

FACTORS THAT AFFECT RETENTION OF NOVICE TEACHERS IN  
HARD-TO-STAFF HIGH SCHOOLS IN VIRGINIA

by

Mechelle Savedge Blunt

Dissertation submitted to the Faculty of

Virginia Polytechnic Institute and State University

in partial fulfillment of the requirements for the degree of

Doctor of Education

in

Educational Leadership and Policy Studies

David J. Parks, Co-chair

Min Sun, Co-chair

M. David Alexander

Karen S. Myers Giacometti

September 4, 2013  
Blacksburg, Virginia

Key Words: Teacher Retention, Novice Teacher, Hard-to-Staff High Schools, Virginia

Dr. Giacometti's Permission to Use Her Work (see e-mail below)

----- Forwarded Message -----

**From:** Karen Giacometti <kgiacome@vt.edu>

**To:** Mechelle Blunt <mlsblunt@yahoo.com>

**Sent:** Friday, November 8, 2013 8:25 AM

**Subject:** Re: Fw: Email request from Giacometti for graduate school ( Blunt's ETD).

I give permission for Mechelle S. Blunt to use my work in her dissertation. Specifically, I am speaking of Appendix C and Figure 1, page 10 in her dissertation.

Thank you,

Karen S. Giacometti

On Thu, Nov 7, 2013 at 4:02 PM, Mechelle Blunt <[mlsblunt@yahoo.com](mailto:mlsblunt@yahoo.com)> wrote:

**On Thursday, November 7, 2013 5:01 PM, Mechelle Blunt <[mlsblunt@yahoo.com](mailto:mlsblunt@yahoo.com)> wrote:**

Hello Karen:

Ms. Ewing in the graduate school at Virginia Tech has asked to me to forward an email to her with the following information from you...

Dr. Giacometti's permission (an email exchange) to use her work, Appendix C, and Figure 1, page 10.

Thank you for your response and help with this. I look forward to hearing from you.

*Mechelle S. Blunt*

Appendix C: Validation Information and Data for the Beginning Teacher Retention Questionnaire

This appendix contains the relevant information on the content validation of the Beginning Teacher Retention Questionnaire (Giacometti, 2005), used with permission of Dr. K. S. Giacometti. The items used to develop the content validation instrument, the content-validation instrument with details on administration of it to the second and final validation panel, and the results of the validation are reported.

**Items Used in Developing the Content Validation Instrument**

Table C1

*Items by Domain Used for Developing the Content Validation Instrument*

<b>Domain 1 – Compensation</b>	<b>Domain 2 – Pre-service Preparation</b>
11. I am able to receive compensation for participation in the induction program.	6. I am a highly qualified teacher according to the No Child Left Behind Act.
28. Incentives are given in my school to hire high performing teachers.	17. More than one semester of student teaching is needed.
30. My division provides a lucrative retirement package.	25. It is not unusual to have students at my school taught by a teacher in a core area class who did not major or even minor in the subject they are teaching.
36. My school division pays an extra stipend for hard-to-fill positions.	32. There were undergraduate courses during my studies that dealt [e]specially with the student population that I encounter daily.
52. The salary for teachers in my geographical area is comparable to other people with the same level of education.	35. Good teacher preparation is the key to retaining new teachers and preventing turnover.
54. My pay and the amount of work I do are comparable to other professions.	61. I obtained my certification to teach through a traditional college program.
57. There is a “fair” reward system for our increased efforts.	73. Classroom discipline was addressed in very few of my classes.
62. My school district offers scholarship or loan forgiveness programs.	76. My coursework specifically dealt with assessing students’ abilities.
68. Pay inequities influence teacher turnover rates.	85. Teachers in my school have a high degree of content knowledge.
79. My school division provides extra incentives for its teachers in the way of leave, sabbatical, and scholarships to further one’s education.	107. My courses in college prepared me to teach the curriculum for the courses that I
84. The fringe benefits (insurance and	

<b>Domain 1 – Compensation</b>	<b>Domain 2 – Pre-service Preparation</b>
<p>retirement plans) provided in my division are extremely generous.</p> <p>88. Offering more money is likely to overcome some reluctance of teachers working in hard-to-staff schools.</p> <p>93. Raising teacher salaries will encourage more teachers to stay in my school.</p> <p>128. I am able to receive compensation for participation in the induction program.</p> <p>133. My division included many perks in its recruiting process such as relocation costs and coupons from local merchants.</p>	<p>have been assigned to teach.</p> <p>135. Classroom management was taught in my undergraduate program.</p> <p>138. My school is nothing like the one in which I did my student teaching.</p>
<b>Domain 3 – In-Service Training Support</b>	<b>Domain 4 – School Culture</b>
<p>9. The beginning teacher induction program helped me prepare for the classroom on the first day of school.</p> <p>13. [<del>In-service activities are tailored to meet specific needs of the staff.</del>][Professional development is ongoing and meaningful to staff.]</p> <p>18. Nearby universities collaborate with my school to create a clinical learning environment for beginning teachers.</p> <p>23. Staff members at my school are trained in research-based instructional strategies.</p> <p>33. The induction program for new teachers is not long enough.</p> <p>39. The induction program encourages new teachers to be reflective about their work.</p> <p>53. My school offers intensive training to new teachers.</p> <p>58. The in-service activities are a waste of time.</p> <p>65. My school offers intensive mentoring [<del>for</del> to] new teachers.</p>	<p>4. [In my school,] everyone knows what <del>they</del> he or she is <del>are</del> supposed to be doing. <del>in my school.</del></p> <p>8. Too many teachers in my school are assigned “out-of-field” classes for which they lack subject knowledge</p> <p>29. Teachers in my school have a high degree of enthusiasm.</p> <p>31. My school is “very good” when it comes to having a safe and respectful atmosphere.</p> <p>41. Teachers in my school have a high degree of effectiveness.</p> <p>43. The staff works as a team to ensure student achievement.</p> <p>45. The school climate in my building is positive.</p> <p>51. Teachers in my school have a high degree of classroom management.</p> <p>56. School committees do not represent all aspects of the community’s population.</p> <p>70. There are differences shown between</p>

