SCHOOL *of*
GRADUATE STUDIES
EAST TENNESSEE STATE UNIVERSITY

East Tennessee State University
Digital Commons @ East
Tennessee State University

Electronic Theses and Dissertations

Student Works

5-2003

Retention and Motivation of Veteran Teachers.

Edith Anderson Edwards
East Tennessee State University

Follow this and additional works at: https://dc.etsu.edu/etd

Part of the Educational Assessment, Evaluation, and Research Commons

Recommended Citation

Retention and Motivation of Veteran Teachers:

Implications for Schools

_____

A dissertation

presented to

the faculty of the Department of Educational Leadership and Policy Analysis

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education

_____

by

Edith Anderson Edwards

May 2003

_____

Dr. Louise MacKay, Chair

Dr. Nancy Dishner

Dr. Pamela Evanshen

Dr. Russell West

Keywords: Burnout, Career Development, Mentor, Motivation, Organization,
Retention, Stress, Veteran Teacher

ABSTRACT

Retention and Motivation of Veteran Teachers:

Implications for Schools

by

Edith Anderson Edwards

The workforce in the United States is aging. Teachers, like all other workers in the country, are also aging. The veteran teachers in our nation's public schools possess wisdom gained through their on-the-job experience. With looming teacher shortages in our public schools, it is imperative that we retain this wisdom. Administrators, school boards, and the community have an obligation to tap this wisdom for the benefit of children. This study was conducted, therefore, with the purpose of learning how to do that.

The data were collected through the process of one-on-one interviews with 21 veteran teachers in Knox County, Tennessee. This was done to make use of the knowledge gained by actual working professionals.

The findings of this study were that veteran teachers did have a great deal of wisdom to share. The 21 interviewed teachers gave information that allowed the researcher to compile recommendations as to how administrators and other interested parties could retain and motivate all teachers, whether veteran or novice.

The results of this study might prove useful to anyone interested in retaining teachers in our nation's schools. This knowledge could benefit the education of our nation's most valuable resource--our children.

DEDICATION

I dedicate this work to my husband,

Don,

who made it all possible

and to my children,

Jana and Donna,

who are the light of my life.

ACKNOWLEDGMENTS

CONTENTS

CHAPTER 1

INTRODUCTION

STOP!

A new voice spoke.

It rumbled loudly, like thunder

and it whispered softly, like butterfly sneezes.

The voice seemed to come from . . .

why it seemed to come from . . .

. . . Old Turtle! (Wood, 1992, pp. 19-20)

Several dynamics, some specific to the domain of public schools and some because of societal forces in general, oblige those interested in quality public education to promote the motivation and retention of veteran teachers. Unfortunately, this is an area often overlooked in current research. Much attention is given to supporting new teachers during their first years in the field. There is little research, however, on the needs of a seasoned teacher--one who has taught for at least 10 years. Megyeri (1996) wrote, "Research correlating older female teachers' personal concerns and their teaching efficacy is very slim" (p. 26).

Ingersoll (2001) said that recruitment programs would not solve staffing problems in our schools; instead, the organizational causes of low teacher retention should be considered. One factor driving the need to support veteran teachers is the critical and growing shortage of professionals to staff public schools' classrooms. Darling-Hammond (2001) provided a detailed description of surpluses and shortages in America's education workforce. She noted that although some specialty areas and geographic regions do experience an oversupply of teachers, others suffer severe shortages. Specific locations--inner cities and the rapidly growing South and

West in particular, face shortfalls of personnel. Successful recruitment of teachers in fields such as mathematics, physical science, special education, and bilingual education is minimal. Furthermore, teachers new to the profession continue to leave in large numbers. As many as 30% of beginning teachers, more in disadvantaged districts, exit the profession within the first 5 years (Darling-Hammond). Given these statistics, the necessity of retaining veteran teachers particularly in critical areas is evident.

Another aspect of the importance of retaining seasoned teachers is the ever present and growing public insistence on accountability and quality in education. As of May 2001, 49 states had developed education standards. The 50th state, Iowa, has chosen to let local districts implement their own standards (Merrow, 2001). President George W. Bush's "No Child Left Behind" policy has resulted in the passage of a new education law that is being touted as "the most comprehensive federal education legislation since the Elementary and Secondary Education Act of 1965" ("No Child Left Behind," 2002, p. 4). This law requires public schools to test students annually to assess their progress. Schools in which students' scores continue to be below par will be labeled ineffective. Parents of these children may transfer them to better performing public schools or to charter schools ("No Child Left Behind").

A further factor driving the need for supporting and maintaining veteran teachers is the sheer size of America's aging yet viable workforce. According to Sheehy (1995), a female born in the United States today has a 1 in 3 chance of reaching her 100th birthday. Currently, a woman who is 50 and remains free of cancer or heart disease can expect to live to be 92. Farber (1991) determined that in the last 20 to 30 years, increased financial demands and greater acceptance of women in the workforce has led to teachers remaining in the field longer than in the past.

Students deserve to be taught by enthusiastic, motivated individuals--whether these teachers are beginning their teaching careers or approaching retirement. Whitaker, Whitaker, and Lumpa (2000) championed good staff morale in schools as a necessity by stating,

11

"Educational leaders [should] consistently and continually build and cultivate a positive morale throughout their faculty and staff. The entire faculty and staff will be the better for it. And, as a result, so will the students" (Introduction).

Healthy, educated veteran teachers want and even demand to remain as contributing and wage-earning members of society. School systems, administrators, state, and local governments would do well to address the needs of these older adults as forces in the public school systems of the country.

Significance of the Study

Educational researchers, particularly Ingersoll (2001) and Hoerr (2002), noted the lack of attention given to the needs and concerns of veteran teachers. In a workshop given by the Association of Supervision and Curriculum Development, Hoerr said the belief exists that teachers who have been teaching a few years simply go along as always. Realistically, this is not true. Veteran teachers have needs specific to their peer group. Likewise, these seasoned professionals are in a position to offer unique and valuable contributions to their work situations.

A study of the needs and concerns of veteran teachers could be of benefit to teachers, administrative personnel, legislative bodies, and society in general. The obligation to educate children requires the nation to invest in all teachers. Professionals who have accumulated years of wisdom and experience deserve to have their wants and requirements recognized and validated. To do less negates best practice in planning for and implementing sound educational procedures.

Teaching is a stressful occupation for professionals of any age. Novice teachers find themselves facing the difficulties of adjusting to new careers, disciplining a classroom of students, and meeting new people. The veteran teacher, however, finds it necessary to contend with unique problems. After years of dedicated service, an older faculty member must keep up

with the pace of younger colleagues as well as adjust to the difficulties of aging. Additionally, family concerns, health issues, and financial difficulties may pressure the veteran teacher. The result could be a tired professional who must face a classroom of noisy children every day without the energy of his or her younger colleagues.

The purpose of this research was to identify the unique needs of veteran teachers and to examine how schools as organizations met the personal and professional needs of these veterans. From analysis of these needs, implications were drawn as to how schools can best support, motivate, and rejuvenate their veteran teachers. Characteristics of veteran teachers were described and compared to those of others in the helping professions. Current methods of dealing with individuals' stress in society and in the school itself were discussed. For the purpose of this study, the school was considered the organization. Three current methods used by schools to rejuvenate and motivate teachers were discussed. These methods were then examined as to each method's effectiveness for veteran teachers.

Definition of Terms

Burnout: Maslach and Leiter (1997), well known for their study of burnout, defined this phenomenon as:

> The index of the dislocation between what people are and what they have to do. It represents an erosion in values, dignity, spirit, and will--an erosion of the human soul. It is a malady that spreads gradually and continuously over time, putting people into a downward spiral from which it's hard to recover. (p.17)

Career development approach: Schein (1978) defined the career development approach as being the "interaction of the individual and the organization over time" (p. 2). Using this definition, he noted that it was crucial for an organization to plan for and accommodate these interactions--from initial recruitment through retirement.

Coaching: Hoffman and Skerritt (2002) defined coaching as an exchange usually between supervisor and teacher that is nonjudgmental in nature. Coaching is teacher driven and

is designed to help teachers become more reflective and focused on their careers. It involves a process of questioning, paraphrasing, and probing with an ultimate aim of helping the teacher.

Consulting: As contrasted to coaching, Hoffman and Skerritt (2002) stated that consulting is consultant driven. Although many of the same means are used as in coaching, consulting is warranted when a specific concern about a teacher's professionalism arises. Tools used in consulting include giving advice as to best practice, making recommendations, and stating expectations.

Helping professions: Helping professions are those professions that involve dealing with people--usually in an attempt to help the other person. Teachers, nurses, psychologists, and therapists are all in careers that are considered to be helping professions.

Mentor: Mentoring involves coaching and teaching novices by those with more experience. Wiltshire (1998) called mentors:

> . . . companions for the journey who give us the courage to be who we are. The pathways and purposes they point out are not first of all their own but those they sense in us. . . . Their gifts, which we may recognize only after the fact, change our lives. (p. xi)

Needs and concerns of veteran teachers: For the purpose of this study, needs and concerns of veteran teachers were those outlined by the teachers themselves.

Organization: Schein (1978) said that an organization is the work environment that is expected to offer security, opportunity, and occasions for growth of the individual during the time of that individual's employment. This requires the organization to develop an effective human resources schema so that the organization itself can flourish. In this study, the individual school and the system within which that school operates will be considered the organization.

School culture: Deal and Peterson (1999) described school culture as being "complex entities . . . shaped by the ways principals, teachers, and key people reinforce, nurture, or transform underlying norms, values, beliefs, and assumptions" (p. 4).

Staff development: Staff development involves any learning that goes on for a staff in association with their careers. This learning can take place as both formal and informal training

14

on campus or off and is beneficial to teachers and administrators alike. Innovative means of staff development are discussed in this study.

Stress: Potter (1998) defined stress as "a physical response to certain encounters with the environment" (p. 102). She identified three stages of stress: alarm, resistance or adaptation, and exhaustion. Potter labeled stress as "the fever of burnout." She added, "Eliminating stress will not stop burnout, but stress will wear down physical resources thereby compounding and adding to burnout" (p. 104). Cherniss (1995) expanded on the relationship of stress to burnout, "Burnout is a response to stress, but the root cause isn't stress (or suffering). It's the lack of meaning for the suffering, the loss of moral purpose" (p. 185).

Veteran Teacher: As used in this study, a veteran teacher is one who has taught in a public school for at least 10 years.

Research Questions

1. What special needs and issues do the sample of veteran teachers perceive as being unique to them and their peers?

2. How are the needs of veteran teachers met?

3. What stressors do the veteran teachers identify as being part of their job? Are they as happy as they used to be?

4. Have the teachers' job satisfaction and attitudes toward work changed over time?

5. In what way does (or does not) the building level administrator and school system meet the needs of the veteran teachers?

Delimitations of the Study

A delimitation of this study was that information gained was only applicable to the population of midcareer teachers who participated in the study. Even though the review of literature included midcareer workers in all types of organizations, the actual research was

conducted only with teachers. There were similarities among teachers and all midcareer employees; however, no attempt was made to draw parallels between the two groups.

A further delimitation was that the study did not extend beyond public school teachers. Private schools and institutions of higher education were not targeted. Future research could include professionals in these areas for a broader perspective.

Additionally, the population studied was comprised of teachers in Knox County only. Added insight might come from teachers in other geographical locations and over a broader period. The study was broadened in that the researcher surveyed public school teachers at all grade levels.

Organization of the Study

Chapter 1 presented the introduction to the study, stated the problem and significance of the study, and defined unique terms used in the study. The specific research questions that guided the study as well as delimitations of the study were given. Chapter 2 contains a review of literature relevant to the study including demographics and characteristics of veteran teachers. The school was discussed as an organization capable of and obligated to supporting all teachers. Literature was reviewed that offered specific suggestions as to how this support could materialize. Chapter 3 describes the methods and procedures used in this qualitative study including a description of how the data were collected and analyzed. Chapter 4 contains the results of the study. It presents a demographic description of the participants in the study, a summary of their responses to the interview questions, and findings generated from the analysis of those responses. Chapter 5 consists of a summary and conclusions of the entire body of research and includes recommendations for further research.

CHAPTER 2

REVIEW OF LITERATURE

Demographics

Statistics provided by the Center for Education Reform (2002) indicated that in the year 2000, 91,062 public schools served 46,534,678 students in grades kindergarten through 12. In these schools, 2,887,000 public school teachers arrived daily to educate these students.

The National Center for Education Statistics (NCES) (2001) used latest data to report working conditions for teachers. This organization reported that in 1996, a full-time public school teacher worked an average of 12 hours per week in addition to required time at school. Three hours were spent in conjunction with student activities and nine hours were spent grading papers, preparing lessons, and in parent conferences. The NCES also reported that public school teachers tended to have larger class sizes than their private school peers (23.2% compared to 19.6%). In the 1993 to 1994 school year, public schools paid an average of $40,500 to teachers at the top of the salary schedule. The NCES noted that this figure was smaller than the salary made by other college graduates with comparable literacy proficiency. Only one third of the teachers surveyed said they believed they had influence in setting discipline policy, determining curriculum, or in deciding the content of inservice and staff development. The NCES found that an increasing number of public school educators reported that student physical conflicts and student weapon possession were problems in their schools. In addition, the educators indicated that absenteeism and tardiness were problems in their schools (National Center for Education Statistics).

The National Education Association (NEA) (1997) reported data from a poll conducted in the 1995 to 1996 school year indicating that the typical teacher was 43 years old. The workforce consisted of 66.9% teachers who were 40 years of age or older. Teachers averaged 16 years of

full-time experience. The NEA noted that this was the most experienced teaching force of its surveyed years. The NEA poll also determined that 46.1% of those surveyed entered the profession more than 20 years ago whereas 16.8 % had 5 or fewer years of experience (National Education Association). Clearly, veteran teachers comprise the majority of the educational workforce.

Ingersoll, formerly a University of Georgia sociologist who now works at the University of Pennsylvania, was quoted by Hardy (1999) in *The American School Board Journal.* As stated in Hardy, Ingersoll reported that 7% of teachers leave the profession each year. Of these, one third retire whereas those remaining leave for personal reasons such as job dissatisfaction. In addition, Ingersoll reported, another third change teaching positions each year (as cited in Hardy).

As reported by Hardy (1999), a survey conducted in 1997 by the NCES claimed that attrition rates among teachers were attributed to:

1. retirement (27.4%),

2. pregnancy and child rearing (14.3%),

3. another career (12.1%),

4. personal move (10.1%),

5. personal reasons (6.5%),

6. salary and benefits (6.5%),

7. dissatisfaction with teaching as a career (5.3%),

8. health concerns (4.7%),

9. sabbatical (3.4%), and

10. school staffing actions (3.2%).

The NCES specifically asked teachers who gave answers related to job dissatisfaction why they left. Answers given in order of importance were (a) student discipline, (b) poor student

motivation, (c) little support from administration, (d) inadequate salary, and (e) little influence over school policy (Hardy, 1999).

In a poll conducted by the National Education Association (1997) for the 1995 to 1996 school year, 37.4% of the public school teachers surveyed gave answers ranging from "certainly would not" to "chances are even" when asked if they would choose teaching again as a career. Although the NEA noted that the number of teachers who would choose teaching again has risen steadily since 1981, this number indicated that there are many who are dissatisfied with their career choice (National Education Association).

A study conducted by the National Center for Education Statistics (2001) using the most recent available data, showed that 6.6% of public school teachers left the profession in the 1993-1994 to 1994-1995 school years. This was an increase of 1.5% from 1987-1988 to 1988-1989. Of the teachers who left in 1993-1994 to 1994-1995, 4.4% had taught from 10 to 19 years, 4.6% had taught from 20 to 24 years, and 11.1% had taught 25 years or longer. The large number of teachers who left after 25 or more years of teaching is possibly attributable to retirement. However, according to Ingersoll (2001), data showed that turnover because of retirement is relatively minor when compared to reasons such as job dissatisfaction and the pursuit of other careers.

