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# WHAT'S BEHIND TEACHER SHORTAGES?

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# **What's Behind Teacher Shortages?**

**“Working Paper”**

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### What's Behind Teacher Shortages?

The working paper on "teacher working conditions" is not a technical research document. It was a pilot study that was based on the premise that the responses of Arkansas teachers could be compared to responses on the same questions to teachers from other states that had participated in a technical research study. There were several thousand participants in those studies. The technical studies did find a correlation with working conditions and student achievement. Positive changes in working conditions did translate into improved teacher retention and student achievement.

The comparative analysis of the pilot study and the technical studies is not a statistical analysis. It does note several similarities and did point out several differences in the percentage of teachers who responded to the same questions.

The paper has been reviewed by several researchers and particularly those who have been responsible for other studies concerning working conditions and teacher turnover. Please note that the finding of this study and those researchers supports a much closer look of "teacher working conditions" in Arkansas Schools.

Respectfully

Leslie V. Carmine

### **Acknowledgements**

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## **Executive Summary**

The author believes that the Gallup Organization Meta research on working conditions and those of other business organizations have confirmed the conditions in which employees' work drive their satisfaction and productivity. The author also believes that research confirms all successful businesses focus on staff satisfaction and it is further believed that many school districts and schools struggle to address working conditions. Teachers are isolated in classrooms with closed doors, denied many of the basic resources, covered up with time consuming paperwork and nonessential duties, struggle with non supportive communities and parents, have little input into the design and organization of their schools, and offered less than stimulating professional development with little hope of career advancement. As such, these are the very conditions that lead to high teacher turnover and attrition and the constant churning of faculty provide for less than optimum learning environment for students. The fact is the shortages of teachers is linked to high teacher turnover and attrition.

Given the research that is already available on teacher working conditions it should become a priority for Arkansas to study working conditions by surveying those whose opinion matters most on these issues—the teachers and principals themselves. The data would provide a unique opportunity to make data driven decisions about improving working conditions, and thereby, improve teacher recruitment, retention and student achievement. The creation of a more positive “working conditions” environment will make the challenge to provide a highly qualified teacher for every classroom in the state more achievable.

It was very obvious that schools and districts are at various levels of the spectrum when it comes to working conditions. There are schools and districts that have achieved exemplary working conditions! Survey reports can be customized to reflect each district and school thereby, giving the school and district the ability to prioritize the elements necessary to improve working conditions.

Furthermore, the research that was reviewed from North Carolina and others demonstrated that working conditions are student learning conditions. Working conditions were critical to increasing student achievement and creating the learning communities of the 21<sup>st</sup> century. Teachers' responses were powerful predictors of whether or not the schools made Adequate Yearly Progress (AYP) and also performed well on their state's accountability model in terms of growth. There also was a high correlation between teacher retention and the ability of the district to ensure there is a highly qualified teacher (HQT) in every classroom.

As we look at the data implications and state comparisons from the survey, six primary findings from the analysis of the teacher working conditions are summarized in this report:

1. **Teacher Working Conditions can be Important Predictors of Student Achievement.**
2. **Teacher Working Conditions can make a difference in Teacher Retention.**
3. **Leadership is Critical to Improving Working Conditions.** (Leadership issues are primary at the building level but significant issues that reflect on working conditions are leadership issues at the district, state and federal levels.)
4. **Many Aspects of Working Conditions have a "Ripple Effect" and Improving One Domain will have a positive carry over to other domains.**
5. **Focusing on Working Conditions is a cost effective strategy to develop Schools of the 21<sup>st</sup> Century.**

In the body of the report there are comparisons and commentary on each of the domains which are: time, facilities and resources, empowerment, leadership, professional development, and mentoring. The comparisons provide a picture of how Arkansas teachers view each of the domain issues with their counterparts from the noted states of North Carolina, etc. The author believes that what was found in the larger state studies would be true if it would be replicated in the state of Arkansas. Based on those findings it is believed that Arkansas could enhance efforts to improve working conditions which in turn would have a positive impact on teacher retention and student achievement.

#### **State Level Actions:**

1. **Provide state funding for design, dissemination, and analysis of the Working Conditions Survey.**
2. **Provide technical assistance through the Arkansas Department of Education in cooperation with the Research and Advocacy Network, Arkansas Education Association, Arkansas School Boards Association, Arkansas Association of Education Administrators and Arkansas Leadership Academy to ensure that local schools know about, access, understand, and use the data to improve working conditions.**
3. **Impanel an advisory group of teachers, principals, superintendents and school board members to ensure all levels of leadership work together to reform working conditions for teachers.**
4. **Provide additional resources to enable the leadership training be available for principals. Building level leadership is the critical variable and the state should require all principals and district level administrators to participate in the leadership programs.**
5. **Document and disseminate successful strategies to reform working conditions and ensure resources are made available for technical assistance.**
6. **Create a template that would allow the teacher working conditions to be a part of each school's improvement plan.**
7. **Consider developing a task force to directly address teachers' greatest concerns and especially those that reduce instructional time because of required state and federal paperwork.**
8. **Provide an opportunity to waiver particular regulations and rules that inhibit positive working conditions with the caveat that student achievement will be enhanced.**



9. Empower districts and teachers to make professional decisions about instruction and minimize efforts to “teacher proof” instruction.

**District Level Actions:**

1. Acknowledge and recommit to emphasizing that teacher working conditions are a priority. The district is the community and this commitment should include but not be limited to the business community, parents, district administration and school board.
2. Ensure that every principal and district level administrator participates in the leadership training programs.
3. Emphasize professional development to ensure working conditions data is disseminated, understood and used to create schools of the 21<sup>st</sup> century.
4. Consider specific district policy changes and resource allocation that can help individual schools with working conditions reforms.

**School Level Actions:**

1. Commit as a faculty, parent organization and administration to analyzing Teacher Working Conditions Survey results and having conversations about the implications.
2. Commit to working with the district to consider specific policy changes and resource allocations that can help individual schools to implement change strategies that will have a positive effect on working conditions.
3. Commit to becoming a school of the 21<sup>st</sup> Century.
4. Develop a strategic plan to improve teacher working conditions and attach as an addendum to the annual school improvement plan.

The study and research support the importance of teacher working conditions. Ensuring that a high qualified teacher is available for every student is not just about meeting the requirements of NCLB. Retaining quality teachers and providing them with the appropriate resources will assist in closing the achievement gap and as important accelerating achievement. Improving teaching conditions has the best chance of sustaining long term reform and ensuring a positive future for the state of Arkansas.

# **Teacher Shortages—Teachers Working Conditions?**

## **Introduction**

The State of Arkansas, much like the rest of the nation, has embarked on an ambitious agenda to reform their elementary and secondary education system. Arkansas' current reform agenda is a product of the Supreme Court's decision in *Lakeview vs. Huckabee* that found the state's schools were not adequate and the funding of those schools was not equitable. (*Lakeview vs. Huckabee* 2002) The legislature has made K-12 education the top priority and passed numerous pieces of legislation in an effort to ensure an adequate education for every child in the state of Arkansas. The legislature also provided increased funding for not only teacher salaries but also numerous educational programs in an effort to ensure that the curriculum for all children was adequate. The laws / programs were an outgrowth of an adequacy study by Allan Odden, Professor of Educational Leadership and Policy Analysis at the University of Wisconsin-Madison and Lawrence Picus, a Professor of Administration and Policy at the University of Southern California. The Arkansas legislature has contracted with Odden and Picus to update the 2003 adequacy study. (Odden & Picus, *Democrat Gazette*, 2006)

The 2005 legislative session ended with the State Supreme Court being asked to re-open the *Lakeview* Case primarily because the legislature had not provided inflation adjusted funding to ensure that the state schools could continue to implement programs and higher standards that were being mandated by the legislature. The Court did reopen the *Lakeview* case and required the legislature to reconsider the funding issue. Significant new funding was appropriated in a Special Session of the Legislature in April of 2006. (*Lakeview vs. Huckabee* 2005 and Sadler 2006)

## **Highly Qualified Teachers**

In a companion reform agenda, the Federal Congress passed the No Child Left Behind Act of 2001 (NCLB), which is a multi-faceted education reform initiative. However, because of expanded accountability regulations, the law is best known for those regulations and sanctions. The legislation was initially passed as a bi-partisan initiative and promised major funding increases particularly for schools with high poverty enrollments. A significant aspect of the NCLB has been the effort to mandate additional requirements for requiring every classroom to have a highly qualified teacher. (NCLB 2002)

In 1996 the National Commission on Teaching and America's Future (NCTAF) challenged the nation to provide every child with what should be his birthright: "a competent, caring, qualified teacher in schools organized for success." NCLB incorporates that call in federal law. The Commission and NCLB called for the goal to be reached by 2006. Progress has been impressive, yet the nation and Arkansas are still far from providing every child with a highly qualified and quality teacher. (NCTAF 1996 & Feller, Associated Press, as reported in the *Morning News* 2006)

Paul Houston, American Association of School Administrators executive director, writes in the August 2006, *The School Administrator* "there was a looming teacher shortage before the law (NCLB). Little has been done to entice new people into teaching beyond a number of states creating alternate routes to teaching. The real outcome is the loss of many of our best teachers to early retirement." (Houston 2006)

Teachers are like other professionals and tend to gravitate to school districts that pay higher salaries and offer better "**working conditions**". There are a host of other issues but what we know is that getting high quality teachers into schools with the greatest needs will require rewards and incentives plus working conditions that offer professional opportunities for those who are willing to take on the challenge of teaching students with the greatest needs. (McClure, Piche & Taylor 2006)

### **Teacher Retention**

The preponderance of evidence is that the key to a high quality education is a high quality teacher in every classroom. Obviously, if we know that high quality teaching makes a difference, then why isn't there a high quality teacher in every Arkansas classroom? Many would suggest that there is a teacher shortage and that we lack enough good teachers. *The real school-staffing problem is teacher retention.* (See Notes and References) The local district and the state's inability to support high quality teaching is driven, not by too few teachers entering the profession, but, it is really far too many leaving for other jobs. (NCTAF 1996 and 2003)

Teacher retention has become a national crisis. The crisis is magnified in Arkansas and particularly in the high poverty areas of the state. (See Map--Tables) Attrition is increasing faster than the supply, and the national teacher supply has actually increased steadily during the 1990's but has actually fallen in the state of Arkansas. It would appear that growing enrollments, smaller class sizes, and retirements are creating the shortages, yet the data would suggest that these are only part of the equation. (Tables 2—5) If this is not the main problem then the question becomes why are teachers leaving? (Arkansas Department of Higher Education, 2003)

Compounding the problem for Arkansas is that there has been a decline in the number of education degrees awarded by colleges and universities in Arkansas. And, moreover only about 60% actually of those graduating actually receive a teaching license in Arkansas. According to the Arkansas Department of Education (ADE) the state's teacher education programs are not producing enough graduates to meet the states needs (Arkansas Department of Higher Education, 2003, Office of Education Policy, 2005e).

The author also wants to point out that the data indicates that teacher turnover is higher than non-teaching occupations. (Table 6) Don Soderquist in his book, *The Wal Mart Way*, discusses the importance of the 12 Wal Mart Way Principles in making Wal Mart the world's largest retailer. He emphasizes throughout the book that the people (associates) are the most important part of the equation. For virtually any business or

organization, the conditions in which employees work drive their satisfaction and productivity. The following example illustrates how corporate America acknowledges the understanding that working conditions in which employees work, drive their satisfaction and productivity.

#### The Wal-Mart Way

##### Principle No. 3

To build a great company, you must create a culture where everyone shares the same values, purposes, and expectations of success.

##### Principle No. 4

True success is achieved in direct proportion to the degree that an organization treats its people with respect and dignity—believes in them enough to help them grow.

##### Principle No. 5

You will succeed when you make the commitment to help your customers succeed first. (Soderquist 2005)

John Moore in his article on Bad Bosses quotes from the Gallup Organization's Q12 Meta Analysis which is their analysis of 166 studies and responses from 681,799 people. The key to good work performance is positive interactions, which speaks volumes about working conditions. He notes that: 78 percent better chance of lowering probability of turnover; 94 percent better on absenteeism; 50 percent better on profitability measurements; just to name a few of the common measurements of business success. (Moore 2006)

Corporate America focuses on employee satisfaction, yet many schools often struggle to address critical working conditions. Few corporate managers advance productivity by simply standardizing the front-line technology and reducing the need for professional judgment. There are a myriad of reasons for the lack of focus. The author suggests that if we are to be successful in the future, education must give the same attention to detail surrounding teacher satisfaction and be much more proactive regarding what is required of each part of the educational enterprise...the state, local district and school. (Table VII)

Richard M. Ingersoll in his report Teacher Turnover, Teacher Shortages and the Organization of Schools focuses on (1) the role of teacher turnover in staffing problems and (2) the role of working conditions in teacher turnover. He points out that our problems in staffing are created by a large number of teachers leaving their jobs for reasons other than retirement. He contends that current policies not only will not solve the school-staffing problem but they will divert attention from the primary underlying problem of the conditions in which teachers must work. He points out that dominant policy strategy to this point is to recruit additional teachers; yet, this is synonymous with "pouring water in a leaky bucket." (Ingersoll 2001)

Robert Ramsey in his book Lead, Follow or Get Out of the Way contends that in most cases good teachers and other employees don't leave a school because of low pay, large workloads, or lack of resources. (Ramsey 2006) Research indicates that teachers site the culture and working conditions as among the top reasons for leaving their teaching jobs.

There are approximately 27,000 licensed teachers not teaching in Arkansas. (The New Teacher Project 2002, NCTAF 2003, Ingersoll 2001 and NCES 1997)

### **Costs of Teacher Turnover**

High teacher turnover not only has an educational price tag but teacher turnover comes with significant costs. A price tag can be put on the cost of turnover. The churning of staff in many cases compromises quality teaching. In the wake of this turmoil, student achievement declines. The educational analysis creates an educational deficit that will undermine the reform movement in Arkansas. (NCTAF Symposium 2002)

There is also a real dollar price tag. A recent Texas study revealed that every year, the tax support for teacher preparation is being undercut by chronic inattention to school conditions. The cost was estimated at the low end of \$329 million. If organizational costs of terminations, substitutes, learning curve loss and new training are considered conservatively the price tag could go as high as \$2.2 billion. Since the turnover rate for both Arkansas and Texas are similar it would not be too much of a leap to suggest that Arkansas (with 13% of the population) would have cost approaching \$42--\$50 million per year and with a high-end cost of \$300 million. (TSBEC 2000 and NCTAF Symposium 2002)

Bruce Fuller, professor of education and public policy at the University of California, Berkeley, points out in his commentary that states have a habit of inflating achievement growth, when you compare to NAEP results. In fact, he points out that NAEP scores have been stagnant since 2002 and reported gains in state testing may be due more to states setting a lower bar for being proficient. He argues that "stubbornly adhering to the notion of tough love alone—intensifying the pressure on teachers and principals who often are laboring in dreary working conditions—will only further erode the already-fading effects of top down accountability. (Fuller 2006)

Working conditions, including professional teaching conditions, play a substantial role in decisions to leave teaching in a particular school or district, and they contribute to decisions to leave the profession altogether. National data and Arkansas data show that teachers' plans to remain in teaching are very sensitive to their perceptions of their working conditions. Unless the teacher attrition and retention crisis can be better managed it appears that the reform agenda, not only of the state but the national government will stall and many of the lofty goals will never be realized. The author wants to remind the readers that teacher turnover and retention in Arkansas places it among the most at risk states in the nation. Sadly, this places the nation and state socially and economically at risk. (Southeast Turnover Map: 2001-2002, Darling-Hammond 1997)

## **What has the review of the research revealed?**

1. A quality teacher is a critical component to higher student achievement and educational reform.
2. Teacher retention and attrition are serious problems that undermine the educational process.
3. There is considerable cost in real dollars in the continual replacement of teachers to both state and local districts.
4. Successful business organizations make worker satisfaction a major priority.
5. Teachers' working conditions are important predictors of student achievement.
6. Working conditions make a difference in teacher retention.
7. Teacher perceptions of working conditions reflect actual school conditions.
8. Leadership is critical to improving working conditions.
9. Teachers, regardless of their background and experience, view working conditions similarly.
10. Many aspects of working conditions have "ripple effects".
11. Arkansas has serious problems in retaining teachers.