<b>Domain 1 – Compensation</b>	<b>Domain 2 – Pre-service Preparation</b>
<p>67. The division stresses professional development activities as a way of increasing the skill level of teachers.</p> <p>80. The feedback from my mentor’s visits to my classroom has been very useful.</p> <p>81. My division has a staff development program that has enabled me to enhance my skills as a teacher.</p> <p>94. The induction program is designed to satisfy certification requirements.</p> <p>97. The induction program provides assistance with everyday problems.</p> <p>105. The portfolio requirement in my division has helped me to reflect on my strengths and weaknesses.</p> <p>108. As part of the professional development plan for teachers, I am given the opportunity to seek advice from experienced teachers.</p> <p>110. In-service activities are tailored to meet specific needs of the staff.</p>	<p>students of color and those who are not of color in my school.</p> <p>77. Teachers in my school have a high degree of verbal ability.</p> <p>98. Teachers demand respect in my school.</p> <p>113. The school climate in my building creates a high level of staff morale.</p> <p>118. My school is customer-service friendly.</p> <p>120. The students at my school can academically compete with their peers in the Commonwealth.</p> <p>123. The school’s goals are reasonable expectations designed for student success and school improvement.</p> <p>125. Violence occurs in my school.</p> <p>130. Major discipline problems exist in my school.</p> <p>131. The “good old boy” operating procedure controls our school.</p> <p>132. I have a chance to develop close friendships with coworkers.</p>
<b>Domain 5 – External Forces</b>	<b>Domain 6 – Motivation to Teach</b>
<p>15. Most students do not go to college when they graduate from school.</p> <p>22. My students’ parents are very supportive when I have asked for their help.</p> <p>24. Teaching the Virginia Standards of Learning objectives limits the use of my creativity.</p> <p>44. I understand the impact of state and federal mandates for accountability as they relate to me as a teacher.</p> <p>49. The community has many resources</p>	<p>5. My job meets my expectations.</p> <p>7. I am dedicated and willing to share my talents with students.</p> <p>12. Teachers would rather teach in schools where parents are supportive than in schools where they would earn significantly higher salaries.</p> <p>19. Teachers want to succeed on their job.</p> <p>21. I teach because I love helping to make a positive difference in the lives of children.</p>

<b>Domain 1 – Compensation</b>	<b>Domain 2 – Pre-service Preparation</b>
<p>available to deal with social problems of young people.</p> <p>60. Most people in the community seek power through social or civic organization affiliation.</p> <p>64. With the certification requirements mandated by the No Child Left Behind Act, teacher shortages in specialized areas are likely to increase.</p> <p>66. The community has many resources available to deal with multicultural issues.</p> <p>75. The school’s community is not sensitive to the needs of the total population.</p> <p>90. The public has a negative view of the teaching profession.</p> <p>91. My students’ parents have been very supportive when I have asked for <del>their</del> help.</p> <p>96. I understand the federal and state mandates.</p> <p>100. The social issues that my students face were a shock to me.</p> <p>103. The parents or guardians of my students rarely call me.</p>	<p>83. Having children learn from me motivates me to teach them more.</p> <p>95. Teachers would rather teach in schools where students are well behaved than in schools where they would earn significantly higher salaries.</p> <p>106. My enthusiasm in my classroom rubs off on my students.</p> <p>115. There is much growth potential in the educational field.</p> <p>129. I went into teaching because it is such a challenging profession.</p>
<b>Domain 7 – Emotional Factors</b>	<b>Domain 8 – Principal Leadership</b>
<p>3. I love my job as a teacher.</p> <p>10. My “upbeat [, and] positive” approach with the students <del>helps them to learn and</del> causes my job to be less stressful.</p> <p>14. I sense that the attitude of my supervisor towards me is “sink or swim.”</p> <p>16. My students’ poor behavior causes me to be stressed.</p> <p>27. I feel like I have been given the most challenging students.</p> <p>34. When my attitude is positive, my day goes</p>	<p>47. A large majority of the students in my building has no respect for adults; however, the administrators impose strong discipline.</p> <p>48. My administrators cause stress in my life.</p> <p>55. It is not fair that new teachers are given the same tasks as veteran teachers.</p> <p>63. My principal treats everyone professionally.</p> <p>71. I need to hear my supervisor say “Good job. Keep up the good work.”</p> <p>87. Too many duties related to my job do not involve instruction.</p>

<b>Domain 1 – Compensation</b>	<b>Domain 2 – Pre-service Preparation</b>
<p>better.</p> <p>37. I feel that I am making a difference in the lives of children.</p> <p>38. I hate my principal.</p> <p>42. I wish[ed] I had never pursued a career in teaching.</p> <p>50. I feel confident that I have the skills necessary to perform my duties.</p> <p>59. My job has very few stressful days.</p> <p>69. I get stressed almost every day on my job.</p> <p>74. I have anxiety attacks when I think of going to work</p> <p>78. Teachers have a sense of empowerment in my school.</p> <p>82. I do not feel a sense of unity among staff members.</p> <p>86. I feel like crying when my students are unsuccessful.</p> <p>92. My job is too frustrating for me.</p> <p>101. I am energized when I am around colleagues.</p> <p>102. I resent the help that is given to me.</p> <p>109. My workload is overwhelming.</p> <p>114. I feel burned out by the end of September.</p> <p>119. I feel insecure because I do not understand school policy and procedures.</p> <p>124. My colleagues’ support helps me to reduce my stress level.</p> <p>126. The stress on my job reduces my confidence level as a teacher.</p> <p>137. Teachers are often “burned out” too early in the year.</p>	<p>89. I feel there is a gap between teachers and administrators.</p> <p>99. My administrators support my actions.</p> <p>104. My principal is very supportive of the staff when new teaching methods are being implemented.</p> <p>117. My school focuses on supporting me and not assessing my work.</p> <p>121. Staff members are expected to use research-based instructional strategies.</p> <p>122. Recognition is given to employees who do a good job.</p> <p>127. My administrators support my decisions.</p> <p>134. Many veteran teachers in my school are allowed to perform poorly, but I am held to a higher standard.</p> <p>136. The evaluation process for teachers is implemented with clear objectives.</p>
<b>Domain 9 – Economic Conditions</b>	<b>Domain 10 – Demographics</b>
<p>1. My salary adequately meets my needs.</p> <p>2. I feel that there is not enough funding to supply teachers with the resources needed to make instruction meaningful for students.</p> <p>26. Most of the students in my school receive free or reduced-price lunches.</p>	<p>20. Parents do not place a high value on education.</p> <p>46. My school made AYP.</p> <p>112. My school is fully accredited.</p> <p>U. My age is ....</p> <p>U. My ethnicity is ....</p>