Additional data from the National Center for Education Statistics (2001) showed an increase in the percentage of teachers in 1993-1994 to 1994-1995 who left after 10 to 24 years when compared to percentages from 1987-1988 to 1988-1989 and 1990-1991 to 1991-1992. For teachers with 10 to 19 years of experience, the increase was .4% from 1987-1988 to 1988-1989 and 2% from 1990-1991 to 1991-1992. The increase for teachers with 20 to 24 years of experience was 2.2% from 1987-1988 to 1988-1989 and 1.2% from 1990-1991 to 1991-1992. These are the most recent figures available from the NCES concerning years of experience and teacher attrition. They show a slow but steady increase in the number of veteran public school teachers who are leaving the profession to which they have given many years.

19

The growing number of teachers who change assignments or schools each year is equally important. Ingersoll (2001) stated, "From an organizational-level perspective, employee migration is as relevant as employee attrition" (p. 505). He noted that whether or not an employee left altogether or simply moved to a similar job, the effect was often the same to the organization. This aspect, he reported, is usually overlooked when contemplating teacher attrition. Instead, researchers look only at the number of teachers who leave the field altogether. In the National Center for Education Statistics (2001) surveys from 1987-1995, an average of 6.6% of teachers with 10 to 19 years of experience changed schools each year. This figure decreased somewhat for teachers with 20 to 24 years of experience (3.4%) then rose for those with 25 years or more experience (3.8%). Admittedly, some change is beneficial to both teachers and schools; however, the 6.6% rate of migration over a period of 8 years for teachers in the prime of their careers (10 to 19 years experience) does seem excessive.

Public schools can ill afford to lose veteran teachers at this time of increased attention on students' test scores and accountability. Nationwide teacher shortages, although concentrated in particular geographic areas and subject matter, fuel the need to retain and inspire experienced public school personnel. Yet, retirement, turnover, and dissatisfaction are eroding this valuable workforce. The entire nation could benefit from an increase in methods to retain these long-term professionals because America's main hope, according to Senge (as cited in O'Neil, 1995), lies within the walls of its schools:

> You see, the education field has a huge asset. A large percentage of people enter this profession with a high sense of personal purpose. It is converted into a liability, because with a few years they become extraordinarily cynical.
> This sense of personal purpose is still a huge potential asset, because if you dig down deep enough, you'll find that sense of purpose and deep caring in the most hardened cynic. Education is standing in a gold mine in this respect. (p. 22)

Description of Burnout

A popular term regarding job dissatisfaction is "burnout," defined earlier in this work. Maslach and Leiter (1997) outlined three dimensions of burnout: exhaustion, cynicism, and drudgery. Exhaustion, they determined, is the first reaction to the stress of a job. Stress-induced exhaustion involves feelings of emotional and physical overextension. Rest and sleep do not help--an exhausted person does not feel able to face the people or demands of his or her job. Cynicism follows such exhaustion as a protective mechanism. A cynical person attempts to minimize involvement with his or her career to the point of eventually giving up ideals. Such a worker becomes unfeeling and detached from both job and personnel. Being this negative leads to a third and final stage--ineffectiveness. At this point, cynical workers consider that they make little progress, that what they do accomplish is inconsequential, and that the world is conspiring against them. They lose confidence in their ability to produce, causing others to lose confidence in them (Maslach & Leiter).

Potter (1998) used the terms "drudgery, soulless, [and] used up" (p. 1) to describe the workday of a person who considers himself or herself burned out. She wrote that such a worker retained skills and knowledge, but motivation was diminished and could eventually become destroyed. Potter defined motivation as the spirit within, that "mysterious force that gets us moving" (p. 1). She said hardest hit are service providers--those who work with other people and under demanding time schedules. These professionals could become cynical and openly hostile toward people to whom they are supposed to be dedicated.

Maslach and Leiter (1997) expanded their definition of burnout to bring to light other aspects of the phenomenon:

> Burnout is not just about the presence of negative emotions. It is also about the absence of positive ones. When you feel engaged with your job, your work is enriched by your excitement about its challenges, satisfaction in a job well done, enjoyment of your relationships with others, and pride in enacting your values. These positive emotions foster commitment and motivation. (p. 28)

Burnout in the Helping Professions

Cherniss (1995) researched the phenomenal increase of persons working as helping professionals during the 19th and 20th centuries. Using health care as an example, he called to mind the fact that the field originated with lay healers. With professionalism, doctors and nurses came to be relied upon as the health practitioners of choice. Nursing, however, was not recognized as a true profession until the end of the 19th century. Today, many allied professionals--speech, physical and occupational therapists; psychologists; chiropractors; social workers; and others populate the health care field.

In addition to their growth in numbers, Cherniss (1995) discovered that the public has come to rely on helping-professionals to perform many functions formerly done by family, churches, neighbors, and friends. He mentioned schools, hospitals, daycare centers, social welfare programs, and mental health clinics as institutions that have proliferated as a result of people seeking help traditionally performed by nonprofessional caregivers.

Cherniss (1995) noted a trend in research reports of increasing criticism by the public that is directed toward helping professionals. Censure is directed toward these specialists for being uncaring and not compassionate. According to Cherniss, this was especially distressing to these professionals because, "Entering a helping profession has always been regarded as a 'calling.' Meaning is at least as important as money" (p. 4). Cherniss noted that the cause of this increased criticism was partly because the public demands more from human service professionals now than in the past. Measures for caring and compassion have increased.

Burnout in the Teaching Profession

Burnout among public school teachers is no different from that of other professions--particularly the helping-professions. Farber (1991) wrote that stress leading to burnout among public school teachers is not a new occurrence. He cited reports written as early as 1932 that described low teacher morale. What is new, he noted, is the extent and prevalence of burnout.

He said that these feelings of lack of control, job dissatisfaction, and exhaustion are exacerbated as teachers compare notes in the teachers' lounge. According to Farber, a common phrase is, "You think you're burned out" (p. 38). He pointed out that this attitude could lead the entire staff into becoming negative and unhappy.

Steffy, Wolfe, Rasch, and Enz (2000) stated that teachers withdraw as disillusionment and overload from their career overwhelms them, adding, "Withdrawal is a form of disengagement. It represents the negative forces that cause educators to remove themselves psychologically from the reflection-renewal-growth process" (p. 17). The authors identified three progressive levels of withdrawal:

1. Initial--Teachers may not even be aware that they are beginning to withdraw, but an astute administrator should recognize this in faculty members. Teaching remains adequate but the withdrawing teacher tends to become quiet and isolated. Professional growth, involvement with ongoing school growth activities, and volunteering to serve on committees to research new ideas slows or comes to a halt.

2. Persistent--Negative emotions begin to emerge during this phase. Criticism and unresponsiveness are prevalent. Some teachers in persistent withdrawal will attempt to sabotage school improvement.

3. Deep--Professional growth has ceased for teachers in deep withdrawal. As this stage continues, teachers become cynical and demanding. (p. 17)

In a study of 115 teachers labeled by their principals as valued, Johnson (1990) learned that many had become disillusioned with their profession. The schools had not become the workplaces needed by these teachers. Johnson added:

> Some teachers had, over time, narrowed the scope of their attention and responsibility in response to the conditions of their work. When the school did not provide high standards for student behavior or high expectations for staff, some of these very good teachers withdrew to their classrooms and focused exclusively on their students, recognizing that their independent influence as individuals might be less than it could have been in a better organized, more interdependent school. Some teachers who had once spent extra time developing curricula or deliberating with their colleagues on district wide

committees had abandoned those efforts when their work was ignored by school officials or the hours of unpaid time became burdensome. (p. 324)

Connors (2000) credited school administrators as having great control over the stress level at their school, "Unmanaged STRESS can become DISTRESS, which is unhealthy. Leaders set the tone for dealing with stress. A stressed-out administrator causes stressed-out staff members, who cause stressed-out students, who oftentimes cause stressed-out parents" (p. 95).

After interviewing 282 teachers in 10 states, Godar (1990) formed definite conclusions about why teachers left the field. He stated:

> It's odd but the major reason people mentioned to me for getting out of education wasn't the pay. It seems to me that administrators and not being treated as professionals came in as the number one reason to get out and get into the "adult world." I must admit that administrators do usually treat teachers as if they're dealing with just some more kids. Unfortunately, they're also seen that way by so much of society in general. There is also a lot to be said for burnout as a reason for getting out of teaching: it's real; it's there. And lack of control adds to the burnout problem. (p. 96)

Standardized Testing as a Stressor

A modern day stressor faced by both teachers and administrators is standardized testing. Rose and Gallup (2001) wrote, "The increased use of standardized tests is one of the strategies in current school improvement efforts across the United States. The trend is becoming increasingly controversial as the tests are used for high-stakes decisions" (p. 53). In the Rose and Gallup nationwide survey of the general public, 55% of respondents indicated they favored increased use of standardized tests. In the same survey, 75% of those polled favored holding schools accountable for the results of standardized testing.

Hoyle and Slater (2001) noted the stress that standardized testing places on teachers and administrators:

> The pressures felt by the central office administrators to improve student test scores are passed down to the teachers, counselors, and administrators who must implement the steps of the continuous improvement model with short notice and limited amounts of staff development. (p. 792)

The popular trend toward increased testing causes teachers, as front line workers, to assess and defend their ability and effectiveness. Popham (1999) highlighted the pressures forced on all school personnel by this modern day tendency by noting, "These days, if a school's standardized test scores are high, people think the school's staff is effective. If a school's standardized test scores are low, they see the school's staff as ineffective" (p. 8).

Angaran (1999) described his frustration because of the many standardized tests he must administer by stating:

> On some days, I merely facilitate movement among tests rather than encourage and enhance student learning. Being a teacher has been reduced to something akin to being the special events coordinator at the entertainment complex. Each test becomes another situation in which I must rearrange the classroom and its routines, coordinate test materials, and work to assuage the fears of the 8-and 9-year-olds whom I teach. (p. 72)

In addition to the pressures of accountability, some researchers are calling for equating teacher pay to testing results. Odden (2001) advocated creation of "knowledge-and skills-based pay structures [through adoption of] teaching standards, a performance assessment system linked to the standards that identifies four to six different levels of teacher practice, and a salary structure that uses the evaluation results" (p. 89). From research of two existing programs, Odden found that this type of reward system was not as well supported by veteran teachers as by novices.

Barth (2001) wrote that because of increased pressure from standardized testing, teachers are failing to assume leadership roles in the schools. He added:

> Standardized tests are having a chilling effect on the teaching profession and on the inclination and ability of teachers to assume broad leadership within their schools. Every moment of every teacher's day is being scrutinized by others to discover what changes might raise students' scores. . . . The tyranny of the tests rules, and the tests' tentacles work themselves into aspects of schooling that go far beyond the content of a student's class. (p. 446)

Hoyle and Slater (2001) outlined some of the disastrous effects the stress of standardized test scores can place on school personnel. The authors stated:

> Educators are placed into accountability pressure cookers by state policy makers and local school boards, and the test scores are often "cooked" to make the district or school

look better in the eyes of the taxpayers. People will crack under such misguided pressures to excel. When the school system is designed to catch people failing, some otherwise good individuals will resort to unethical measures to avoid the embarrassment of being labeled "low performing." If the emphasis is on success and catching people succeeding, individuals feel liberated to use their talents, and they devote passion and energy to making accountability systems work for all concerned. (p. 793)

<p style="text-align:center">*Characteristics of Midcareer Workers*</p>

Midcareer Workers in General

Because a teacher must have some work history to experience burnout as described in the preceding section, it is necessary to discuss characteristics of mid- to late-career employees before examining possible solutions to motivate and revitalize these individuals. Schien (1978) defined midcareer as, "That broad band, lasting as long as 20 years or more, between being reviewed for tenure and being considered for or considering early retirement" (p. 173).

Schien (1978) described certain characteristics of midcareer employees that could potentially signal that problems exist for the individual. These symptoms included:

1. Reports on the part of the employee of loss of motivation and feelings of depression and discouragement. Alternating with these down times may be periods of increased energy, euphoria directed toward new hobbies, social contacts.

2. Feelings on the part of the midcareer employee of being trapped in the organization or career with no possibility of change or advancement and loss of enthusiasm for the job. This may be the time that the employee makes dramatic career changes if economically practical.

3. Reports of family problems. Midcareer workers are often rearing adolescents who put tremendous demands on their parents and are willing to question their parents about their own life-style. This questioning may force the midcareer worker to examine life choices that had never before been questioned.

Goldberg (2000), however, statistically refuted six societal assumptions about older workers. These assumptions could relate to any older workers, including teachers. Goldberg's list of assumptions, disproved by certain realities, included:

1. Younger workers are healthier than older workers. Goldberg quoted statistics to show that older workers are absent fewer days from their jobs than younger workers.

2. Younger workers are more adaptable than older workers are. Goldberg admitted that older workers often question why change is being made but noted that these workers have probably experienced many changes and may realize that some ideas have to be abandoned midstream. She mentioned that companies hire consultants for their experience, and that the knowledge of older workers should be considered. Additionally, Goldberg pointed to the number of older workers who obtain advanced degrees or change careers as proof that such employees are not inflexible.

3. Older workers cannot be taught new technology and methods. Goldberg wrote that veteran employees are often not given the same training opportunities as those offered to younger ones. She pointed out that everyone is struggling to stay abreast with rapidly advancing technology. According to Goldberg, the fastest growing group of users of the Internet is people over 50 years old.

4. Older workers do not like to take orders from younger supervisors, and younger supervisors do not like to give orders to older people. Goldberg wrote that this assumption has statistically been proven false. Additionally, she said, the current trend toward teamwork negates this hierarchical structure.

5. Older workers do not produce as much and are not as creative as are younger workers. Goldberg stated that automation and increased knowledge have eliminated this concern for productivity. Creative ideas offered by older workers are fewer than those of younger peers, but are tempered with experience and, therefore, more valuable.

27

6. Older workers cost too much. Goldberg acknowledged that tenure, increased vacation time, and insurance premiums may increase the cost for older employees. Nevertheless, she argued, younger workers have to be recruited, trained, and they lack experience. These factors alone are a large expense to a company.

Characteristics of Midcareer Teachers

Manthey (2001) discovered that many midcareer teachers entered the profession because they had few other career choices. As principal of an all female staff (25% between the ages of 24 and 30, and 75% between the ages of 45 and 60), Manthey found definite generational differences in the decision to enter the teaching profession. The younger teachers considered they had many choices, yet chose education. The older teachers said they felt they could only choose between becoming a teacher or a nurse. Manthey noted that this difference caused definite implications for the retention of veteran teachers, "Those who are teachers because they did not believe they had other choices require affirmation that their teaching makes a difference in the lives of children and in the health of a school" (p. 17).

Evans (1989) reported that midcareer teachers face the same tendencies as all professionals: boredom, loss of enthusiasm, lessening of interest in the job, and a plateauing of performance. Priorities and attitudes change for midcareer professionals. Schien (1978) saw these circumstances affecting the midcareer worker in five ways:

1. Personal concerns take precedence over work--family responsibilities, bodily changes, and health issues become a priority.
2. Perception of few career opportunities and doubt about one's prospects
3. Material job benefits and every day job events take precedence over intrinsic rewards.
4. Competence is assumed--therefore recognition is reduced and challenge is almost nonexistent.
5. Senses of loneliness because the above needs are rarely recognized

Hoerr (2002) cited statistics that vividly portray the extent of a teacher's isolation. He said that a veteran teacher of 10 years who experienced feedback and collegiality in the classroom setting for at least 1% of the time benefited from only 18.9 minutes a day of reprieve from isolation. Hoerr noted that even this 1% was rare.

Megyeri (1996) noted positive characteristics of veteran teachers. These characteristics could become building blocks for recognition and support of veteran teachers. Strengths mentioned by Megyeri were: (a) scheduling ability, (b) ability to handle discipline problems, (c) ability to organize and attend to detail, and (d) tenacity and commitment in spite of age and outside interests and obligations.

