home area tended to remain at their original school. If a move to another, improved school site was necessary for an individual in the cohort, the school was located in a nearby local area city. Cohort members entering the program from another area of California or another state with family members in those areas left for their home areas in larger numbers than those cohort members who came from the local area and were unmarried at the time the teaching program was entered. **Figure 4** notes these numbers.

Five of the seven members of the cohort graduate group that stayed working as teachers at the same school site 71%, were originally from the area where they started the teacher credential program. The majority of the teacher credential cohort when given the opportunity, stayed in their home area. The home area group also stayed longer at the original school site.

**Figure 4 Cohort Member - Home Area/Placement**

<b>Cohort Member</b>	<b>Stay/Leave</b>	<b>Placement</b>	<b>Perm. Address Location</b>
1.Male student	stay-stay	HS: GMHSD	Oceanside, CA (China)
2.Female student	unknown	HS: Pinnacles HSD	Northfield, CA
3.Female student	left-related	HS: SUSD	Oceanside, CA
4.Female student	left-related	MS: GMHSD	Cayucos, CA (Montclair)
5.Female student	stay-stay	HS: Oceanview City	Freedom, CA
6.Female student	stay-move	HS: Oceanside Unified	Oceanside, CA
7.Male student	stay-stay	MS: SUSD	Tipton, CA (Montclair)
8.Female student	stay-move	HS: SUSD	Oceanside, CA
9.Male student	stay-stay	HS: Oceanview City	Seascape, CA (Ireland)
10.Male student	left	MS: Jefferson SD	Green Mountain, CA
11.Female student	stay-stay	HS: NUUSD	Hornitos, CA (Northfield)
12.Male student	stay-stay	HS: NUUSD	Hornitos, CA (Northfield)
13.Female student	left-related	HS: SUSD	Benton, CA
14.Male student	stay-move	HS:Athens HSD	Colton, CA (Colorado)
15.Male student	stay-move	HS: NUUSD	Seascape,CA
16.Male student	stay-move	HS: SOCUSD	Fargo, CA
17.Female student	left	MS: SUSD	Lipton, CA
18.Female student	stay-stay	MS: Flora Vista Elem	San Andreas, CA
19.Male student	stay-move	SS: Camarillo USD	Camarillo CA (San Felipe)

### **Stay/Leave – Cohort Members and Marriage**

Cohort members were married, single, or in long term relationships (LTRs) during their time in the Single Subjects Credential Program. Of the total cohort 58% were married or in an LTR. This personal factor information, not readily available in regular questionnaires comes from the original cohort chart (Reynolds, 2008). 26% of the male, 36% of the female members of the cohort were in LTRs. Single cohort members were 42% of the total group. 50% of these individuals were female, 50% male. 69% of the cohort members had no children when entering the credential program. The cohort had six members or 31%, with children at the time of the program.

Of the two cohort members who left teaching, one member or 50% was married and the other 50% was not married. **Figure 5** (Reynolds 2008) shows details. For the three cohort members who left for related professions, two were not married or 66% of this group. One from this group, representing 33% was married.

The smallest number of married cohort members was found in the group who stayed in teaching but changed school sites. This group had a 66% not married rate and a 33% married rate. The cohort group with the highest rate of married individuals was the group of cohort members who have stayed in teaching and have stayed at the same school site. Of these seven individuals, five or 73% were married, while 28% of this group, two, were single. The cohort member whose teaching experience is unknown was married.

Six of the cohort members had children, 31% of the whole group. **Figure 5** shows this set of data, including children cohort members had at the time they entered the credential program (Reynolds 2008). Of the cohort members with children 33% or two, were in the group that left teaching entirely. One member was in the left-related group. One member was in the stay-move group. Two members of this group for another 33% were in the stay-stay group.

**Figure 5 Cohort Members - Marriage/Children**

<b>Cohort Member</b>	<b>Stay/Leave</b>	<b>Year of Birth</b>	<b>Age in 2002</b>	<b>Married?</b>
13.Female student	left-related	1978	24	Married during Prog
4.Female student	left-related	1977	25	No
7.Male student	stay-stay	1977	25	No (LTR)
11.Female student	stay-stay	1977	25	Yes
12.Male student	stay-stay	1977	25	Yes
18.Female student	stay-stay	1977	25	No (LTR)
8.Female student	stay-move	1974	28	No
14.Male student	stay-move	1973	29	Yes
6.Female student	stay-move	1971	31	No
15.Male student	stay-move	1971	31	Divorced
10.Male student	left	1970	32	Yes
1.Male student	stay-stay	1969	33	No
5.Female student	stay-stay	1969	33	No (LTR)
9.Male student	stay-stay	1969	33	No
16.Male student	stay-move	1966	36	Yes
19.Male student	stay-move	1964	38	No
17.Female student	left	1959	43	Divorced (LTR)
3.Female student	left-related	1952	50	Divorced
2.Female student	unknown	1950	52	Yes

## **Cohort Members Stay/Leave Age Entering Program**

The age of the cohort member when entering the teaching program was a factor. **Figure 6** contains data about the age of each cohort member (Reynolds 2008). Of the three oldest members who joined 33% one, left teaching entirely, 33%, one was part of the unknown, and 33%, one, left for a related profession that also was connected to a move with a spouse. The six youngest members of the cohort contain five members, or 83% who stayed in teaching at the same school, one, 16% of the total, left the school for a related profession.

Eight members of the cohort or 42% of the total number, were under the age of thirty during the program. Of these members two, 25% left for work in related education fields. The largest number of this group, four 50%, stayed in teaching and stayed at the original school site. The other two members of this group 25%, stayed in teaching but changed school sites.

The next largest number of cohort members, six or 32%, were between the ages of thirty and thirty-five when entering the program. Of these cohort members three or 50% stayed in teaching and stayed at the same school site. The last one of this group left teaching entirely. There were five cohort members over the age of thirty-six when the program began. Of these one, 20% left teaching entirely. One member's teaching career is unknown.