<b>Domain 1 – Compensation</b>	<b>Domain 2 – Pre-service Preparation</b>
<p>40. Schools serving low-income and minority students are often at a competitive disadvantage in trying to meet their employees' needs.</p> <p>72. My division could be facing layoffs in the near future.</p> <p>111. Non-instructional positions use monetary resources that could be used to purchase much needed supplies for the classroom.</p> <p>116. I am satisfied with the way that my division spends money.</p>	<p>U. My gender is ....</p> <p>U. The experience in education is ....</p> <p>U. My teaching assignment is primarily....</p> <p>U. My marital status is ....</p> <p>U. My salary is ....</p> <p>U. My final grade point average on my highest degree was ....</p> <p>U. My route to certifying to teach was ....</p> <p>U. The geographic setting of my school is mostly....</p> <p>U. My school's accreditation status is ....</p> <p>U. My school made "adequately yearly progress" for the 2009-2010 school term....</p> <p>U. I have met all licensure requirements to be considered highly qualified....</p> <p>U. Were you offered a continuing contract for 2011-2012?</p> <p>U. My level of satisfaction with my school is ....</p> <p>U. How much time do you spend preparing to teach daily?</p>

*Note.* U=unused item in the content validation instrument. Most demographic items were obvious domain placements; thus, they were omitted from the content validation process. Response categories for the demographic items are on the Beginning Teacher Retention Questionnaire (Giacometti, 2005) in Appendix A. Changes in wording resulting from review of the items prior to placement on the content validation instrument are in brackets. The Beginning Teacher Retention Questionnaire used with permission of Dr. K. S. Giacometti.



## Content Validation Instructions and Instrument

The letter of instructions to the validation panel and the validation instrument are in this section.

**Letter of instructions to the validation panel.** The letter follows.

June 2010

Dear Colleague:

This correspondence is a follow-up to our telephone conversation regarding your participation in a study at Virginia Tech. As a part of the research plan, I am soliciting the support of veteran educators who have a doctoral degree in education, experience working in hard-to-staff schools in Virginia, and are familiar with the dissertation validation process. The information you provide will help to validate The Beginning Teacher Retention Questionnaire. The questionnaire is designed to identify factors that affect teacher retention in hard-to-staff high schools in Virginia. The information gained is expected to help school districts support new teachers in their first three years on the job.

This research will present no more than minimal risk to you. To protect your identify and reduce the risk that might accrue from the identification of your responses with you, you will be assigned an identification code. A master list of the participants and coded numbers will be maintained by the researcher on a computer disk that is password protected. Your responses will remain confidential and will be used solely for constructing the questionnaire. At no time will your name be associated with your responses, and your name will not be included in the report of the study. Completing the questionnaire implies that you have given your permission to use the data that you provide to validate The Beginning Teacher Retention Questionnaire.

You will find the definitions and validation instrument attached. Please print the instrument and follow the instructions for validating the items. Your response can be faxed to me at 757-. Should you prefer mailing your response, please e-mail your address to me, and I will forward a self-addressed stamped envelope to you. Feel free to contact me should you need further information or clarification at 757- (home) or 757- (cellular). My home address is \_\_\_\_\_, and my e-mail address is [meblunt@vt.edu](mailto:meblunt@vt.edu). I appreciate your participation.

Sincerely,

Mechelle S. Blunt  
Doctoral Candidate

David Parks  
Research Advisor

**The content validation instrument.** Definitions of domains and the content validation instrument used with the panel of validators follow.

Definitions to be Used to Categorize Factors That Contribute to Retention  
for Beginning Teachers

Directions: Apply the definitions below to categorize by domain the factors that contribute to job retention for novice teachers.

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<b>Domains</b>	<b>Description</b>
<b>Domain 1: Compensation</b>	The pay and benefits for teachers. It includes, but is not limited to, wages, fringe benefits, scholarships, inequities with level of skills or education not comparable to other fields, tuition reimbursement, retirement, coupons from community organizations, relocation costs, and signing bonuses.
<b>Domain 2: Pre-service preparation</b>	A teacher education program at the college or university level that provides instruction for teacher candidates to become effective facilitators of teaching. It includes, but is not limited to acquisition of subject knowledge of the discipline taught, preparation for classroom diversity and exposure to school setting, classroom organization and management, assessments, curriculum usage, self-confidence to teach, and extent of student teaching.
<b>Domain 3: External forces<sup>a</sup></b>	Outside factors that could help or hinder novice teachers as they perform their duties. They include, but are not limited to, partnerships, minority affiliations, community organizations, parental involvement, social issues and conditions, increased diversity, spending by the school district, housing, and job availability.
<b>Domain 4: School culture</b>	School culture includes the organization's values and visions and the everyday experiences of the school community members. It includes, but is not limited to, support with discipline, staff involvement, teamwork, a conducive environment for learning that meets the needs of all segments of the student population, climate, safety and orderliness, a fair evaluation system, and staff morale.

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Domains	Description
<b>Domain 5: In-service training support<sup>a</sup></b>	Administrative, supervisory, professional development and peer support provided to novice teachers once they are hired to teach. It includes, but is not limited to, an established induction process. Support is provided to teachers once they are hired to teach. Mentoring, professional development, intensive support, peer evaluations, observations of experienced teachers, and portfolio development are forms of support.
<b>Domain 6: Motivation to teach</b>	The driving force that causes a teacher to enter and remain in the profession. It includes, but is not limited to, a sense of satisfaction with working with students from dysfunctional families, wanting to work with young people, a desire to face the challenge of teaching, professional development, yearning to contribute to humanity, a positive difference in society, solid commitment, and social status.
<b>Domain 7: Emotional factors</b>	A novice teacher's feelings about the teaching profession and their mental health. Some factors include the following: desire to work with young people and stimulus to teach others, feeling efficacious and motivated in the classroom. Having a feeling of strong commitment to the field of education. Positive factors are enthusiasm, optimism, upbeat. Negative factors are stress, anxiety, burnout, and frustration.
<b>Domain 8: Principal leadership actions</b>	Supervisory support given to the novice teacher through leadership actions and behaviors exhibited by the building principal. These include, but are not limited to, reduction or elimination of extra duties, mentoring, smaller class sizes, less challenging classes, professional development opportunities, and accessibility.
<b>Domain 9: Economic conditions</b>	The economic conditions of a school associated with the economy's downturn and its influence on the retention or departure of individuals employed in a hard-to-staff school.

Domains	Description
<b>Domain 10: Demographics</b>	Characteristic profiles of novice teachers and hard-to-staff schools. These include: age, ethnicity, gender, years of experience, teaching assignment, marital status, current salary, final undergraduate grade point average, route to teacher certification, location of school, accreditation status, adequate yearly progress of school, type of license, tenure status, level of satisfaction, and intent to return to present school.

<sup>a</sup>The domain numbers were transposed for Domains 3 and 5 in these instructions at the time the content validation instrument was distributed to the content validation panel; however, the numbers and labels were correct on each page of the instrument. It is assumed that the respondents used the domain numbers on the top of each page in recording their responses. The data in Table C2 are consistent with this assumption.