## **History of the Initiative**

The Working Conditions initiative began with a presentation by Eric Hirsch, Southeast Center for Teaching Quality at the Research and Advocacy Network's (RAN) Spring Meeting in April 2005. The member superintendents had requested the presentation because several of their schools were having increasing difficulty recruiting and retaining faculty. Also, the mandated increases in student achievement (AYP) of NCLB and the requirements for highly qualified teachers were a concern.

The "working conditions" research was primarily centered around North Carolina teachers but has spread to several other states as of this writing. The presentation noted that positive working conditions were highly correlated with improved student achievement, improved teacher retention and recruitment, and improved teacher and principal quality. (The Southeast Center for Teacher Quality with national work that is currently been undertaken is now the Center for Teacher Quality.) After the presentation, the Research and Advocacy Network (RAN) member superintendents voted to propose a similar initiative for Arkansas.

They further proposed RAN invite the Arkansas Education Association and the Arkansas School Board Association to join them in this initiative. The two associations did accept the offer to embark on this initiative and they met with representatives of the Arkansas Department of Education, which endorsed the pilot study.

## **Purpose of the Study**

With the demands of NCLB and state accountability plans developed in compliance with NCLB, schools are finding it increasingly difficult to meet Adequate Yearly Progress

(AYP) standards and place a highly qualified teacher in every classroom. Research has confirmed that having a highly qualified teacher in the classroom is the primary predictor of student achievement. This study was to investigate perceptions of working conditions by Arkansas teachers and principals and to further draw comparisons with perceptions of teachers from other states. Hence, the data could then be analyzed to predict the impact not only on student achievement but on teacher attrition and retention.

## **Methodology**

The pilot survey was conducted in April 2006. The survey was provided by e-mail and in a paper format. Communications were provided to teachers, principals and superintendents explaining the study and the process for completing the survey. Confidentiality was encouraged to ensure the accuracy of the individual perceptions of the teachers and principals. The survey contained seven demographic questions and 40 questions on working conditions in six domains... Time, Facilities and Resources, Empowerment, Leadership, Professional Development and Mentoring.

The survey was with teachers and schools from Research and Advocacy Network districts. An effort was made to include a variety of schools in the sample that would closely parallel schools in the state. The number of responses was approximately a 25 % sample of the teachers and principals that were assigned to those schools. See Appendix for a list of school districts and schools that were surveyed.

The survey was initially reviewed by approximately 30 teachers and 5 principals to ensure questions that gather information of the greatest concern to teachers and principals. The questions were those that had been utilized by the Center for Teacher Quality and had previously been field tested to ensure that the questions utilized clearly described each of the domains. The questions that were utilized were from a bank that research and the Center for Teacher Quality had confirmed were statistically reliable.

The Center for Teacher Quality had previously utilized several data sources and conducted the analysis described within the report. The Arkansas data was then compared to the responses to the same questions that were utilized in North Carolina, Kansas, Arizona, Nevada and XXX. XXX is actual state data but there has not been an official release of the data.

This is a pilot study and we recognize that there could be some variation that could statistically provide a slightly different interpretation. However, as you review the Arkansas demographic sample you will clearly note a sample that closely approximates demographics of the state of Arkansas. Secondly, the numbers do include approximately a 6% sample of building administrators. The Center for Teaching Quality analysis notes that particularly in the Leadership Domain the principals and teachers are not necessarily going to view the questions from the same perspective. This does not however suggest a weakness in the study, nor would that compromise the analysis. Thirdly, the comparison with the responses from several thousand teachers does suggest that the predictions are going to be fairly accurate.

### Demographic Analysis

| Position               |            |            |            | Education  | Experience |
|------------------------|------------|------------|------------|------------|------------|
|                        | #          | %          |            | #          | %          |
| Teacher                | 418        | 82.6       | First Year | 29         | 5.7        |
| Principal              | 14         | 2.8        | 2-3 yrs.   | 53         | 10.5       |
| Assist. Principal      | 17         | 3.4        | 4-6 yrs.   | 54         | 10.7       |
| Other                  |            |            | 7-10 yrs.  | 67         | 13.3       |
| (Counselor, Librarian) | 57         | 11.3       | 11-20 yrs. | 133        | 26.3       |
|                        |            |            | 20+ yrs.   | 169        | 33.5       |
| <b>TOTALS</b>          | <b>506</b> | <b>100</b> |            | <b>503</b> | <b>100</b> |

| School Tenure | #          | %          |
|---------------|------------|------------|
| First Year    | 86         | 17.1       |
| 2-3 yrs.      | 96         | 19.1       |
| 4-6 yrs.      | 69         | 13.7       |
| 7-10 yrs.     | 66         | 13.1       |
| 11-20 yrs.    | 109        | 21.7       |
| 20 + yrs.     | 77         | 15.3       |
|               | <b>503</b> | <b>100</b> |

| School Level  | #          | %          |
|---------------|------------|------------|
| Elem.         | 227        | 45.2       |
| Middle School | 139        | 27.7       |
| High School   | 124        | 24.7       |
| Other         | 12         | 2.4        |
|               | <b>502</b> | <b>100</b> |

| School AYP<br>(Adequate Yearly<br>Progress) | #          | %          |
|---|------------|------------|
| Meets Standard                              | 309        | 61.7       |
| Alert                                       | 80         | 16.0       |
| Yr. 1 (School Imp.)                         | 69         | 13.8       |
| Yr. 2                                       | 43         | 8.6        |
|   | <b>501</b> | <b>100</b> |

| School SES<br>(Low Income) | #          | %          |
|----------------------------|------------|------------|
| 0-30%                      | 123        | 24.7       |
| 31-50%                     | 173        | 34.7       |
| 51-79%                     | 129        | 25.9       |
| 80-100%                    | 73         | 14.7       |
|                            | <b>498</b> | <b>100</b> |



## About the Report

The Center for Teaching Quality through various statistical studies confirmed the relationship of working conditions to student achievement and teacher retention. Note there are a series of reports and they can be viewed at [www.teachingquality.com](http://www.teachingquality.com) and those reports provide significant evidence that 'working conditions' are critical to increasing student achievement and retaining teachers. The Arkansas pilot study compares the data against that of the other states. The author did not follow the same statistical analysis that was utilized by the center. The review of research and the statewide studies by the Center for Teaching Quality all confirmed the relationship of the impact on student achievement and teacher retention. Hence, it is believed that the comparable responses by Arkansas teachers and principals do suggest a high correlation does exist to reach much of the same conclusions and recommendations. We do however, note that a full statewide study is recommended, and it is the author's belief that the analysis would deliver similar results.

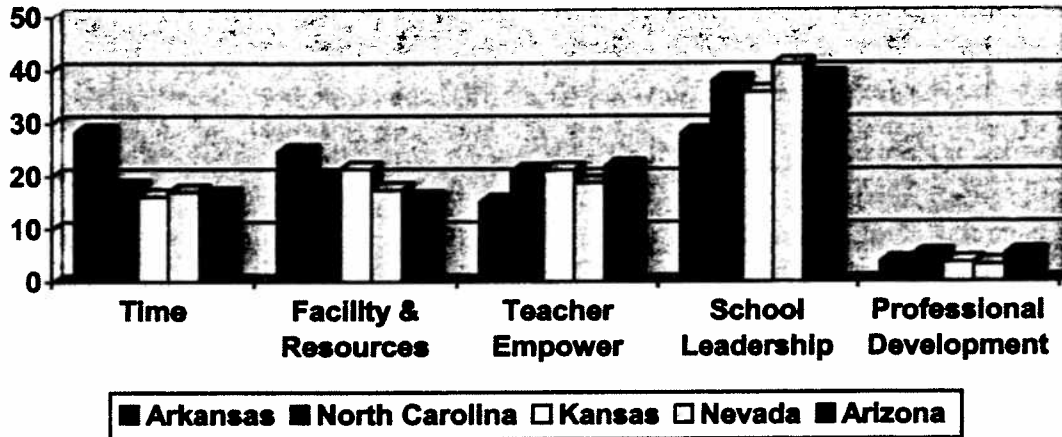
There is good news—this report is not all about areas of need. Overall most teachers believe, over 75%, that their schools are a good place to work and learn. That is not to say there are not areas of need and a cry for assistance but overall most teachers appear to be very positive about the improvements generated by the Lakeview vs. Huckabee litigation.

### Overall, my school is a good place to work and learn.

|                | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----------------|-------------------|----------|---------|-------|----------------|
| Arkansas       | 6.9%              | 5.4%     | 12.4%   | 43.9% | 31.4%          |
| North Carolina | 5.0%              | 7.0%     | 11.0%   | 46.0% | 32.0%          |
| Kansas         | 4.7%              | 5.8%     | 10.8%   | 46.8% | 31.9%          |
| Clark County   | 7.4%              | 8.4%     | 13.2%   | 41.6% | 29.4%          |
| Arizona        | 5.4%              | 5.8%     | 10.9%   | 44.6% | 33.3%          |
| XXX            | 5.0%              | 9.0%     | 15.0%   | 48.0% | 23.0%          |

The following graph highlights teachers perceptions of which aspects of working conditions are important to student learning.

**Teachers' Perceptions of which Aspect of Working Conditions is Important in Promoting Student Learning**



Note: The Arkansas survey included the Mentoring domain that is not included in the graph. You will note in the following survey comparisons that we chose to ask the question in a slightly different manner.

**Domain Analysis**

As you review the Arkansas pilot study results you should be aware that the emphasis on teacher working conditions has been the governor's priority in North Carolina for three years. Kansas and XXX have had pilot districts and studies prior to going statewide.

**Domain I: Time**

| <b>Time Domain Question</b>  | <b>Strongly Disagree</b> | <b>Disagree</b>    | <b>Neutral</b>                   | <b>Agree</b>                      | <b>Strongly Agree</b> |
|--|--------------------------|--------------------|----------------------------------|-----------------------------------|-----------------------|
| <b>Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.</b>  |                          |                    |                                  |                                   |                       |
| Arkansas   | 18.1%                    | 30.9%              | 12.7%                            | 33.3%                             | 5.0%                  |
| North Carolina   | 10.1%                    | 29.6%              | 6.4%                             | 42.4%                             | 11.5%                 |
| Kansas   | 8.9%                     | 28.5%              | 8.1%                             | 42.6%                             | 12.1%                 |
| Nevada   | 27.9%                    | 37.4%              | 6.8%                             | 23.7%                             | 4.3%                  |
| Arizona  | 20.8%                    | 37.5%              | 7.8%                             | 29.3%                             | 4.5%                  |
| XXX  | 14.8%                    | 34.0%              | 8.4%                             | 36.4%                             | 6.4%                  |
| <b>Teachers have time available to collaborate with their colleagues.</b>  |                          |                    |                                  |                                   |                       |
| Arkansas   | 15.5%                    | 30.7%              | 12.0%                            | 34.1%                             | 7.6%                  |
| North Carolina   | 10.8%                    | 27.4%              | 8.8%                             | 42.7%                             | 10.3%                 |
| Kansas   | 14.0%                    | 30.8%              | 11.2%                            | 36.0%                             | 8.0%                  |
| Nevada   | 13.1%                    | 28.6%              | 11.2%                            | 39.6%                             | 7.4%                  |
| Arizona  | 17.5%                    | 34.4%              | 11.0%                            | 33.0%                             | 4.1%                  |
| XXX  | 15.2%                    | 33.0%              | 10.4%                            | 35.3%                             | 6.2%                  |
| <b>The non-instructional time provided for teachers in my school is sufficient.</b>  |                          |                    |                                  |                                   |                       |
| Arkansas   | 12.5%                    | 28.4%              | 18.9%                            | 35.0%                             | 5.2%                  |
| North Carolina   | 12.5%                    | 28.7%              | 12.3%                            | 38.5%                             | 8.0%                  |
| Kansas   | 13.6%                    | 33.6%              | 13.9%                            | 32.9%                             | 6.1%                  |
| Nevada   | 14.9%                    | 31.7%              | 13.9%                            | 34.1%                             | 5.5%                  |
| Arizona  | 17.6%                    | 37.8%              | 13.0%                            | 28.1%                             | 3.4%                  |
| XXX  | 13.7%                    | 34.1%              | 13.7%                            | 34.0%                             | 4.6%                  |
| <b>In an avg week of teaching, how much non-instructional time do YOU have available (not incl. time spent outside of the normal school day)?</b>                                    |                          |                    |                                  |                                   |                       |
|  | <b>None</b>              | <b>&lt;3 hours</b> | <b>&gt;3 hrs &amp; &lt;5 hrs</b> | <b>&gt;5 hrs &amp; &lt;10 hrs</b> | <b>&gt;10 hrs</b>     |
| Arkansas   | 5.6%                     | 25.8%              | 45.3%                            | 20.7%                             | 2.6%                  |
| North Carolina   | 3.7%                     | 47.3%              | 26.5%                            | 21.5%                             | 0.9%                  |
| Kansas   | 2.0%                     | 25.0%              | 46.0%                            | 25.0%                             | 2.0%                  |
| Nevada   | 6.8%                     | 29.1%              | 46.2%                            | 16.3%                             | 1.6%                  |
| Arizona  | 4.8%                     | 42.1%              | 39.3%                            | 12.1%                             | 1.7%                  |
| XXX  | 2.1%                     | 33.4%              | 46.5%                            | 16.8%                             | 1.2%                  |
| <b>In an average week of teaching, how many hours do YOU spend on school-related activities outside the regular school work day (before or after school, and/or on the weekend)?</b> |                          |                    |                                  |                                   |                       |
| Arkansas   | 4.0%                     | 17.1%              | 23.9%                            | 33.7%                             | 21.3%                 |
| North Carolina   | 1.8%                     | 29.4%              | 31.1%                            | 26.0%                             | 11.8%                 |
| Kansas   | 1.0%                     | 13.0%              | 19.0%                            | 29.0%                             | 39.0%                 |
| Nevada   | 1.3%                     | 10.4%              | 19.0%                            | 30.3%                             | 39.0%                 |
| Arizona  | 1.2%                     | 9.4%               | 19.1%                            | 32.0%                             | 38.2%                 |
| XXX  | 2.0%                     | 14.8%              | 26.5%                            | 35.6%                             | 21.1%                 |

### **Consider the Following:**

- As you review the five questions and responses it becomes quite clear that in some schools the issues are considerable. It is also quite clear that the states surveyed have similar issues and that teachers are expending considerable time beyond the school day on non-instructional issues which is normally translated into district, state and federal paper work. Plus considerable time is being expended beyond the school day on school activities. If you look at aggregates of Agree and Disagree you can see the similarity in the responses from Arkansas to the other states, etc. Also, note that the "time" domain has the lowest overall satisfaction rate of the working conditions domains.
- There is mounting evidence that class size makes a difference along with time for collaboration and instructional planning. These are areas that have been addressed by all the states included as a reference, yet, note the appearance of frustration or the lack of sensitivity to these issues that appear in their responses.
- What can be observed are that on current school schedules teachers spend the vast majority of their time in classroom instruction. Most teachers have little non-instructional time during the school day to prepare instructional materials, prepare student assessments and communicate with parents. Additionally, there are a host of responsibilities associated with PTA, school curriculum committees, lunch duties, after school duties and co-curricular activities. Such schedules do not allow for continuous professional learning that is necessary for quality teaching.

### **Time: Additional Thoughts**

There should be an on-going process that systematically reviews all paper work required of teachers to access the relevance to student instruction. This process should be viewed from a local, state and national perspective of best practices. Education, as an institution, is famous for adopting programs but never discarding those programs that show little evidence of positive impact on students or teachers.