Career Stages of Teachers

Cruickshank as cited in Megyeri (1996), combined studies of career stages and listed eight as pertaining to teachers. These stages are:

1. Preservice
2. Induction
3. Competency building (first 5 years)
4. Enthusiastic and growing (year 10)
5. Career frustration (years 11-20)
6. Stable but stagnant (years 11-20)
7. Career wind-down (30th year and beyond)
8. Career exit

Steffy et al. (2000) outlined six phases that committed teachers pass through during their tenure in the classroom. Steffy noted that teachers must grow and develop to successfully move from one phase to another. These phases include:

1. Novice--preservice students experiencing practicum experiences that will begin to prepare them for classroom work.

29

2. Apprentice--first through second- or third-year teachers who are beginning to put into practice what they learned in teachers' education.

3. Professional--the backbone of the profession. This group is comprised of a large number of teachers who have no desire to become administrators. Administrators must be especially careful to acknowledge the valuable contribution teachers at the professional phase make to the effective functioning of the school.

4. Expert--teachers in this phase exhibit qualities desired for national certification, whether or not they seek this certification. These teachers continually seek new ideas, collaborate with expert teachers outside of their immediate school environment, and tend to hold leadership positions in professional organizations. This phase could effectively last for the entire time of the teacher's career.

5. Distinguished--Teachers who are truly gifted in their field. The phase is limited to expert teachers who influence education at city, state, and national levels. If sincere attention is given to the need for teacher retention and rejuvenation, the numbers of distinguished teachers will increase.

6. Emeritus--teachers who have formally retired, but who remain active in the field through mentoring, volunteering, consultation, and service activities. Emeritus teachers can become effective lobbyists and advocates for the profession. (pp. 7-9)

Current Methods of Meeting Teachers' Needs

According to Farber (1991) there are currently three broad-based methods of meeting the needs of teachers who are dissatisfied, stressed, under-challenged, and burned out. These will be discussed as broad-based educational reforms, individual strategies, and school-based approaches. Farber noted that each method had positive aspects as well as limitations.

Broad-based Educational Reform

       Broad-based reform, maintained Farber (1991), attempts to empower teachers and to professionalize the field. He wrote that since 1983, school reform affected almost every state and became part of the political schema under President Reagan's and subsequent administrations. Numerous reform reports have been issued that propose substantial changes for teachers as well as recommendations for students and curricula. Farber specifically noted such well-known reports as *A Nation at Risk*, *A Place Called School, A Nation Prepared: Teachers for the 21st Century*, and *Tomorrow's Teachers: A Report of the Holmes Group*. Farber stated that many of these reform reports noted the powerlessness that teachers often feel--the inability to affect change that is in itself a form of stress. Additionally, these reports addressed issues such as the day-to-day hindrances teachers face as they attempt to teach: frequent interruptions of class time, crowded classrooms, and the necessity of performing nonacademic duties. Enrichment items targeted in the reports included increased salary, improved methods of teacher certification and evaluation, additional classroom aides and volunteers, and greater autonomy.

       Unfortunately, according to Farber (1991), these reports have had minimal effect. Acknowledging that reform has worked in isolated cases, the author noted that for the most part, reform has followed the French proverb, "The more things change the more they remain the same" (p. 290). Other criticisms that specifically affected teachers were: (a) they had not been involved in the planning or implementation of reforms, (b) student testing had been overemphasized, (c) suggestions to improve salaries usually targeted a small minority of teachers and sometimes involved merit pay that most teachers vehemently opposed, (d) teacher empowerment may have caused conflict with administration and school boards, and (e) little attention was paid to the student-teacher relationship.

       Farber (1991) cited several polls and surveys on teachers' perceptions of the effectiveness of broad-based reform. He concluded that in regard to teacher morale, reforms have not worked, and have not been the answer to stress and burnout among America's teachers.

In a study of veteran teachers in five Illinois high schools, Marx (1999) found that two thirds "expressed overt cynicism" (p. 158) about previous reforms mandated by their state government. Many stated that they believed these reforms were linked to state politics and partisan control of the state legislature.

Individual Strategies

Farber (1991) wrote that the most common strategies that targeted the individual's response to burnout have been stress-reduction initiatives such as meditation, relaxation techniques, and various forms of physical exercise. Time-management approaches, activities outside of work, and techniques for maintaining a positive attitude are other tactics that have been advocated for the individual. Farber noted that some researchers advised teachers to distance themselves from their jobs, but that this strategy, although allowing the individual to function, hinders any chance of career gratification. Additionally, he mentioned the need for social support from colleagues and administrators.

Many veteran teachers have devised their own strategies to keep themselves motivated in their careers. Conway (1996) compared herself to a "long distance runner" (p. 71) in regard to her 25 years of teaching experience. She offered five means she used to keep her own interest in teaching high school English:

1. Writing grants that were used for student activities,

2. Attending summer sessions offered at a local university for renewal opportunities,

3. Remembering that the best teachers are perennial students and returning to school for a graduate degree,

4. Being involved in a challenging extracurricular activity at her school, and

5. Becoming involved with cultural endeavors that were totally removed from school. (p. 71)

Megyeri (1996) used some of these strategies and added her own. Her additions included:

1. Attending conferences and inservice opportunities;

2. Writing for publication;

3. Reading for pleasure;

4. Exercising and attending to personal health;

5. Scheduling time for oneself and accepting personal limitations;

6. Buying good shoes;

7. Accepting the fact that teaching is essentially a career for women;

8. Remembering that teaching is an important occupation; and

9. Mentoring an intern. (p. 27)

Mader (1996) gave personal testimony regarding how she had been rejuvenated in her career.

> My own teaching has been reinvented by my involvement in county and district curriculum planning. I am a different, better teacher than I was when I first began thinking and talking with other teachers about how and why we teach what we teach. I made a three-year commitment to work on an interdisciplinary curriculum committee, but it was a luxury--a time when the task was to meet bimonthly and interact with wonderfully gifted teachers from all over the county and reflect on our teaching and the current ideas in our discipline. I feel a sense of beginning in the midst of the most challenging time in my profession. (p. 31)

School Based Approaches

In regard to strategies to combat stress and burnout, Farber (1991) stated that there is an acute lack of programs in educational settings to address these problems. He compared this reality to the abundance of stress reduction programs and successes reported in industry. Many corporations view employee assistance programs and onsite exercise facilities as cost-effective measures to reduce absenteeism, boost morale, and increase productivity. Farber noted that some schools even discourage the use of athletic facilities by employees.

Farber (1991) wrote that the most commonly used school-based approach to employee stress is the "workshop" (p. 303). Often, he noted, teachers feel manipulated by these workshops. To combat this perception, he suggested that workshops move beyond self-awareness and require participants to focus on the organization of a particular school. Faber added, "Unless there is an ongoing commitment to modifying structures and procedures that contribute to staff stress--an unlikely event, in my experience--the benefits of stress workshops tend to be ephemera" (p.305). Farber did note one benefit of a workshop is that teachers realize that others share their problems, thereby, reducing their feelings of aloneness.

Farber (1991) stated that administrators, especially principals, have a crucial role in preventing employee stress and burnout. Dr. S. Bentley (personal communication, December 11, 2001) corroborated this belief by saying, "Recent research shows that words of praise from the immediate supervisor, even more than money, is most important and is a burnout preventative."

Revitalization in Organizations

Burnout as an Organizational Phenomenon

Maslach and Leiter (1997) wrote that traditionally burnout has been seen as a problem of the individual--that the people are the cause. The authors indicated that people describe burnout as a personal problem and look for personal solutions. Feelings of isolation and remoteness are also seen as private problems. According to the researchers, burnout is viewed as a psychiatric disorder in individuals that should be treated by psychiatrists, psychologists, and social workers (Maslach & Leiter).

An earlier work by Maslach (1986) offered several reasons for burnout: "There is a complex interaction between individual, interpersonal, and institutional factors, and all of them have to be taken into account. The pattern of interaction is still unclear" (p. 145). She gave individual characteristics such as being young and immature, having little self-confidence, needing others for support and validation, and having unrealistic goals and expectations.

34

Interpersonal factors included tension with supervisors and coworkers as well as the strain of empathy and focus on problems that are part of the helping professions. Issues such as overloaded caseloads, restrictive parameters, and inadequate administration were given as institutional contributors to burnout (Maslach).

Consequently, Maslach (1986) appeared to attribute a great deal of the cause of burnout to the situation:

> Burnout is best understood (and modified) in terms of situational sources of job-related, interpersonal stress. The phenomenon is so widespread, the people affected by it are so numerous, and their personalities and backgrounds are so varied, that it does not make sense to identify "bad people" as the cause for what is clearly an undesirable outcome. Rather, we should be trying to identify and analyze the critical components of "bad" situations in which many good people function. (p. 10)

In a later work, Maslach and Leiter (1997) argued that research determined that the organization was as much a culprit in burnout as the people themselves:

> As a result of extensive study, we believe that burnout is not a problem of the people themselves but of the *social environment* in which people work. The structure and functioning of the workplace shape how people interact with one another and how they carry out their jobs. *When the workplace does not recognize the human side of work, then the risk of burnout grows, carrying a high price with it* [italics added]. (p. 18)

Maslach and Leiter (1997) continued their argument by saying that burnout would be better addressed as individuals are engaged with their work rather than withdrawing from it. They promoted "organizational health that includes the promotion of human values in the workplace, rather than just economic ones" (p. 22).

In a final strong argument, Maslach and Leiter (1997) iterated their belief that the origins of burnout go far beyond the individual:

> We agree that people experience burnout as a personal problem and that they have a part to play in preventing or alleviating it, but we do not agree that people are totally responsible for its occurrence or solution. Why do we think the individual viewpoint is wrong? Its fundamental flaw is that it looks only at the person and ignores the context. Our research and consulting work provide clear and consistent evidence that the roots of burnout stretch far beyond the individual into the work environment. Burnout does not result from a genetic predisposition to grumpiness, a depressive personality, or general weakness. It is not caused by a failure of character or a lack of ambition. It is not a personality defect or a clinical syndrome. It is an occupational problem. (p. 34)

35

Organizational Causes of Burnout

Driskell and Salas (1996) wrote, "Performing multiple tasks carries a penalty, and individuals may perform more poorly due to increased task load" (p. 27). According to Maslach and Leiter (1997), work overload has become more intense, demands more time, and is more complex than in the past. They specifically noted that teachers spend more of their time doing administrative tasks. This overload leads to emotional, creative, and physical exhaustion that eventually can result in physical symptoms. The researchers cited an instance of a worker who had repeatedly asked for a reduction in workload. This reduction was not given, causing the worker a great deal of emotional trauma and eventually the inability to work. The resultant long-term workers' compensation, psychiatric care, and cost of hiring and retraining another individual far outweighed the cost of dealing with the original workload problem (Maslach & Leiter).

Maslach and Leiter (1997) suggested that lack of control in a job situation undermines feelings of professionalism. Driskell and Salas (1996) categorized this lack of control as threat. "Threat," they wrote, "is the anticipation or fear of physical or psychological harm" (p.23). Specifically, an individual can experience threat in an unusual or risky environment. Maslach and Leiter stated that the ability to set priorities, solve problems creatively, and make decisions as to allocation of resources is crucial to an individual's sense of security within an organization. The authors acknowledged that total control over every aspect of a job is not possible or even desirable. Working in an organization naturally includes working with other people who also want to control their work. Additionally, if the work is interesting it will involve the unpredictable. Nevertheless, if people have no control over crucial aspects of their work, they become susceptible to burnout. An example of the cost of lack of control was that of a worker who was required to enforce and explain regulations over which he had no input. His smoldering anger resulted in loss of clients, arguments with superiors, and numerous absences (Maslach & Leiter).

36

Insufficient rewards, as noted by Maslach and Leiter (1997), contribute to employee burnout. These rewards involve both extrinsic and intrinsic aspects. Extrinsic factors include salary, advancement, and job security---all of which are declining, even as people are working more. The researchers stated that lack of intrinsic rewards is a greater issue, "People who are good at what they do enjoy the process of the work itself" (p. 49). Changes in the nature of work are interfering with this satisfaction. Accomplished professionals now "see themselves as doing good work in spite of management rather than with its assistance" (p. 50). An example given of the actual cost of insufficient rewards was of nurses whose salaries were cut. The issue was resolved, but only after strikes and the eventual resignation of many of the most experienced nurses. Patient care was compromised, mistakes were made, and malpractice suits were filed, all of which cost the hospital more than the original cost of nurses' salaries (Maslach & Leiter).

Driskell and Salas (1996) included noise and time pressures as organizational contributors to employee stress. The authors were concerned with the nonphysical or psychological effects of noise. They wrote that noise could adversely affect job performance, ability to focus, productive social behavior, and general level of stress reported by the employees. In addition, Driskell and Salas noted that time pressure may cause workers to make inferior decisions or to poorly process information.

Another organizational cause of burnout according to Maslach and Leiter (1997), was a breakdown of the work community. Day-to-day interactions with coworkers form the worker's conception of the organization. If an organization decreases its loyalty to its employees, these employees have less of a basis for loyalty to one another. Maslach and Leiter posited that a utilitarian approach toward individuals on the part of an organization spreads out to entire work groups. A lack of unity among persons causes lack of cohesiveness and purpose in an integrated group; this can result in depletion of the creative energy of the entire group. An example given by the authors of the cost of lack of harmony is of a company that organized work groups containing from 5 to 15 people with authority to create their own procedures but with no

guidelines for handling conflict within the group. After a period of much conflict and hostility, the group's work was finished. However, a process that had been allotted two years for completion ended up taking six years and resulted in inevitable cost overruns.

Driskell and Salas (1996) identified stressors pertaining to the general workforce as "group pressures" (p. 19). Their comments particularly applied to teachers who are being evaluated or who may feel intimidated by other teachers. "In a highly evaluative setting, evaluation apprehension and fear of failure may also become salient. Sometimes the presence of others may be distracting; in other cases, the presence of others may lead to reduced attention to the task" (p. 23).

Maslach and Leiter (1997) wrote that employees consider an organization fair when three key components are in effect: trust, openness and respect. An organization that is fair values the contribution of each employee along with realizing that each individual is necessary for the organization's success. If a sense of community has been built within the organization, people will be trusted to fulfill their roles, to communicate openly with one another, and to show mutual respect. Maslach and Leiter referred to an example of an organization that had not achieved fairness, and the resultant costs to the organization. In this case, an organization initiated a program of new controls that was expected to cause fewer errors. Bonuses were promised to those employees who suggested ideas for further improvement. In reality, however, managers patrolled the work place looking for violations. Employees who wanted bonuses offered ideas that were not their own. An internal survey revealed that workers had become burned out and perceived the company's efforts to be grossly unfair. Absenteeism became rampant, stealing and sabotage were commonplace, and employees no longer reported unsafe working conditions.

A final cause of burnout, as perceived by Maslach and Leiter (1997), is an organizational value system that conflicts with that of the workers. As explained by the authors, "What people find especially aggravating is that often organizations emphasize a dedication to excellent service or production while they take actions that damage the quality of work" (p. 55). The researchers

suggested that management is not trying to undermine quality but that its attention is diverted elsewhere. In addition to this perception of service values, workers often judge that organizational values are faulty. They consider they have to justify policies with which they may not agree. Mission statements, according to Maslach and Leiter, are not enough, because they are abstract. The strategies used to implement the mission statement are of importance to the employee. When abstract values are converted into tangible strategies, employees may interpret them in unexpected ways. Employees interpret organizational values in terms of their personal experience; this can lead to friction within the organization. An example given was of a nonprofit agency that operated without a cohesive strategic plan. The agency expanded as new services were needed, but failed to incorporate this expansion under a unified umbrella. The result was that each faction of the agency sought its own good, resulting in conflict and chaos among employees and a reduction in delivery of service. Money was wasted and morale deteriorated until new managers rectified the situation.

Organizational Support for Employees

Frase and Conley (1994) supported the concept that organizations can do much to enhance employee job satisfaction. After studying research from the last 40 years, these authors described their Quality Renewal System (QRS) by concluding:

1. People want to do their jobs well.
2. When successful, people take pride and satisfaction in their work.
3. People are motivated to develop their careers and improve their skills.
4. People are satisfied by the result of work, not the cause of it. Satisfaction is the result of good work.
5. People must have their financial and security needs met before they can maximize their career development and job performance, satisfaction, and motivation. (p. 9)

Cherniss (1995) suggested three essential categories in which organizations could support their employees:

1 Employee freedom from and control over:

    a. amount of paperwork,

    b. lack of rank,

    c. office politics,

    d. insubordinate nonprofessionals,

    e. conflicts with management, and

    f. involvement in concerns of varied groups.