Validation Instrument for the Beginning Teacher Retention Questionnaire

Directions: Read each item and circle the number of the domain with which the item is mostly closely associated.

**Domain Placement:**

- |   |  |                               |
|---|--|-------------------------------|
| 1. <i>Compensation</i>                            | 5. <i>External forces<sup>a</sup></i>  | 9. <i>Economic conditions</i> |
| 2. <i>Pre-service preparation</i>                 | 6. <i>Motivation to teach</i>          | 10. <i>Demographics</i>       |
| 3. <i>In-service training support<sup>a</sup></i> | 7. <i>Emotional factors</i>            |                               |
| 4. <i>School culture</i>                          | 8. <i>Principal leadership actions</i> |                               |

**Clarity Rating:** Circle the number that best represents your estimate of the clarity of the Item:

1 = Very unclear, delete; 2 = Somewhat clear, revise, 3 = Clear, leave as written

(For any items that you rate as 1 or 2 for clarity, please write directly on the page your suggestions for improvement.)

Questionnaire statements	Domain placement	Clarity
1. My salary adequately meets my needs.	1 2 3 4 5 6 7 8 9 10	1 2 3
2. I feel that there is not enough funding to supply teachers with the resources needed to make instruction meaningful for students.	1 2 3 4 5 6 7 8 9 10	1 2 3
3. I love my job as a teacher.	1 2 3 4 5 6 7 8 9 10	1 2 3
4. In my school, everyone knows what he or she is supposed to be doing.	1 2 3 4 5 6 7 8 9 10	1 2 3
5. My job meets my expectations.	1 2 3 4 5 6 7 8 9 10	1 2 3
6. I am a highly qualified teacher according to the No Child Left Behind Act.	1 2 3 4 5 6 7 8 9 10	1 2 3
7. I am dedicated and willing to share my talents with students.	1 2 3 4 5 6 7 8 9 10	1 2 3
8. Too many teachers in my school are assigned “out-of-field” classes for which they lack subject knowledge.	1 2 3 4 5 6 7 8 9 10	1 2 3
9. The beginning teacher induction program helped me prepare for the classroom on the first day of school.	1 2 3 4 5 6 7 8 9 10	1 2 3
10. My “upbeat, positive” approach with the students causes my job to be less	1 2 3 4 5 6 7 8 9 10	1 2 3

<b>Questionnaire statements</b>	<b>Domain placement</b>	<b>Clarity</b>
stressful.		
11. I am able to receive compensation for participation in the induction program.	1 2 3 4 5 6 7 8 9 10	1 2 3
12. Teachers would rather teach in schools where parents are supportive than in schools where they would earn significantly higher salaries.	1 2 3 4 5 6 7 8 9 10	1 2 3
13. Professional development is ongoing and meaningful to staff.	1 2 3 4 5 6 7 8 9 10	1 2 3
14. I sense that the attitude of my supervisor towards me is “sink or swim.”	1 2 3 4 5 6 7 8 9 10	1 2 3
15. Most students do not go to college when they graduate from school.	1 2 3 4 5 6 7 8 9 10	1 2 3
16. My students’ poor behavior causes me to be stressed.	1 2 3 4 5 6 7 8 9 10	1 2 3
17. More than one semester of student teaching is needed.	1 2 3 4 5 6 7 8 9 10	1 2 3
18. Nearby universities collaborate with my school to create a clinical learning environment for beginning teachers.	1 2 3 4 5 6 7 8 9 10	1 2 3
19. Teachers want to succeed on their job.	1 2 3 4 5 6 7 8 9 10	1 2 3
20. Parents do not place a high value on education.	1 2 3 4 5 6 7 8 9 10	1 2 3
21. I teach because I love helping to make a positive difference in the lives of children.	1 2 3 4 5 6 7 8 9 10	1 2 3
22. My students’ parents are very supportive when I have asked for their help.	1 2 3 4 5 6 7 8 9 10	1 2 3
23. Staff members at my school are trained in research-based instructional strategies.	1 2 3 4 5 6 7 8 9 10	1 2 3
24. Teaching the Virginia Standards of Learning objectives limits the use of my creativity.	1 2 3 4 5 6 7 8 9 10	1 2 3
25. It is not unusual to have students at my school taught by a teacher in a core area class who did not major or even minor in the subject they are teaching.	1 2 3 4 5 6 7 8 9 10	1 2 3
26. Most of the students in my school receive free or reduced-price lunches.	1 2 3 4 5 6 7 8 9 10	1 2 3
27. I feel like I have been given the most challenging students.	1 2 3 4 5 6 7 8 9 10	1 2 3

<b>Questionnaire statements</b>	<b>Domain placement</b>	<b>Clarity</b>
28. Incentives are given in my school to hire high performing teachers.	1 2 3 4 5 6 7 8 9 10	1 2 3
29. Teachers in my school have a high degree of enthusiasm.	1 2 3 4 5 6 7 8 9 10	1 2 3
30. My division provides a lucrative retirement package.	1 2 3 4 5 6 7 8 9 10	1 2 3
31. My school is “very good” when it comes to having a safe and respectful atmosphere.	1 2 3 4 5 6 7 8 9 10	1 2 3
32. There were undergraduate courses during my studies that dealt especially with the student population that I encounter daily.	1 2 3 4 5 6 7 8 9 10	1 2 3
33. The induction program for new teachers is not long enough.	1 2 3 4 5 6 7 8 9 10	1 2 3
34. When my attitude is positive, my day goes better.	1 2 3 4 5 6 7 8 9 10	1 2 3
35. Good teacher preparation is the key to retaining new teachers and preventing turnover.	1 2 3 4 5 6 7 8 9 10	1 2 3
36. My school division pays an extra stipend for hard-to-fill positions.	1 2 3 4 5 6 7 8 9 10	1 2 3
37. I feel that I am making a difference in the lives of children.	1 2 3 4 5 6 7 8 9 10	1 2 3
38. I hate my principal.	1 2 3 4 5 6 7 8 9 10	1 2 3
39. The induction program encourages new teachers to be reflective about their work.	1 2 3 4 5 6 7 8 9 10	1 2 3
40. Schools serving low-income and minority students are often at a competitive disadvantage in trying to meet their employees’ needs.	1 2 3 4 5 6 7 8 9 10	1 2 3
41. Teachers in my school have a high degree of effectiveness.	1 2 3 4 5 6 7 8 9 10	1 2 3
42. I wish I had never pursued a career in teaching.	1 2 3 4 5 6 7 8 9 10	1 2 3
43. The staff works as a team to ensure student achievement.	1 2 3 4 5 6 7 8 9 10	1 2 3
44. I understand the impact of state and federal mandates for accountability as they relate to me as a teacher.	1 2 3 4 5 6 7 8 9 10	1 2 3
45. The school climate in my building is positive.	1 2 3 4 5 6 7 8 9 10	1 2 3