**Figure 6 Cohort Members- Age Entering Program**

<b>Cohort Member</b>	<b>Stay/Leave</b>	<b>Parent(s) or family Teacher?</b>
11.Female student	stay-stay	husband
2.Female student	unknown	many family members
5.Female student	stay-stay	no
9.Male student	stay-stay	no
3.Female student	left-related	no info
17.Female student	left	no info
1.Male student	stay-stay	no info
4.Female student	left-related	no info
8.Female student	stay-move	no info
10.Male student	left	no info
18.Female student	stay-stay	no info
14.Male student	stay-move	no info
12.Male student	stay-stay	no info
13.Female student	left-related	several family members
19.Male student	stay-move	several family members
7.Male student	stay-stay	several family members
15.Male student	stay-move	yes, father
6.Female student	stay-move	yes, father
16.Male student	stay-move	yes, wife

### **Stay/leave Cohort Members and Family members in Teaching**

The cohort members in three of the four stay/leave groups had family members in the teaching profession. **Figure 7** shows this set of data (Reynolds 2008). The cohort members who left the career of teaching entirely both had no family members in teaching. The cohort members who left teaching for education related fields had two members, 66% with no family members in teaching. One member of this group 33%, had a family member in teaching. Three members of the cohort group who stayed in teaching but changed school sites, 50% of this subset of six. Of the members of the cohort who stayed in teaching and stayed at the same school site, three of the seven 42%, had family members in teaching.

Eight members of the cohort, 42% had family members in the teaching profession. Of this group three stayed teaching at the same school site, 37%. Three in the group also stayed in teaching but changed school sites. Eleven cohort members had no family members in education or the number of family members in teaching was unknown, or 58% of the cohort. Of these individuals, four, or 36% stayed in teaching at the same school site with no move.



**Figure 2 Stay/Leave Cohort Members – Family in Teaching as Factor**

<b>Cohort Member</b>	<b>Stay/Leave</b>	<b>Intern/ST</b>	<b>Parent(s) or family Teacher?</b>	<b>Previous Pos.</b>
6.Female student	stay-move	I	no	science tchr, college student
9.Male student	stay-stay	ST	no	college student
1.Male student	stay-stay	I	no info	Language Tchr, elementary teacher, musician
3.Female student	left-related	ST	no info	college student; home maker
4.Female student	left-related	ST	no info	college student
5.Female student	stay-stay	I	no info	Spanish Tchr, Teacher Ass't
8.Female student	stay-move	I	no info	French/English tchr, college student
10.Male student	left	I	no info	professional athlete, college student
15.Male student	stay-move	I	no info	physics teacher, researcher; college student
17.Female student	left	ST	no info	free lance writer, home maker, college student
18.Female student	stay-stay	ST	no info	manager of computer learning store; college student
11.Female student	stay-stay	I	several family members	science tchr, college student
12.Male student	stay-stay	I	several family members	science tchr, college student
7.Male student	stay-stay	ST	several family members	college student
13.Female student	left-related	I	yes, father	college student
16.Male student	stay-move	I	yes, father	Bio Teacher (2 yrs); sub tchr; college student
14.Male student	stay-move	I	yes, wife	college student
2.Female student	unknown	I	husband	math teacher in Christian School
19.Male student	stay-move	I	many family members	Physics and chemistry teacher; student

Although the number of teachers was small the study did provide an in-depth look at a representative sample of new teachers and how their careers evolved. These findings can suggest what factors may be important considerations for teachers in deciding to stay or leave a school, classroom teaching, or the profession. The case studies also can suggest how these factors may interact in a career, leading to a teacher's decision.

Technology at the school sites did not seem to be a large factor in determining the staying or leaving of personnel, while the poverty levels were affective. Schools with higher numbers of students eligible for free and reduced lunches and schools in population areas with higher poverty levels showed more movement of cohort members away from them when alternate positions could be obtained. School demographics such as low salary and a lack of resources were factors that make up working conditions that caused attrition of teachers on a higher level (Bartlett L, 2004).

Some very interesting patterns emerged in this study. One of the unexpected patterns was the effect of subject area on the Stay/Leave movement of cohort members. The members of the cohort in the English subject area showed the most movement. Two of them left teaching entirely, which was the entire number of individuals who left. The English subject area had the most cohort members who stayed in teaching but changed school sites, Subject areas showing the least amount of movement were Social Studies, with no members moving and Science, with only some members moving.

Age of a cohort member when entering a teacher credential program was also a factor in the graduating member's staying/leaving school sites. The cohort members exhibiting the least movement between school sites were the twenty-five to thirty year-old group members. The group of cohort members over the age of thirty-six showed the most movement away from teaching as a profession and also away from the original school sites.

## **Cohort Members in the Basic Four Areas of Study**

### **Cohort Members Staying in Teaching and Staying at the Same School Site**

The first cohort member who stayed in teaching and remained at the same school site graduated the Single subjects Credential program in Social Studies. He entered the Single Subjects credential program after completing his undergraduate degree elsewhere, at a University of California. He was thirty-three at the time he entered. During the eight year gap he had a career as a buyer for a large boating company. The occupation left him feeling ethically unaligned. He wanted to contribute more to his community and to society in general.

Born in a country outside the United States, this cohort member had always wanted to be a teacher when young. He wanted the ability to interact positively. He felt that the interaction teachers shared with students and hearing their perspectives and concepts was very important. Today he comments that they (the students) have a different

way of looking at things, different from one class to the next. While in the Single Subjects Credential program he had stated his desire to work at a small school in a rural area. His student teaching was at a local area high school in an urban location. Upon graduating from the credential program the cohort member applied for a position at a school in a small rural location in northern California. This is exactly where he started his teaching career and is still enthusiastically employed for the foreseeable future.