There needs to be a structure in place that protects the instructional day from a myriad of activities not associated with instruction. The problems associated with classroom interruption appear to be quite formable and not just at the secondary school. As a parallel issue teachers need to be protected from non-essential duties... though necessary can be accomplished by individuals who are not classroom teachers.

There are a number of different schedules that could be adapted to the school day that would encourage collaborative planning and a host of other planning and collaborative activities. Consideration at the state and district level ought to be given to providing additional flexibility to individual schools to ensure that schools have the ability to provide for collaboration and individualized instruction.

Professional development is important and additional discussion and research ought to be undertaken to develop model calendars where meaningful professional development activities be available throughout the school year.

**Domain II: Facilities and Resources**

| <b>Facilities &amp; Resources<br/>Domain Questions</b>   | <b>Strongly<br/>Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly<br/>Agree</b> |
|--|------------------------------|-----------------|----------------|--------------|---------------------------|
| <b>Teachers have sufficient access to appropriate instructional materials and resources.</b>   |                              |                 |                |              |                           |
| <b>Arkansas</b>  | 4.0%                         | 13.6%           | 10.0%          | 51.6%        | 20.8%                     |
| <b>North Carolina</b>  | 4.2%                         | 15.1%           | 7.8%           | 55.0%        | 18.0%                     |
| <b>Kansas</b>  | 4.8%                         | 17.6%           | 9.8%           | 54.1%        | 13.7%                     |
| <b>Nevada</b>  | 6.9%                         | 17.9%           | 10.3%          | 49.6%        | 15.2%                     |
| <b>Arizona</b>   | 5.8%                         | 18.3%           | 11.7%          | 50.5%        | 13.6%                     |
| <b>XXX</b>   | 7.0%                         | 22.2%           | 12.7%          | 49.2%        | 8.9%                      |
| <b>Teachers have sufficient access to instructional technology (including computers, printers, software, &amp; internet access).</b> |                              |                 |                |              |                           |
| <b>Arkansas</b>  | 4.8%                         | 13.9%           | 8.1%           | 48.0%        | 25.2%                     |
| <b>North Carolina</b>  | 5.4%                         | 14.9%           | 6.2%           | 51.1%        | 22.3%                     |
| <b>Kansas</b>  | 7.0%                         | 19.0%           | 8.1%           | 47.8%        | 18.2%                     |
| <b>Nevada</b>  | 6.2%                         | 15.5%           | 8.0%           | 50.7%        | 19.5%                     |
| <b>Arizona</b>   | 6.2%                         | 18.5%           | 13.7%          | 46.6%        | 15.1%                     |
| <b>XXX</b>   | 9.6%                         | 23.9%           | 10.8%          | 44.9%        | 10.8%                     |
| <b>Teachers have sufficient training and support to fully utilize the instructional technology</b>                                   |                              |                 |                |              |                           |
| <b>Arkansas</b>  | 4.4%                         | 15.7%           | 13.7%          | 49.8%        | 16.3%                     |
| <b>North Carolina</b>  | na                           | na              | na             | na           | na                        |
| <b>Kansas</b>  | 8.8%                         | 30.0%           | 16.2%          | 38.0%        | 7.1%                      |
| <b>Nevada</b>  | 8.4%                         | 27.1%           | 15.4%          | 39.6%        | 9.4%                      |
| <b>Arizona</b>   | 7.0%                         | 25.2%           | 17.9%          | 40.6%        | 9.3%                      |
| <b>XXX</b>   | 9.3%                         | 31.5%           | 17.1%          | 37.3%        | 4.8%                      |
| <b>Teachers have adequate professional space to work productively.</b>   |                              |                 |                |              |                           |
| <b>Arkansas</b>  | 7.3%                         | 18.5%           | 14.0%          | 49.5%        | 10.8%                     |
| <b>North Carolina</b>  | 4.6%                         | 11.8%           | 8.8%           | 48.3%        | 26.4%                     |
| <b>Kansas</b>  | 6.8%                         | 18.4%           | 11.5%          | 50.1%        | 13.2%                     |
| <b>Nevada</b>  | na                           | na              | na             | na           | na                        |
| <b>Arizona</b>   | 5.4%                         | 17.9%           | 14.7%          | 50.2%        | 11.8%                     |
| <b>XXX</b>   | 10.3%                        | 25.6%           | 14.0%          | 43.2%        | 6.9%                      |
| <b>Teachers and staff work in a school environment that is safe.</b>   |                              |                 |                |              |                           |
| <b>Arkansas</b>  | 5.2%                         | 7.8%            | 9.0%           | 56.0%        | 21.9%                     |
| <b>North Carolina</b>  | 6.9%                         | 18.3%           | 9.6%           | 50.0%        | 15.2%                     |
| <b>Kansas</b>  | 1.5%                         | 5.6%            | 7.8%           | 55.3%        | 29.9%                     |
| <b>Nevada</b>  | 3.3%                         | 8.5%            | 11.0%          | 53.2%        | 23.9%                     |
| <b>Arizona</b>   | 1.8%                         | 5.8%            | 8.9%           | 55.2%        | 28.3%                     |
| <b>XXX</b>   | 5.7%                         | 13.4%           | 12.3%          | 50.1%        | 18.4%                     |

As mentioned there is a growing body of research that facilities contribute directly to teacher turnover rates and student performance. A study by the Carnegie Foundation for

Advancement of Teaching (1998) found student attitudes about education directly reflect their learning environment, and other studies including the conclusion of the Arkansas Supreme Court that facilities are an important part of an equitable and adequate education. (Carnegie Foundation 1998, Lakeview vs. Huckabee 2002)

Most teachers were positive about facilities and resources. Certainly the additional funding in Arkansas which has literally pumped millions into this area in the last couple of years is making a difference. The author would suggest that in most instances where teachers may not have been as favorable, it would be because in their specific instances facility improvements have not yet impacted their schools. The dollars are considerable and in reality only the first two installments have been made on having adequate facilities available for every student and teacher.

**Consider the following:**

- Almost three quarters of teachers (72 percent) say they have sufficient access to appropriate instructional materials and resources; (73 percent) have sufficient access to instructional technology; (78 percent) feel their environment at school is safe.
- Almost two-thirds of the educators thought they had access to the appropriate training to fully utilize technology.
- Approximately 60 percent indicated they had appropriate professional space.

**Facility and Resources: Additional Thoughts**

The facilities and resources area is extremely important to monitor teachers' perceptions based on the Lakeview litigation. The author recognizes that professional personnel such as architects and engineers are important to the evaluation process. The teacher in the classroom should be an important barometer on the adequacy of the facilities to support instruction.

The question on school environment and perception of personal safety should continue as a priority for monitoring both by state and local officials. Feelings of insecurity by teachers and by many students compromise their ability to achieve at a high level. The numbers continue to be troubling not only for Arkansas teachers but also for teachers in general.

An area that was not addressed in the pilot study that is projected to become more important is space for support personnel (tutors, family specialists, mental health professionals, psychologists and social workers) and ability to utilize those specialists appropriately.

### Domain III: Empowerment

| Empowerment Domain Questions   | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| <b>Teachers are centrally involved in decision-making about educational issues.</b>          |                   |          |         |       |                |
| Arkansas   | 15.7%             | 22.4%    | 21.0%   | 35.1% | 5.8%           |
| North Carolina   | 7.6%              | 21.4%    | 17.4%   | 44.2% | 9.4%           |
| Kansas   | 8.4%              | 26.1%    | 21.1%   | 39.1% | 5.3%           |
| Nevada   | 18.2%             | 28.8%    | 18.0%   | 28.8% | 6.2%           |
| Arizona  | 11.6%             | 29.6%    | 20.9%   | 33.2% | 4.7%           |
| XXX  | 12.1%             | 29.6%    | 22.7%   | 32.0% | 3.7%           |
| <b>Teachers are trusted to make sound professional decisions about instruction.</b>          |                   |          |         |       |                |
| Arkansas   | 10.9%             | 17.4%    | 16.6%   | 45.5% | 9.5%           |
| North Carolina   | 5.1%              | 12.4%    | 10.3%   | 54.9% | 17.4%          |
| Kansas   | 6.1%              | 18.0%    | 15.1%   | 51.3% | 9.6%           |
| Nevada   | 13.7%             | 21.2%    | 13.3%   | 40.6% | 11.2%          |
| Arizona  | 6.7%              | 16.7%    | 13.8%   | 51.4% | 11.4%          |
| XXX  | 6.9%              | 19.8%    | 16.9%   | 49.1% | 7.4%           |
| <b>In this school we take steps to solve problems.</b>                                       |                   |          |         |       |                |
| Arkansas   | 8.1%              | 18.4%    | 21.0%   | 44.4% | 8.1%           |
| North Carolina   | 4.9%              | 13.7%    | 16.5%   | 50.6% | 14.2%          |
| Kansas   | 3.9%              | 12.6%    | 15.5%   | 53.3% | 14.7%          |
| Nevada   | 7.1%              | 13.6%    | 16.4%   | 46.9% | 15.9%          |
| Arizona  | 4.5%              | 11.8%    | 16.1%   | 52.0% | 15.6%          |
| XXX  | 6.1%              | 16.3%    | 18.6%   | 50.0% | 9.0%           |
| <b>The faculty has an effective process for making group decisions and solving problems.</b> |                   |          |         |       |                |
| Arkansas   | 8.0%              | 23.0%    | 26.3%   | 36.2% | 6.4%           |
| North Carolina   | 6.4%              | 18.4%    | 17.6%   | 46.4% | 11.3%          |
| Kansas   | 6.7%              | 21.5%    | 21.6%   | 40.9% | 9.3%           |
| Nevada   | 10.4%             | 22.4%    | 21.5%   | 35.1% | 10.7%          |
| Arizona  | 6.7%              | 20.4%    | 22.6%   | 41.1% | 9.2%           |
| XXX  | 8.3%              | 24.8%    | 23.5%   | 37.7% | 5.7%           |

| Empowerment Reality Questions                          | No Role | Small Role | Moderate Role | Large Role | Primary Role |
|--|---------|------------|---------------|------------|--------------|
| <b>Selecting instructional materials and resources</b> |         |            |               |            |              |
| Arkansas   | 3.3%    | 15.6%      | 26.0%         | 36.7%      | 18.4%        |
| North Carolina   | 2.7%    | 14.2%      | 31.3%         | 37.5%      | 14.2%        |
| Kansas   | 2.6%    | 14.6%      | 29.3%         | 37.8%      | 15.7%        |
| Nevada   | 9.4%    | 24.3%      | 28.3%         | 28.2%      | 9.8%         |
| Arizona  | 3.5%    | 21.3%      | 36.2%         | 30.9%      | 8.1%         |
| XXX  | 6.8%    | 22.0%      | 31.6%         | 30.2%      | 9.4%         |
| <b>Devising teaching techniques</b>                    |         |            |               |            |              |
| Arkansas   | 5.6%    | 11.2%      | 26.9%         | 37.1%      | 19.3%        |
| North Carolina   | 2.4%    | 9.2%       | 24.2%         | 42.6%      | 21.6%        |
| Kansas   | 1.9%    | 9.8%       | 24.9%         | 43.6%      | 19.7%        |

| <b>Empowerment Reality Questions</b>   | <b>No Role</b> | <b>Small Role</b> | <b>Moderate Role</b> | <b>Large Role</b> | <b>Primary Role</b> |
|--|----------------|-------------------|----------------------|-------------------|---------------------|
| <b>Nevada</b>  | 6.0%           | 16.1%             | 27.8%                | 35.1%             | 15.0%               |
| <b>Arizona</b>   | 2.1%           | 11.5%             | 27.3%                | 41.0%             | 18.0%               |
| <b>XXX</b>   | 3.2%           | 11.8%             | 24.8%                | 41.0%             | 19.1%               |
| <b>Setting grading and student assessment practices</b>                        |                |                   |                      |                   |                     |
| <b>Arkansas</b>  | 9.6%           | 17.7%             | 31.6%                | 29.5%             | 11.6%               |
| <b>North Carolina</b>  | 5.9%           | 15.1%             | 27.2%                | 36.3%             | 15.5%               |
| <b>Kansas</b>  | 5.3%           | 17.0%             | 28.4%                | 36.8%             | 12.5%               |
| <b>Nevada</b>  | 8.9%           | 19.0%             | 27.2%                | 32.3%             | 12.5%               |
| <b>Arizona</b>   | 5.8%           | 19.6%             | 28.0%                | 33.7%             | 12.9%               |
| <b>XXX</b>   | 5.8%           | 16.4%             | 28.5%                | 36.2%             | 13.1%               |
| <b>Determining the content of in-service professional development programs</b> |                |                   |                      |                   |                     |
| <b>Arkansas</b>  | 23.2%          | 40.2%             | 23.6%                | 11.7%             | 1.3%                |
| <b>North Carolina</b>  | 15.8%          | 27.8%             | 33.1%                | 20.4%             | 2.9%                |
| <b>Kansas</b>  | 18.0%          | 35.5%             | 30.2%                | 14.6%             | 1.7%                |
| <b>Nevada</b>  | na             | na                | na                   | na                | na                  |
| <b>Arizona</b>   | 20.8%          | 34.4%             | 29.4%                | 14.2%             | 1.3%                |
| <b>XXX</b>   | 17.9%          | 32.9%             | 31.2%                | 15.8%             | 2.2%                |
| <b>The selection of teachers new to this school</b>                            |                |                   |                      |                   |                     |
| <b>Arkansas</b>  | 59.2%          | 22.2%             | 10.7%                | 7.1%              | 0.8%                |
| <b>North Carolina</b>  | 17.8%          | 28.3%             | 29.4%                | 21.3%             | 3.3%                |
| <b>Kansas</b>  | 14.3%          | 30.1%             | 31.0%                | 21.8%             | 2.8%                |
| <b>Nevada</b>  | na             | na                | na                   | na                | na                  |
| <b>Arizona</b>   | 40.5%          | 30.2%             | 20.3%                | 8.6%              | 0.4%                |
| <b>XXX</b>   | 45.1%          | 29.8%             | 16.9%                | 7.8%              | 0.4%                |
| <b>Establishing an implementing policies and student discipline</b>            |                |                   |                      |                   |                     |
| <b>Arkansas</b>  | 25.7%          | 31.2%             | 26.2%                | 15.3%             | 1.7%                |
| <b>North Carolina</b>  | 35.7%          | 32.0%             | 21.7%                | 9.5%              | 1.1%                |
| <b>Kansas</b>  | 46.5%          | 35.8%             | 14.1%                | 3.4%              | 0.2%                |
| <b>Nevada</b>  | 15.6%          | 27.6%             | 28.9%                | 23.3%             | 4.7%                |
| <b>Arizona</b>   | 17.2%          | 30.1%             | 29.0%                | 20.6%             | 3.1%                |
| <b>XXX</b>   | 14.5%          | 33.0%             | 30.4%                | 19.4%             | 2.7%                |
| <b>Providing input on how the school budget will be spent</b>                  |                |                   |                      |                   |                     |
| <b>Arkansas</b>  | 54.1%          | 27.9%             | 11.4%                | 5.2%              | 1.5%                |
| <b>North Carolina</b>  | 6.5%           | 19.5%             | 31.0%                | 35.1%             | 7.9%                |
| <b>Kansas</b>  | 7.2%           | 24.2%             | 31.6%                | 30.5%             | 6.4%                |
| <b>Nevada</b>  | 30.0%          | 30.7%             | 24.7%                | 12.7%             | 1.9%                |
| <b>Arizona</b>   | 47.5%          | 33.3%             | 14.9%                | 3.9%              | 0.3%                |
| <b>XXX</b>   | 52.4%          | 31.4%             | 12.5%                | 3.4%              | 0.2%                |
| <b>School improvement planning</b>   |                |                   |                      |                   |                     |
| <b>Arkansas</b>  | 14.0%          | 25.0%             | 29.2%                | 27.1%             | 4.8%                |
| <b>North Carolina</b>  | 47.8%          | 27.6%             | 16.7%                | 7.3%              | 0.6%                |
| <b>Kansas</b>  | 40.4%          | 31.2%             | 19.3%                | 8.6%              | 0.6%                |
| <b>Nevada</b>  | 13.4%          | 27.5%             | 30.2%                | 24.9%             | 4.0%                |
| <b>Arizona</b>   | 17.2%          | 30.6%             | 30.3%                | 19.2%             | 2.7%                |
| <b>XXX</b>   | 16.8%          | 34.7%             | 29.5%                | 17.2%             | 1.7%                |



Richard Ingersoll, in his 2003 book *Who Controls Teachers' Work? : Power and Accountability in American Schools*, points out that those who are entrusted with the training of this next generation are not entrusted with much control over many of the key decisions in their work. (Ingersoll 2003) In the previous review of research empowerment as a working condition, it was mentioned numerous times as a key area and should not be underestimated. When teachers believe their knowledge of teaching and learning is considered a valuable factor in decision-making, they become connected to their schools and districts in powerful ways. This connection is a key ingredient to teacher retention.