<b>Questionnaire statements</b>	<b>Domain placement</b>	<b>Clarity</b>
46. My school made AYP.	1 2 3 4 5 6 7 8 9 10	1 2 3
47. A large majority of the students in my building has no respect for adults; however, the administrators impose strong discipline.	1 2 3 4 5 6 7 8 9 10	1 2 3
48. My administrators cause stress in my life.	1 2 3 4 5 6 7 8 9 10	1 2 3
49. The community has many resources available to deal with social problems of young people.	1 2 3 4 5 6 7 8 9 10	1 2 3
50. I feel confident that I have the skills necessary to perform my duties.	1 2 3 4 5 6 7 8 9 10	1 2 3
51. Teachers in my school have a high degree of classroom management.	1 2 3 4 5 6 7 8 9 10	1 2 3
52. The salary for teachers in my geographical area is comparable to other people with the same level of education.	1 2 3 4 5 6 7 8 9 10	1 2 3
53. My school offers intensive training to new teachers.	1 2 3 4 5 6 7 8 9 10	1 2 3
54. My pay and the amount of work I do are comparable to other professions.	1 2 3 4 5 6 7 8 9 10	1 2 3
55. It is not fair that new teachers are given the same tasks as veteran teachers.	1 2 3 4 5 6 7 8 9 10	1 2 3
56. School committees do not represent all aspects of the community's population.	1 2 3 4 5 6 7 8 9 10	1 2 3
57. There is a "fair" reward system for our increased efforts.	1 2 3 4 5 6 7 8 9 10	1 2 3
58. The in-service activities are a waste of time.	1 2 3 4 5 6 7 8 9 10	1 2 3
59. My job has very few stressful days.	1 2 3 4 5 6 7 8 9 10	1 2 3
60. Most people in the community seek power through social or civic organization affiliation.	1 2 3 4 5 6 7 8 9 10	1 2 3
61. I obtained my certification to teach through a traditional college program.	1 2 3 4 5 6 7 8 9 10	1 2 3
62. My school district offers scholarship or loan forgiveness programs.	1 2 3 4 5 6 7 8 9 10	1 2 3
63. My principal treats everyone professionally.	1 2 3 4 5 6 7 8 9 10	1 2 3



<b>Questionnaire statements</b>	<b>Domain placement</b>	<b>Clarity</b>
64. With the certification requirements mandated by the No Child Left Behind Act, teacher shortages in specialized areas are likely to increase.	1 2 3 4 5 6 7 8 9 10	1 2 3
65. My school offers intensive mentoring to new teachers.	1 2 3 4 5 6 7 8 9 10	1 2 3
66. The community has many resources available to deal with multicultural issues.	1 2 3 4 5 6 7 8 9 10	1 2 3
67. The division stresses professional development activities as a way of increasing the skill level of teachers.	1 2 3 4 5 6 7 8 9 10	1 2 3
68. Pay inequities influence teacher turnover rates.	1 2 3 4 5 6 7 8 9 10	1 2 3
69. I get stressed almost every day on my job.	1 2 3 4 5 6 7 8 9 10	1 2 3
70. There are differences shown between students of color and those who are not of color in my school.	1 2 3 4 5 6 7 8 9 10	1 2 3
71. I need to hear my supervisor say “Good job. Keep up the good work.”	1 2 3 4 5 6 7 8 9 10	1 2 3
72. My division could be facing layoffs in the near future.	1 2 3 4 5 6 7 8 9 10	1 2 3
73. Classroom discipline was addressed in very few of my classes.	1 2 3 4 5 6 7 8 9 10	1 2 3
74. I have anxiety attacks when I think of going to work.	1 2 3 4 5 6 7 8 9 10	1 2 3
75. The school’s community is not sensitive to the needs of the total population.	1 2 3 4 5 6 7 8 9 10	1 2 3
76. My coursework specifically dealt with assessing students’ abilities.	1 2 3 4 5 6 7 8 9 10	1 2 3
77. Teachers in my school have a high degree of verbal ability.	1 2 3 4 5 6 7 8 9 10	1 2 3
78. Teachers have a sense of empowerment in my school.	1 2 3 4 5 6 7 8 9 10	1 2 3
79. My school division provides extra incentives for its teachers in the way of leave, sabbatical, and scholarships to further one’s education, payments for coursework, etc.	1 2 3 4 5 6 7 8 9 10	1 2 3
80. The feedback from my mentor’s visits to my classroom has been very useful.	1 2 3 4 5 6 7 8 9 10	1 2 3
81. My division has a staff development program that has enabled me to enhance	1 2 3 4 5 6 7 8 9 10	1 2 3

<b>Questionnaire statements</b>	<b>Domain placement</b>	<b>Clarity</b>
my skills as a teacher.		
82. I do not feel a sense of unity among staff members.	1 2 3 4 5 6 7 8 9 10	1 2 3
83. Having children learn from me motivates me to teach them more.	1 2 3 4 5 6 7 8 9 10	1 2 3
84. The fringe benefits (insurance and retirement plans) provided in my division are extremely generous.	1 2 3 4 5 6 7 8 9 10	1 2 3
85. Teachers in my school have a high degree of content knowledge.	1 2 3 4 5 6 7 8 9 10	1 2 3
86. I feel like crying when my students are unsuccessful.	1 2 3 4 5 6 7 8 9 10	1 2 3
87. Too many duties related to my job do not involve instruction.	1 2 3 4 5 6 7 8 9 10	1 2 3
88. Offering more money is likely to overcome some reluctance of teachers working in hard-to-staff schools.	1 2 3 4 5 6 7 8 9 10	1 2 3
89. I feel there is a gap between teachers and administrators.	1 2 3 4 5 6 7 8 9 10	1 2 3
90. The public has a negative view of the teaching profession.	1 2 3 4 5 6 7 8 9 10	1 2 3
91. My students' parents have been very supportive when I have asked for help.	1 2 3 4 5 6 7 8 9 10	1 2 3
92. My job is too frustrating for me.	1 2 3 4 5 6 7 8 9 10	1 2 3
93. Raising teacher salaries will encourage more teachers to stay in my school.	1 2 3 4 5 6 7 8 9 10	1 2 3
94. The induction program is designed to satisfy certification requirements.	1 2 3 4 5 6 7 8 9 10	1 2 3
95. Teachers would rather teach in schools where students are well behaved than in schools where they would earn significantly higher salaries.	1 2 3 4 5 6 7 8 9 10	1 2 3
96. I understand the federal and state mandates.	1 2 3 4 5 6 7 8 9 10	1 2 3
97. The induction program provides assistance with everyday problems.	1 2 3 4 5 6 7 8 9 10	1 2 3
98. Teachers demand respect in my school.	1 2 3 4 5 6 7 8 9 10	1 2 3
99. My administrators support my actions.	1 2 3 4 5 6 7 8 9 10	1 2 3
100. The social issues that my students face were a shock to me.	1 2 3 4 5 6 7 8 9 10	1 2 3