During his first year at this new school site, this cohort member had great support from a good department chair and collaborative teachers. He is now the head of his department and feels he really lucked out. There are great kids, the job pays relatively well, and it is a small school. He loves the interaction with his students and hearing their perspectives and concepts. He was a coach at his school site for several years and found this activity to be very rewarding. (Nightly, 2008)

#### Volunteer Cohort Member Number Four

<b>Cohort Member</b>	<b>SN free/reduced lunches</b>	<b>Age in 2002</b>
2. Male member	51%	33
<b>Stay/leave</b>	<b>Tech level</b>	<b>Married?</b>
Stay-stay	H	no
<b>Subject area</b>	<b>Student population</b>	<b>Children?</b>
Social Studies	1166	no
<b>Intern/ST</b>	<b>Advanced degree</b>	<b>Home address</b>
ST	no	Oceanview
<b>Subject matter</b>	<b>Placement</b>	<b>Family in teaching</b>
exam	HS: Oceanview City	no
<b>School poverty level</b>	<b>Year of birth</b>	<b>Previous position</b>
11%	1969	College student

Factors that influenced staying at the same school site were being in the current home area, being in the 25 to 30 age group, being in the Social Studies subject area, and being single.

- Stay/Leave = Stay-stay
- Subject Area = Social Studies
- School Poverty Level/SN = 14%/49%
- Home Area/Placement = out of home area
- Marriage/Children = single, no children
- Age Entering Program = 33
- Family in Teaching = unknown

### ***Cohort Member Stay-Stay Two***

The second member of the cohort who has stayed at the same school for his entire teaching career is a member of the Single Subjects Credential Program in Science. He is currently a middle school teacher. He joined the teacher credential program at the age of twenty-five. This member is still teaching at the same middle school where he began his teaching career. The school is located in the same area as the credential program. He began as an eighth grade science teacher. Since that time, he has coached different sports

teams at the school and implemented creative augmentations to his labs and science instruction, using materials financed by his coaching stipend.

He finds his students engaging and inspiring to his sense of achievement. The administration of his school has been supportive, lending materials and any other assistance possible. His fellow teachers work with him to help students get ready for success in life. Supports that would help in his current teaching would be newer materials and more streamlined curriculum. Also, it would be helpful if the extras for classroom instruction were paid for by the school. This cohort member also really enjoys seeing “when the kids get it”. An additional joy derived from his teaching experience is presenting material in innovative ways and helping his students strive for success and wants to see all students successful.

This cohort member wanted to be a teacher because it was a strong part of his family history. He grew up in Vermont, part of a very long line of teachers. He actually stated that his whole family was in the teaching profession. The cohort member entered the credential program after following a girlfriend to the area. His earlier work had included a job with the National Parks System. His student teaching during the credential program was done at the same school site where he was eventually hired.

He was also part of a Beginning Teacher Support and Assessment (BTSA) program. This program, in his words, was a great idea- having a plan/mentor is good. However, there was excessive paperwork. There was so much documentation. Contrary

to this experience, he liked the Single Subjects Credential Program. He felt the program was hands-on and helpful, especially in his field of Science, but contained dated material on how to create units of instruction. This was the first year of this particular credential program and there were quite a few glitches, including having to pay for classes immediately and with a credit card, which bothered him. The only reason he would leave teaching would be for a higher salary. On a lower note, he states he is unable to purchase a home at his current location with his teaching salary. (Freeman, 2008).

### Volunteer Cohort Member Number Two

<b>Cohort Member</b>	<b>SN free/reduced lunches</b>	<b>Age in 2002</b>
2. Male member	49%	25
<b>Stay/leave</b>	<b>Tech level</b>	<b>Married?</b>
Stay-stay	MH	no
<b>Subject area</b>	<b>Student population</b>	<b>Children?</b>
Science	657	no
<b>Intern/ST</b>	<b>Advanced degree</b>	<b>Home address</b>
I	no	
<b>Subject matter exam</b>	<b>Placement</b>	<b>Family in teaching</b>
	MS:SUD	Yes many
<b>School poverty level</b>	<b>Year of birth</b>	<b>Previous position</b>
14%	1977	College student

Factors that influenced staying at the same school site were being in the current home area, being in the 25 to 30 age group, being in the Science subject area, and being single.

- Stay/Leave = Stay-stay
- Subject Area = Science
- School Poverty Level/SN = 11%/14%
- Home Area/Placement = out of home area
- Marriage/Children = single, no children
- Age Entering Program = 25
- Family in Teaching = several members



### **Cohort Members Staying in Teaching but Changing School Sites**

The volunteer member of the cohort interviewed who stayed in teaching but changed school sites was twenty-eight when she entered the Single Subjects Credential program for World Language. She had taught before and was teaching English and Spanish when she entered the program. She also had a Masters Degree and had lived and taught in Spain and at a college level language school in Seaside. She loved the credential program. However, she felt that there should be a two-track program in place. One track should exist for those persons who had teaching experience and could move through the course material more quickly. The second track would be for those credential students who had no teaching experience and would benefit from additional classes.

Upon being hired for her first teaching position this cohort member entered a situation at a large high school with a very diverse student population. She had four prep periods, teaching English and Spanish. This was for a set of classes taught in five different classrooms. She found the students could be exhilarating and a great source of joy in their progress in learning language. However, the pay was low and not enough for the challenges she faced at this particular school site. A new position opened at another local area high school. This school site was one at a greater distance but was a comparable commute for her. The pay was much improved. The student body was higher achieving and more motivated. She had the support and consideration of her

administration and wonderful support from her students' parents. At times, she wistfully thinks she might have stayed at her school site with higher pay (Redmond 2009).

### Volunteer Cohort Member Number Three

<b>Cohort Member</b>	<b>SN free/reduced lunches</b>	<b>Age in 2002</b>
3. Female member	49%	28
<b>Stay/leave</b>	<b>Tech level</b>	<b>Married?</b>
Stay-move	H	no
<b>Subject area</b>	<b>Student population</b>	<b>Children?</b>
F Language	1367	no
<b>Intern/ST</b>	<b>Advanced degree</b>	<b>Home address</b>
I	no	Seascape
<b>Subject matter</b>	<b>Placement</b>	<b>Family in teaching</b>
exam	HS:SUSD	No info
<b>School poverty level</b>	<b>Year of birth</b>	<b>Previous position</b>
14%	1974	Language/English tchr, student

Factors that influenced leaving the first school site to another in the local area were the new school site being in the greater home area, being in the 25 to 30 age group, being in the World Language subject area, and being in an LTR

- Stay/Leave = Stay-move
- Subject Area = World Language
- School Poverty Level/SN = 11%/14%
- Home Area/Placement = working in greater home area
- Marriage/Children = LTR, no children
- Age Entering Program = 28
- Family in Teaching = unknown

### **Cohort Members who left Teaching for a Related Career in Education**

The cohort member volunteer interviewed who had left teaching for a related profession joined the Single Subjects Credential Program in English. She was one of the younger cohort members, entering at the age of twenty-five. She started her teaching career as an English teacher at the same high school where she is working today. She is currently a counselor at this same high school. This is a very new high school, a charter high school formed after the State of California closed the original, larger high school due to its poor performance. The new school is much smaller in format and very student oriented and student achievement directed.