The accountability issue is further magnified by No Child Left Behind and the Arkansas Comprehensive Testing, Assessment, and Accountability Program which places accountability at the school level and primarily the responsibility of the classroom teacher and school principal. Understandably the issue of involvement in key decisions becomes more relevant. (NCLB 2002, Act 35 2004)

**Consider the following:**

- Less than half (41 percent) of the teachers perceived that they were centrally involved in decision-making. The author would also remind the reader that approximately 6 percent of the respondents were principals and assistant principals and it is anticipated that they would have a more positive response. In other words the author believes based on the sample numbers that less than 40 percent feel they are centrally involved.
- Teacher perceptions were also quite low (42.6 percent) in suggesting that their schools had a satisfactory process for decision-making and solving problems. There was an acknowledgement by 52.5 % of the teachers that the schools had taken steps to solve problems even though there may not have been that much involvement of teachers in that process.
- There was a slight improvement in the number of teachers (55 percent) who felt they were trusted to make sound professional decisions.
- In the previous comparisons with the others states, it should be viewed with an understanding that those states have emphasized those issues in the working conditions empowerment domain.
- Teacher perceptions about their involvement in specific issues such as selecting instructional materials, devising teaching techniques and school improvement planning were comparable to other states...with slightly more than 50% participating.

In areas such as grading, student assessment practices, selecting teachers new to the school and determining in-service programs, Arkansas teachers were well below the participation levels of involvement in the other comparison states. In the area of student discipline policies the involvement level was mixed or better than North Carolina and Kansas but less than the participation in Arizona and XXX. A similar situation was observed in school budgets with little participation in Arkansas, Arizona and XXX with extensive participation in North Carolina and Kansas.

### **Empowerment: Additional Thoughts**

There are a number of excellent offerings that provide the basis for school districts and schools for developing organizationally into a more effective team. The author certainly would suggest that given the relative low numbers in empowerment, thought should be given to expanding an effort to get all teachers and administrators through those programs. There has been an effort to encourage participation but thought should be given to making leadership training a regular part of the expectations for teachers and administrators.

The author recognizes that there has been inclusion of teachers in some levels of decision-making. However, based on the teachers' responses there should be an effort to expand their participation at school, district and state level particularly as it relates to the academic achievement of all students.

There is a number of studies nationally and discussions in the state about the design of the school of the 21<sup>st</sup> Century and there should be opportunities both formal and informal for teachers to influence, design, create and implement those reforms.

This particular area has a number of governance issues that representatives from all the regulatory stakeholders, state education department, school boards, administrators, teachers, and parents should be attempting to find common ground to accelerate the inclusion of all in the school reform process. There is understanding that there have been initiatives in the past but none has been continuous in duration.

## Domain IV: Leadership

| Leadership Domain Questions   | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| <b>There is an atmosphere of trust and mutual respect within the school.</b>          |                   |          |         |       |                |
| <b>Arkansas</b>   | 8.2%              | 14.1%    | 17.6%   | 47.3% | 12.5%          |
| <b>North Carolina</b>   | 7.1%              | 15.9%    | 13.8%   | 46.6% | 16.6%          |
| <b>Kansas</b>   | 6.7%              | 16.7%    | 15.9%   | 46.2% | 14.5%          |
| <b>Nevada</b>   | 10.8%             | 16.6%    | 14.6%   | 40.9% | 17.1%          |
| <b>Arizona</b>  | 7.4%              | 15.2%    | 15.0%   | 44.4% | 18.0%          |
| <b>XXX</b>  | 11.0%             | 20.0%    | 19.0%   | 41.0% | 9.0%           |
| <b>The school leadership communicates clear expectations to students and parents.</b> |                   |          |         |       |                |
| <b>Arkansas</b>   | 6.2%              | 10.9%    | 16.5%   | 52.9% | 13.4%          |
| <b>North Carolina</b>   | 4.3%              | 10.9%    | 12.4%   | 49.1% | 23.4%          |
| <b>Kansas</b>   | 5.2%              | 14.4%    | 17.4%   | 48.3% | 14.7%          |
| <b>Nevada</b>   | 6.9%              | 13.2%    | 14.2%   | 46.4% | 19.3%          |
| <b>Arizona</b>  | 5.8%              | 11.9%    | 16.1%   | 47.5% | 18.7%          |
| <b>XXX</b>  | 8.0%              | 16.0%    | 19.0%   | 44.0% | 12.0%          |
| <b>The faculty are committed to helping every student learn.</b>                      |                   |          |         |       |                |
| <b>Arkansas</b>   | 5.5%              | 9.0%     | 20.2%   | 47.9% | 17.4%          |
| <b>North Carolina</b>   | 1.3%              | 5.8%     | 8.0%    | 53.2% | 31.8%          |
| <b>Kansas</b>   | 0.9%              | 4.6%     | 7.6%    | 50.6% | 36.2%          |
| <b>Nevada</b>   | 2.0%              | 7.0%     | 9.3%    | 51.3% | 30.5%          |
| <b>Arizona</b>  | 5.4%              | 14.6%    | 22.6%   | 48.8% | 8.7%           |
| <b>XXX</b>  | 1.0%              | 5.0%     | 11.0%   | 52.0% | 30.0%          |

**The school leadership makes a sustained effort to address teachers' concerns about:**

|                                     | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-------------------------------------|-------------------|----------|---------|-------|----------------|
| <b>Leadership issues</b>            |                   |          |         |       |                |
| Arkansas                            | 9.4%              | 16.4%    | 32.0%   | 36.9% | 5.3%           |
| North Carolina                      | 1.4%              | 5.0%     | 16.1%   | 55.3% | 22.2%          |
| Kansas                              | 6.7%              | 18.2%    | 31.9%   | 37.2% | 6.1%           |
| Nevada                              | 6.6%              | 13.9%    | 21.3%   | 45.7% | 12.5%          |
| Arizona                             | 3.7%              | 9.4%     | 17.5%   | 47.8% | 21.5%          |
| XXX                                 | 9.0%              | 19.3%    | 27.8%   | 37.7% | 6.2%           |
| <b>Facilities and resources</b>     |                   |          |         |       |                |
| Arkansas                            | 8.8%              | 15.4%    | 22.5%   | 46.3% | 6.9%           |
| North Carolina                      | 4.6%              | 14.9%    | 18.0%   | 50.2% | 12.4%          |
| Kansas                              | 5.1%              | 14.3%    | 20.7%   | 50.7% | 9.3%           |
| Nevada                              | 6.3%              | 13.0%    | 20.3%   | 47.7% | 12.6%          |
| Arizona                             | 7.8%              | 14.4%    | 18.0%   | 41.1% | 18.7%          |
| XXX                                 | 6.8%              | 16.7%    | 23.4%   | 45.8% | 7.2%           |
| <b>The use of time in my school</b> |                   |          |         |       |                |
| Arkansas                            | 10.0%             | 17.0%    | 25.9%   | 41.1% | 6.0%           |
| North Carolina                      | 3.2%              | 9.8%     | 16.0%   | 56.0% | 15.0%          |
| Kansas                              | 6.1%              | 18.4%    | 24.3%   | 43.9% | 7.3%           |
| Nevada                              | 10.2%             | 15.9%    | 31.3%   | 33.8% | 8.8%           |
| Arizona                             | 8.2%              | 16.4%    | 33.0%   | 35.7% | 6.7%           |
| XXX                                 | 6.9%              | 18.3%    | 26.2%   | 42.1% | 6.5%           |
| <b>Professional development</b>     |                   |          |         |       |                |
| Arkansas                            | 10.3%             | 15.2%    | 21.1%   | 46.3% | 6.9%           |
| North Carolina                      | 5.6%              | 13.9%    | 20.3%   | 46.7% | 13.5%          |
| Kansas                              | 4.6%              | 13.6%    | 21.1%   | 50.8% | 9.9%           |
| Nevada                              | 12.1%             | 17.4%    | 22.2%   | 36.2% | 12.2%          |
| Arizona                             | 6.5%              | 19.7%    | 24.8%   | 41.4% | 7.6%           |
| XXX                                 | 5.8%              | 14.8%    | 22.0%   | 48.5% | 8.8%           |
| <b>Empowering teachers</b>          |                   |          |         |       |                |
| Arkansas                            | 10.9%             | 16.4%    | 27.3%   | 39.4% | 5.9%           |
| North Carolina                      | 5.3%              | 13.6%    | 21.7%   | 47.3% | 12.1%          |
| Kansas                              | 7.7%              | 17.2%    | 26.4%   | 39.6% | 9.1%           |
| Nevada                              | 9.4%              | 19.1%    | 22.4%   | 38.6% | 10.5%          |
| Arizona                             | 7.9%              | 17.2%    | 25.7%   | 39.4% | 9.8%           |
| XXX                                 | 10.6%             | 18.3%    | 25.9%   | 36.9% | 8.3%           |
| <b>New teacher support</b>          |                   |          |         |       |                |
| Arkansas                            | 8.6%              | 11.3%    | 21.0%   | 49.1% | 9.6%           |
| North Carolina                      | 5.1%              | 11.6%    | 19.4%   | 48.1% | 15.9%          |
| Kansas                              | na                | na       | na      | na    | na             |
| Nevada                              | 9.0%              | 13.9%    | 24.1%   | 38.4% | 14.5%          |
| Arizona                             | 6.2%              | 11.5%    | 21.3%   | 43.4% | 17.5%          |
| XXX                                 | na                | na       | na      | na    | na             |

| Overall, the school leadership in my school is effective. | Strongly Disagree |       | Disagree |       | Neutral |  | Agree |  | Strongly Agree |  |
|---|-------------------|-------|----------|-------|---------|--|-------|--|----------------|--|
|   |                   |       |          |       |         |  |       |  |                |  |
| Arkansas  | 6.4%              | 12.0% | 17.6%    | 51.5% | 12.0%   |  |       |  |                |  |
| North Carolina  | 9.0%              | 12.4% | 14.2%    | 44.4% | 20.0%   |  |       |  |                |  |
| Kansas  | 8.6%              | 13.9% | 18.4%    | 43.9% | 15.1%   |  |       |  |                |  |
| Nevada  | 11.8%             | 14.3% | 15.6%    | 38.9% | 18.0%   |  |       |  |                |  |
| Arizona   | 11.9%             | 16.9% | 43.6%    | 18.0% | 11.9%   |  |       |  |                |  |
| XXX   | na                | na    | na       | na    | na      |  |       |  |                |  |

Which position best describes the person who most often provides instructional leadership at your school?

|                        | Strongly Disagree |       | Disagree |      | Neutral |       | Agree |  | Strongly Agree |  | Total |
|------------------------|-------------------|-------|----------|------|---------|-------|-------|--|----------------|--|-------|
|                        |                   |       |          |      |         |       |       |  |                |  |       |
| Principal              | 6.7               | 9.5   | 18.1     | 47.1 | 18.7    | 100.0 |       |  |                |  |       |
| Asst Principal         | 11.8              | 16.5  | 30.6     | 33.8 | 7.3     | 100.0 |       |  |                |  |       |
| Dept Chair             | 10.0              | 14.4  | 32.2     | 36.7 | 6.7     | 100.0 |       |  |                |  |       |
| School Curr Specialist | 9.2               | 16.3  | 32.6     | 32.8 | 8.8     | 100.0 |       |  |                |  |       |
| Cent Office Personnel  | 10.2              | 16.7  | 31.3     | 32.8 | 8.8     | 100.0 |       |  |                |  |       |
| Other Teachers         | 11.4              | 11.9  | 27.9     | 41.0 | 7.7     | 100.0 |       |  |                |  |       |
| None of the Above      | 29.9              | 131.0 | 43.6     | 9.9  | 3.4     | 100.0 |       |  |                |  |       |

Lezotte and Jacoby in their study of school effectiveness research concluded that strong administrative leadership was a primary factor of school success. Several research studies have confirmed school leadership as a primary factor in successful school improvement. In the review of research there are numerous notations that school leadership has an overall impact on school culture and teacher job satisfaction. Hence, principal development is essential to reducing teacher turnover and creating the learning community that will support high achievement. (Lezotte and Jacoby 1992)

Consider the following:

- Over 60 % of the teachers in this pilot study perceive their schools quite similarly to teachers from the other comparison states in the areas of trust and mutual respect and school leadership communicates clear expectations to students and parents.
- Similarly over 60% of teachers see the faculty as helping every student learn and that is a similar comparison to teachers from the comparison states.
- In a question of school leadership, addressing faculty concerns is an interesting analysis. In several areas (leadership issues, facilities and resources, use of time, professional development, and empowering teachers) the pilot study group is very similar to one or two other states but gives much lower marks than North Carolina teachers. A very positive note is the pilot study gave similar high marks (64 percent) to the effectiveness of school leadership. The Arkansas teachers also gave a higher approval rating (58.7 percent to 64 percent) to school leadership on new teacher support but slightly less than North Carolina.

## **Leadership: Additional Thoughts**

There is no doubt that school leadership is considerably different today than it was a few years ago. It is obvious to the author that it is time to rethink what school leadership means. It is also very obvious that on one hand there are legal and regulatory requirements that direct the principals. It is also very obvious that there is a general misunderstanding by some teachers in the school leaders' discretion in managing issues of interest to teachers. Communication is as usual a key to managing many of the leadership issues that concern teachers. What is apparent in the numbers is that a considerable number of teachers (approximately 40 percent) are either neutral or gave negative answers regarding the role of school leadership.

As such, and noting the research on the importance of school leadership in teacher retention and school effectiveness, a much more aggressive professional development program should be a priority. There are a number of effective programs for principals and the state should give thought to providing and requiring continuing education.

The author firmly believes that a similar or the same survey could be utilized to make this analysis a priority. If the state and local districts conclude that the research confirmation is correct, then supporting school principals becomes a mandate.

There is a concern that the current self selection process of individuals wanting to pursue the principalship may not be the most effective. The author understands and supports individual initiative, yet school districts of the state may be better served if there was an official initiative to identify and train teachers and others to serve in the principalship.

In a companion analysis, the state should review the principal preparation programs to ensure they are effective in developing individuals adept at responding to primary concerns that prohibit teachers from improving student learning. Principals should be first and foremost proactive and collaborative in a school of the 21<sup>st</sup> Century.