<b>Questionnaire statements</b>	<b>Domain placement</b>	<b>Clarity</b>
101. I am energized when I am around colleagues.	1 2 3 4 5 6 7 8 9 10	1 2 3
102. I resent the help that is given to me.	1 2 3 4 5 6 7 8 9 10	1 2 3
103. The parents or guardians of my students rarely call me.	1 2 3 4 5 6 7 8 9 10	1 2 3
104. My principal is very supportive of the staff when new teaching methods are being implemented.	1 2 3 4 5 6 7 8 9 10	1 2 3
105. The portfolio requirement in my division has helped me to reflect on my strengths and weaknesses.	1 2 3 4 5 6 7 8 9 10	1 2 3
106. My enthusiasm in my classroom rubs off on my students.	1 2 3 4 5 6 7 8 9 10	1 2 3
107. My courses in college prepared me to teach the curriculum for the courses that I have been assigned to teach.	1 2 3 4 5 6 7 8 9 10	1 2 3
108. As part of the professional development plan for teachers, I am given the opportunity to seek advice from experienced teachers.	1 2 3 4 5 6 7 8 9 10	1 2 3
109. My workload is overwhelming.	1 2 3 4 5 6 7 8 9 10	1 2 3
110. In-service activities are tailored to meet specific needs of the staff.	1 2 3 4 5 6 7 8 9 10	1 2 3
111. Non-instructional positions use monetary resources that could be used to purchase much needed supplies for the classroom.	1 2 3 4 5 6 7 8 9 10	1 2 3
112. My school is fully accredited.	1 2 3 4 5 6 7 8 9 10	1 2 3
113. The school climate in my building creates a high level of staff morale.	1 2 3 4 5 6 7 8 9 10	1 2 3
114. I feel burned out by the end of September.	1 2 3 4 5 6 7 8 9 10	1 2 3
115. There is much growth potential in the educational field.	1 2 3 4 5 6 7 8 9 10	1 2 3
116. I am satisfied with the way that my division spends money.	1 2 3 4 5 6 7 8 9 10	1 2 3
117. My school focuses on supporting me and not assessing my work.	1 2 3 4 5 6 7 8 9 10	1 2 3
118. My school is customer-service friendly.	1 2 3 4 5 6 7 8 9 10	1 2 3

<b>Questionnaire statements</b>	<b>Domain placement</b>	<b>Clarity</b>
119. I feel insecure because I do not understand school policy and procedures.	1 2 3 4 5 6 7 8 9 10	1 2 3
120. The students at my school can academically compete with their peers in the Commonwealth.	1 2 3 4 5 6 7 8 9 10	1 2 3
121. Staff members are expected to use research-based instructional strategies.	1 2 3 4 5 6 7 8 9 10	1 2 3
122. Recognition is given to employees who do a good job.	1 2 3 4 5 6 7 8 9 10	1 2 3
123. The school's goals are reasonable expectations designed for student success and school improvement.	1 2 3 4 5 6 7 8 9 10	1 2 3
124. My colleagues' support helps me to reduce my stress level.	1 2 3 4 5 6 7 8 9 10	1 2 3
125. Violence occurs in my school.	1 2 3 4 5 6 7 8 9 10	1 2 3
126. The stress on my job reduces my confidence level as a teacher.	1 2 3 4 5 6 7 8 9 10	1 2 3
127. My administrators support my decisions.	1 2 3 4 5 6 7 8 9 10	1 2 3
128. I am able to receive compensation for participation in the induction program.	1 2 3 4 5 6 7 8 9 10	1 2 3
129. I went into teaching because it is such a challenging profession.	1 2 3 4 5 6 7 8 9 10	1 2 3
130. Major discipline problems exist in my school.	1 2 3 4 5 6 7 8 9 10	1 2 3
131. The "good old boy" operating procedure controls our school.	1 2 3 4 5 6 7 8 9 10	1 2 3
132. I have a chance to develop close friendships with coworkers.	1 2 3 4 5 6 7 8 9 10	1 2 3
133. My division included many perks in its recruiting process such as relocation cost and coupons from local merchants.	1 2 3 4 5 6 7 8 9 10	1 2 3
134. Many veteran teachers in my school are allowed to perform poorly, but I am held to a higher standard.	1 2 3 4 5 6 7 8 9 10	1 2 3
135. Classroom management was taught in my undergraduate program.	1 2 3 4 5 6 7 8 9 10	1 2 3
136. The evaluation process for teachers is implemented with clear objectives.	1 2 3 4 5 6 7 8 9 10	1 2 3
137. Teachers are often "burned out" too early in the year.	1 2 3 4 5 6 7 8 9 10	1 2 3

Questionnaire statements	Domain placement	Clarity
138. My school is nothing like the one in which I did my student teaching.	1 2 3 4 5 6 7 8 9 10	1 2 3

*Note.* The directions were placed at the top of each page in the original instrument. They have been omitted here to conserve space and to ease reading. <sup>a</sup>Domains 3 and 5 were transposed between the descriptions and the list on each page. Because all of the pages contained these domains, as listed here, it is assumed that the list at the top of each page is the list used by the content validators. The data in Table C2 are consistent with this assumption.

**Data from the content validation panel.** This section contains the domain and clarity data collected from the validation panel and a summary of items validated by the process.