When the new school started up she was dismayed by the counseling staff and her perception of their lack of student support in going to college. She approached the new principal stating that she could counsel the students more effectively than the current counselor. The principal told her the job was hers. Since beginning in this position, the college attendance rate for students at her school has gone from twenty percent to eighty percent. She has always loved working with urban students, those who are underrepresented in college rolls, and those who are commonly left behind. She wanted to work at a school with a high percentage of at risk students and has done so her entire teaching career very effectively. (Montclair, 2008)

### Volunteer Cohort Member Number One

<b>Cohort Member</b>	<b>SN free/reduced lunches</b>	<b>Age in 2002</b>
1. Female member	53%	25
<b>Stay/leave</b>	<b>Tech level</b>	<b>Married?</b>
Left-related	M	No
<b>Subject area</b>	<b>Student population</b>	<b>Children?</b>
English	657	No
<b>Interu/ST</b>	<b>Advanced degree</b>	<b>Home address</b>
I	no	
<b>Subject matter</b>	<b>Placement</b>	<b>Family in teaching</b>
exam	NUHSD	No info
<b>School poverty level</b>	<b>Year of birth</b>	<b>Previous position</b>
14%	1977	College student

Factors that influenced leaving the first school site were; returning to the home area, being in the English subject area, and being single..

- Stay/Leave = Left-related
- Subject Area = English
- School Poverty Level/SN = 14%/53%
- Home Area/Placement = return to home area
- Marriage/Children = single, no children
- Age Entering Program = 25
- Family in Teaching = unknown

### **Cohort Members Leaving the Teaching Profession Entirely**

The volunteer member of the cohort interviewed who left teaching entirely was a woman who lived in the local area. She was recently divorced with a small child and had come from a career in editing and writing. She loved the idea of working with students and truly enjoyed them. She worked at a middle school in the local area. She joined the Single Subjects Teaching Credential Program because she was tired of the corporate world, and wanted to do something noble and make a difference. She felt happy working with the kids. She also felt she was making inroads and there was a good substantial difference in her students' educations.

Starting school the first day she had inherited a disgruntled leaving teacher's class. She had no real introduction into classroom setup. The class had a general lack of materials. The former teacher had made it clear that the students were not liked. There was no scope and sequence to help with organization. The cohort member finished the school year, but left after this for the higher salary she needed to support her family. She misses the classroom and would return on a part-time basis. She might also enjoy working as a consultant in curriculum. (Durden, 2008)

**Volunteer Cohort Member Number Five**

<b>Cohort Member</b>	<b>SN free/reduced lunches</b>	<b>Age in 2002</b>
5. Female member	53%	43
<b>Stay/leave</b>	<b>Tech level</b>	<b>Married?</b>
left	M	Divorced LTR
<b>Subject area</b>	<b>Student population</b>	<b>Children?</b>
English	300	Yes
<b>Intern/ST</b>	<b>Advanced degree</b>	<b>Home address</b>
ST	No	Tipton
<b>Subject matter</b>	<b>Placement</b>	<b>Family in teaching</b>
Waiver- CSU	MS:SUSD	No info
<b>School poverty level</b>	<b>Year of birth</b>	<b>Previous position</b>
18%	1959	Free lance writer, homemaker, college student

Factors that influenced leaving teaching entirely were; being in the English subject area, being divorced with a young child, being in the current home area, being in the over 36 age group, and having a school poverty rate/SN of 14%/49%.

- Stay/Leave = Left
- Subject Area = English
- School Poverty Level/SN = 14%/49%
- Home Area/Placement = stayed in home area
- Marriage/Children = divorced, one child
- Age Entering Program = 43
- Family in Teaching = unknown

## **Chapter Five**

### **Statement of purpose**

The purpose of this study was to examine reasons teachers leave and stay in the teaching profession. The study loosely encompassed four basic divisions: first, those teachers staying in teaching at the same school site; second, those teachers leaving only the school site but remaining in teaching; third; those teachers leaving the school site for a career in a different part of education; fourth, those teachers leaving the teaching profession entirely.

By conducting a qualitative, in-depth study with this representative group of teachers, findings were looked at to suggest links to previous studies. How does this region compare with the other recently studied local region? How does this region compare with the findings of the state of California? How does this region compare with the findings at the national level? The focus questions were three: why do teachers stay in the teaching profession? Why do teachers leave the teaching profession? Do these teachers stay in related educational fields or leave teaching entirely?

### **Summary**

The design of the research was a case study using qualitative and quantitative information about data from teachers in a finite subset of the teaching profession. This case study selected a cohort of teacher credential candidates from a California Single

Subjects teacher credential program to examine the movement within the educational community or attrition of its members. The cohort was defined as a group with members that take the same classes and graduate together.

## **Findings**

Data found in the study was charted into seven areas:

- Stay/Leave
- Subject Area
- School Poverty Level/SN
- Home Area/Placement
- Marriage/Children
- Age Entering Program
- Family in Teaching

### **How this region compared with the other recently studied local area**

Members of the cohort who left the teaching profession, left within two years of beginning their teaching careers. This number 10% leaving teaching entirely with another 15% leaving for related education occupations corresponds with the findings of earlier studies in the local region of 15% (Bartlett L, 2004), Individuals who left cited poor work conditions and low pay. The two members who went on to work in education related



fields were individuals who had shown interest in these professions earlier in their working careers. The number of individuals leaving teaching entirely after five years in this study was much lower at only 10%. If the number of individuals leaving teaching for education related fields is added to this the percentage is slightly higher at 25% than the state average of 22%.