## Domain V: Professional Development

| Prof. Development Domain Questions   | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| Sufficient funds and resources are available to allow teachers to take advantage of professional development activities. |                   |          |         |       |                |
| Arkansas   | 6.7%              | 10.0%    | 17.1%   | 53.5% | 12.7%          |
| North Carolina   | 9.6%              | 24.0%    | 16.4%   | 40.1% | 9.9%           |
| Kansas   | 5.2%              | 18.6%    | 16.2%   | 49.5% | 10.5%          |
| Nevada   | 6.6%              | 13.5%    | 18.8%   | 48.5% | 12.6%          |
| Arizona  | 4.4%              | 14.6%    | 15.4%   | 51.7% | 13.9%          |
| XXX  | 7.9%              | 18.5%    | 20.8%   | 44.3% | 8.5%           |
| Professional development provides teachers with the knowledge and skills most needed to teach effectively.               |                   |          |         |       |                |
| Arkansas   | 6.8%              | 17.6%    | 22.0%   | 44.0% | 9.6%           |
| North Carolina   | 3.6%              | 12.4%    | 19.2%   | 53.3% | 11.4%          |
| Kansas   | 3.7%              | 15.7%    | 21.1%   | 48.6% | 10.9%          |
| Nevada   | 8.7%              | 16.9%    | 25.2%   | 41.9% | 7.3%           |
| Arizona  | 3.4%              | 13.3%    | 19.0%   | 51.7% | 12.6%          |
| XXX  | 6.1%              | 14.0%    | 23.2%   | 44.7% | 12.1%          |

**In which of the following areas (if any) do you need additional support to effectively teach your students:**

| Needed Prof Development         | Teachers |             |        |        |         |       |
|---------------------------------|----------|-------------|--------|--------|---------|-------|
|                                 | Arkansas | N. Carolina | Kansas | Nevada | Arizona | XXX   |
| PD needs : special education    | 38.4%    | 50.3%       | 51.4%  | 51.7%  | 52.3%   | 56.5% |
| PD needs : gifted students      | 20.5%    | 23.2%       | 20.3%  | 23.4%  | 27.0%   | 27.4% |
| PD needs : LEP                  | 16.7%    | 43.3%       | 20.9%  | 28.2%  | 47.4%   | 11.1% |
| PD needs : closing the ach gap  | 38.4%    | 40.9%       | 46.8%  | 45.4%  | 44.5%   | 45.0% |
| PD needs : content area         | 18.2%    | 12.3%       | 15.4%  | 11.0%  | 16.0%   | 13.2% |
| PD needs : teaching methods     | 18.8%    | 15.4%       | 19.7%  | 15.0%  | 18.5%   | 16.8% |
| PD needs : student assessment   | 18.4%    | 17.1%       | 26.8%  | 20.5%  | 20.4%   | 24.6% |
| PD needs : classroom management | 25.2%    | 23.4%       | 22.5%  | 19.0%  | 20.1%   | 24.4% |
| PD needs : reading strategies   | 28.3%    | 29.6%       | 34.6%  | 28.0%  | 32.0%   | 25.8% |

**In the past two years have you had 10 hours or more of professional development in any of the following areas?**

| Teachers                                |          |             |        |        |         |      |
|---|----------|-------------|--------|--------|---------|------|
| Completed 10+ hours of prof development | Arkansas | N. Carolina | Kansas | Nevada | Arizona | XXX  |
| PD 10 hrs taken: special education      | 23.4%    | 17.3%       | 18.5%  | 22.2%  | 20.8%   | 24.5 |
| PD 10 hrs taken: gifted students        | 13.8%    | 8.0%        | 3.1%   | 4.4%   | 5.3%    | 5.8  |
| PD 10 hrs taken: LEP                    | 15.3%    | 9.2%        | 9.8%   | 18.9%  | 83.4%   | 3.0  |
| PD 10 hrs taken: closing the ach gap    | 33.7%    | 21.4%       | 28.1%  | 20.2%  | 13.7%   | 21.2 |
| PD 10 hrs taken: content area           | 55.2%    | 50.9%       | 48.4%  | 49.9%  | 47.7%   | 55.2 |
| PD 10 hrs taken: teaching methods       | 51.4%    | 43.0%       | 43.7%  | 52.4%  | 47.8%   | 51.7 |
| PD 10 hrs taken: student assessment     | 43.8%    | 25.7%       | 46.7%  | 40.5%  | 35.4%   | 40.9 |
| PD 10 hrs taken: classroom management   | 10.5%    | 24.0%       | 20.8%  | 24.4%  | 25.8%   | 31.5 |
| PD 10 hrs taken: reading strategies     | 55.6%    | 60.7%       | 60.5%  | 52.0%  | 52.1%   | 49.9 |

| Teachers                              |           |             |        |        |         |      |
|---------------------------------------|-----------|-------------|--------|--------|---------|------|
| Was PD useful in raising achievement? | Arkansas* | N. Carolina | Kansas | Nevada | Arizona | XXX  |
| PD achievement: special education     | na        | 91.9%       | 84.8%  | 77.6%  | na      | 86.8 |
| PD achievement: gifted students       | na        | 92.0%       | 79.2%  | 76.3%  | na      | 81.8 |
| PD achievement: LEP                   | na        | 88.2%       | 82.9%  | 84.5%  | na      | 83.6 |
| PD achievement: closing the ach gap   | na        | 84.0%       | 75.4%  | 74.2%  | na      | 81.7 |
| PD achievement: content area          | na        | 94.9%       | 93.7%  | 89.4%  | na      | 92.7 |
| PD achievement: teaching methods      | na        | 92.6%       | 89.0%  | 84.7%  | na      | 90.5 |
| PD achievement: student assessment    | na        | 90.1%       | 80.1%  | 75.9%  | na      | 84.2 |
| PD achievement: classroom management  | na        | 89.6%       | 85.2%  | 83.0%  | na      | 83.5 |
| PD achievement: reading strategies    | na        | 91.7%       | 88.4%  | 89.1%  | na      | 92.5 |

Arkansas asked this question in a different manner.  
(Arkansas only for questions below)

| Did the above prof development provide you with strategies that were incorporated into instruction? |        |
|---|--------|
| Strongly Disagree   | 4.5%   |
| Disagree  | 6.7%   |
| Neither Disagree/Agree  | 20.0%  |
| Agree   | 55.6%  |
| Strongly Agree  | 13.3%  |
| Total   | 100.0% |
|   |        |
| Did you find the above prof development areas useful in improving student achievement?              |        |
| Strongly Disagree   | 7.1%   |
| Disagree  | 6.9%   |
| Neither Disagree/Agree  | 21.9%  |
| Agree   | 53.4%  |
| Strongly Agree  | 10.7%  |
| Total   | 100.0% |



Research indicates that high quality professional development is essential for high quality teaching. The Lakeview opinion certainly collaborated that understanding with a mandate for additional funding and resources to support staff development.

**Consider the following:**

- Teachers were cognizant of the effort Arkansas has made to fund staff development and the survey demonstrated that sufficient funding appears to be available. One caution ought to be noted that staff development for years has been woefully under funded in comparison to the private sector. Arkansas teachers and principals may need to see additional research on what is needed to actually be able to judge the adequacy of the funding and the programming.
- The emphasis on training and professional development or the amount of additional training is relatively an emerging pattern in Arkansas. Not that staff development had purposefully been neglected but the Lakeview litigation and funding has initiated a new emphasis.
- As you review what needs Arkansas teachers have for staff development, you will note some differences with the needs expressed by teachers from the comparison studies. Arkansas teachers are well aware of the “gap in achievement” and they also are aware of the state’s general ranking nationally and particularly among southern states. (Limited English Proficient (LEP) appears to be the only area of significant difference.
- The pilot study did not have comparison data about the usefulness of professional development. The two questions give a very strong indication that a strong majority (64 percent to 68 percent) are using new ideas and believe they are making a difference in improving student achievement. Conversely only 11 percent to 14 percent appear to question their professional development. If you will note, there is a survey question that was not used in the pilot study but in the comparison districts that gives a very strong indication as to the usefulness of staff development.

**Professional Development: Additional Thoughts**

An area that was not particularly well reviewed was the questions about teacher needs in helping diverse learners meet high standards. Accountability issues of adequate yearly progress (AYP) will continue to strengthen the need to address the needs of diverse learners. Teacher needs are certainly different based on their experience and education and much more must be done to adequately identify programming to fill their unique needs.

As teachers, administrators and policy makers review this pilot study, it is obvious to the author that this research has only scratched the surface of staff development issues. What appears to be a weakness needs careful examination and that is... teachers perceive that their needs have not been adequately taken into consideration.

*Note in the Empowerment domain that only 13 percent perceived that they had a meaningful input into the content of staff development.* It is acknowledged that teachers

make a difference and their counsel should be “front and center” as districts and the state align state, district and school goals.

Obviously, the capacity of teachers, principals, and district administrators are extremely important to reaching and surpassing education (student) achievement of the past!

### Domain VI: Mentoring

#### Mentee

| Have you been formally assigned a mentor? |       |
|---|-------|
| Arkansas                                  | 35.3% |
| North Carolina (First and second year)    | 87.0% |
| Kansas                                    | na    |
| Nevada                                    | 53.3% |
| Arizona                                   | 73.0% |
| XXX                                       |       |

| My mentor was effective in the following areas:       | Degree of Help |          |       |       |          | Total |
|---|----------------|----------|-------|-------|----------|-------|
|   | None           | A little | Some  | A Lot | Critical |       |
| <b>Instructional strategies</b>                       |                |          |       |       |          |       |
| Arkansas  | 19.0%          | 16.3%    | 20.9% | 30.1% | 13.7%    | 100%  |
| North Carolina (First and second year)                | 9.0%           | 13.4%    | 23.0% | 40.6% | 14.1%    | 100%  |
| Kansas  | na             | na       | na    | na    | na       | na    |
| Nevada  | 11.5%          | 14.3%    | 25.0% | 34.9% | 13.9%    | 100%  |
| Arizona   | 8.0%           | 15.0%    | 27.0% | 33.0% | 17.0%    | 100%  |
| XXX   | na             | na       | na    | na    | na       | na    |
| <b>Curriculum and the subject content I teach</b>     |                |          |       |       |          |       |
| Arkansas  | 22.9%          | 13.6%    | 16.9% | 31.4% | 15.3%    | 100%  |
| North Carolina (First and second year)                | 15.5%          | 15.1%    | 21.9% | 34.3% | 13.2%    | 100%  |
| Kansas  | na             | na       | na    | na    | na       | na    |
| Nevada  | 15.4%          | 14.6%    | 24.5% | 31.4% | 13.6%    | 100%  |
| Arizona   | 16.0%          | 19.0%    | 23.0% | 26.0% | 16.0%    | 100%  |
| XXX   | na             | na       | na    | na    | na       | na    |
| <b>Classroom management/discipline strategies</b>     |                |          |       |       |          |       |
| Arkansas  | 15.0%          | 16.7%    | 17.5% | 32.5% | 18.3%    | 100%  |
| North Carolina (First and second year)                | 10.2%          | 13.7%    | 23.1% | 37.6% | 15.5%    | 100%  |
| Kansas  | na             | na       | na    | na    | na       | na    |
| Nevada  | 14.5%          | 17.7%    | 26.4% | 28.5% | 12.4%    | 100%  |
| Arizona   | 12.0%          | 16.0%    | 25.0% | 30.0% | 17.0%    | 100%  |
| XXX   | na             | na       | na    | na    | na       | na    |
| <b>School and/or district policies and procedures</b> |                |          |       |       |          |       |
| Arkansas  | 15.4%          | 6.8%     | 22.2% | 35.9% | 19.7%    | 100%  |
| North Carolina (First and second year)                | 9.4%           | 12.3%    | 21.4% | 40.4% | 16.6%    | 100%  |
| Kansas  | na             | na       | na    | na    | na       | na    |
| Nevada  | 14.3%          | 15.2%    | 22.9% | 33.7% | 13.4%    | 100%  |
| Arizona   | 14.0%          | 13.0%    | 23.0% | 33.0% | 18.0%    | 101%  |

| Completing products or documentation required of new teachers |       |       |       |       |       |      |
|---|-------|-------|-------|-------|-------|------|
| Arkansas  | 14.9% | 12.4% | 18.2% | 30.6% | 24.0% | 100% |
| North Carolina (First and second year)                        | 8.4%  | 10.1% | 17.5% | 40.8% | 23.1% | 100% |
| Kansas  | na    | na    | na    | na    | na    | na   |
| Nevada  | 21.4% | 16.7% | 19.9% | 27.6% | 13.9% | 100% |
| Arizona   | 14.0% | 13.0% | 23.0% | 33.0% | 18.0% | 101% |
| XXX   | na    | na    | na    | na    | na    | na   |
| Completing other school or district paperwork                 |       |       |       |       |       |      |
| Arkansas  | 13.4% | 10.9% | 17.6% | 38.9% | 18.9% | 100% |
| North Carolina (First and second year)                        | 11.0% | 11.5% | 19.0% | 38.7% | 19.8% | 100% |
| Kansas  | na    | na    | na    | na    | na    | na   |
| Nevada  | 23.4% | 15.9% | 21.4% | 25.5% | 13.4% | 100% |
| Arizona   | 15.0% | 16.0% | 23.0% | 29.0% | 17.0% | 100% |
| XXX   | na    | na    | na    | na    | na    | na   |
| Social support and general encouragement                      |       |       |       |       |       |      |
| Arkansas  | 15.0% | 10.8% | 18.3% | 30.2% | 25.9% | 100% |
| North Carolina (First and second year)                        | 6.3%  | 7.9%  | 14.3% | 42.3% | 29.2% | 100% |
| Kansas  | na    | na    | na    | na    | na    | na   |
| Nevada  | 10.4% | 11.7% | 15.4% | 35.9% | 26.4% | 100% |
| Arizona   | 8.0%  | 10.0% | 16.0% | 36.0% | 30.0% | 100% |
| XXX   | na    | na    | na    | na    | na    | na   |

|  | Same Building |                  | Same Content Area |                   | Same Grade Level |              |
|--|---------------|------------------|-------------------|-------------------|------------------|--------------|
|  | #             | %                | #                 | %                 | #                | %            |
| Arkansas   |               | 68.2%            |                   | 46.9%             |                  | 46.2%        |
| North Carolina   |               | 86.0%            |                   | 55.9%             |                  | 57.2%        |
| Kansas   |               | na               |                   | na                |                  | na           |
| Nevada   |               | 79.6%            |                   | 68.2%             |                  | 67.1%        |
| Arizona  |               | 87.0%            |                   | 60.0%             |                  | 61.0%        |
| XXX  |               | na               |                   | na                |                  | na           |
| On avg. how often did you engage in the following activities with your mentor? | Never         | < once per month | once a month      | several times/mth | once a week      | almost daily |
| Planning during the school day with my mentor                                  |               |                  |                   |                   |                  |              |
| Arkansas   | 19.4%         | 9.7%             | 15.5%             | 18.1%             | 20.6%            | 16.8%        |
| North Carolina (First and second year)   | 31.1%         | 14.7%            | 12.0%             | 12.9%             | 20.1%            | 9.4%         |
| Kansas   | na            | na               | na                | na                | na               | na           |
| Nevada   | 36.4%         | 14.9%            | 12.4%             | 10.4%             | 14.8%            | 11.1%        |
| Arizona  | 26.0%         | 25.0%            | 12.0%             | 13.0%             | 16.0%            | 8.0%         |
| XXX  | na            | na               | na                | na                | na               | na           |
| Being observed teaching by my mentor   |               |                  |                   |                   |                  |              |
| Arkansas   | 16.2%         | 20.8%            | 22.1%             | 21.4%             | 13.6%            | 5.8%         |
| North Carolina (First and second year)   | 21.5%         | 45.0%            | 15.9%             | 9.1%              | 5.1%             | 3.4%         |
| Kansas   | na            | na               | na                | na                | na               | na           |
| Nevada   | 54.9%         | 18.8%            | 9.7%              | 6.4%              | 4.8%             | 5.4%         |
| Arizona  | 18.0%         | 47.0%            | 14.0%             | 12.0%             | 5.0%             | 4.0%         |

| Observing my mentor's teaching         |       |       |       |       |      |      |
|--|-------|-------|-------|-------|------|------|
| Arkansas                               | 30.9% | 23.7% | 12.5% | 19.1% | 9.2% | 4.6% |
| North Carolina (First and second year) | 49.2% | 28.6% | 9.5%  | 6.1%  | 3.2% | 3.3% |
| Kansas                                 | na    | na    | na    | na    | na   | na   |
| Nevada                                 | 57.5% | 20.9% | 7.9%  | 3.9%  | 4.4% | 5.4% |
| Arizona                                | 38.0% | 40.0% | 11.0% | 5.0%  | 3.0% | 3.0% |
| XXX                                    | na    | na    | na    | na    | na   | na   |