Table C2

*Content Validation Data for the Beginning Teacher Retention Questionnaire: Classification of Items Into Domains and Clarity*

*Ratings by Experts, August 2009*

Item	Expected domain	Domains																				Clarity rating
		Compensation (1)		Pre-service preparation (2)		In-service training support (3)		School culture (4)		External forces (5)		Motivation to teach (6)		Emotional factors (7)		Principal leadership actions (8)		Economic conditions (9)		Demographics (10)		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1	9	1	7							1	7							13	87			3
2	9											1	7			2	13	12	80			3
3	7											3	20	12	80							3
4	4							13	87							2	13					3
5	6											12	80	3	20							3
6	2			12	80							3	20									3
7	6											13	87	2	13							3
8	4			2	13	2	13	4	27	3	20			1	7	1	7	1	7	1	7	3
9	3			2	13	13	87															3
10	7							1	7			1	7	13	87							3
11	1	13	87											1	7			1	7			3
12	6	1	7					2	13	2	13	4	27	3	20			2	13	1	7	3
13	3					14	93									1	7					3

Item	Expected domain	Domains																		Clarity rating		
		Compensation (1)		Pre-service preparation (2)		In-service training support (3)		School culture (4)		External forces (5)		Motivation to teach (6)		Emotional factors (7)		Principal leadership actions (8)		Economic conditions (9)			Demographics (10)	
14	7							1	7	1	7	1	7	4	27	7	47	1	7			3
15	5							2	13	3	20							2	13	8	53	3
16	7											2	13	13	87							3
17	2			14	93	1	7															3
18	3			2	13	12	80			1	7											3
19	6											12	80	3	20							3
20	10													2	13					13	87	3
21	6											12	80	3	20							3
22	5							2	13	13	87											3
23	3			2	13	13	87															3
24	5									12	80	3	20									3
25	2			3	20	3	20	3	20	1	7			1	7					3	20	3
26	9							1	7	1	7							5	33	8	53	3
27	7							1	7					12	80					2	13	3
28	1	12	80									3	20									3
29	4							5	33			3	20	3	20	1	7	3	20			3
30	1	12	80															3	20			3
31	4			2	13			13	87													3
32	2			12	80					2	13									1	7	3
33	5									15	100											3
34	7					1	7			1	7	1	7	12	80							3
35	2			14	93					1	7											3
36	1	14	93															1	7			3

Item	Expected domain	Domains																		Clarity rating		
		Compensation (1)		Pre-service preparation (2)		In-service training support (3)		School culture (4)		External forces (5)		Motivation to teach (6)		Emotional factors (7)		Principal leadership actions (8)		Economic conditions (9)			Demographics (10)	
37	7											3	20	12	80							3
38	7													12	80	3	20					3
39	3					13	87	1	7			1	7									3
40	9							2	13	2	13							6	40	5	33	3
41	4							13	87			2	13									3
42	7									1	7	2	13	12	80							3
43	4							12	80							3	20					3
44	5			3	20					12	80											3
45	4							12	80			2	13			1	7					3
46	10									3	20									12	80	3
47	8							3	20							12	80					3
48	8													3	20	12	80					3
49	5									12	80									3	20	3
50	7			3	20									12	80							3
51	4					3	20	12	80													3
52	1	6	40															5	33	4	27	3
53	3					15	100															3
54	1	12	80															3	20			3
55	8							1	7					2	13	12	80					3
56	4							12	80							2	13			1	7	3
57	1	12	80									2	13									3
58	3	1	7			13	87							1	7							3
59	7											1	7	14	93							3



Item	Expected domain	Domains																		Clarity rating		
		Compensation (1)		Pre-service preparation (2)		In-service training support (3)		School culture (4)		External forces (5)		Motivation to teach (6)		Emotional factors (7)		Principal leadership actions (8)		Economic conditions (9)			Demographics (10)	
60	5									12	80									3	20	3
61	2			15	100																	3
62	1	12	80															3	20			3
63	8							1	7							14	93					3
64	5			1	7					8	53							3	20	1	7	3
65	3					15	100															3
66	5									12	80									3	20	3
67	3					14	93			1	7											3
68	1	12	80															3	20			3
69	7													15	100							3
70	4							12	80	3	20											3
71	8											3	20			12	80					3
72	9																	14	93			3
73	2			15	100																	3
74	7													15	100							3
75	5									12	80											3
76	2			15	100																	3
77	4			3	20			7	47	1	7	3	20									3
78	7							1	7					13	87	1	7					3
79	1	13	87																	2	13	3
80	3					15	100															3
81	3					15	100															3
82	7							2	13					13	87							3

Item	Expected domain	Domains																		Clarity rating		
		Compensation (1)		Pre-service preparation (2)		In-service training support (3)		School culture (4)		External forces (5)		Motivation to teach (6)		Emotional factors (7)		Principal leadership actions (8)		Economic conditions (9)			Demographics (10)	
83	6							1	7			13	87									3

Item	Expected domain	Domains																		Clarity rating		
		Compensation (1)		Pre-service preparation (2)		In-service training support (3)		School culture (4)		External forces (5)		Motivation to teach (6)		Emotional factors (7)		Principal leadership actions (8)		Economic conditions (9)			Demographics (10)	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		N	%
84	1	13	87															2	13			3
85	2			14	93			1	7													3
86	7					1	7			1	7			13	87							3
87	8							1	7	1	7			1	7	12	80					3
88	1	13	87															1	7	1	7	3
89	8													2	13	12	80	1	7			3
90	5									12	80											3
91	5							3	20	12	80											3
92	7											2	13	13	87							3
93	1	12	80															3	20			3
94	3					15	100															3
95	6	1	7					2	13	2	13	4	27	3	20			2	13	1	7	3
96	5			3	20					12	80											3
97	3					14	93	1	7													3
98	4							14	93							1	7					3
99	8															15	100					3

Item	Expected domain	Domains																				Clarity rating
		Compensation (1)		Pre-service preparation (2)		In-service training support (3)		School culture (4)		External forces (5)		Motivation to teach (6)		Emotional factors (7)		Principal leadership actions (8)		Economic conditions (9)		Demographics (10)		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
100	5							2	13	3	20			3	20	1	7					3
101	7											3	20	12	80							3
102	7					4	27							11	73							3
103	5							11	73	3	20			1	7							3
104	8															15	100					3
105	3					12	80							3	20							3
106	6											12	80	3	20							3
107	2			15	100																	3
108	3					14	93			1	7											3
109	7							2	13					13	87							3
110	3					15	100															3
111	9	2	13							1	7							12	80			3
112	10							5	33	2	13	3	20			1	7			4	27	3
113	4							15	100													3
114	7							1	7			2	13	12	80							3
115	6									2	13	13	87									3
116	9	1	7							2	13							12	80			
117	8			1	7	2	13	1	7	1	7	3	20	1	7	6	40					3
118	4							15	100													3
119	7													13	87	2	13					3
120	4							12	80											3	20	3
121	8					3	20									12	80					3