On a regional level in California, a study conducted by researchers at the New Teacher Center at the University of California Santa Cruz collected data from teachers who had been in their Santa Cruz New Teacher Project (SCNTP) mentoring program six years earlier (Bartlett L., 2004). After six years, a significant finding was that a much higher percent of teachers who had received induction support were still classroom teachers (Learning, 2006). This cohort has a slightly higher percentage of individuals leaving the teaching profession.

### **How this region compares with the findings of the state of California**

The average new teacher attrition rate in California is about 22% (Futernick, 2007). Members of the cohort who left the teaching profession, left within two years of beginning their teaching careers. The total number of member leaving was 10%. This is less than the findings of an earlier study at the state level in California at 22% (Futernick, 2007). However, if the cohort members leaving teaching for a career in an education related field are added to this number the percentage after six years is 24%. This number is slightly higher than the state's. Today California faces a persistent shortage of well-

prepared teachers with a shortfall of fully prepared teachers to increase from 20,000 in 2004-05 to 33,000 in 2015 (Esch, 2005). This could be a demographic storm.

### **How this region compares with the findings at the national level**

At the national level about 30% of new teachers flee the profession after just three years and more than 45% leave after five (Esch, 2005). The studied cohort had one third of the attrition 10%, to similar new teachers at the national level of 30%. If the number of cohort members who left teaching for an education related field were included in this total at the six year level, the percentage of the cohort leaving teaching would be closer at about 24%. This higher percentage would still be lower than the national number. The national number of teachers leaving the profession after six years is 68% on the national level (Ingersoll, 2001).

### **Recommendations**

- **Teacher Exit Questionnaire**
- **Further research:**
  - **Subject Area**
  - **Home Area/Placement**
  - **Marriage/Children**
  - **Age Entering Program**

Recommendations for human resource departments at school districts would include an exit interview. A set of questions similar to the ones found in Dr. Bartlett's study (and this one) and should be administered to every teacher exiting a school site. The costs associated with high teacher turnover are significant and well-documented. Any school district wishing to reduce human resources costs would do well to ascertain some of the more outstanding features in keeping qualified teachers. Although pay is a key factor; adequate materials, proximity to home area , graduating teacher credential member age, and subject area taught are key factors in teachers remaining at a given school site.

Recommendations for school boards, principals, leadership superintendents who work with new teachers would include closer inspection of potential teacher candidates' home areas, subject area, and age when entering the teacher credential program. For example; when hiring a teacher for an English position, attention might be paid to the candidate's home area. When hiring for a position in Science, attention should be given to age and marital status as factors. These facets of future employees when taken into consideration could save the cost of training personnel and other costs associated with teacher turnover.

School boards would benefit from knowledge that could help their school districts retain more of their recently hired staff. Teachers who remain at school sites for over two years become qualified and student's test results reflect the improved teaching. This effective educational practice achieved by the retention of qualified teachers is essential

to a school community and its local community. Personnel costs go down and student results go up with each year a teacher remains at a position at a particular school site. As the teachers do well, the students do well. As a school performs well, the community can also be seen as doing well.

Recommendations for persons entering teacher education programs would be stay as close to your home area as possible. Staying in your local area could be helpful in long term satisfaction in a teaching career. For persons entering a teacher program after having earlier careers, examination of alternative career options in teaching related fields might be beneficial.

People who run teacher education programs and induction department heads should take the factors of teacher credential candidate/graduate's personal factors when entering the credential program. The best candidates for completion of the of a credential would be younger persons or those in certain subject areas.

BTSA and New Teacher Project department heads could tailor parts of their programs to assist the new teachers with the personal factors that moderate retention. Modifications might take into account counseling in subject areas, home areas, and possible related careers for the new teachers in these programs.

Further research is needed in the four areas of the findings not largely mentioned in related literature. These are, in order of importance: Subject Area, Home Area/Placement, Marriage/Children, and Age Entering Teaching Program of members in

a teacher credential cohort. Different subject areas had widely different rate of teacher retention. Home area was a major factor in teacher retention for all cohort members. Marriage is important in the number of teachers who stay teaching at the "first hire" school site. Age of teacher credential program members when entering the program is a major factor not reported elsewhere and bears closer scrutiny.

## **Conclusions**

As a personal thoughts looking back I thought it would be relatively easy to contact the cohort members. It was not. The process of contacting cohort members took about five times as long as thought. It was very difficult to get anyone to talk with me. I had not factored this as being a large problem. People seem to be cognizant of potential repercussions at any point in their teaching careers. In addition, some individuals just do not want to be bothered with intrusive e-mails or phone calls.

Another interesting personal finding was that the younger members of the cohort were the most likely to stay at their original school site and stay in teaching. My thought was that an individual with previous experience in other occupations would be more likely to stay, having come to the conclusion that the teaching profession was their bliss.

From the interviews with cohort volunteers the importance of collaboration with fellow teachers was very significant, but not quantifiable. Having the support of administration and the teachers in their departments was critical to success in the first year. With this support in the first year, the cohort member volunteer who left teaching

after the first year might have stayed. Also important for new staff is an individual course scope and sequence that can be easily followed. This would be particularly helpful for teachers stepping into an assignment mid-academic term and of great help to any new teacher. The suggestions of this exploratory study would be for further research and investigation.

## **Appendix A: Human Subjects Consent Form**

### **Committee for the Protection of Human Subjects**

#### **CONSENT TO PARTICIPATE IN RESEARCH**

**Title of Project:** What factors influence teachers' decisions to stay or leave the teaching profession? A study of a cohort graduated from a single subjects teaching credential program in central California.

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The purpose of this research is study the factors that influence teacher's decisions to stay or leave the teaching profession.

You were selected as a participant in this study because you are a member of the cohort being studied.