| Planning instruction with my mentor    |       |       |       |       |       |      |
|--|-------|-------|-------|-------|-------|------|
| Arkansas                               | 17.0% | 15.0% | 7.2%  | 27.5% | 25.5% | 7.8% |
| North Carolina (First and second year) | 34.1% | 19.6% | 12.7% | 11.8% | 15.3% | 6.6% |
| Kansas                                 | na    | na    | na    | na    | na    | na   |
| Nevada                                 | 38.9% | 17.4% | 12.4% | 11.4% | 11.9% | 7.9% |
| Arizona                                | 30.0% | 28.0% | 12.0% | 13.0% | 11.0% | 6.0% |
| XXX                                    | na    | na    | na    | na    | na    | na   |

| Having discussions w/ mentor about my teaching |       |       |       |       |       |       |
|--|-------|-------|-------|-------|-------|-------|
| Arkansas                                       | 11.7% | 8.4%  | 7.1%  | 20.8% | 13.0% | 39.0% |
| North Carolina (First and second year)         | 5.8%  | 13.3% | 13.7% | 20.2% | 23.2% | 23.9% |
| Kansas   | na    | na    | na    | na    | na    | na    |
| Nevada   | 14.4% | 15.9% | 12.9% | 15.4% | 18.7% | 22.7% |
| Arizona  | 6.0%  | 22.0% | 13.0% | 20.0% | 18.0% | 21.0% |
| XXX  | na    | na    | na    | na    | na    | na    |

| How important was mentoring in making decision to stay at your school? | No         | Slightly  | Somewhat  |           | Very      |        |
|--|------------|-----------|-----------|-----------|-----------|--------|
|  | Difference | Important | Important | Important | Important | Total  |
| Arkansas   | 73.4%      | 4.2%      | 6.3%      | 5.6%      | 10.5%     | 100.0% |
| North Carolina (First and second year)                                 | 29.0%      | 13.0%     | 16.0%     | 21.0%     | 22.0%     | 101.0% |
| Kansas   | na         | na        | na        | na        | na        | na     |
| Nevada   | 35.5%      | 15.6%     | 14.3%     | 16.6%     | 17.3%     | 99.3%  |
| Arizona  | 26.0%      | 15.0%     | 15.0%     | 21.0%     | 23.0%     | 100.0% |
| XXX  | na         | na        | na        | na        | na        | na     |

**Consider the Following:**

- The first question appeared to suggest that new teachers in Arkansas were not receiving similar support and integration with only 35 percent having a formally assigned mentor.
- New teachers also were asked about the degree of assistance and their responses of approval were similar to the comparison studies' responses. A reminder may be in order that we did not complete a statistical analysis and there may be some statistical significance that would be more reliable with a larger study. What is troubling is that there are instances (instructional strategies and curriculum and subject content) that do not have majority agreement indicating that assistance in the area was meaningful or helpful. Secondly, the other areas reviewed (classroom management, district policies, new teacher orientation, school or district paper work, and general support and

encouragement) received barely a 50 percent agreement in usefulness or assistance.

- The logistics and issues are magnified when the mentor is not at the same building. It appears that those issues are much more prominent in Arkansas.
- The series of questions on engagement with the mentor are extremely positive, yet given the small percentage and number in the survey it does not give us a basis for analysis. It does suggest that those in the survey that did have a mentor were receiving active support as new teachers and new teachers to a school.
- The small number of the sample will not allow a very conclusive finding, but it does suggest that to about 16 percent of the sample that mentoring was a factor in their decisions to continue teaching and to continue in that district.

### Mentor Responses

| Full-Time Mentor                         | Arkansas | North Carolina | Kansas | Clark County | Arizona | XXX |
|--|----------|----------------|--------|--------------|---------|-----|
| <b>Yes</b>                               | 23%      | 52%            | na     | na           | na      | na  |
| <b>No</b>                                | 87%      | 48%            | na     | na           | na      | na  |
| <b>Total</b>                             |          |                |        |              |         |     |
| # of mentees                             | Arkansas | North Carolina | Kansas | Clark County | Arizona | XXX |
| <b>1</b>                                 | 48%      | 50%            | na     | 35%          | 43%     | na  |
| <b>2</b>                                 | 16%      | 27%            | na     | 27%          | 24%     | na  |
| <b>3</b>                                 | 16%      | 11%            | na     | 15%          | 15%     | na  |
| <b>4-6</b>                               | 15%      | 8%             | na     | 14%          | 11%     | na  |
| <b>7-10</b>                              | 4%       | 2%             | na     | 3%           | 2%      | na  |
| <b>&gt; 10</b>                           | 2%       | 2%             | na     | 6%           | 5%      | na  |
| <b>Total</b>                             | 100%     | 100%           | na     | 100%         | 100%    | na  |
| How often did you meet with mentees?     | Arkansas | North Carolina | Kansas | Clark County | Arizona | XXX |
| <b>Never</b>                             | 4%       | 0%             | na     | 1%           | 1%      | na  |
| <b>&lt; once a month</b>                 | 10%      | 2%             | na     | 7%           | 4%      | na  |
| <b>Once a month</b>                      | 8%       | 7%             | na     | 13%          | 7%      | na  |
| <b>Several time / month</b>              | 32%      | 23%            | na     | 20%          | 19%     | na  |
| <b>Once a week</b>                       | 18%      | 34%            | na     | 24%          | 27%     | na  |
| <b>Almost daily</b>                      | 28%      | 33%            | na     | 35%          | 42%     | na  |
| <b>Total</b>                             | 100%     | 100%           | na     | 100%         | 100%    | na  |
| Mentor and I worked in the same building | Arkansas | North Carolina | Kansas | Clark County | Arizona | XXX |
| <b>None of them</b>                      | 27.6%    | 12%            | na     |              | 12%     | na  |
| <b>Some of them</b>                      | 10.5%    | 18%            | na     |              | 14%     | na  |
| <b>All of them</b>                       | 61.9%    | 70%            | na     | 81%          | 74%     | na  |
| <b>Total</b>                             | 100%     | 100%           |        |              | 100%    |     |
| Mentor and I had the same content area   | Arkansas | North Carolina | Kansas | Clark County | Arizona | XXX |
| <b>None of them</b>                      | 30.9%    | 23%            | na     |              | 12%     | na  |
| <b>Some of them</b>                      | 21.6%    | 30%            | na     |              | 20%     | na  |

|  |          |                |        |              |         |     |
|--|----------|----------------|--------|--------------|---------|-----|
| <b>All of them</b>                               | 47.4%    | 47%            | na     | 75%          | 68%     | na  |
| <b>Total</b>                                     | 100%     | 100%           |        |              | 100%    |     |
| <b>Mentor and I were in the same grade level</b> | Arkansas | North Carolina | Kansas | Clark County | Arizona | XXX |
| <b>None of them</b>                              | 31.4%    | 22%            | na     |              | 13%     | na  |
| <b>Some of them</b>                              | 15.7%    | 36%            | na     |              | 26%     | na  |
| <b>All of them</b>                               | 52.9%    | 42%            | na     | 63%          | 62%     | na  |
| <b>Total</b>                                     | 100%     | 100%           |        |              | 101%    |     |

| On avg, how often did you engage in:                             | never | < once a month | once a month | sev. times a month | once a week | almost daily | Total  |
|--|-------|----------------|--------------|--------------------|-------------|--------------|--------|
| <b>Planning during the school day with my mentee(s)</b>          |       |                |              |                    |             |              |        |
| <b>Arkansas</b>  | 7.8%  | 14.7%          | 13%          | 23.3%              | 21.6%       | 19.8%        | 100.1% |
| <b>North Carolina</b>  | 15.0% | 10.7%          | 12.5%        | 18.0%              | 31.5%       | 12.3%        | 100.0% |
| <b>Kansas</b>  | na    | na             | na           | na                 | na          | na           | na     |
| <b>Nevada</b>  | 15.2% | 9.7%           | 12.6%        | 16.5%              | 29.5%       | 16.5%        | 100.0% |
| <b>Arizona</b>   | 10.0% | 9.0%           | 11.0%        | 16.0%              | 32.0%       | 23.0%        | 101.0% |
| <b>XXX</b>   | na    | na             | na           | na                 | na          | na           | 0.0%   |
| <b>Observing my mentee(s)' teaching</b>                          |       |                |              |                    |             |              |        |
| <b>Arkansas</b>  | 18.7% | 16.8%          | 22.4%        | 15.9%              | 16.8%       | 9.3%         | 99.9%  |
| <b>North Carolina</b>  | 7.5%  | 39.9%          | 23.7%        | 15.8%              | 7.9%        | 5.2%         | 100.0% |
| <b>Kansas</b>  | na    | na             | na           | na                 | na          | na           | na     |
| <b>Nevada</b>  | 34.5% | 16.0%          | 11.0%        | 11.6%              | 12.6%       | 14.3%        | 100.0% |
| <b>Arizona</b>   | 13.0% | 24.0%          | 16.0%        | 14.0%              | 13.0%       | 20.0%        | 100.0% |
| <b>XXX</b>   | na    | na             | na           | na                 | na          | na           | 0.0%   |
| <b>Being observed by my mentee(s)</b>                            |       |                |              |                    |             |              |        |
| <b>Arkansas</b>  | 19.6% | 19.6%          | 21.5%        | 18.7%              | 11.2%       | 9.3%         | 99.9%  |
| <b>North Carolina</b>  | 29.4% | 37.3%          | 13.9%        | 10.1%              | 5.0%        | 4.3%         | 100.0% |
| <b>Kansas</b>  | na    | na             | na           | na                 | na          | na           | na     |
| <b>Nevada</b>  | 31.6% | 18.5%          | 11.1%        | 12.2%              | 11.5%       | 15.0%        | 99.9%  |
| <b>Arizona</b>   | 5.0%  | 12.0%          | 14.0%        | 18.0%              | 29.0%       | 21.0%        | 99.0%  |
| <b>XXX</b>   | na    | na             | na           | na                 | na          | na           | 0.0%   |
| <b>Planning instruction with my mentee(s)</b>                    |       |                |              |                    |             |              |        |
| <b>Arkansas</b>  | 13.1% | 8.4%           | 12.1%        | 25.2%              | 25.2%       | 15.9%        | 99.9%  |
| <b>North Carolina</b>  | 9.1%  | 16.5%          | 16.9%        | 22.0%              | 26.4%       | 9.1%         | 100.0% |
| <b>Kansas</b>  | na    | na             | na           | na                 | na          | na           | na     |
| <b>Nevada</b>  | 12.1% | 12.1%          | 14.0%        | 19.5%              | 28.6%       | 13.7%        | 100.0% |
| <b>Arizona</b>   | 5.0%  | 12.0%          | 14.0%        | 18.0%              | 29.0%       | 21.0%        | 99.0%  |
| <b>XXX</b>   | na    | na             | na           | na                 | na          | na           | 0.0%   |
| <b>Having discussions with my mentee(s) about their teaching</b> |       |                |              |                    |             |              |        |
| <b>Arkansas</b>  | 9.1%  | 8.1%           | 8.1%         | 19.2%              | 14.1%       | 41.4%        | 100.0% |
| <b>North Carolina</b>  | 0.7%  | 3.3%           | 7.3%         | 21.8%              | 29.0%       | 37.9%        | 100.0% |
| <b>Kansas</b>  | na    | na             | na           | na                 | na          | na           | na     |
| <b>Nevada</b>  | 3.3%  | 7.2%           | 10.3%        | 21.3%              | 24.6%       | 33.2%        | 99.9%  |
| <b>Arizona</b>   | 2.0%  | 6.0%           | 9.0%         | 19.0%              | 26.0%       | 38.0%        | 100.0% |
| <b>XXX</b>   | na    | na             | na           | na                 | na          | na           | 0.0%   |

| Types of Support Received as a Mentor   | Arkansas | North Carolina | Kansas | Clark County | Arizona | XXX |
|---|----------|----------------|--------|--------------|---------|-----|
| Stipend/Compensation  | na       | na             | na     | 14%          | 62%     | na  |
| Release time to observe your mentee(s)  | 70%      | 41%            | na     | 6%           | 21%     | na  |
| Release time to observe other mentors   | 35%      | 8%             | na     | 6%           | 7%      | na  |
| Reduced teaching schedule   | 47%      | 2%             | na     | 6%           | 5%      | na  |
| Reduced number of preparations  | 31%      | 2%             | na     | 3%           | 3%      | na  |
| Common planning time with teachers you are mentoring                          | 59%      | 30%            | na     | 29%          | 19%     | na  |
| Specific training to serve as a mentor (e.g. seminars or classes)             | 67%      | 80%            | na     | 28%          | 41%     | na  |
| Regular communication with principal, other administrator or department chair | 58%      | 35%            | na     | 23%          | 19%     | na  |
| Other   | 45%      | 9%             | na     | 11%          | 18%     | na  |
| No support  | na       | na             | na     | 35%          | na      | na  |

**Consider the Following:**

- The individuals who indicated that they had been mentors, as a percentage were much smaller than in North Carolina (23 percent to 87 percent).
- There was little difference between Arkansas and the comparison studies in the number of mentees assigned to the mentor with half having just one.
- The number of contacts with the mentees were also very similar but Arkansas mentors did not meet daily as much as those in the comparison studies. The author suspects that may be more related to issues with not having the same planning time and not being in the same building which are predictably creating less one on one contacts. The sample number is small and the issues may not be as ambiguous when a statewide study is undertaken.
- Questions regarding mentors being in the same building, having the same grade level and teaching in the same discipline all suggest the same logistics problems identified earlier with the mentees.
- Planning with the mentee(s) was positive for Arkansas, yet there were approximately 8 percent that never occurred. Teaching observation was again interesting because approximately 20 percent had not observed or been observed as part of the mentoring process.

- Planning instruction with the mentee(s) percentages were very similar to the comparison states. Again Arkansas had 13% of the mentors indicated they had participated in instructional planning. That too may be due to not being in the same academic discipline?
- There were 90 plus percent of the mentors who were having discussions about the mentee(s) teaching but Arkansas had a significant number above the comparison states in which those discussions had not taken place (9 percent).
- The question on support for mentors was to attempt to see if there was a common theme statewide. Released time and training were only strategies that had close to 70 percent utilization. The author would suggest that this is an area that needs further study in any effort to increase the effectiveness and efficiency of the program

### **Mentoring: Additional Thoughts**

Mentoring of new teachers to a district is not a new phenomenon, as quality districts nationwide have utilized this strategy to successfully integrate and support new staff into their districts. The author did not research any specific dates that this strategy was first used but wide spread use of formal mentoring programs came with the fast growth of suburban schools after World War II. Budget cuts that have been epidemic with the maturing of those communities saw formal mentoring plans shrink as a major initiative. During that period there was also shrinking enrollments and an excess of particularly elementary teachers...hence, very little concern about an adequate supply of replacement teachers.

The recent changes in American society coupled with expanded opportunities for women in the work place have shrunk the supply of capable replacements. The importance of education also has been expanded with the advent of global economy and technological changes that expanded the capacity of many areas of the world. The need for quality teachers has never been greater yet the conditions and pressures, under which teachers must work, have been increased dramatically. This translates in all too many schools, to a set of working conditions that has accelerated attrition of teachers. It should not be a surprise that the very schools that have the greatest academic needs have the severest shortages.

Accountability programs that focus on sanctioning schools have dramatically increased the need to integrate and support new faculty. The productivity of a teacher is extremely important from day one of student contact. Districts and schools must do everything humanly possible to effectively integrate the new faculty member into the learning team as quickly as possible. Mentoring research has shown that successful programs can have a positive effect and reduce learning time for a new staff member.