2 Cooperation from administration through:

    a. awareness and flexibility for employee needs--both at work and at home,

    b. provision of needed materials and supplies,

    c. compassion when giving negative comments,

    d. clear delineation of expectations and an appreciation and awareness of employees' contribution,

    e. adjustment of duties to competencies,

    f. accessibility and assistance, and

    g. provision for continued training.

3 Support from colleagues--emotionally, intellectually, and through mentoring. (p. 149)

Implications for Schools as Organizations

Frase and Conley (1994) attributed the problems of schools to the schools themselves, rather than to the teachers, "Because we believe that 85% of problems in schools are attributable to systems, and not individuals, we focus on the quality of the systems in schools and school districts, not on individuals' skills and performance" (p. 4).

Recent research conducted by Ingersoll (2001) of the University of Pennsylvania specifically targeted employee dissatisfaction in schools--both public and private. He stated that his study "indicated that school staffing problems are not primarily due to teacher shortages [but to] excess[ive] demands resulting from a 'revolving door' where large numbers of qualified teachers depart their jobs for reasons other than retirement" (p. 499).

Ingersoll (2001) noted, as had Maslach and Leiter (1997), that previous data on job dissatisfaction and turnover had centered on the individual. Viewing the school as an organization, Ingersoll stated that there are characteristics and conditions that have been overlooked or discounted in previous research. He found these factors to be of equal cause in both the migration of teachers between schools and in their actually leaving the profession. The four findings he considered most noticeable were: (a) insufficient support from school administration, (b) discipline problems with students, (c) insufficient participation in schoolwide decision-making, and (d) low salary.

Marx (1999) found similar results in her study of veteran teachers in five high schools in Illinois. These teachers cited open communication and decisive leadership as features that would produce improvement in their schools. They stated that once administrators establish policies, they should not deviate from them. Additionally, these teachers noted a need for greater input in decision-making. Salary was not a particular concern to these professionals.

Johnson (1990) wrote, "The school as a workplace is composed of a constellation of features, each of which contributes to or detracts from teachers' satisfaction and productivity" (p. xviii). She outlined these features as:

1. Physical--The need for a safe, comfortable workplace that is well cared for and well equipped.

2. Organizational--Fairness of teaching loads, scheduling, and a certain amount of flexibility and discretion allowed in the actual teaching.

3. Sociological--Appreciation for the role of teachers and relationships with peers, administrators, students, and parents.

4. Political--Ability on the part of staff to influence hiring choices, expenditure of funds, textbook choices, and policy decisions.

5. Economic--Teachers' access to job security, sufficient salary, and availability of meaningful incentives and accolades.

6. School culture--The presence or absence of positive customs, traditions, and histories that include students, parents, peers, and administrators in promoting the value of the school.

7. Psychological--The importance of teaching to the organization and the availability of learning and growth for staff members.

Frase and Conley (1994) echoed these sentiments, "Until teachers are supported in developing a work environment equal to the one they are required to provide for their students, efforts to improve schools and ultimately the education of students will continue to be marginally successful" (p. 3).

Ingersoll (2001) determined that according to his study, current approaches to solving school staffing problems would not be effective. Rather, he noted these policies "divert attention from the primary underlying problem; the manner in which teachers and schools are managed" (p. 525). He concluded his study with a commentary that offers hope toward solving staffing problems in schools:

> Schools are not simply victims of large-scale, inexorable demographic trends, and there is a significant role for the management of schools in both the genesis and solution of school staffing problems. Rather than increase the quantity of teacher supply, an alternative solution to school staffing problems, implied by this analysis, is to decrease the demand for new teachers by decreasing turnover. The data suggest that improvements in organizational conditions, such as increased support from the school administration, reduction of student discipline problems, and enhanced faculty input into school decision-making and increased salaries, would all contribute to lower rates of turnover, thus diminish school staffing problems, and ultimately aid the performance of schools. (p. 525)

Ingersoll (2001) then offered a challenge and gave a possible reason that these policies are not readily implemented:

> Although the data suggest that these changes would be beneficial, they do not imply they will be easily achieved. Indeed, it may be that because such reforms are considered too costly in one manner or another for important constituencies, that they have often been overlooked in research and reform concerned with school staffing problems. (p. 525)

Organizational Means to Motivate and Challenge Veteran Teachers

Frase and Conley (1994) recognized the importance of teacher motivation, "Motivated teachers are enthusiastic, skilled, happy to share knowledge and wisdom with their learners, and happy to share their success with fellow teachers" (p. 16).

In order for a school to become psychologically supportive, Farber (1991) wrote, "The environment of the school must be altered in such a way that it becomes a growth-producing, motivating one for teachers and other educational personnel" (p. 311). Components of this environment might include a dynamic inschool teacher center, a method for teachers to express long-term concerns, and interaction among all parts of the educational community--teachers, community members, parents, and administrators.

Peske, Liu, Johnson, Kauffman, and Kardos (2001) wrote that the staffing of schools is crucial, and that veteran teachers are essential to the nation's schools. They added, "Given the enormous change in staffing that schools will undergo during the next decade, it is essential to have a large core of dedicated, accomplished teachers who can provide continuity in schools and maintain standards in the profession" (p. 310). The authors offered several means to retain and motivate this core of veteran teachers. Some suggestions included having the teachers serve as mentors, peer reviewers, professional developers, team leaders, and curriculum writers. Financial reward and recognition should also be given to these teachers as they continue their training and use their knowledge and skills.

Farber (1991) gave examples of attempts to increase teacher autonomy through the restructuring of schools. Innovations such as peer evaluation of teachers, abolishing supervisory

positions and using that money for school-based needs, and exchange of free class periods for smaller class size have been tried in Florida. In New York, public school teachers have been allowed to create alternative schools. These schools provide a variety of curricula, schedules, and teaching methods. Parents of elementary and junior high school students can choose which schools their children will attend.

Peske et al. (2001) mentioned National Board Certification as a means for veteran teachers to receive their proper rewards. Harman (2001) echoed this sentiment. She wrote that administrators should champion certification as a way to keep teachers in the classroom. Often, Harman noted, the only other means for professional advancement for veteran teachers is to leave the classroom and thereby cause the school to lose an essential resource.

Harman (2001) offered two other means of motivating seasoned teachers. She suggested veteran teachers could teach in university classes and administrators could restructure classrooms to permit teachers to assume new roles while remaining in the classroom.

Farber (1991) reported that the best hope for preventing teacher burnout was to rethink the problem and adapt the organization to meet the needs. He explained, "In the case of teacher burnout, the reconceptualization and modification might well follow from the thought that schools should be places where the needs of the helpers (the teachers) are as important as those of the helpees (the students)" (p. 308). He offered three suggestions for this reconceptualization: (a) enhance student teacher relationships, (b) allow teachers to implement real autonomy in schools, and (c) arrange schools so that they project a real sense of community.

Regarding improved student-teacher relationships, Farber (1991) cited several examples of schools that allowed teachers to spend more time with students--from two to three periods a day. This required that teachers teach outside of their subject areas, but resulted in closer interaction with students and a great reduction in discipline problems. Among other gains, teachers were more creative in their approach to curriculum, teachers became aware of problems quicker, and teachers who worked with fewer students were better able to discuss a student's

44

progress. Importantly, Farber noted, these teachers reported a greater sense of satisfaction with their careers.

Farber (1991) acknowledged that there are no easy solutions to the problem of teacher motivation, stress, and burnout. Eventual documentation of successes will be countered by unforeseen negative consequences. Nevertheless, he concluded:

> Though restructuring schools to better meet the needs of teachers cannot guarantee the prevention or abolition of teacher burnout within a school, solutions of this nature can, and do, offer a more comprehensive and potentially enduring strategy to this problem than the usual individually oriented, ameliorative approaches. (p. 312)

Recognition, Reward, and Challenge: The Role of the Administrator

Veteran teachers, like all employees, need to be recognized and rewarded for their efforts. Evans (1989) reminded us that teachers need recognition not only for achievement, but for effort--at times simply for their struggle---to meet the ongoing everyday demands of the job.

Recognition and reward are powerful organizational tools. Klubnik (1995) wrote, "Recognition can impact an organization's effectiveness both positively and negatively. Companies that encourage employees to recognize each others' contributions are rewarded with a healthier environment in which staff members openly and comfortably interact with each other" (p. 20).

Evans (1989) suggested that school leaders are instrumental in teacher revitalization. Because so many midcareer performance problems are rooted in the loss of motivation, the loss of the success cycle, and the sense of being taken for granted, school leaders must emphasize recognition, exploration, and the awareness of choice among teachers whenever possible. They can seek ways to maximize teachers' success and experimentation, vigorously recognizing and rewarding staff for their accomplishments and their willingness to pursue new interests or experiment with new approaches to problems.

45

Monroe (1997), renowned for her work in revitalizing failing inner city schools at the Frederick Douglas Academy in Harlem, New York, echoed the belief that principals can shape their faculty:

> For the leader, it's not a matter of being able to handpick your staff. If you know how to find, support, and inspire them, I think that every organization contains dedicated people who are willing to work hard on behalf of change. In all schools, there is a core of teachers waiting to be inspired, galvanized, led, and let go to work their dreams. When I became principal of Taft High School, I could not select my staff---the only change the school board made in the effort to rescue that failing school was to bring in a new leader. I found, contrary to what most people think, that a leader who seeks out the positive mavericks, the creatively crazy people in an existing organization, and supports them while observing, assisting, and developing other staff can begin to turn an organization around. So in the end, the apparent quality of the staff isn't the crucial element in building a great school. Leadership is. The ability to choose staff when starting a new school just makes the excellence happen faster. (p. 12)

Whitaker et al. (2000) gave five criteria that denoted effective praise to a teacher from an administrator. These authors wrote that the praise must be specific, authentic, immediate, without qualifications, and in private. Public praise is sometimes warranted but should not be the preferred type of recognition. Public praise is used when the accomplishment could have been done by anyone--such as the receiving of a grant. Private praise achieves the goal of recognizing the teacher and prevents resentment from other staff members.

Connors (2000) listed 150 ways for an administrator to recognize and reward his or her staff. These methods ranged from designing school mugs with the school logo and staff member's name, to encouraging staff members to attend conferences and workshops--and attending these sessions with the staff members. In regard to teachers who have become negative and cynical, Connors wrote, "The most determined leaders do not want to give up on any individual and try as many ways as possible to turn DUCKS (Dependent Upon Criticizing and Killing Success) into EAGLES (Educators Affecting Growth and Learning for Every Student)" (p. 111). The most decisive factor according to Connors is that reward and recognition be ongoing throughout the school year and not limited to just one day out of the year.

Recognition and rewards are simple, cost-effective means to help all teachers deal with job stress. Klubnik (1995) noted this by saying, "Today's employees have an increased need for support systems to help reduce the stress caused by work place redesign and reengineering. Rewards and recognition make good business sense and help people deal more effectively with a workplace in turmoil" (p. 18).

Unique Needs of Veteran Teachers

Evans (1989) maintained that because of the distinctive characteristics and circumstances of midcareer teachers, there are specific needs that should be addressed in the work environment. These needs are: growth, recognition, variety, and interaction with colleagues. Growth should include opportunities for choice and exploration, and should model the leader's (usually the principal's) desire for growth. Recognition is needed to combat the tendency to take veteran teachers for granted and to honor their successes over the years. According to Evans, "Veteran teachers need more recognition than beginners, not less" (p. 13). Variety is achieved by allowing and encouraging staffs to use their special talents, develop new skills, and increase occupational independence. Collegiality, Evans noted, is needed to lessen teachers' feelings of isolation and to encourage mutual trust.

Hoerr (2002) speaking at the annual meeting of the Association of Supervision and Curriculum Development addressed similar sentiments among participants attending his workshop. Rejuvenation and recognition were two needs crucial to veteran teachers according to these participants. Hoerr summarized this discussion by saying, " The thing they (veteran teachers) hate most is to be taken for granted" (cassette recording).

As veteran teachers approach retirement, new considerations arise. Megyeri (1996) stated that retirement is naturally accompanied by feelings of withdrawal. Teachers and administrators need to realize that these feelings are healthy and an expected outcome of this phase of the individual's career.

Evans (1989) described two factors needed for schools to become organizations of revitalization for veteran teachers. These two components, a concentration on human resource development and leadership, have several elements. Human resource development, as noted by Evans, involves both techniques to increase variety in the teacher's entire career and techniques to increase the value of a specific job. Variety in a career is created through such measures as job sharing, voluntary moves to new jobs, release time for special assignments, interschool visitation, attending conferences, and mini-sabbaticals. Evans labeled techniques to increase the meaning of a job as "job enrichment" or "quality of work life" (p. 13). These efforts add to teachers' power over their surroundings by giving professionals expanded control over materials and approaches and requiring accountability for results. Examples of this expanded control could include more responsibility for fellow teachers who are performing poorly; increasing teacher management of curriculum, class size, and budget; and increasing teachers' involvement in determining student competency requirements. Accountability, as Evans acknowledged, is complex and unwelcome by teachers.

According to Evans (1989), leadership is the crux of revitalization. Effective leaders stress their organization's philosophy and vision and are able to convey these to their staff. For revitalization to occur, leaders must project energy, commitment, and trust by modeling their own desire for personal growth. Additionally, administrators must understand the interpersonal connections within the staff. The leader interested in revitalization must offer recognition, growth, and choice. As Evans stated, "Teachers need recognition not only for achievement, but for effort--at times simply for their struggle--to meet the ongoing everyday demands of the job" (p. 14).

As important as it is for school leaders to lead staff revitalization, Evans (1989) realized that this is a difficult task, filled with frustration and burdens. He wrote that many administrators are in midcareer themselves and face the same struggles as their teachers. They, too, need recognition and interaction with colleagues, but these are often more difficult for administrators

to obtain than for teachers. Evans pointed out that administrators need to realize small achievements can make lasting improvements in morale. Specifically, he noted that administrators would face the following problems:

1. Resistance--revitalization may take years, not months.

2. Revitalization is not enough--youthful energy is also needed. Not all midcareer staff can be motivated.

3. Cooperation among all parties is essential--especially from teachers' unions.

A final component of revitalization as described by Evans (1989), is career planning and support assistance. These services could include advice on careers, retirement planning, and help with the resolution of personal problems that impinge on the quality of work. He noted that veteran teachers do not like retraining programs, but appreciate activities they choose that meet their respective needs. "The key is to offer teachers information about the predictable stresses of life and career and the chance to share the personal and professional concerns they rarely discuss" (p. 14).

Specific Strategies for Teacher Renewal

At the annual conference of the Association of Supervision and Curriculum Development held in San Antonio, Texas, on March 9 through 11, 2002, Hoffman and Skerritt (2002) outlined 16 methods to motivate teachers. Their workshop, "Leaders Influencing Teaching and Learning," was not particularly geared toward motivating veteran teachers. Their strategies, however, are well suited to the population being studied in that a certain degree of experience on the part of the teacher would be necessary for many of these tactics to be effective. Their suggestions included:

1. Coaching

2. Consulting

3. Walk-through of classrooms--ongoing with staff and more frequently with teachers experiencing problems.

4. Space--this involves meetings and problem solving done outside of the classroom setting.

5. Co-observation/coaching the coach--done by and for principals and central office staff throughout the year.

6. Goal conference for all employees at the beginning and end of the year. Mid-year checks are optional.

7. Formal evaluation for all employees by their supervisor. Should be completed by May 15 of each year.

8. Drop-in visits--planned or unplanned contacts by the administrator.

9. Personal reflection--journals and portfolios

10. Peer Coaching/Mentoring

11. Staff development

12. Curriculum development--"content summits" to spark interest.

13. Study groups--reading groups, projects, and technology facilitation are examples.

14. Action research/review of student work--portfolios and projects are possibilities.

15. Demonstration lessons--possibly done by a specialist or in demonstration classrooms.

16. Use of both formal and informal data--district and state assessments, site data such as grade 6/7 transition studies.