The benefits of participating in this project include the ability to give voice to your thoughts on the reasons teachers stay or leave the teaching profession while remaining anonymous, and to possibly affect teacher retention in a positive way.

If you decide to participate in this research, you will be asked to answer a questionnaire and possibly be selected to participate in a two hour recorded interview to be conducted at a neutral, mutually agreed upon location.

All interviews will be transcribed by Paige Newbury and the participants will be given the transcriptions to review and make changes as desired to conform to their opinions and thoughts or to be withdrawn at any time.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will only be disclosed with your written or witnessed verbal permission or as required by law.

Taking part in this project is entirely up to you. You can choose whether or not to be in the study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

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***Consent Statement***

**I understand the procedures described. My questions have been answered to my satisfaction and I freely agree to participate in this study. I know what I will have to do and that I can stop at any time.**

**I have been given a copy of this Consent Form.**

---

**Signature**

**Date**

---

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***Signature of Researcher***

I consent and possesses the legal capacity to give informed consent to participate in this. In my judgment, the participant is voluntarily and knowingly giving informed research study.

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**Signature of Researcher****Date**

## Appendix B: Teacher Questionnaire

<b>Teacher Leaving/Staying in Education Questionnaire</b>	
<b>Please check the answers that apply to your situation and give comments freely</b>	
<b>Single Subjects Credential Program</b>	
<b>Completed program - comments</b>	
<b>Left program before completion - comments</b>	
<b>Age at which entered program</b>	
<b>20-25</b>	
<b>26-30</b>	
<b>31-35</b>	
<b>36-40</b>	
<b>40+years</b>	
<b>First year after graduating program</b>	

<b>Taught full time public school</b>	
<b>Taught part-time public school</b>	
<b>Taught full time private school</b>	
<b>Taught part-time private school</b>	
<b>Left teaching for different profession</b>	
<b>Left teaching for other educational field job</b>	
<b>Second year after graduating program</b>	
<b>Taught full time public school</b>	
<b>Taught part-time public school</b>	
<b>Taught full time private school</b>	
<b>Taught part-time private school</b>	
<b>Left teaching for different profession</b>	
<b>Left teaching for other educational field job</b>	
<b>Third year after graduating program</b>	
<b>Taught full time public school</b>	
<b>Taught part-time public school</b>	
<b>Taught full time private school</b>	
<b>Taught part-time private school</b>	
<b>Left teaching for different profession</b>	
<b>Left teaching for other educational field job</b>	

<b>Terms of credential or permit respondent worked under during the current school year</b>	
<b>Professional Clear/Life credential</b>	
<b>Preliminary</b>	
<b>Intern</b>	
<b>Emergency</b>	
<b>Waiver</b>	
<b>Pre-Intern</b>	
<b>Other</b>	
<b>Type of credential or permit worked under during the current school year</b>	
<b>Multiple-subject</b>	
<b>Single-subject</b>	
<b>Education Specialist</b>	
<b>Other</b>	
<b>Holds specialized credentials for instructing English Language Learners(Can select more than one)</b>	
<b>CLAD</b>	
<b>None</b>	
<b>Other 9MS ESL, MS SB2, SB 169, SB 1969, SDAIE</b>	

<b>BCLAD</b>	
<b>Earlier BCLAD (Bilingual Cross-Cultural Specialist, BCC, LDS)</b>	
<b>Grade Level Taught Current Year (Can select more than one)</b>	
<b>Pre-Kinder</b>	
<b>Kindergarten</b>	
<b>1st grade</b>	
<b>2nd grade</b>	
<b>3rd grade</b>	
<b>4th grade</b>	
<b>5th grade</b>	
<b>6th grade</b>	
<b>7th grade</b>	
<b>8th grade</b>	
<b>9th grade</b>	
<b>10th grade</b>	
<b>11th grade</b>	
<b>12th grade</b>	
<b>Main Teaching Assignment at School Leaving (Can select more than one)</b>	
<b>Multiple-Subject Elementary</b>	

<b>Multiple-Subject Middle/Jr. High</b>	
<b>English/Language Arts</b>	
<b>Math</b>	
<b>Social Science</b>	
<b>Art</b>	
<b>Music/Performing Arts</b>	
<b>Business</b>	
<b>Biological Sciences</b>	
<b>Physical Science</b>	
<b>Health Science</b>	
<b>Language Other than English</b>	
<b>PE</b>	
<b>Industrial/Technology Education</b>	
<b>Agriculture</b>	
<b>Home Economics</b>	
<b>Chemistry</b>	
<b>Geosciences</b>	
<b>Physics</b>	
<b>Special Education</b>	
<b>Other</b>	
<b>Other Specialist Assignment</b>	

<b>Years of public school teaching experience</b>	
1-5 years	
6-10 years	
11-15 years	
16+ years	
<b>Number of years taught at current school</b>	
1-5 years or less	
6-10 years	
11-15 years	
16+ years	
<b>Student-taught in this district</b>	
No	
Yes	
<b>Six or more years of K-12 education in this area</b>	
No	
Yes	

<b>Received undergraduate degree from this area</b>	
No	
Yes	
<b>Undergraduate university</b>	
UCSC	
CSU Monterey	
San Jose State	
Other UC	
Other CSU	
CA private	
Out of state	
<b>Ethnicity (Can select more than one)</b>	
White/Caucasian	
Hispanic/Latino	
Asian/Pacific Islander	
American Indian/Alaska Native	
Black/African American	
Other	



<b>Gender</b>	
<b>Female</b>	
<b>Male</b>	
<b>Moving to a different city next year</b>	
<b>Not moving</b>	
<b>Different city outside of area</b>	
<b>Out of state</b>	
<b>Different city within area</b>	
<b>What are you planning to do next school year?</b>	
<b>A. Planning to continue teaching</b>	
<b>Teach in different school, different district</b>	
<b>Teach in another school, same district</b>	
<b>B. Not planning to continue teaching</b>	
<b>Retiring</b>	
<b>Different education-related job</b>	
<b>Pursuing higher degree not in education</b>	
<b>resign to care for family</b>	
<b>Different, non-education-related job</b>	
<b>Pursuing higher degree in teaching education</b>	