There is recognition that with the small number of mentees surveyed it may possibly skew the results but does raise questions about the efficiency and effectiveness of the current program. There is no doubt that for some the support was extremely valuable and



was a determiner of whether they stayed in teaching and / or remained at their current school. Noting the value of mentoring to those individuals, given the enormity of the teacher retention issue, may suggest not only additional research but speaks volumes about what an effective program may accomplish.

### **Conclusions and Recommendations**

The Research and Advocacy Network superintendent members opened the door on the Teacher Working Conditions Initiative and invited the Arkansas Education Association and Arkansas School Boards Association to join them in bringing to light an issue that for most has been overlooked. Arkansas educators have been totally absorbed in their effort to meet the state and federal accountability standards. The author believes that there can be better news in the future if the state would focus on improving teacher working conditions.

This study was a pilot study that compared survey results with responses from the other states teachers and principals. There was an obvious analysis that the state, district and individual schools could do more to improve teacher working conditions. There is evidence that improved teacher working conditions will improve teacher retention and have a positive impact on student achievement. Teacher shortages are not going away anytime soon. Teacher shortages are the most severe in the schools which work with many of the most at-risk children. Hence, it would appear that placing a new light on teacher working conditions and committing to this initiative over an extended period of time will have a positive impact.

There are broad recommendations offered to the state, district and the school level policy makers. The analysis of data and the specific strategies for improvement need to be unique to the needs of each school. There is a need to increase the level of technical assistance and resources but given the state's current investment this should not be overly burdensome and may be a redirection of some of the current resources in staff development, etc.

### **State Level Actions**

1. Provide state funding for design, dissemination, and analysis of the Working Conditions Survey.
2. Provide technical assistance through the Arkansas Department of Education in cooperation with Research and Advocacy Network, Arkansas Education Association, Arkansas School Boards Association, Arkansas Association Education Administrators and Arkansas Leadership Academy to ensure that they know about, access, understand and use the data to improve working conditions.
3. Impanel an advisory group of teachers, principals, superintendents and school board members to ensure all levels of leadership work together to reform working conditions for teachers.

4. Provide additional or redirected resources to allow for additional leadership training.. Building level leadership is the critical variable and the state should require all principals and district level administrators to participate in leadership training programs.
5. Document and disseminate successful strategies to reform working conditions and ensure resources are made available for schools and districts to improve.
6. Create a template that would encourage teacher working conditions to be part of each school's school improvement plan.
7. Consider developing a task force to directly address teachers' concerns in professional development and especially those that reduce instructional time because of required state and federal paper work.
8. Provide an opportunity to waiver particular regulations and rules that inhibit positive working conditions with the caveat that student achievement be enhanced.
9. Empower districts and teachers to make professional decisions about instruction and minimize efforts to "teacher proof" instruction.

#### **District Level Actions:**

1. Acknowledge and recommit to emphasizing that teacher working conditions are a priority. The district is the community and this commitment should include but not be limited to the business community, parents, district administration and school board.
2. Ensure that every principal and district level administrator participates in the leadership training programs.
3. Emphasize professional development to ensure working conditions data is disseminated, understood and used to create schools of the 21<sup>st</sup> century.
4. Consider specific district policy changes and resource allocation that can help individual schools with working condition reforms.

#### **School Level Actions:**

1. Commit as a faculty, parent organization and administration to analyzing Teacher Working Condition Survey results and have conversations about the implications.
2. Commit to working with the district to consider specific policy changes and resource allocations that can help individual schools to implement change strategies that will have a positive effect on working conditions.
3. Commit to becoming a school of the 21<sup>st</sup> Century!
4. Develop a strategic plan to improve teacher working conditions and attach as an addendum to the annual school improvement plan.

The recommendations are intended to help develop and implement customized, data driven working conditions reforms—integrated with the broader school and district improvement plans.

## Notes and References

Note: "The terms teacher turnover and teacher attrition are often used interchangeably. However, in most survey and statistical data teacher turnover includes both those teachers who move to new teaching jobs in other schools (movers) and those teacher who leave teaching altogether (leavers), whether for the short term (eventually to return at some later date), or to retire or leave the profession permanently. Therefore we use the term teacher turnover to include both movers and leavers. When we used the term attrition, we refer specifically to those who leave teaching. We believe that teacher attrition is problematic for the profession as a whole, but turnover is of serious concern to every school that must rebuild the school community every time it loses a teacher, no matter where that teacher may eventually go." (Defined by NCTAF 2003)

Note: The study of teacher working conditions is based on teacher's opinions. Teachers are asked questions about time, facilities and resources, empowerment, leadership and professional development. All have shown impact on whether teachers stay in schools and, most importantly, whether students learn. In some instances the domains of school culture and climate have been added. (Defined by Center for Teaching Quality 2006— [www.teacherworkingconditions](http://www.teacherworkingconditions.org) )

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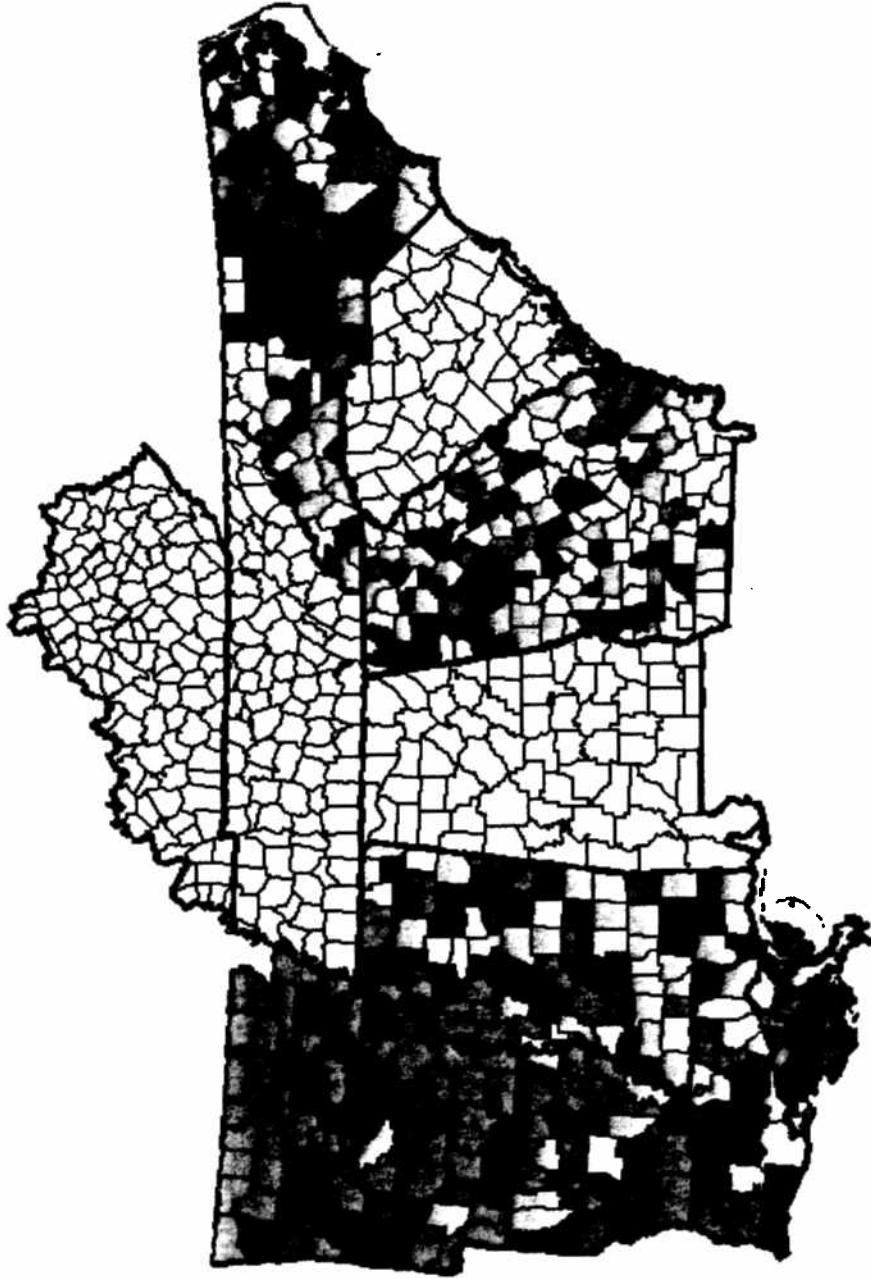
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## Tables

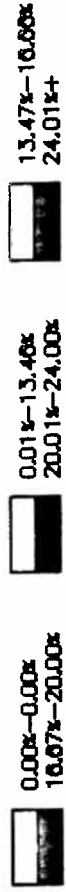
- I. Southeastern United States and Teacher Turnover by State and County**
- II. Beginning Teacher Attrition**
- III. Annual Teacher Turnover**
- IV. Teacher Turnover: A Revolving Door**
- V. America's Schools have about the Same Number of Teachers Each Year**
- VI. Teacher Turnover is High Compared to other Occupations**
- VII. School Conditions are the Biggest Reason for Teacher Dissatisfaction (1994-1995)**

# Southeast Turnover Map: 2001-2002

*Southeast Center for Teaching Quality*

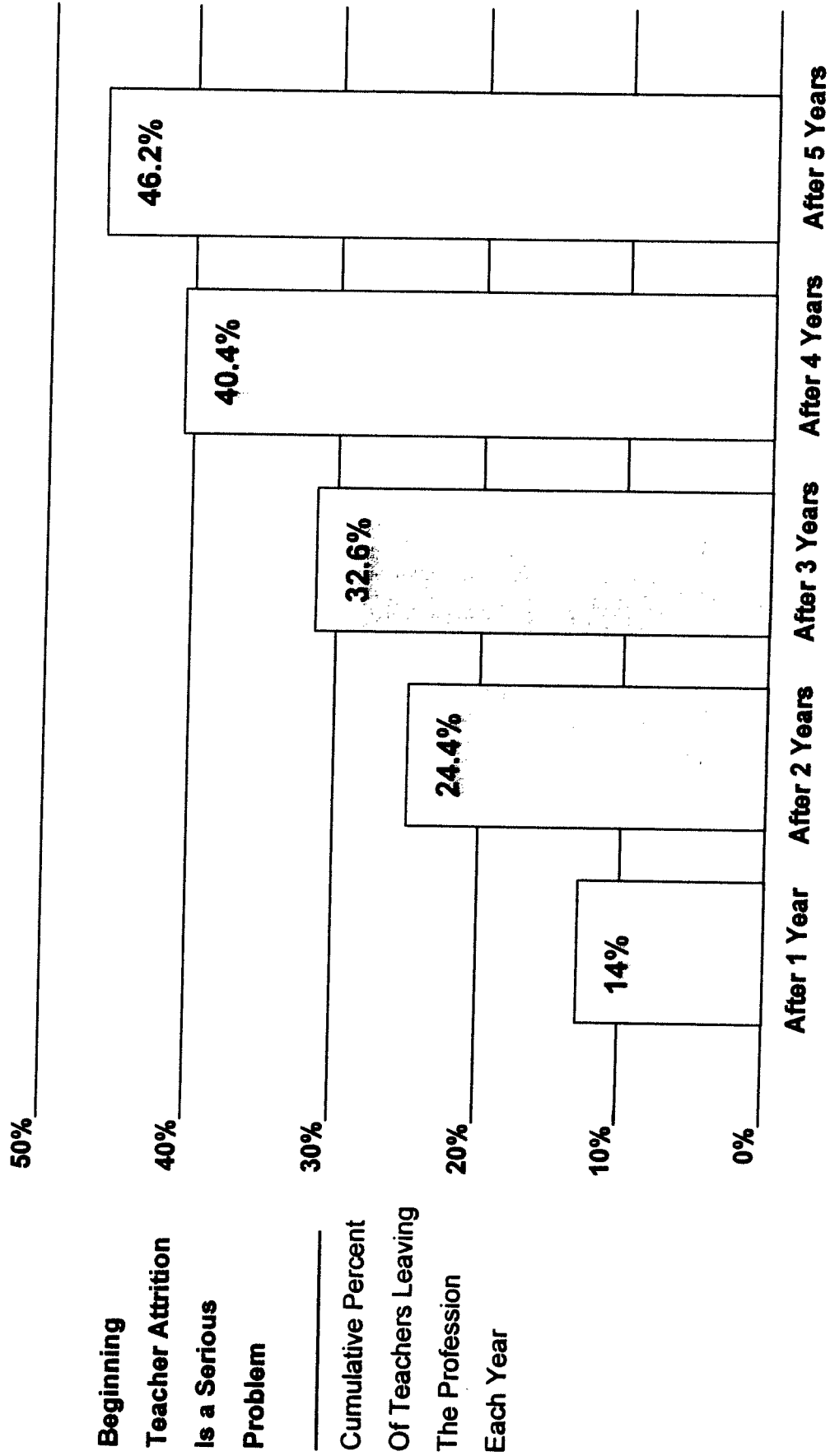


Turnover Rate of Full-Time Teachers



Turnover Rate of Full-Time Teachers

Southeast Center for Teaching Quality (SCTQ) - in.GOV/AN/01/02



Source: Richard M. Ingersoll, adapted for NCTAF from "The Teacher Shortage: A Case of Wrong Diagnosis and Wrong Prescription." NASSP Bulletin. 86 (June 2002): 16-31.

