

Teacher Attrition and Retention

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Teacher attrition and retention

- **Teacher shortage** (Ingersoll, 2001; Billingsley 2007).
 - Chronic, pervasive, & growing
 - Costly affecting school structure and student achievement...costing over \$7 billion annually (NCTAF)
- Nearly a third of new teachers leave the teaching field within the first five years (Darling-Hammond, 2001).
- Teachers of students with disabilities and those in high poverty schools are most at-risk for teacher attrition (Billingsley, 2005).
- Teachers in juvenile justice teach some of the most complex students (Houchins, Guin, & Schroeder, 2001).

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Literature review



- Federal government appropriates \$90 million annually for recruitment (Brownell, Hirsh, & Seo, 2004)
- Projected need to fill vacant positions by the end of 2008 is 135,000 (COPSSE, 2005)
- More than 60,000 special educators left or transferred from 1999-2001
 - (National Center for Education for Statistics)
- Retaining qualified teachers for students with disabilities is a critical part of the solution
 - (Billingsley, 2003)

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Literature review



- **Typical factors that may contribute to teacher attrition in special education**
 - Unalterable reasons
 - Personal reasons, age, movement (retirement, move to another school, etc.), life events
 - Alterable reasons
 - Teacher qualifications (Carlson & Billingsley, 2001)
 - Higher scores & less certification
 - Work environment (Gersten, Keating, Yovanoff, & Harniss, 2001)
 - Salary, school climate, overall dissatisfaction, work design
 - Stress (Cooley & Yovanoff, 1996; Billingsley, 2002, 2004)
 - Paperwork
 - Lack of support... particularly for new teachers
 - School leadership
 - Resources
 - National legislation...NCLB and IDEA demands?

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Literature review



- **Houchins, Puckett-Patterson, Crosby, Shippen, & Jolivet (2009).**
 - Establishing a juvenile justice system of education
 - (a) personnel concerns,
 - (b) academics,
 - (c) student concerns,
 - (d) discipline,
 - (e) materials and supplies,
 - (f) parental involvement,
 - (g) funding,
 - (h) communication, and
 - (i) facility issues.

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Recent Statewide findings



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Context



- National reforms in juvenile justice
 - Civil Rights of Institutionalized Persons Act (CRIPA)
 - Georgia and Louisiana
 - Not in Ohio
 - Increase emphasis on
 - Education
 - Mental health
 - Transition

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Research questions



- 1. Is there an interaction between **facility type** and teachers' (a) job satisfaction, (b) role perception, and (c) quality of experiences in the juvenile justice system?
- 2. Is there an interaction between **gender** and teachers' (a) job satisfaction, (b) role perception, and (c) quality of experiences in the juvenile justice system?
- 3. Is there an interaction between **teacher type** (general v. special education) and teachers' (a) job satisfaction, (b) role perception, and (c) quality of experiences in the juvenile justice system?
- 4. Is there an interaction between **state** and (a) job satisfaction, (b) role perception, and (c) quality of experiences in the juvenile justice system?

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Data analysis

- Separate MANOVA's
 - Independent variables
 - Facility type (short v. long term)
 - Gender (male v. female)
 - Teacher type (general v. special education)
 - State (Georgia, Louisiana, Ohio)
 - Dependent variables
 - Job satisfaction
 - (a) Overall satisfaction (b) Job satisfaction, (c) Impact satisfaction, and (d) Site satisfaction.
 - Role perception
 - (a) Role support (b) Role understanding, (c) Role efficacy, (d) Role advocacy, (e) Role communication.
 - Quality of experiences in juvenile justice
 - (a) Stress (b) Experience with students, (c) Experience with others, and (d) Experience with JJ system.

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Methodology

- **Instrumentation**
 - Adapted edition of the Morvant, Gersten, Gillman, Blake, and Howard (1992) *Working in Special Education* survey
 - Included questions on satisfaction, role, teaching experience, demographics, and career plans
 - Reliability .92.
 - Five point scale with approximately 150 questions
 - Lower scores better
 - 1=very satisfied, 2=satisfied, 3=neutral, 4=dissatisfied, 5=very dissatisfied
 - 1=strongly agree, 2=somewhat agree, 3=neutral, 4=somewhat disagree, 5=strongly disagree
 - Piloted with principals
 - Completed
 - GA....during a state conference
 - LA and OH....at each facility

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Participant Characteristics (DO NOT COPY)

Variable	GA	n	LA	n	OH	n	N
Gender	(n = 338)		(n = 78)		(n = 126)		(n = 542)
Male	43%	146	36%	28	50	63	44%
Female	57%	181	64%	50	50	63	56%
Age	(n = 310)		(n = 68)		(n = 117)		(n = 495)
21-34	19%	59	4%	3	17%	20	17%
35-50	38%	118	41%	28	40%	47	39%
51 and up	43%	133	55%	37	43%	50	44%
Teacher Type	(n = 319)		(n = 79)		(n = 132)		(n = 530)
General Educator	68%	217	67%	53	78%	93	69%
Special Educator	32%	102	33%	23	22%	29	31%
Facility Type	(n = 334)		(n = 78)		(n = 132)		(n = 544)
Long Term	51%	169	85%	66	100%	132	67%
Short Term	49%	165	15%	12	0%	0	33%