Hoerr (2002) also emphasized the necessity of some of these strategies. The speaker made a strong distinction between congeniality and collegiality. Congeniality, he deemed, is essential. This is the discussion over morning coffee about last night's basketball game or asking your teammate about his or her new puppy. Collegiality, on the other hand, is equally important. Collegiality involves administrators and teachers growing and learning together. Hoerr suggested book and journal study groups, onsite conferences given by faculty, and opportunities

for staff to gather during the summer--with pay--to develop curricula, as ways to enhance collegiality.

Whitaker et al. (2000) suggested holding onsite staff meetings, retreats, study groups, and social gatherings to energize faculty. They advocated conducting these functions in inspiring surroundings when possible. Removal from school frees faculty from bells, intercoms, and the temptation to run to their room during breaks to check email or perform a few tasks. Art museums, university facilities, historic buildings, and local restaurants were suggested meeting places.

Schiller, Gere, and Rosaen (1996) in reflecting on their combined 73 years of teaching, stated that the whole concept of teacher renewal needed to be restructured to allow teachers time for reflection. The renewal concept would include funds for replacement teachers to temporarily cover classrooms and the actual cost of renewal activities. The researchers noted that the teachers themselves should not always be responsible for obtaining these funds from grants and other outside sources.

> Teachers who can give less time to hall passes and student behavior in the lunchroom will be able to reflect more fully on and improve their classroom practice. Sharing one's pedagogy with co-teachers and other colleagues takes time as well as the technology of cable television. Without serious attention to teachers, school reform efforts look futile. (p. 44)

Three Possibilities for Teacher Renewal

The following three possibilities for teacher renewal are not the only means for rejuvenation. They are, however, methods that are already in place, or could be easily implemented in most school systems. This necessitates the need for school leaders to ensure that these techniques are maximized for effectiveness.

Mentoring

Mentoring involves the coaching of new teachers by those with more experience. Frieberg, Zbikowski, and Ganser (1997) found that mentoring teachers reported a sense of pride in being able to give back to a profession that nurtured them, a heightened sense of professionalism, and new visions as to possible future outlets for their careers. Increased professionalism was realized because the mentors could create their own schedules and broaden their view of the profession by observing the big picture and personal professional growth as they continued to learn and grow. After their mentoring experiences, many of these former classroom teachers moved to teacher leadership positions such as learning coordinators or implementers of special programs.

In a study of over 1,000 experienced teachers in Minnesota, Wagner (1990) found that 93% had mentored at least one new teacher. He also reported that veteran teachers who had mentored new teachers had slightly higher levels of job satisfaction (10%) than those who had not. Protégés found their mentors to be helpful in dealing with administration, gaining self-assurance, and mastering the practical duties of teaching; they noted that their mentors enjoyed the association. A majority (53.3%) of the protégés testified to feeling respect and appreciation for the mentor as the relationship progressed.

Johnson and Kardos (2002) emphasized that the school day must contain time for mentors to interact with novice teachers. They wrote that schools should arrange the mentoring schedule so that:

> New teachers have access to help on short notice when a lesson goes awry, a student is not responding to the new teacher's repertoire of teaching strategies, or a parent requires an immediate conference. New teachers need mentors who have time to observe and offer advice or a small team of colleagues that they can convene for help on short notice. (p. 16)

Power and Perry (2002) advocated the use of a team of mentors as an effective method of mentoring. These authors reported that novice teachers need to experience a mixture of teaching styles and classrooms. They added, "Having only one mentor for a student is problematic.

52

There is a substantial body of research that shows that preservice interns tend to become clones of their mentors during the student-teacher experience" (p. 409).

Wagner (1990) reported that the mentoring of novice teachers by seasoned professionals is becoming an important facet of schools. Mentoring, he noted, not only helps the new teacher but is also a method for the veteran teacher to enhance his or her career. Wagner's research led him to conclude that the isolation that is seen as a cause of stress for a veteran teacher can be alleviated through contact with a protégé--who is probably also feeling isolated. Concerning career development, Wagner iterated what other researchers had found. Veteran teachers are prone to lack of growth opportunities and the impression that they are unchallenged and have reached a plateau in their careers. Mentoring a novice, he reported, met professional growth needs of both the mentor and the beginning teacher. Additionally, Wagner suggested, principals who have an ever-expanding role have discovered mentors to be a real asset in acclimating new teachers.

Johnson and Kardos (2002) agreed that the benefits of mentoring are obviously helpful to novice teachers. What is less obvious, are the advantages for veteran teachers. They added, "In addition to the obvious rewards of mentoring for both parties, new teachers often possess skills-- such as integrating technology into the curriculum or interpreting data from standards-based assessments--that veteran teachers need" (p. 16).

Staff Development

Staff development has been suggested as a means for teacher motivation and revitalization. Staff development, however, presents its own problems. Chief among these are funding and time. The National Commission on Teaching and America's Future (2002) addressed the need for quality staff reform and suggested possible guidelines and strategies. These included:

1. Stable and high-quality professional development should be created. One percent of state and local funding should be spent to support this staff development. This funding would be matched by local school funds.

2. New sources of professional development should be organic. These new sources could include teacher academies, school-university partnerships, and learning networks beyond the physical school plant.

3. Professional development should become a continuous part of teachers' day-to-day work through joint planning, study groups, peer coaching, and research.

In a *Critical Issue* paper on finding time for staff development, the North Central Regional Educational Laboratory (NCREL) (1997) stated that the past decade of school reform has shown that much more time should be devoted to staff development. This paper noted that industry views ongoing staff development and training as an integral part of the workday. School systems, the writers at the NCREL argued, are just as obligated as industry to respond to the changing needs of students and teachers.

According to NCREL (1997), 20%, preferably more, of a teacher's workday should be involved in staff development:

> Professional development can no longer be viewed as an event that occurs on a particular day of the school year; rather, it must become part of the daily work life of educators. Teachers, administrators, and other school system employees need time to work in study groups, conduct action research, participate in seminars, coach one another, plan lessons together, and meet for other purposes. (p. 2)

The NCREL paper acknowledged that devoting this much time to staff development would require original thinking and creative solutions. Teachers' working conditions would need to be adjusted for this ambitious reform. The use of technology could offer some solutions. Technology could offer teachers the ability to engage in development at a time convenient to them. Electronic mail, bulletin boards, and video conferencing allow teachers to share information with colleagues both within the building and at distant locations. In addition to being adaptable to teachers' time schedules, use of technology saves both time and money

required to travel to other locations to receive training (North Central Regional Educational Laboratory, 1997).

Angaran (1999) noted the importance of sufficient time for staff development in regard to increased standardized testing:

> Teachers must have the time to modify and adjust their instructional practices and methods. Yet legislators only grudgingly acknowledge staff development as an essential component of teacher education and education reform. Without the time to examine our teaching practices and to work with our colleagues, we will continue to teach in the ways we were taught 20 or more years ago. (p. 72)

Community support for staff development as outlined in the NCREL (1997) paper is crucial. Because parents and community members will be responsible for most of the funding and will have to adjust to students' class changes, this population must realize that quality staff development is crucial to, not a byproduct of, true educational reform and growth.

The NCREL (1997) paper listed goals and action options for the educational community to consider when beginning to reform staff development.

Goals. The NCREL's (1997) *Critical Issue* paper gave the following suggestions to implement successful reforms for staff development:

1. Surrender past models about staff development--not all development takes place in the summer or on inservice days and weekends.

2. Adopt new models of professional development embedded in the daily job description of a teaching career.

3. Give teachers the mental space needed for ongoing development by restructure of their workload.

4. Assess current professional development resources and determine if these resources need to be redesigned or added to.

5. Develop a plan to persuade the public and policymakers that quality professional development is crucial and is as much a part of a teacher's job description as is student instruction.

Action Options. According to the NCREL's (1997) *Critical Issue* paper, the following options need to be considered when developing a plan for successful staff development reform:

1. Establish a task force, either statewide and/or regional, to identify resources and opportunities for professional development. This task force would be charged with gaining public and political support and bringing together a broad-based group of practitioners, policymakers, and scholars in support of staff development.

2. Work with groups such as the New Jersey Math Coalition. This coalition established professional development to help New Jersey teachers implement state mathematics standards.

3. Explain school goals and the role of professional development in meeting these goals to area businesses, community groups, and parent organizations. In some instances, collaborative partnerships between businesses and schools have been developed to encourage this professional development.

4. Form study groups with the school board, central office personnel, and school staff. These study groups could consider alternate means of providing staff development through literature study.

5. Study professional development plans from other districts, states, and schools to learn innovative ways to provide time and best practice for staff development.

6. Brainstorm methods for alternative staff development in the particular school setting.

7. Link school and individual improvement goals to professional development. Plan how this time will be used.

8. Develop a plan for professional development that ensures communication with parents and community to ensure their support.

9. Continually assess professional development programs to assure that educators are moving from where they are now to where they need to be.

The NCREL (1997) paper did list possible pitfalls that should be avoided when planning for innovative staff development. If this endeavor requires release time for students, schools need to be aware that transportation and child-care issues become a factor for parents. Additionally, planners need to be sensitive to society's perception of student release time for teachers and communicate the instructional benefits of this time. The *Critical Issue* paper noted that teachers tend to apply new instructional strategies if they receive feedback and support as they implement these strategies in their classrooms. This suggests that teachers need time for reflection and problem solving while students are in school.

Other pitfalls to innovative staff development as listed by NCREL (1997) were the use of substitute teachers. This element may compromise students' progress, teachers' beliefs that they should not take time away from instruction, and the idea that teachers' training should be done before a teacher enters a classroom. These factors should be acknowledged, then combated with data about the effectiveness and need for continued quality training and education for those in the business of educating others.

Whitaker et al. (2000) offered specific suggestions as to how principals and other school leaders could maximize the benefits derived from staff development activities. They suggested such details as choosing surroundings that inspire and motivate--including possibly conducting the activity off campus, sending invitations for especially important gatherings, and giving thought as to room and seating arrangement. Providing for the comfort of the participants is also important. These comforts include morning coffee, afternoon snacks, and perhaps lunch. Attention to room temperature and lighting is essential. Door prizes and supplying an agenda, handouts, notepads, and pens or pencils are further details that accomplish the task of conducting

a quality meeting. Whitaker et al. reminded leaders of the necessity of breaks during staff development meetings, noting that these breaks should be at least 10 to 15 minutes in length. They advocated giving participants a "teaser" about something funny or interesting that would happen after the break. Breaks, they advised, are times for the meeting facilitator to receive feedback about how the session is going. The authors suggested Post-It Notes for participants to write questions or make comments and then post on any available wall space. The facilitator can address these comments and concerns as the need arises. Additional details such as name badges for large faculties, workshop themes, and participant involvement and activity require attention from organizers. The authors concluded by suggesting that staff development activities end on time or even a little early. They stressed the need for concluding activities to help participants synthesize and assimilate information gathered at the workshop. Certificates or small tokens are appropriate acknowledgments of participation in the development activity.

Senge, as cited in O'Neil (1995), echoed the need for continual learning on the part of a school's staff, "A learning organization is an organization in which people at all levels are collectively, continually enhancing their capacity to create things they really want to create" (p. 20). He emphasized that by learning he did not necessarily mean sending teachers and administrators to conferences. He added, "Learning always occurs in a context where you are taking action. We need to find ways to get teachers really working together; we need to create an environment where they can continually reflect on what they are doing" (p. 20).

Johnson and Kardos (2002) summarized the need for quality staff development, emphasizing that the needs of teachers at all career phases must be considered. He explained, "Schools that gear professional development to both the ongoing induction of new teachers and the continual renewal of veteran teachers serve all educators well--thus enabling them to serve all their students well" (p. 16).

Senge, as cited in O'Neil (1995), acknowledged that creating an environment that meets the needs of all teachers is difficult. The main reason for this difficulty, he wrote, is that the

educational system is quite stratified. No group, teachers, or administrators see themselves as being powerful enough to elicit change. His solution was to break down these barriers on all fronts:

> In schools where I've seen really significant innovations that have endured, they've usually grown out of people from these multiple constituencies working together. It's been a few committed teachers with some bright ideas, in concert with a principal who has a particular view of her or his job, in concert with a superintendent who is in line with that principal, and in concert with people in the community who are very much part of the innovation process. The principals I know who have had the greatest impact tend to see their job as creating an environment where teachers can continually learn. (p. 21)

Teacher Leadership

Katzenmeyer and Moller (1996) advocated the use of teacher leaders in schools as both a means for school reform and as a benefit for the teachers themselves. These authors were careful to draw distinction between teacher leaders and administrators or other career ladder or hierarchical positions. Rather, they set forth their definition of teacher leaders as "Teachers who are leaders . . . within and beyond the classroom, [who] influence others toward improved educational practice, and identify with and contribute to a community of teacher leaders" (p. 6).

Johnson and Kardos (2002) wrote that teacher leaders should play a crucial role in integrated school cultures that serve both novice and veteran teachers. These teacher leaders can serve as mentoring coordinators, role models, in-class coaches, and leaders of teams. The authors mentioned use of teachers certified by the National Board for Professional Teaching Standards as a possible source for these teacher leaders.

Katzenmeyer and Moller (1996) emphasized that teacher leaders are those individuals who desire to broaden their influence, yet remain in the classroom. Classroom teaching is by definition a leadership role. Teachers realize this, but do not give themselves credit for being leaders. They are, however, in that they are daily catalysts for student learning.

Guiney (2001) described a scenario in which teacher leaders acted as coaches for classroom teachers. She equated this coaching to that of an athletic trainer who suggests

alternate ways to approach a task. She vividly described the skills needed for an effective teacher leader:

> This is not work for the faint-hearted. To do it well requires a calm disposition and the trust-building skills of a mediator combined with the steely determination and perseverance of an innovator. Add to this mix the ability to know when to push and when to stand back and regoup in the long-term process of adopting new approaches to galvanize a school to function differently. To succeed, a coach must be a leader who is willing not to be recognized as such and, at the same time, who is able to foster leadership among teachers who rarely regard themselves as leaders. (p. 741)

Teacher leaders are those who influence other teachers. Katzenmeyer and Moller (1996) stressed the importance of teacher leadership as a position of influence by explaining, "Motivating colleagues toward improved practice relies on the personal influence of a competent teacher who has positive relationships with other adults in the school" (p. 7). The authors maintained that other colleagues whose actions they support more easily influence teachers. The teacher leader demonstrates initiative, tries new methods, and then shares with colleagues.

Katzenmeyer and Moller (1996) wrote that teacher leadership can, and should, permeate a school. Different individuals can serve in differing capacities, as their skills and interests allow. They determined that in practice this sharing is necessary because, "Inclusion of only a few teachers in leadership roles sends a negative message to others. These chosen ones are the professional leaders, and the rest of the teachers are technicians who carry out the decisions made by others" (p. 12).

Barth (2001) noted that even in reform-minded schools, only 25% of the faculty served as teacher leaders. He stated, "Something deep and powerful within school cultures seems to work against teacher leadership" (p. 444). Barth noted that effective teacher leaders must care passionately about their goals, persist in the pursuit of these goals, and realize that they probably will not accomplish all of their objectives. He suggested 10 areas in which teacher leadership could assist a school:

1. Textbook and instructional material choices
2. Influencing curriculum

3. Setting guidelines for student behavior

4. Decisions about student tracking

5. Staff development and inservice planning

6. Making policies to govern student retention and promotion

7. School budget decisions

8. Evaluating teacher effectiveness

9. Decisions on the hiring of new teachers

10. Decisions on the hiring of new administrators

Katzenmeyer and Moller (1996) listed seven benefits of teacher leadership that affect students, peers, schools, and the teachers themselves:

1. Teacher efficacy--As teachers realize they can affect change, their self-esteem grows and students' outcomes improve

2. Retention of quality teachers

3. Overcoming reluctance to change

4. Career enhancement--Teachers can expand their careers horizontally. Teacher leadership provides an opportunity to tap into the career needs of the maturing teaching force.