Table II



**Annual Teacher**

**Turnover**

**Teacher Turnover**

Effects Every Sector

Of Education But is

Higher in Low Income

Public Schools. In

Every Case Leavers

Exceed Movers

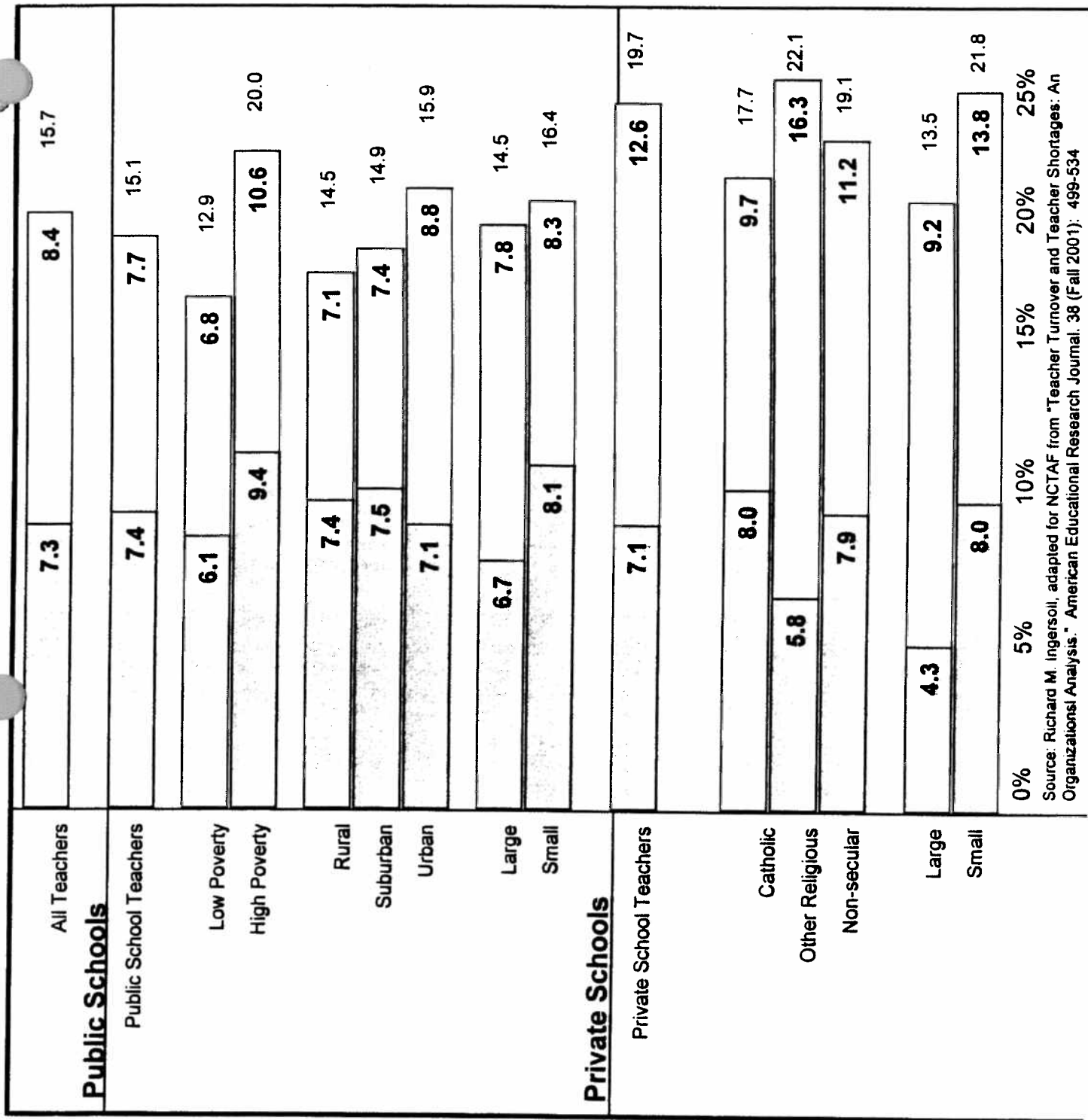


Movers



Leavers

**TABLE III**

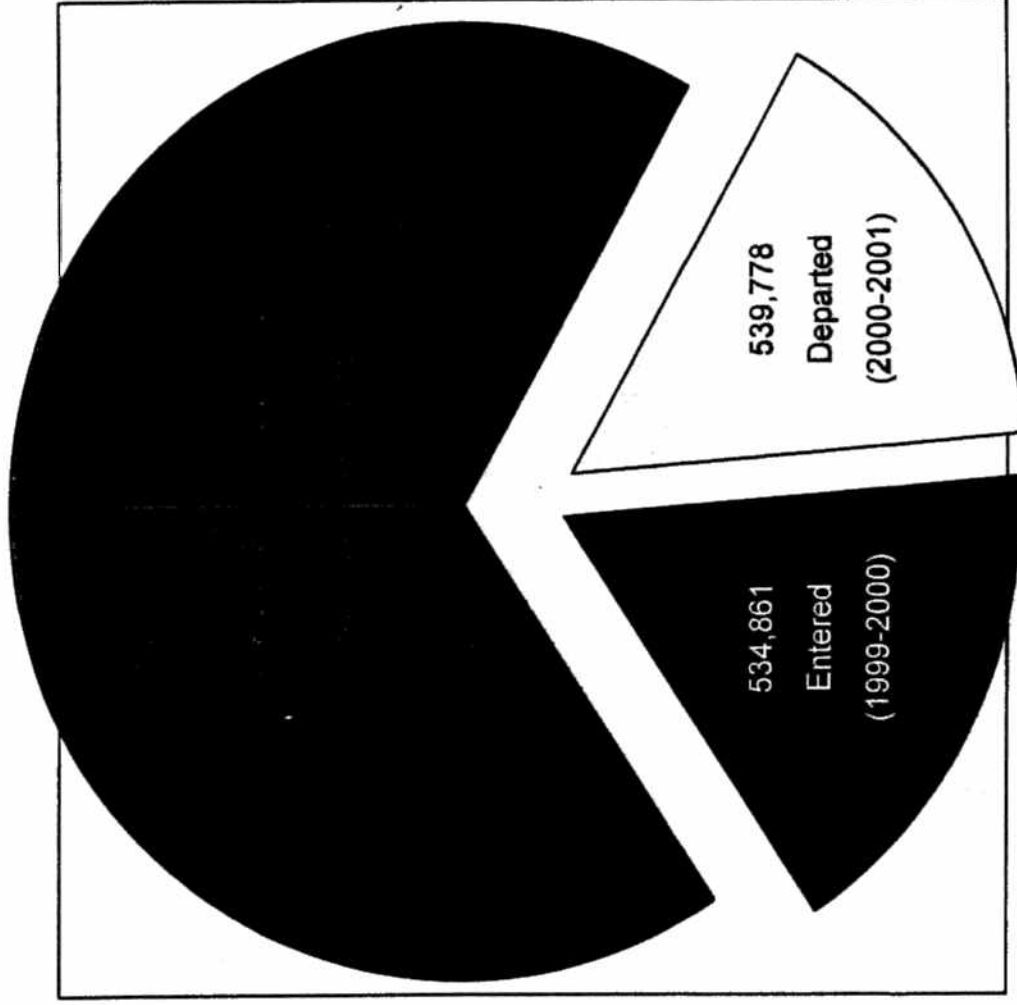


0% 5% 10% 15% 20% 25%  
 Source: Richard M. Ingersoll, adapted for NCTAF from "Teacher Turnover and Teacher Shortages: An Organizational Analysis," American Educational Research Journal, 38 (Fall 2001): 499-534

**Teacher Turnover:  
A Revolving Door**

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The Total Teaching  
Force in America is  
3,451,316. 30% of  
This Teaching Force  
Is Always in Transition



Source: Richard M. Ingersoll, adapted for NCTAF from "Teacher Turnover and Teacher Shortages: An Organizational Analysis." American Educational Research Journal. 38(Fall 2001): 499-534.

**Table IV**

**Schools Hiring  
534,861 Teachers**

**539,778 Teachers Moved  
Or Left the Next Year**

**America's Schools  
Lose About the**

**Same Number of**

**Teachers As They**

**Hire Each Year**

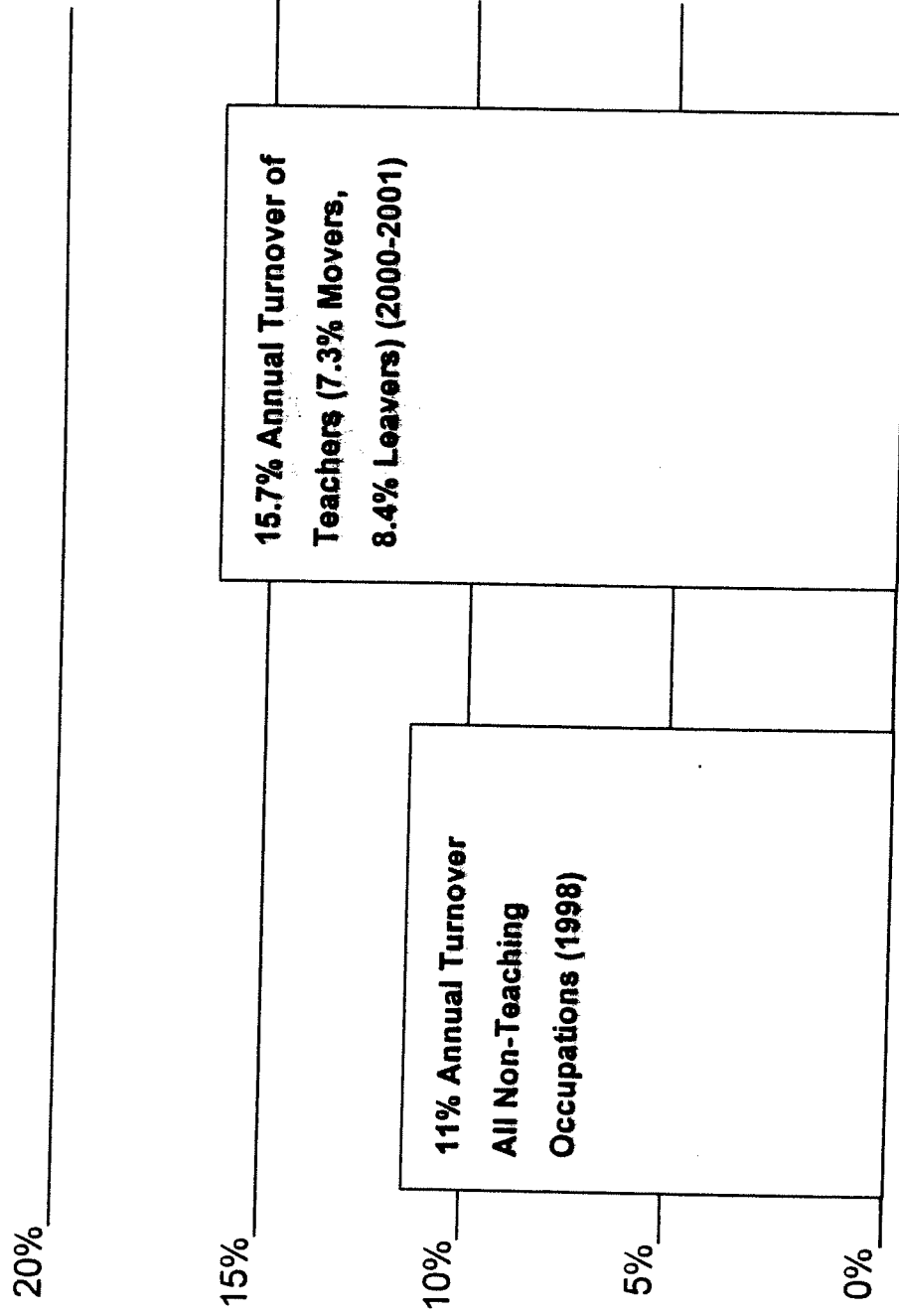
|  |                |
|--|----------------|
| <b>302,629</b>   | <b>287,370</b> |
| <b>Movers From Other Schools</b>                         | <b>Leavers</b> |
| <b>146,436</b>   | <b>252,408</b> |
| <b>Re-Entrants, Delayed Entrants,<br/>Other Entrants</b> | <b>Movers</b>  |
| <b>85,796</b>  |                |
| <b>Newly Qualified Entrants</b>                          |                |

**Total Teacher Hires 1999-2000                      Total Departures 2000-2001**

Source: Richard Ingersoll, Adapted from "Teacher Turnover and Teacher Shortages: An Organizational Analysis," American Educational Research Journal (38) (fall 2001): 499-534

**Table V**

**Teacher Turnover is  
High Compared to  
Other Occupations**

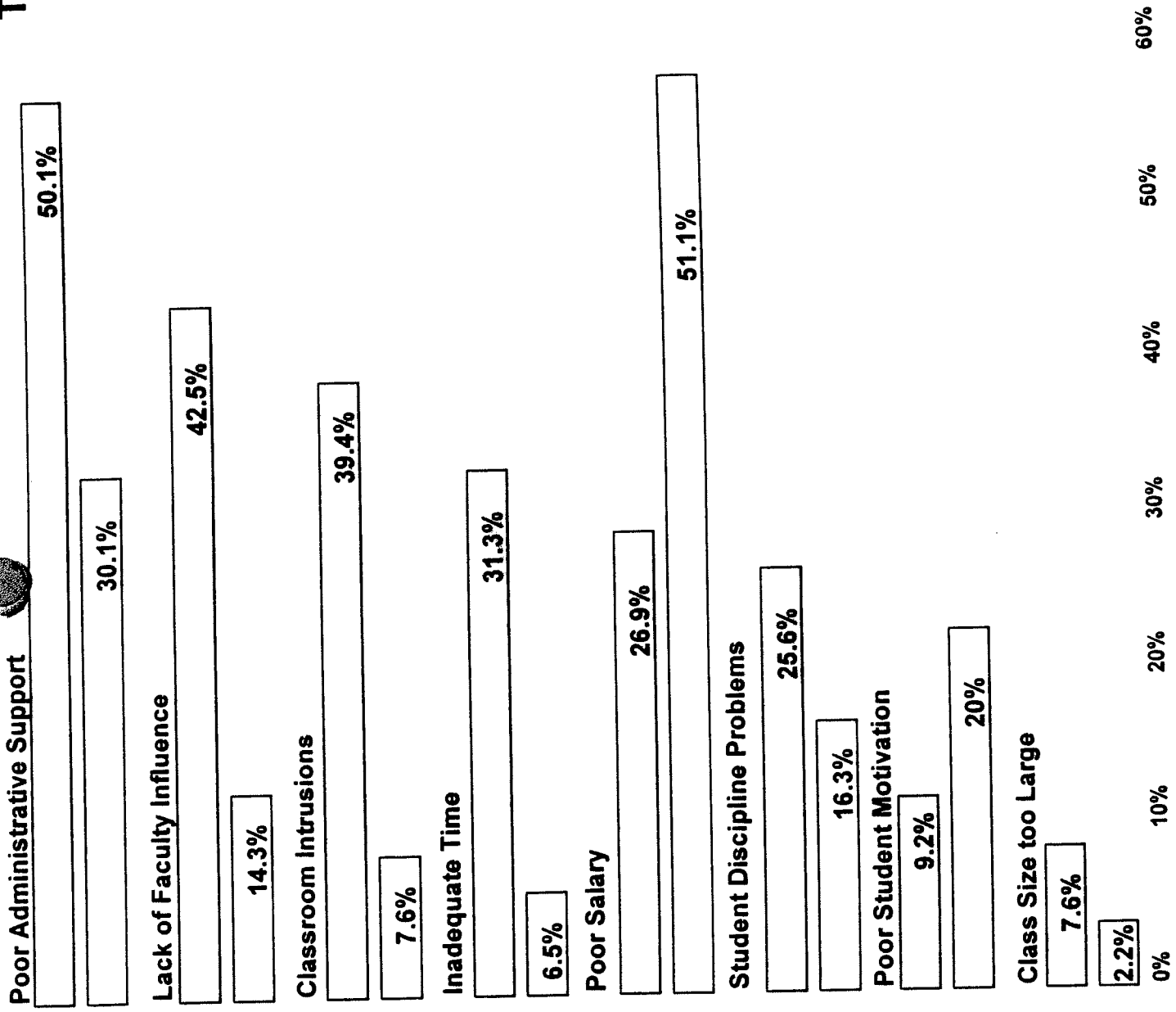


Source: Richard M. Ingersoll, adapted for NCTAF from "The Teacher Shortage: A Case of Wrong Diagnosis and Wrong Prescription," NASSP Bulletin, 86 (June 2002): 16-31.

**Table VI**

**School Conditions are the Biggest Reasons for Teacher Dissatisfaction (1994-1995)**

**Percent of Teachers Giving Reason for Dissatisfaction**



High Poverty, Urban Public  
 Low Poverty, Suburban Public

## Working Conditions Study

| District               | School  |
|------------------------|---|
| Arkadelphia            | Perritt Primary   |
| Beebe                  | Beebe Middle School   |
| Benton                 | Benton Middle School  |
| Bryant                 | Davis Elementary<br>Middle School                             |
| Cabot                  | High School   |
| Camden                 | Ward Central<br>High School                                   |
| Clarksville            | Ivory Elementary<br>Junior High                               |
| Fayetteville           | Kraus Middle School<br>Vandergriff Elementary                 |
| Forrest City           | Holcomb<br>Junior High  |
| Fort Smith             | Fairview Elementary   |
| Greenwood              | Cook Elementary<br>Westwood Elementary                        |
| Harrison               | North Main Intermediate                                       |
| Hot Springs (Lakeside) | Harrison Middle School  |
| Jonesboro              | Lakeside High School  |
| Little Rock            | Philadelphia Elementary                                       |
| Manila                 | Carver Elementary<br>Manila Elementary                        |
| Marion                 | Manila High School<br>Marion High School<br>Marion Elementary |
| Mountain Home          | Nelson-Wilks-Herron Elementary                                |
| North Little Rock      | Ridge Road Middle School                                      |
| Osceola                | Indian Hills Elementary<br>Academic Center                    |
| Ouachita               | Osceola Middle School<br>High School                          |
| Pine Bluff             | Elementary School<br>Oak Park Elementary                      |
| Rogers                 | Jack Robey Junior High<br>Oakdale Junior High                 |
| Sheridan               | Northside Elementary<br>Sheridan High School                  |
| Siloam Springs         | East End Elementary   |
| Vilonia                | Middle School<br>High School                                  |
| Watson Chapel          | Junior High<br>Junior High                                    |
| Wynne                  | Owen Elementary<br>Wynne High School<br>Wynne Primary         |