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	Facility Type		Gender		Teacher Type		State		
	Short	Long	Male	Female	General	Special	Georgia	Louisiana	Ohio
Satisfaction									
Overall	2.56 (.66)	2.80 (.69)	2.72 (.63)	2.72 (.73)	2.77 (.70)	2.58 (.67)	2.64 (.69)	2.59 (.72)	3.01 (.60)
Job	2.56 (.66)	2.80 (.69)	2.72 (.63)	2.72 (.63)	2.77 (.70)	2.58 (.67)	2.64 (.69)	2.59 (.72)	3.01 (.67)
Impact	2.54 (.66)	2.85 (.67)	2.73 (.67)	2.76 (.67)	2.78 (.68)	2.65 (.67)	2.63 (.65)	2.76 (.62)	3.08 (.70)
Site	3.06 (1.01)	2.96 (.900)	2.95 (.88)	3.06 (.96)	2.94 (.94)	3.12 (.94)	3.19 (1.03)	2.89 (.75)	2.46 (.42)
Role									
Support	2.21 (.82)	2.44 (.88)	2.23 (.79)	2.48 (.90)	2.34 (.87)	2.48 (.89)	2.29 (.85)	2.56 (.93)	2.45 (.85)
Understand	3.16 (.76)	3.54 (.79)	3.32 (.80)	3.52 (.78)	3.41 (.82)	3.47 (.77)	3.25 (.79)	3.48 (.78)	3.83 (.68)
Efficacy	2.05 (.52)	2.28 (.66)	2.25 (.65)	2.15 (.61)	2.23 (.64)	2.16 (.59)	2.11 (.57)	2.06 (.65)	2.54 (.66)
Advocacy	2.78 (.76)	2.89 (.79)	2.79 (.78)	2.90 (.78)	2.85 (.77)	2.89 (.79)	2.77 (.76)	2.84 (.86)	3.10 (.71)
Communication	2.84 (.70)	2.99 (.65)	2.91 (.62)	2.98 (.72)	2.93 (.65)	2.95 (.72)	2.81 (.67)	3.27 (.63)	3.11 (.59)
Experience									
Stress	3.22 (.57)	3.41 (.63)	3.31 (.61)	3.38 (.62)	3.37 (.61)	3.32 (.62)	3.22 (.60)	3.47 (.64)	3.58 (.57)
Students	2.07 (.56)	2.27 (.69)	2.30 (.72)	2.12 (.58)	2.22 (.68)	2.15 (.57)	2.11 (.56)	2.19 (.72)	2.45 (.78)
Others	2.33 (.80)	2.50 (.72)	2.46 (.77)	2.42 (.75)	2.43 (.75)	2.48 (.77)	2.38 (.82)	2.43 (.82)	2.60 (.71)
System	2.31 (1.10)	2.99 (1.08)	2.73 (1.04)	2.83 (1.18)	2.81 (1.15)	2.70 (1.13)	2.25 (.92)	3.71 (.91)	3.46 (.92)
Total significant	0	9	1	2	2	0	1	3	12

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Discussion/Potential Implications



- 1. Long term facilities may be more likely to have retention issues as compared to short term facilities.
 - More students with complex needs
 - Size of facilities
 - Level of student academic accountability

- 2. Males and females may view their jobs slightly different
 - Structure of environment?

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Discussion/Potential Implications



- 3. General educators may be slightly more likely to have retention issues as compared to special educators.
 - Approximately 45% of incarcerated students have disabilities

- 4. States that have gone through federal reform efforts may have less retention issues.
 - Civil Rights of Institutionalized Persons Act (CRIPA)
 - Different approaches to reform

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Discussion/Potential Implications



- **5. Areas with relatively high means (needs)**
 - Site satisfaction (3.00)
 - Role understanding (3.42)
 - Stress (3.35)
- **6. Areas with relatively low means**
 - Efficacy (2.20)...how meaningful is this?
 - Interaction with students (2.20)
 - Role support (2.36)
 - Interaction with others (2.44)
- **7. Impact on pre-service and in-service teachers?**

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General tips



- 1. Support new teachers
 - mentoring, initial assignments
- 2. Provide quality leadership
- 3. Better define teacher roles
- 4. Hire well-trained teachers and keep training them.
- 5. Address behavior management concerns
 - Consider effective strategies for all personnel
 - Academics affects behavior
 - Task avoidance and attention
 - Punishment should be used sparingly
- 6. Identify and address causes of stress

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Resources/References



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 - <http://www.coe.ufl.edu/copsse/>
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