Not sure	
<b>Main reason for moving to a different school (Can select more than one)</b>	
Closer to home	
Higher salary	
Prefer leadership philosophy at new school	
Lower cost of housing in new area	
More support for professional learning	
Better resources at new school	
Less pressure because higher performing school	
Less expensive health benefits	
Better grade level/subject match	
Prefer to work with different student population	
Better reputation for safety	
Contract not renewed for current position	
Less pressure from school community	
Moving	
Professional growth opportunity	
Involuntary transfer by district	
District office unresponsive to needs	
Personal reasons	

<b>One of the main reasons for leaving teaching profession (Can select more than one)</b>	
<b>Family/Personal</b>	
<b>Retirement</b>	
<b>Inability to buy a home on Teacher's salary</b>	
<b>Lack of administrative support with school issues</b>	
<b>Salary not competitive for area</b>	
<b>Lack of resources/materials</b>	
<b>Lack of parent/community support for education</b>	
<b>Health</b>	
<b>Student discipline problems</b>	
<b>Too many out-of-classroom expectations</b>	
<b>Large class size</b>	
<b>Lack of support from colleagues</b>	
<b>Lack of preparation time</b>	
<b>Lack of professional development opportunities</b>	
<b>Retirement financial incentives</b>	
<b>Long commute</b>	
<b>Unwilling to take additional NCLB coursework</b>	
<b>Not offered a contract for current position</b>	

<b>More formal education on teaching</b>	
<b>Felt unprepared to implement new reform measures</b>	
<b>Felt unprepared for assignment/grade level</b>	
<b>Other reasons</b>	
<b>Offered a contract for next year</b>	
<b>Yes</b>	
<b>No</b>	
<b>I don't know</b>	

**Questionnaire adapted from Teacher Workforce Initiative Teacher Exit**

**Questionnaire**

**Professor Lora Bartlett, Kristin Klemnauer UCSC Department of**

**Education**

## **Appendix C: Teacher Interview Questions**

### **Interview Questions**

1. Why did you want to be a teacher?
2. What were you doing before?
3. Where were you before?
4. How did you move there?
5. Where did you do your student teaching?
6. Were you hired at the school where you did your student teaching?
7. What made you happy?
8. Were you part of the New Teacher Project?
9. Were you part of a BTSA program?
10. Did you move to get your credential?
11. When did you finish your BA?
12. Were you teaching already?
13. Teaching experiences?
14. Looking back what would have helped you in your situation?
15. What did help support you in teaching?
16. What convinced you to leave your school site?
17. What factors attracted you to your new school site?
18. What factors attracted you to your new occupation?
19. What made you happy?

## **Appendix D: Basic Information for Cohort Members**

**The first member of the cohort** - a male World Languages teacher, was teaching at the same school where his teaching career began. Also, he was teaching the same grade levels and the same subject first taught upon his graduation from in the Single Subjects Credential Program. This particular member has also taught in different states and in a different country.

**The second person of the cohort** - a female member of the Single Subjects Credential Program in Math. She began her teaching career teaching Foundational Math at a local area high school. She has since left this school site and it is not known if she remains in the teaching profession.

**The third person of the cohort** - a female member of the Single Subjects Credential Program in English. She was hired to teach at the same school site where she had done her student teaching and taught middle school core English. She returned to her home area for personal reasons. She has obtained an advanced degree at the University of Washington after beginning the MAE program in the local California area site.

**The fourth person of the cohort** – was a female member of the Single Subjects Credential Program in English. This individual left the area to work at the school of her choice, an urban high school in the Montclair area, where she began her teaching career

and is still employed. This is her home area where many of her family members reside. However, she is not employed as a high school English teacher any longer. This cohort member has become a counselor, one of the cohort members to leave teaching, but stay in an education related field.

**The fifth member of the cohort** - a female Single Subjects Credential Program graduate in World Language. She has taught Spanish at the high school level since she began her teaching career. However, she has left the first high school for another high school in the general area. This is an example of a member staying in teaching, but changing school sites.

**The sixth member of the cohort** - a female Single Subjects Credential Program graduate in Math. She began the local credential program after completing half of the requirements at another credential program in California. She taught for several years at a high school in the outer county of the credential program. She is currently teaching at a small high school located on a community college campus in the local area of the credential program.

**The seventh member of the cohort** - was a male Single Subjects Credential Program graduate in Science. He began as an eighth grade science teacher at a middle school in the Single Subjects Credential Program area. He is an example of one of the cohort members who stayed in teaching and has remained at the same school site.

**The eighth member of the cohort-** was a female graduate of the Single Subjects Credential program in World Languages. She taught at a local area high school for a while, then changed school sites. She is now teaching at a high school in the extended local area. She is an example of a cohort member who stayed in teaching, but left for another school site.

**The ninth cohort member –** was a male member of the Social Studies group. He began his teaching career at a small high school in another part of California. He has remained at this school site the entire time. He is an example of a cohort member who has stayed in teaching and stayed at the same school site.

**The tenth cohort member-** was a male member of the English portion of the Single Subjects Credential Program. He completed the program and stayed in the local area as the education minister at a church. He is an example of a member of the cohort who left the teaching profession entirely.

**The eleventh cohort member-** was a female member in the Science group... She is currently working at a high school in the local area. She has taught at this high school for her entire teaching career. This area is her home area and that of her family. She is an example of a member of the cohort who has stayed in teaching and remained at the same school site.

**The twelfth member of the cohort –** was a male member in the Single Subjects Credential Program Science group. He began his teaching career at a local area high



school. He remains teaching at this high school. This is his home area and that of his family. He is an example of a member of the cohort who has stayed in teaching and stayed at the same school site.

**The thirteenth member of the cohort-** was a female member of the English group in the credential program. She began her teaching career at a local area charter high school. She then left to ultimately pursue a career in an education related field. She also left for another state. She is an example of a cohort member who left teaching to enter an education related field.

**The fourteenth member of the cohort** – was a male member of English section of the credential program. He worked at a high school locally for three years. He then left the local area to continue his teaching career at a high school in his home state. He is an example of a cohort member who stayed in teaching but left the original school site...