5. Improving their own performance.

6. Influencing other teachers--Teacher leaders can help less able colleagues to improve.

7. Accountability--Principals and teachers accept and share accountability for student performance. (p. 94)

The school principal, according to Barth (2001), determines the success or failure of teacher leadership. The author outlined several actions that principals should take to promote teacher leadership. According to Barth, principals should expect all teachers to lead, be willing to relinquish some of their authority, trust teachers' judgment and actions, and empower teachers to solve problems. Additionally, principals need to match teachers with issues about which they

consider important, protect the teacher leader by sharing responsibility for failure, and recognize success on the part of the teacher leader.

Barth (2001) summarized the impact that successful teacher leadership can have on the teachers themselves:

> They [the teachers] experience a reduction in isolation; the personal and professional satisfaction that comes from improving their schools; a sense of instrumentality, investment, and membership in the school community; and new learning about schools, about the process of change, and about themselves…. These teachers become owners and investors in the school, rather than mere tenants. They become professionals. (p. 449)

Modeling School Culture

Perhaps the most effective means of supporting veteran teachers, indeed, of supporting all staff, is for a school leader to assure that his or her facility has a vibrant, growing, responsive culture. This culture embraces past, present, and future staff and students. Culture involves a school's norms, values, beliefs, and assumptions (Deal & Peterson, 1999). The authors wrote that culture affects every facet of a school, "from what faculty talk about in the lunchroom to the type of instruction that is valued, to how professional development is viewed, to the importance of learning for all students" (p. 7).

Johnson and Kardos (2002) advocated "integrated professional cultures" (p. 15). Such cultures, they explained, "encouraged ongoing professional exchange across experience levels and sustained support and development for all teachers. Such schools did not endorse separate camps of veterans and novices; rather, teamwork and camaraderie distinguished these work settings" (p. 15). In their-5 year study of 50 Massachusetts teachers, Johnson and Kardos found that teachers working in such cultures stayed in the profession longer than their peers who were working in cultures geared toward either the veteran or the novice populations. From this information, Johnson and Kardos concluded, "The professional culture of schools may well affect teacher retention over the long term" (p. 15).

Deal and Peterson (1999) acknowledged that leaders carry the responsibility of creating, encouraging, and refining the symbolic activity that gives voice to the culture of the school. They wrote, "The lesson here is simple and straightforward: each school will find its own path if the school has widespread leadership that can help find the right direction"(p. 115). Deal and Peterson argued that top businesses should encourage shared culture because it "pumps meaning, passion, and purpose into the enterprise. Companies know that success flourishes only when people are committed, believe in the organization, and take pride in their work" (p. 11).

Johnson and Kardos (2002) agreed that leaders, particularly principals, who promote vibrant professional cultures were "visibly engaged in both the daily life of the school and the professional work of the teachers" (p. 16). Specifically these authors noted:

> These principals focused on the improvement of teaching and learning, visited classrooms, and provided feedback. They arranged school schedules so that expert teachers could teach model lessons or meet with new teachers one-on-one or in small groups. They helped teachers prioritize professional goals, recommended conferences or institutes that teachers might attend, and cultivated a professional culture in which teachers were collectively responsible for student and teacher learning. (p. 16).

Deal and Peterson (1999) suggested that a school's culture is called forth in four broad categories.

Vision and Values

Schools with strong cultures are unified by a myth as to how that school came to be, its purpose, and its core beliefs. As stated by Deal and Peterson (1999), "At the heart of a school's culture are its mission and purpose--the focus of what people do" (p.24). Mission and purpose are difficult to define, but are the subtle forces that motivate school leaders, teachers, students, parents, and community members. Mission and purpose may be set forth in mission or vision statements. These statements, however, are often vague and elusive. People with a stake in the school culture need to reach for the deeper mythical meaning for the existence of the school and be certain that this meaning is reflected in a tangible medium that will define the school's reason

for existence. Deal and Peterson advocated the demystifying of schools to reconnect with values and beliefs that began our public system of education. According to these researchers, "School should be a place to create a sense of community; each student should be able to realize his or her potential; each student has promise; each student can become a greater American" (p. 30).

Ritual and Ceremony

This portion of a school's culture is shown as culture in action or schools run largely on faith and hope. Students and teachers do not leave their humanity behind when they come to school. They need special moments in the daily grind to reflect on what is really important, to connect with one another, and to feel the common spirit that makes technical routine more like spiritual communion.

Deal and Peterson (1999) defined rituals as being "daily interactions infused with meaning" (p. 35). Ceremonies are defined as larger and more involved social gatherings. Both build meaning and purpose. Rituals could be as simple as morning doughnuts or recognition of staff members' successes at staff meetings. Ceremonies can extend from opening day exercises to rebind staff to the school culture to integrative ceremonies that strive to join the assorted religious, social, and ethnic groups represented in the school.

A final aspect of rituals, as described by Deal and Peterson (1999), is traditions. Traditions occur year in and year out at the particular school. Faculty retreats and events that celebrate the school through stories, songs, and awards are examples of traditions.

History and Stories

Deal and Peterson (1999) described history as being "an aggregate of stories about people and events sorted in terms of their epic character. Historical narratives stand the test of time" (p.53). They considered it essential to know the history of a school in order to understand its culture. The history of a school, together with the contemporary stories that happen daily, "form

the anchor and spirit of school culture" (p. 58). Preserving and passing on the history and stories of a school lends itself well to being a role for veteran teachers. Deal and Peterson wrote about one school that gave veteran teachers the responsibility of recounting the school's history to new teachers at the first faculty meeting of the year. As meaningful as this presentation was to the new teachers, it was even more powerful for seasoned ones. The principal of that school observed, "I guess the only thing worse than not hearing about the past is knowing the history without anyone to tell it to" (as cited in Deal & Peterson, p. 49).

Architecture and Artifacts

Symbols, according to Deal and Peterson (1999) characterize our traditions, customs, and beliefs. As explained by the authors they are "representatives of what we stand for and wish for, [and] play a powerful role in cultural cohesion and pride. Attachment to shared symbols unifies a group and gives it direction and purpose" (p. 60).

According to Deal and Peterson (1999), the symbols and signs of a school are many and varied. They include such variables as children's artwork on the wall, the architecture of the building, and the symbolic messages of greeting and enthusiasm that the principal conveys as he or she walks around the building. Symbols, signs, and signals combine to "link everyone to the deeper purposes and meaning of the school" (p. 68).

A quality school facility is essential to creating a positive school environment, according to Whitaker et al. (2000). They reminded school leaders that attention to the upkeep and aesthetics of both the outside and the inside of a school provides students, staff, and visitors with an upbeat impression of the school by stating:

> You want your staff to be uplifted when they walk in, you want them to feel comfortable, and you want them to be inspired to do their very best work while in the school. Time spent on your physical environment is time well spent, not only for the staff, but also for the students, for the community, and even for you. (p. 211)

Guiney (2001) noticed improvement in school culture after schools began using teacher leaders. She noted that teachers began sharing constructive information rather than constant

complaints. She wrote, "The notion that they could as faculty members sharing teaching experiences become instructional leaders is one that has taken time to sink in and seems to emerge only with the focused and gentle prodding of capable coaches" (p. 742).

Deal and Peterson (1999) emphasized throughout their work that a warm, caring school culture benefits not only students but also teachers, parents, and other adults associated with that school. Veteran teachers need to work in a thriving school culture as much as newcomers do. Their additional role, as described by Deal and Peterson, is to be the standard bearers, perpetuators, and historians of that culture.

A Challenge to the Educational Community

The challenge to retain our veteran, experienced teachers is enormous. It is also crucial. Peske et al. (2001) summarized the significance and timeliness of retention of seasoned teachers:

> The task of recruiting and retaining strong teachers in the next decade is daunting but vital to the future of public education. The schools of 2010 can be well staffed and effective only if today's policy makers and school officials recognize and respond to the challenge. By recruiting prospective teachers broadly, providing high-quality induction and professional development, improving working conditions, paying well, and developing career ladders that engage expert teachers in sharing their craft wisdom and extending their influence, officials can ensure that students will be well served. If, however, they staff their schools haphazardly, disregard teachers' complaints about pay and working conditions, or exhaust and expend teachers, they will find that constant turnover leaves students in jeopardy and the future of public education in doubt. (p. 311)

Cherniss (1995) presented a passionate challenge to school communities:

> We should begin to view human service programs--such as schools, poverty programs, mental health clinics, and even hospitals---as moral communities, not "service delivery systems." We also need to learn more about the social arrangements that foster strong commitment in moral communities. What is now needed is applied research that translates these findings into arrangements that are suitable for modern human service programs. How can schools, in other words, be transformed into moral communities in which teachers, administrators, parents, and students share a commitment to learning? The same questions can be posed for mental health clinics, visiting nurse agencies, and other kinds of programs. And, they should be. (p. 189)

Summary

Schools can ill afford to lose veteran teachers at this time of increased attention on students' test scores and a demand from the public for accountability. The literature reviewed in this chapter described the unique needs of veteran teachers and presented methods and specific strategies for motivating and retaining these seasoned professionals. Chapter 3 describes the qualitative methodology used in this study.

CHAPTER 3

METHODOLOGY

Chapter 3 contains details about the research design of the study, the selection of the

sample, data collection techniques, and how the data were analyzed.

Research Design

This study was qualitative in design. Creswell (1998) gave a definition of qualitative

research:

> Qualitative research is an inquiry process of understanding based on distinct
> methodological traditions of inquiry that explore a social or human problem. The
> researcher builds a complex, holistic picture, analyzes words, reports detailed views of
> informants, and conducts the study in a natural setting. (p. 15)

Gall, Borg, and Gall (1996) wrote that qualitative research is:

> Inquiry that is grounded in the assumption that individuals construct social reality in the
> form of meanings and interpretations, and that these constructions tend to be transitory
> and situational. The dominant methodology is to discover these meanings and
> interpretations by studying cases intensively in natural settings and by subjecting the
> resulting data to analytic induction. (p. 767)

I chose to use the qualitative method because I have a deep interest in teachers. As our

workforce ages, our nation's teachers, like all employees, will grow older. During my tenure as a

teacher, interim assistant principal, and summer school principal, I had had the opportunity to

work with and observe numerous veteran teachers at work. These observations have caused me

to become interested in why some people love their jobs as they continue in their career and why

others burn out.

Purposeful Sampling

The process of purposeful sampling as described by Patton (1990) was used in selection

of the study's participants. According to Patton, "The power of purposeful sampling lies in

selecting information-rich cases for study in depth. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the evaluation" (pp. 51-52). In outlining his approach to purposeful sampling, Creswell (1998) wrote, "I prefer to select cases that show different perspectives on the problem, process, or event I want to portray, but I also may select ordinary cases, accessible cases, or unusual cases" (p. 62).

I chose to use purposeful sampling in my study because as an employee of one of the largest school systems in the state of Tennessee, I have access to many different teachers at different grade levels and in various stages of their careers. I was able to interview teachers whom I did not know at all, some whom I knew slightly, and some whom I had worked with for several years. By interviewing elementary and middle school classroom teachers, high school subject matter teachers, and special area teachers, I was able to understand the broad perspectives of my research questions.

Participants

The participants in the study were public school teachers with at least 10 years of experience. The teachers taught in Knox County, Tennessee. The group consisted of 21 professionals from both sexes including 5 African Americans, and 16 Caucasians. Elementary, middle, and high school teachers were interviewed. The participants were personally known by this researcher or suggested by their principal. The participants who were known by this researcher were chosen because they work in schools across Knox County in a variety of assignments. In one case, one of the interviewees suggested two colleagues who were able to expand my participant pool. The principals were sent a letter of introduction (see Appendix A). I was then given a staff roster with names of possible interviewees. Following this, I contacted likely participants and arranged the interviews.

All of the participants were public school teachers but not necessarily classroom teachers. Some of the interviewees were support personnel such as speech/language therapists or resource

teachers. These professionals face challenges and obstacles similar to those of classroom teachers and their needs should be addressed.

Emergent Sampling

Once possible participants were identified, I used a process of serial or emergent sampling in the selection of cases. Gall et al. (1996) wrote that in emergent sampling, "The research changes as the evaluator gains new insights into the concerns and issues of stakeholders" (p. 706). Consequently, information needs and, therefore, study participants will emerge as data are collected. Guba and Lincoln, as cited in Gall et al. (1996), further outlined the parameters of emergent sampling by stating, "Sampling is almost never representative or random but purposive, intended to exploit competing views and fresh perspectives as fully as possible. Sampling stops when information becomes redundant rather than when subjects are representatively sampled" (p. 706).

I engaged in emergent sampling because as I completed an interview, I analyzed it and decided whom I wanted to interview next. For example, if I interviewed a white male teacher at one school, I would want to interview a black female teacher at another school. By constantly comparing information gained, I was able to continue until I began to hear similar themes emerging from my participants.

Development of Interview Guide

The extensive review of literature provided the basis for interview questions. Once potential questions were identified, they were assembled in semistructured interview form (see Appendix B). Gall et al. (1996) described the advantages of this form of interview, "The semistructured interview involves asking a series of structured questions and then probing more deeply using open-form questions to obtain additional information" (p. 310).

As the participants answered the questions on the interview guide, I listened carefully for information that related to my research questions. If a point was made that needed further exploration, I would probe for more data. Then, as the interviews were analyzed, I was able to glean, compare, and contrast information from all 21 participants.

Data Collection

The actual data for this study were collected from teachers who were assured of anonymity. First, the 21 participants were asked to sign an Informed Consent Form (see Appendix C). Then they were given an explanatory letter (see Appendix A) to share with their principals if they so desired. In the instances when the principals were approached for names of possible participants, I gave the letter to the principals.

Each interview was conducted in a setting where the participant felt relaxed and comfortable. The participant's answers to the interview questions were taped as the interviewees spoke, and then transcribed by a professional transcriptionist. Each interview lasted approximately an hour. All interviews were conducted in person. This was necessary for interpretation of body language, gestures, particular emphasis, and general demeanor . Personal interviews also allowed me to ask questions for further information and to probe for deeper understanding.

I used my interview guide (see Appendix B) to steer the questions asked at the interviews as they were guided by the open-ended research questions. The interview guide allowed the interviewees some liberty in the direction of the conversation. I asked the same questions in each interview; therefore, I was assured that all interviewees covered the same information.

Data Analysis

After data were gathered, they were reviewed and analyzed by the researcher for themes, significant comments, and unforeseen information. Through the study of veteran teachers, I

71

obtained a broad understanding of their opinions, needs, and motivators. This understanding was derived using the constant comparative method of data collection. This comparison continued until categories of information became saturated.

The data collection and analysis was completed with information gathered from the 21 teachers through use of the QSR NUD*IST (student version 6.0) computer program. NUD*IST permitted the coding of information so that themes and ideas from the entire body of interviews could be cross-referenced. Trends, parallels, and similarities were then identified and interpreted.

Creswell (1998) wrote that NUD*IST is a theory-generation program and was designed for grounded theory that is the investigative tradition used in this study. Creswell explained that the NUD*IST program uses the constant comparative method to analyze data. Constant comparison requires the collection of data that are then compiled into emerging categories. This initial categorization is called open coding. The data are then analyzed using axial coding. From axial coding a central phenomenon, interactions and contextual influences resulting from this phenomenon, and consequences of the phenomenon, emerge. Selective coding is then used to integrate all categories and develop conditional hypotheses. Creswell wrote that the result of this process is a "substantive-level theory" (p.57). Furthermore, he said, "The study may end at this point because the generation of a theory is a legitimate outcome of the study" (p. 58).

Trustworthiness

Krefting (1991) elaborated on four aspects of trustworthiness as outlined by Guba and Lincoln (1981) and Lincoln and Guba (1985). These were credibility, transferability, dependability and confirmability. Krefting's contribution to that of Guba and Lincoln's was that of additional criteria for assessing trustworthiness. When Krefting's principles were applied to my study, a clear picture of trustworthiness emerged.

Credibility

My study was credible in that I am both a student of, and participant in, building level administration. My interview technique was credible because I used a proven, documented method for successful interviews.