Item	Expected domain	Domains																				Clarity rating	
		Compensation (1)		Pre-service preparation (2)		In-service training support (3)		School culture (4)		External forces (5)		Motivation to teach (6)		Emotional factors (7)		Principal leadership actions (8)		Economic conditions (9)		Demographics (10)			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
122	8							3	20							12	80						3
123	4							12	80							3	20						3
124	7							3	20					12	80								3
125	4							12	80											3	20		3
126	7									1	7	2	13	12	80								3

Item	Expected domain	Domains																				Clarity rating	
		Compensation (1)		Pre-service preparation (2)		In-service training support (3)		School culture (4)		External forces (5)		Motivation to teach (6)		Emotional factors (7)		Principal leadership actions (8)		Economic conditions (9)		Demographics (10)			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
127	8															15	100						3
128	1	13	87			2	13																3
129	6											15	100										3
130	4							12	80							3	20						3
131	4							7	47	1	7					7	47						3
132	4							14	93					1	7								3
133	1	12	80															3	20				3
134	8							3	20							12	80						3
135	2			15	100																		3
136	8							2	13							13	87						3
137	7											3	20	12	80								3

Item	Expected domain	Domains																Clarity rating				
		Compensation (1)		Pre-service preparation (2)		In-service training support (3)		School culture (4)		External forces (5)		Motivation to teach (6)		Emotional factors (7)		Principal leadership actions (8)			Economic conditions (9)		Demographics (10)	
138	2			13	87	1	7													1	7	3

*Note.*  $N = 15$ . Item content is in the content validation instrument above in this appendix. Whenever a row does not total to 15 respondents, the missing numbers were non-respondents.

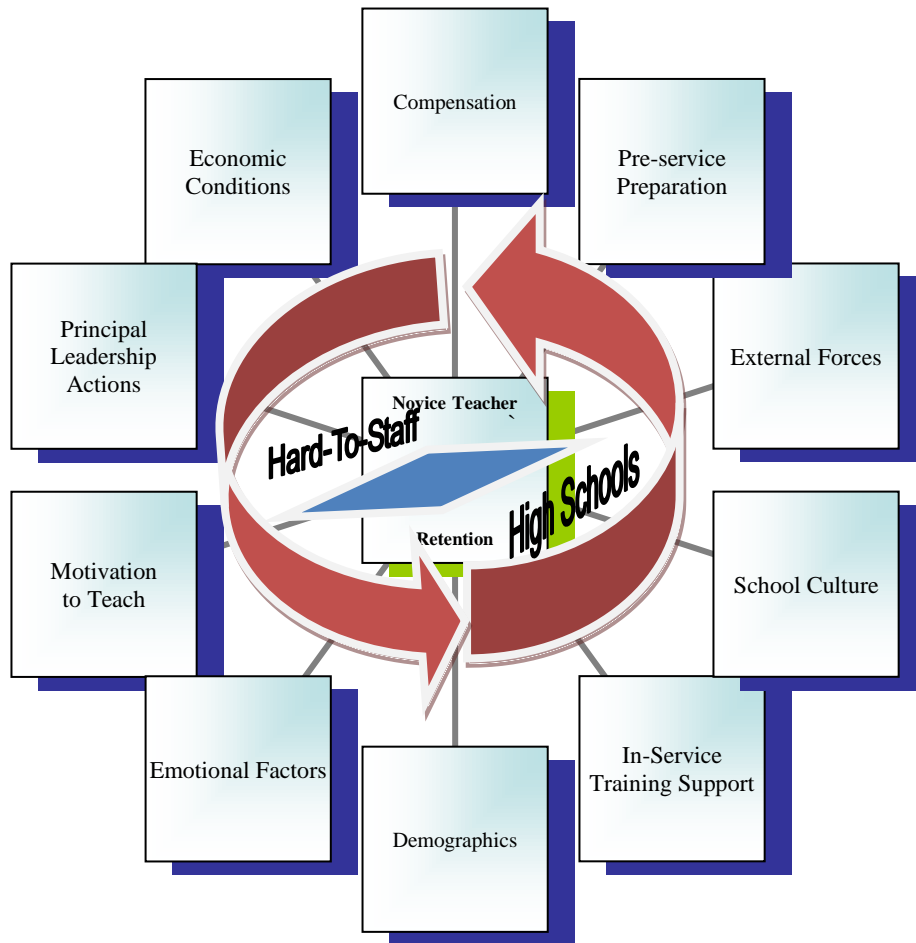
Table C3

*Post-validation Chart by Domain: Items Meeting the 80% Criterion for Content Validity*

Compensation (1)		Pre-service preparation (2)		In-service training support (3)		School culture (4)		External forces (5)		Motivation to teach (6)		Emotional factors (7)		Principal leadership actions (8)		Economic conditions (9)		Demographics (10)	
Item	%	Item	%	Item	%	Item	%	Item	%	Item	%	Item	%	Item	%	Item	%	Item	%
11	87	6	80	9	87	4	87	22	87	5	80	3	80	47	80	1	87	20	87
28	80	17	93	13	93	31	87	24	80	7	87	10	87	48	80	2	80	46	80
30	80	32	80	18	80	41	87	33	100	19	80	16	87	55	80	72	93		
36	93	35	93	23	87	43	80	44	80	21	80	27	80	63	93	111	80		
54	80	61	100	39	87	45	80	49	80	83	87	34	80	71	80	116	80		
57	80	73	100	53	100	51	80	60	80	106	80	37	80	87	80				
62	80	76	100	58	87	56	80	66	80	115	87	38	80	89	80				
68	80	85	93	65	100	70	80	75	80	129	100	42	80	99	100				
79	87	107	100	67	93	98	93	90	80			50	80	104	100				
84	87	135	100	80	100	113	100	91	80			59	93	121	80				
88	87	138	87	81	100	118	100	96	80			69	100	122	80				
93	80			94	100	120	80					78	87	127	100				
128	87			97	93	123	80					82	87	134	80				
133	80			105	80	125	80					86	87	136	87				
				108	93	130	80					92	87						
				110	100	132	93					101	80						
												109	87						
												114	80						
												119	87						
												124	80						

Compensation (1)		Pre-service preparation (2)		In-service training support (3)		School culture (4)		External forces (5)		Motivation to teach (6)		Emotional factors (7)		Principal leadership actions (8)		Economic conditions (9)		Demographics (10)	
												126	80						
												137	80						

*Note.* Items were randomly selected for the Beginning Teacher Retention Questionnaire (Giacometti, 2005). Used with permission of Dr. K. S. Giacometti.



*Figure 1.* Variables that predict leaving or staying in hard-to-staff schools. The theory of this study encompasses variables used by Giacometti (2005). Used with permission of Dr. K. S. Giacometti. Demographics, principal leadership actions, and economic conditions were added to her theory for this study..