**The fifteenth member of the cohort-**was a male member of the Science group of the cohort. He began teaching at a local area high school. He has since left to teach Science at another high school in the larger local area. He is an example of a cohort member who stayed in teaching, but left the primary school site.

**The sixteenth member of the cohort** –was a male member of Science group in the cohort. He completed the single subjects credential program but never applied for his credential. He has stayed in teaching at the community college level. He is an example of a cohort member who has left teaching for a career in an education related field.

**The seventeenth member of the cohort-**was a female member in the English part of the cohort. She began her teaching career at a local area middle school where she had done her student teaching. She left this position after a year to pursue her former occupation. She is an example of a cohort member who left teaching entirely.

**The eighteenth member of the cohort-** was a female member of the Social Studies part of the cohort. She began her teaching at a middle school in the greater local area. She has remained teaching at the same school site for the entire time. She is an example of a cohort member who has stayed in teaching and stayed at the same school site.

**The nineteenth member of the cohort-** was a male member of the Science part of the cohort. He had been working as a science teacher at a local area high school for a year before entering the credential program. He has left this original school site to take a position at another high school in a different area in California. He is an example of a cohort member who stayed in teaching, but left the original school site.

## Appendix E: Cohort Demographic Charts

### Cohort Member Demographics Chart page one

<b>Cohort Member</b>	<b>Stay/Leave</b>	<b>Subject Area</b>	<b>Intern/ST</b>	<b>Subject Matter</b>
1.Male student	stay-stay	FL: Japanese	I	exam
2.Female student	unknown	Foundational Math	I	exam
3.Female student	left-related	English	ST	waiver-CSU
4.Female student	left-related	English	ST	exam
5.Female student	stay-stay	FL: Spanish	I	exam
6.Female student	stay-move	Sci: Biology	I	waiver- CSU
7.Male student	stay-stay	Sci: Biology	ST	exam
8.Female student	stay-move	FL: French	I	exam
9.Male student	stay-stay	History-Social Sci	ST	exam
10.Male student	left	English	I	exam
11.Female student	stay-stay	Sci: Biology	I	waiver-UC
12.Male student	stay-stay	Sci: Biology	I	waiver-UC
13.Female student	left-related	English	I	waiver-CSU
14.Male student	stay-move	English	I	exam
15.Male student	stay-move	Sci: Biology	I	exam
16.Male student	stay-move	Sci: Biology	I	waiver-CSU
17.Female student	left	English	ST	waiver- CSU
18.Female student	stay-stay	History-Social Sci	ST	exam
19.Male student	stay-move	Sci: Biology	I	wavier- CSU

**Cohort Demographics Chart page two**

<b>School Poverty Level</b>	<b>SN free/reduced lunches</b>	<b>Students at School</b>	<b>School Technology Level</b>	<b>Advanced Degree?</b>
14%	23%	1367	M	MS Credential
not listed	50%	780	L	No
11%	23%	1367	M	No
14%	53%	87	M	No
14%	14%	320	H	MA and ABD
25%	23%	1367	not listed	No
14%	49%	657	M	No
14%	49%	657	M	No
14%	51%	1166	H	No
14%	19	2558	M	No
11%	14%	320	H	No
30%	68%	675	H	No
14%	14%	1166	M	Yes MA
25%	85%	870	H	No
16%	25%	1000	H	No
18%	51%	300	H	Yes MA
12%	13%	2900	M	No
18%	51%	300	MH	No
14%	33%	1500	H	No

**Cohort Demographics Chart page three**

<b>Placement</b>	<b>Year of Birth</b>	<b>Age in 2002</b>	<b>Married?</b>
HS: GMHSD	1969	33	No
HS: Pinnacles HSD	1950	52	Yes
HS: SUSD	1952	50	Divorced
MS: GMHSD	1977	25	No
HS: Oceanview City	1969	33	No (LTR)
HS: Oceanside Unified	1971	31	No
MS: SUSD	1977	25	No (LTR)
HS: SUSD	1974	28	No
HS: Oceanview City	1969	33	No
MS: Jefferson SD	1970	32	Yes
HS: NUUSD	1977	25	Yes
HS: NUUSD	1977	25	Yes
HS: SUSD	1978	24	Married during Prog
HS:Athens HSD	1973	29	Yes
HS: NUUSD	1971	31	Divorced
HS: SOCUSD	1966	36	Yes
MS: SUSD	1959	43	Divorced (LTR)
MS: Flora Vista Elem	1977	25	No (LTR)
SS: Camarillo USD	1964	38	No

### Cohort Demographics page four

<b>Children?</b>	<b>Perm. Address Location</b>	<b>Parent(s) or family Teacher?</b>	<b>Previous Pos.</b>
No	Oceanside, CA (China)	no info	Language Tchr, elementary teacher, musician
Yes	Northfield, CA	husband	Math teacher in Christian School
Yes	Oceanside, CA	no info	college student; home maker
No	Cayucos, CA (Montclair)	no info	college student
No	Freedom, CA	no info	Language Tchr, Teacher Ass't
No	Oceanside, CA	no	Science tchr, college student
No	Tipton, CA (Montclair)	several family members	college student
No	Oceanside, CA	no info	Language/English tchr, college student
No	Seascape, CA (Ireland)	no	college student
Yes	Green Mountain, CA	no info	professional athlete, college student
No	Hornitos, CA (Northfield)	several family members	science tchr, college student
No	Hornitos, CA (Northfield)	several family members	Science tchr, college student
No	Benton, CA	yes, father	college student
No	Colton, CA (Colorado)	yes, wife	college student
Yes	Seascape, CA	no info	Physics teacher, researcher; college student
born during prog	Fargo, CA	yes, father	Bio Teacher (2 yrs); sub tchr; college student
Yes	Lipton, CA	no info	free lance writer, home maker, college student
No	San Andreas, CA	no info	manager of computer learning store; college student
No	Camarillo CA (San Felipe)	many family members	Physics and chemistry teacher; student

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