Transferability

Transferability in this study was possible because it met Krefting's (1991) criteria of dense description and comparison of sample to demographic area. Additionally, by comparing data from my study to those of the literature review, I was satisfied that they were transferable to like situations.

Dependability

Dependability, according to standards for qualitative research, was substantiated through the use of dense description. After I completed the conversational interviews, I summarized my findings with the interviewees to be sure that I had correctly interpreted their thoughts and ideas. Triangulation was achieved through various methods of data collection. The interviews conducted with the 21 participants provided one method. My own observations as a teacher and administrator provided another. The background of literature for this research project gave the third method. Finally, I used note taking and a tape recorder to gather data. Krefting (1991) explained that triangulation involves the use of different methods of data collection so that compensation for weaknesses of any one method is minimized.

Confirmability

Krefting (1991) wrote that data and interpretational confirmability in qualitative analysis assure neutrality, rather than researcher objectivity. She advocated use of an external auditor who would attempt to follow the progression of events and draw conclusions similar to those of

the researcher to assure confirmability in any given study. An interested party with experience in auditing doctoral dissertations audited the trail of this study (see appendix D).

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to identify the unique needs of veteran teachers and to examine how schools as organizations met the personal and professional needs of these veterans. In addition, the participants' perception of their administrations, both at the building and central office level, was explored. From analysis of these needs, implications were drawn as to how schools can best support, motivate, and rejuvenate their veteran teachers.

Selection of Participants

The participants chosen for the study were veteran public school teachers working in Knox County, Tennessee. Twenty-one teachers were interviewed. To be considered a veteran teacher, the subject had to have taught for at least 10 years. Length of service was further divided into categories of from 10 to 20 years and 21 years and over. There were 9 teachers in the first category and 12 in the second. Of the 12 teachers who had taught 21 or more years, 2 had taught past the retirement criterion of 30 years. When combining their experience, the teachers in the study had 436 years of service. The participants included 11 elementary (K-5), 5 middle school (6-8), and 5 high school (9-12) teachers. Some of the participants had dual roles-- that is, they were special math and reading teachers, resource teachers, or speech-language pathologists. In such cases, the teachers were coded at the grade level in which they served. The participants represented 14 elementary, middle, and high schools. Five of the teachers taught in inner city schools, three in schools located in affluent neighborhoods, and the remainder taught in schools that served children from a variety of socioeconomic backgrounds. There were 4 male and 17 female teachers in the study. Five of the teachers were African Americans and 16 were Caucasians.

The interviews were conducted privately and on a one-on-one basis. Most of the interviews took place in the participating teacher's classroom or in a conference room at the participant's school. Three of the interviews were completed at either the home of the teacher or of the interviewer. These environments allowed the participants to feel relaxed and to speak freely. Each interview was tape recorded and then transcribed by either the interviewer or a professional transcriptionist. Before the recorder was turned on, the participants were reminded of the purpose for the study and each signed a form giving permission to be recorded. Participants were told that there were no right or wrong answers to the interview questions. Each interview lasted from one to two hours.

After the interviews were transcribed, they were coded using the NUD*IST (student version 6.0) computer program. This program allowed for the identification of like categories within interviews followed by the transposition of these categories into themes. The themes were then applied to the research questions that originated the topic.

Introduction to Participants

Because of the need for anonymity along with retaining accuracy of information, each of the participants was given a pseudonym. These pseudonyms are in no way connected to the participant's school, sex, or given name. I chose simple four- or five-letter last names and assigned first initials by alphabetical order.

A. Smith, B. Wells, C. Jones, D. Marks, E. Evans, F. Davis, and G. Dunn were elementary school teachers. H. Brown was a math support teacher in an inner city elementary school. I. Green and J. King were speech/language pathologists in elementary schools. K. Black was an elementary curriculum generalist responsible for testing students in reading and math and for supporting teachers in the curriculum. L. Long, M. Cole, N. Adams, and O. Akers taught middle school. P. Berg taught special needs children in middle school. Q. Bridge, R. Bond, S. Beach, T. Belt, and U. Bass were high school teachers.

A. Smith, E. Evans, F. Davis, G. Dunn, H. Brown, I. Green, M. Cole, P. Berg. Q. Bridge, S. Beach, T. Belt and U. Bass were married and had children. All of their children were teenagers or young adults. R. Bond was married and had no children. B. Wells, D. Marks, J. King, K. Black, N. Adams, and O. Akers were divorced. L. Long and C. Jones had never married. G. Dunn, H. Brown, J. King, L. Long and Q. Bridge were primary caregivers or were assisting in the care of aging or invalid parents, siblings or spouses. A. Smith, B. Wells, D. Marks, E. Evans, H. Brown, I. Green, Q. Bridge and U. Bass were financing higher educations for their children. L. Long and Q. Bridge were the two teachers who had taught more than 30 years and were eligible for full retirement.

Needs of Veteran Teachers

Research Question #1: What special needs and issues do the sample of veteran teachers perceive as being unique to them and their peers?

Job Related Needs

A frequently mentioned job related need was salary and benefits. Seven of the teachers specifically said that they taught because they needed the money and benefits. Three of the seven noted that these factors were the sole reason they continued to teach. Two teachers mentioned that they wish they had known of the poor salary increases when they began their career. G. Dunn, an elementary school teacher who was married and had teenage children, said, "I wish I'd been paid more over the years. I think we could use more money. I think that if I had it to do over, I would not be in education." Several participants voiced concerns about the rising cost of insurance compared to their own pay increases. Coupled with this concern was the question of how much of this burden the school system would be willing to bear.

Another category of job related needs given by this sample of teachers dealt with time and space. The need to have their own workspace was seen as crucial. S. Beach suggested that

this might be a reward in situations where veteran teachers had consistently shared classrooms with traveling personnel or on a rotating basis. Another need frequently mentioned was that of time--time to plan, reflect, and complete duties. A number of teachers noted that they were given extra assignments because they are veteran teachers and should therefore have some flexibility in time requirements. G. Dunn explained, "As far as us trying to help the newer teachers? We're not given any time--no time at all."

This sample of teachers voiced strong opinions about staff development. By a majority, they favored practical staff development with ideas that could be taken to the classroom and implemented immediately. Many suggested that the most beneficial opportunities were those they requested or chose from a selection of several. These teachers favored having questionnaires or interviews at the beginning or end of the school year to survey their needs. Such choices, they noted, would give training to both novice and veteran teachers at that teacher's perceived level of need. Additional suggestions included opportunities to visit other schools and to watch master teachers at work. Grade level planning and interaction and planning with same-grade teachers in other schools were also rated as highly beneficial. Many participants just asked for time to work in their rooms on staff development days.

The teachers were evenly divided as to whether or not they preferred to have staff development at their own school or off campus. Some mentioned this training was better if done in-house, others pointed out the advantages of being in a different environment and interacting with people they do not ordinarily see. Some teachers expressed the desire for funding to attend state or national conferences and training. Most participants disliked trendy faddish workshops or silly games. They were willing to tolerate some of this, but considered such activities were useless for the most part. The participants did distinguish that, at times, necessary information could not be presented in a particularly interesting manner. The recurrent theme, however, was the desire for choice and for relevance in required staff development.

A final repetitive need of these teachers was that of appreciation and recognition. S. Beach, a female high school teacher said, "We work for anything---a smile, a pat on the back, a good word." R. Bond, a male high school teacher agreed, "I think the biggest time I felt like I've been celebrated as a veteran teacher is when I've been nominated by my peers as representative of teacher of the year." Almost all participants, in some form or another, voiced this need for notice and appreciation.

Personal Needs

The second category of need frequently mentioned by these teachers was that which affected them personally. Many veterans noted the need for challenge. D. Marks, a divorced elementary school teacher, stated that she taught to fill her "empty nest syndrome." Several participants decried the lack of challenge caused by teaching the same thing and facing the same problems repeatedly each year--even though the students changed. A teacher of severely impaired students stated that she had been "changing people's pants for the last 15 years." She added she thought she "should graduate to something else by now . . . to figure some of it out." Participants sought to meet this need for challenge by attending workshops or reading current research related to their discipline. Some had returned to school for advanced degrees or were considering changing their field of education. One complained of the lack of advancement opportunities in the profession.

Another recurrent need of this sample of teachers was that of socialization. Most cited their interaction with colleagues and with students as a reason to continue teaching. Many looked to their fellow teachers for support and encouragement in both their personal and professional lives as well as for camaraderie. Some spoke of difficult life situations such as divorce or raising children as times when other teachers had been of help. Close friendships were formed that often resulted in socialization outside of school or after one of the teachers had left the original position.

A third area of personal need cited by this sample of veteran teachers related to family. These veteran teachers tended to fall in the age group of those who still had children at home as well as aging parents. Several were struggling to raise teenagers or pay college tuition. Because the majority of participants were women, caring for family was an added burden. Some of the men also mentioned the responsibility of caring for children or, in one case, a disabled wife. These responsibilities caused the need for flexibility in schedules and use of sick-leave days. One participant noted that her administrator seemed to understand the problems of young mothers with children but could not transfer this empathy to her situation that involved caring for teenagers and an aging mother.

The final area of need mentioned frequently by this group of teachers was that of mental and physical stamina. Most gave credence to the demanding nature of the career. Some veterans stated they now had less stamina than when they began teaching but most had found ways to cope. N. Adams stated that she now "worked smarter" than when she was a novice teacher. She confessed that energy that had been wasted on useless efforts was now conserved for worthwhile ventures. Some teachers mentioned sitting more now than when they were younger. Other teachers pointed to the tennis shoes they now wore instead of dress shoes. A frequent assertion was the need to keep a positive state of mind. Most of these veterans stated that they were now better able to do this than in their first years in the profession.

Issues of Concern to Veteran Teachers

In addition to expressing their needs, this sample of veteran teachers were very fluent in stating issues about which they were concerned. One issue unique to this population was that of age. Several teachers stated that age discrimination was prevalent in their work environment. L. Long, who had taught more than 30 years and was eligible for full retirement, stated, "At my school you don't mention birthdays or that you're tired or overwhelmed---you just don't do that." R. Bond, along with noting that the work ethic between veteran teachers and those new to

the profession had changed, added, "I hate to say it, but I believe my generation is the last to work at something to the bitter end." He further explained his premise by saying that new teachers are willing to move on to a new career if they are unhappy with their present situation. In contrast, veteran teachers entered the profession with the goal of it being their lifelong career. Two teachers maintained that younger teachers receive more consideration than veterans in that a new young teacher at a school gets extra help whereas the veteran is expected to know how to navigate. One of the participants put forth the argument that newer teachers are more valued because they do not have to be paid as much as veterans. A possible cause for these differences was given by A. Smith, "It's a cultural thing. Our culture doesn't value anyone over 50. We're on the shelf."

A second issue that affected these teachers was that of the teaching profession itself. Certain attributes inherent to the profession had begun to frustrate these veterans. One of these was the lack of opportunity for advancement. M. Cole explained, "In Knox County, maybe everywhere, there's not much room for advancement. I have my administration certification, but can't do anything with it. Teachers are expected to keep going, keep going." As previously noted, teaching the same subject, grade level, or disabled students over a long period of time was taxing to some teachers. This was particularly true for teachers who did not have the flexibility of changing their work assignment.

Finally, as Hoerr (2002) pointed out teachers often feel isolated in their work. They spend long hours alone with their students with little interaction and interchange with adults. They wonder if what they are teaching relates to what else is being taught in the school or department. A. Smith stated, "They give us all this information, send us to all these classes, and everybody comes out with their own interpretation. We just don't get together to share ideas, or how we do things."

Another issue significant to these participants was mentoring. As experienced teachers, these veterans are often asked to mentor student interns or novice teachers. Of the 21 teachers

surveyed, 18 had mentored someone who was learning the craft. Most reported having several mentoring experiences. These experiences included student teaching arrangements, formal assignments to advise first year teachers, and informal pacts between a veteran and a new teacher who desired help. For the most part, the veterans were positive about their mentoring tasks. Several noted that mentoring often freed them to do other tasks, brought new perspective into the classroom, and taught them fresh approaches and the latest research. S. Beach remarked,

> You get to see a whole different aspect of your talents, you get to see them pay off in a different way. As with the students, you get to see some of the knowledge. . .you get to show with the interns your teaching techniques and get to see that benefit someone, so you get to see an extra benefit of your job.

All of the negative comments about mentoring experiences were case specific. These negative comments concerned lack of training, poor work ethic, and lack of willingness to accept instruction.

As veteran teachers approach the end of their careers, they begin to consider retirement. In this study, retirement was very much a concern for veterans with 21 years or more of experience. For the most part, those with 10 to 20 years of service had not begun to think seriously about this issue. Of the 21 teachers interviewed, 6 said they would intuitively know when it was time to retire. T. Belt planned to leave "when teaching quit being fun anymore." Several veterans admitted to having mixed feelings about retiring, saying that they would miss the children and their fellow teachers but agreed they could find ways to occupy their time. When asked about their feelings concerning retirement, 9 teachers, 2 of whom were in the 10 to 20 year category, immediately responded, "Can't wait to retire." L. Long, who had taught more than 30 years and was eligible for full retirement, expressed concern about being forced out of the classroom by adding, "It ought to be your choice, not someone's suggestion." Of the teachers who had considered retirement, more than half alleged they would be involved with children in some way after they left the classroom. The others wanted activities entirely separated from their teaching careers. Travel and part-time jobs were two popular options.

Teachers readying themselves for retirement were in unanimous agreement on one point--they intend to continue to be active after their formal careers end.

Personal Characteristics and Life Experiences

Research Question # 2*:* How are the needs of veteran teachers met?

During the interviews, many of these veteran teachers showed evidence of personal strengths and life experiences that enabled them to meet the challenges of their profession. The majority stated that because they had seen many changes during their careers, they were able to be flexible and adapt. G. Dunn, a male elementary school teacher clarified, "I've learned to put their names on a golf ball and whack it." Almost all of these participants at some point in the interviews evidenced an innate love of children that caused them to continue to teach. Several of the teachers stated that their parents had been educators and that education had been an integral part of their upbringing. Some credited supportive husbands, wives, or in-laws. R. Bond remembered a difficult childhood that gave him both endurance and empathy for the students he taught. O. Akers stated that a divorce and the loss of a dear friend had changed her plans for her life but had made her a stronger person. This teacher had returned to school and earned a masters degree after her divorce. She and several others acknowledged that earning an advanced degree while continuing to work and raise their families had made them more confident in their teaching and in their own life.

The actual routine and demands of teaching helped some of the veterans in their personal lives. Several stated that they did not know what they would do with their time if they were not working. Many said that at certain times during their careers teaching had become an escape from trying situations. B. Wells stated,

> When I was going through my divorce, work was an escape. It was somewhere I looked forward to coming. I have to admit that. Going through that, coming to work was like a breath of fresh air. And when it was time to go home, I probably became more depressed.

Eleven of these teachers credited their own children with having taught them to be better teachers. H. Brown commented,

> I think of them as, if this were my child, what would I expect that child to do? Or, how would I expect that child to behave? It makes a difference. When I think of my own, and I want my own to do well, so I want them to do well.

In addition to being better able to relate to their students, these teachers said that they were more understanding of parents because they were parents themselves. This understanding can take several forms as Q. Bridge explained, "Being a parent yourself, you can understand. But you can also get frustrated with them because you can see that they don't put in enough time with their children."

Hobbies and Outside Interests

Nine of these veterans listed reading as a favorite pastime and means of rejuvenating themselves. Their reading interests ranged from magazines and newspapers to light novels, novels read as a prelude to watching a movie, biographies, and the classics. Two participants stated that they read educational journals or novels suitable for elementary students for relaxation. Travel and yard work were also favorite pastimes for these veterans. Painting, particularly with watercolors, was identified as a favorite pastime by a math teacher, a speech therapist, and a reading teacher. Walking was the preferred form of exercise for eight of the participants in the study. Two teachers stated that they took advantage of the Jazzercise classes held at their school.

Church and spiritual activities were recognized by seven of the teachers as being important away from school interests. N. Adams, a divorced middle school teacher with no children, stated that she considered teaching to be her ministry. H. Brown said, "I learn a lot about people at church and how to be patient with people."

Friendships, clubs, organizations, and part time jobs away from school were credited as important by nine of the veterans. S. Beach stated, "What helps me most to teach is to not

teach." A website rock and mineral business was T. Belt's away from school interest. G. Dunn said that he hoped to work part time at a golf course. Friendships and organizations were sometimes professional and sometimes not. Some of the veterans preferred socializing with people who were in no way connected with teaching whereas others enjoyed involvement with such groups as the local education association, educational honor fraternities, and the American Association of University Women. Some of the teachers preferred to have friends who are educators as well as those who are not. Most of the participants said that they also enjoyed activities with their families.

Other People as Motivators

The recognition, encouragement, and examples of other people often served to motivate these veteran teachers. Four remembered "fabulous" teachers from their childhood; three others remembered their mentoring teachers. An added highlight was if some of these earlier teachers were able to observe and compliment their protégés. E. Evans was inspired by the teacher who had taught Evan's own child. Recognition by fellow teachers and administrators was important to many. S. Beach said that she felt self-worth when members of her department came to her with questions. T. Belt longed for recognition of a job well done by his administrator,

> Every now and then, just personally come up and thank me for the job I'm doing. I mean, I don't need a reward; I'd much rather have a personal thank you from the principal coming into my classroom and just saying, 'I appreciate the job that you're doing.' I think that, it's simple, but I think that would mean a world of difference.

Final evidence that other people motivated these teachers was their remembrance of students and parents of students who had returned to thank them for their efforts. R. Bond was amazed that parents remembered "little seeds that I've planted, that have had an effect on them . . . that I never would have thought. That keeps me motivated."

Love to Watch Children Learn

Watching children learn was mentioned by 10 of the participants. L Long stated, "I love working with children and seeing them come alive with the understanding of a concept that you're teaching or just feel good about themselves, and I found that just, almost magical." This motivation was mentioned by teachers of every genre, from kindergarten to high school. Because these teachers are veterans, the satisfaction of knowing that they had inspired often came when the child was older and either thanked the teacher or proved to be a responsible adult.

Attributes of the Career

Specific attributes of the career of teaching were listed as motivators to continue in the profession. Income was mentioned by seven of the participants as one of the primary reasons they continued to work. Several stated that their schedules with free time in the summer and hours in the afternoon after school were motivators. I. Green noted that teaching school blended well with her family life, adding, "That was a goal I had, to be very family centered. My profession as a teacher has been in harmony with that because of the breaks and holidays and vacation and things like that." Six teachers listed quality professional development as being a rejuvenator.

Changing Assignments

Several of the teachers acknowledged that changing grade levels, subjects taught, or schools had helped them to continue teaching. S. Beach said, "Applying for a transfer is not a sign of defeat. It's a sign of saying, 'I know I can teach, but maybe I need to be in a different environment.'" Many of these veterans stated that they knew people who had left the profession because of disillusionment with teaching. U. Bass admitted that she, too, was considering leaving. "I just can't keep this up anymore," was her comment.

Inappropriate Ways to Meet Needs

Other potentially more drastic ways of dealing with the difficulties of teaching were

mentioned. One teacher said that she drank more wine now than in the past. She elaborated,

> This really is the first year that I've been like that, I have to go out and have . . . get my
> wine. I used to not do that and I'll tell you what, since school started this year, I have to
> have myself a little glass of wine in the early evening . . . maybe two. . .

Another described his wife's mental breakdown, which he attributed to teaching, by saying,

> The stress of teaching caught up with her so it made me realize there's other things more
> important than teaching. She was into it---she was Outstanding Teacher---but everything
> revolved around her being a teacher. I tried to get her to release that stress and everything
> else, but she just had a breakdown.

Changes in Curriculum and Focus

Research Question # 3: What stressors do the veteran teachers identify as being part of

their job? Are they as happy as they used to be?

Certain matters emerged as being stressful to these veteran teachers. These matters

appeared to separate themselves from the teachers' needs and concerns. Teachers from all fields,

from kindergarten to high school to special services, remarked on the change of curriculum and

focus that had taken place during their careers. This change involved change in emphasis as well

as change in what is taught. A. Smith said, "It's like the principal saying, 'You're going to teach

second grade now.'" The teachers were divided as to whether they viewed this change as

stressful or exciting. Smith also noted, "The children can do things that we really didn't think

they could do." Several teachers acknowledged that textbook companies and computer software

now add ancillary tools to their teaching that were not available in the past. Some teachers

decried unneeded change. K. Black stated,

> It seems as if every year, or maybe more frequently than that, something new is coming
> around that we need to try, and then we try it for a while and then go to something else.
> There's not a lot of stability as far as new programs.

Ten of the teachers mentioned increased testing and accountability as being intensive stressors. Two said that they believed that the creativity had gone out of their teaching because of this need for accountability. E. Evans noted,

> We're so test driven now and I'm such a creative person. I'm just weaning out more and more of my creative units. Museums and hands-on is so down this list that it's bothering me as a professional because I think those things have their place but are not testable on a test.

O. Akers bemoaned the amount of paperwork caused by increased accountability, saying, "Our paperwork has gotten out of hand. I used to feel like I understood what was going on. Now I'm at a loss. I just feel totally out of control."

Added Responsibilities of Veteran Teachers

Seven of these veterans reported they felt stress because they assumed they were given added responsibilities because they were veterans and were known to do a good job. Q. Bridge remarked, "I think [age and wisdom] are only valued if they know they can call you and get you to help take care of a problem that needs taking care of." Four of the teachers expressed a desire for monetary compensation or flexible time to complete these added duties. R. Bond stated, "I'm not saying that the rules should be bent for us. But if I can't get the work done because you've got me doing three different things, then [you should] understand." R. Bond also acknowledged that veteran teachers are sometimes given added duties under the guise of these duties being a reward,

> We're starting to, with our experienced teachers--yeah, it is an honor and I'm glad you asked me because obviously you think I can do something good, but if I keep doing this and keep doing that, it's wearing me down and whatever may be good in your eyes, is going to start to deteriorate over time.

Many Roles of Today's Teachers

Eight teachers admitted that they were forced to assume roles with their students in addition to that of teacher. These roles included that of parent, counselor, entertainer, and nurse. For the most part, these teachers attributed these added roles to the lack of involvement and acceptance of responsibility on the part of the child's parents. Coupled with these added duties was mention of a change in children's willingness to accept authority. D. Marks said, "I don't like to go on vacation, I don't like to eat out, and it's because of the children. On the planes, parents think they're so cute. They don't discipline them because it's too much trouble." E. Evans extended this impression to account for lack of support from some parents in relation to her duties as a teacher, saying,

> I've talked to other veteran teachers that feel the same way. It's not just that they're not supporting us, it's that their children get to do whatever they want to do. They don't like to be put in their place.

Stress Caused by Family Obligations

Because these teachers are older, all had family responsibilities that could be stressful. Often teachers in this age group are responsible for aging parents or other family members as well as for raising a family. P. Berg, who teaches special needs children in middle school, lamented, "There's people to take all these places, and sometimes I think I'm just well--you know I just go to sleep because that's the only thing I have left to do." L. Long described the stress of caring for older family members,

> One thing about older teachers, I think they've got responsibilities that a younger teacher doesn't. A younger teacher may be beginning a family, dating, maybe having children, getting married, whatever. On the other end of the spectrum, I've seen several of our staff members such as myself looking after an older sibling possibly, or a parent, grandparent, and sick days…well, for me, I don't have all that many left because I've used quite a bit of them toward my parents and a sister who's had cancer. That's just another end to the cycle.

Are These Veterans as Happy as They Used to Be?

It is impossible to state whether these teachers are or are not as happy as they were when they began teaching. Only one teacher specifically stated that she did not enjoy her profession as much now as when she began. Many participants outlined reasons they continued to enjoy teaching. These reasons were centered on love of children and enjoyment of fellow teachers. It does appear, however, that a researcher can subjectively assert that the teachers noted an increase in the causes of stress over the course of their careers. Changes in curriculum, increased paperwork, testing and accountability, added duties to veteran teachers, the need to assume a parental role accompanied by lack of respect, and obligations to their own families were causes of this increased stress. The teachers acknowledged that this stress was more pronounced than it had been at the beginning of their career. U. Bass stated,

> I'm just not sure that my patience level will survive. It seems that as over the years I've taught, the stress level and how much is being demanded of you as a teacher has progressively increased so that, it's just one of those things where I'm sure there'll come a time when I'll say I've had enough.

Job Satisfaction Over Time

Research Question #4: Have the teachers' job satisfaction and attitudes toward work changed over time?

Making a Contribution

Nine of the veteran teachers in the study stated that they derived much satisfaction from their careers because they considered they were contributing to society and to the children they taught. J. King, a speech/language pathologist in an elementary school, described leaving teaching when she was younger--and then returning, "I've been a secretary, I've been a paralegal. And there's just something about feeling like you've helped somebody with their life and made it better for them, and that's a nice feeling." An added benefit mentioned by one

participant, of being a veteran teacher, is the experience gained in how to better meet the needs

of children. L. Long said,

> I think I'm able to reach more children with special concerns a little better than I did at
> first. At first, I knew there was something, but I wasn't always sure what. Now I'm able
> to more readily identify and maybe meet their needs a little better. Through the help of a
> lot of people I've worked with who've given me some good advice: what to approach, or
> leave it alone, or whatever.

Change in Students

Most of the teachers alluded to the fact that they had seen a change in their students over

the course of their careers. T. Belt described this change, "They're more mature in some ways

and less mature in some ways now." The teachers suggested that some causes of this change

included lack of parental responsibility, added pressure on children, lack of reflection time to

apply what has been learned, and students' expectation that they should be entertained. T. Belt, a

high school teacher, alluded to some of the problems faced by his students and his teenage

daughter,

> It would scare me to death to be a teenager right now. It honestly would. I look back and
> I see these changes, over the last, particularly the last 10 years and for the most part,
> they're not good changes.

Workload

Numerous teachers mentioned increased workload, both because they were veteran

teachers and because of the demands of the job, as being a change over the course of their career.

E. Evans described how these demands made her feel,

> That's probably one of the biggest challenges right now--being so tired all the time. You
> feel scattered. I've felt like something was wrong with me because I'd get irritable more
> easily and have less patience. When I talk to other teachers, I see it's happening to them
> too. I think it's just the mental energy. You have to have not only the physical energy,
> but you have to be 100% all day long. There's hardly any down time during a day. Even
> at lunch, I'm trying to get things done. By the time I get in the car, I just feel the drain.

Lessons Learned Over Time

Throughout the interviews, the teachers shared lessons they had learned during the course of their careers. For the most part, they considered these lessons made them better teachers. Several participants mentioned that they had learned to budget their time and to conserve physical energy. Most stated they had a better understanding of their subject matter, how children learn, and how to control a classroom. The teachers had also experienced personal growth. Several alluded to loss of idealism replaced by a willingness to speak up for themselves and ask for what they need. J. King mentioned that she had learned to get along with many different kinds of people. Three participants noted that they now could usually control their mental attitudes. D. Marks said,

> Your attitude toward teaching that day--it can throw you, if you let it. I'm learning to consider the source and to be aware of when things come up like that and not put too much emphasis on it--not let it ruin my day. It's just an emotion someone else had and it's my reaction to it that I can control.

Attitude Toward Work Over Time

How Do You Rate yourself on a Continuum From Novice to Master Teacher?

When asked to rate themselves on a continuum from novice to master teacher, the teachers again gave mixed responses. Some were uncomfortable with the term "master teacher". T. Belt stated,

> When I hear the term master teacher, I sorta cringe. That terminology. Maybe it's the terminology that bothers me more. You will never master the art, and it is an art, of teaching. I learn things every class I teach, and when I say class, I mean like every 90 days. Each class will teach me something---I think I learn sometimes as much from them as they learn from me.

The majority of the teachers shared the thought that they could not call themselves master teachers because they were continually learning. One stated that the day she stopped learning and declared that she was a master teacher was the day she should quit teaching. All of the teachers agreed that they were not novice teachers. Most admitted that they were past the

92

midpoint and moving toward master. Two declared themselves master teachers. B. Wells asserted,

> I'm a master teacher. On a scale from 1 to 10, I'm probably a 10. I'd say I'm a 10. How did I get there? Lots of hard work, experience, communicating with other teachers, reading some of the latest materials. Most of all experience and collaborating with other teachers.

Would You Teach Again?

Most of the teachers had mixed reactions as to whether or not they would choose to teach if they were just beginning their careers. Several mentioned that teaching was the only career they had ever considered. U. Bass recalled,

> I can remember helping out a teacher who had to go home sick in the first grade, and keeping her class for the rest of the day. I mean, it's something that I've always wanted to do. At this point in time, I don't know how much longer I'm going to be able to stay with it. I don't know if I'll make it to 30 years or not in the state.

Four participants said that if they were starting over, they definitely would not choose to teach. For the most part, this was because of poor salary. G. Dunn said, "I wish I'd been paid more over the years. I think we could use more money. I think if I had it to do over, I would not be in education." L. Long, however, never married and never had children because her career demanded so much of her time. She explained that she had no regrets,

> When I first started teaching, I stopped accepting dates during the week because I just couldn't stay awake. So I think I sometimes put my personal life as secondary to make sure I'm really prepared to give my best to my children. But I don't regret it. I love it. I've loved teaching.

Relationship Between Administration and Veteran Teachers

Research Question #5*:* In what way does (or does not) the building level administrator and school system meet the needs of the veteran teachers?

Are Age and Wisdom Celebrated by Administrators?

Twelve of the participants stated they did not believe that administrators esteemed the age and wisdom of their veteran teachers. D. Marks, an elementary school teacher, issued a warning about this lack of esteem,

> As far as I know, our school system doesn't celebrate veteran teachers, but let me tell you, they will. Because in a few years the most experienced teachers of my age will be gone and hopefully, they'll find someone to replace us. But I think this will be a huge question in a few years.

G. Dunn was even more cynical, as he explained,

> As we get older I just see that they try to push us out the door. I hate to say that. I think they try to get rid of us and get the young ones in so they can pay them less.

How Do Veteran Teachers Believe Administrators Regard Them?

Although most of the veteran teachers could name administrators whom they admired because they were supportive, most stated they believed that they were taken for granted or impeded by administration. Seniority was not mentioned in any situation. N. Adams, a middle school teacher, told of a veteran teacher who lost her classroom to a novice teacher because the administrator did not want the younger teacher to resign. She explained,

> She [the veteran teacher] just felt like that shouldn't have happened. I guess things have changed to where we now try to keep these young people and you know, "You've been here a while, you're not going anywhere. It's time for you to retire anyway, so, out of sight, out of mind."

Several participants admitted that veteran teachers are penalized because they have experience, often more than the administrator, and are not afraid to ask questions or state their opinions. A. Smith, an elementary school teacher, described a meeting where a colleague broached a question. He recalled,

> It was not so much criticism, but it was still not what they wanted to hear. It was a question, questioning the validity of what they were talking about. And they wanted her name and where she taught, and she refused, and we all thought then, "Good girl." Of course, I'm sure they found out. But it sure did make the rest of us quiet. I was very intimidated that day, it was like we've almost come to the point…whether we have an opinion or not, we just sit there. If you have a question, you might as well keep it to

94

yourself. Sometimes you have to ask a question to clarify something and they don't even want you to do that.

T. Belt pleaded with administration, "If you want me to be a professional, then treat me as a professional. Don't treat me as some mindless child."

What Has Experience Taught Veteran Teachers About Administrators?

Many of the participants had seen administrators and administrations come and go and had learned to do their jobs through both good and bad conditions. S. Beach summed up her feelings by saying, "I'm my own 'patter' on the back." L. Long was more cynical about her administrator, "I've been here a long time and I'll be here long after he moves on." R. Bond, who has an open relationship with his administrator, remarked, "It's allowed me to be more tolerant with things I don't agree with because I understand where they came from--with why we have to do certain things."

How Administration Could Reward Veteran Teachers

Tangibles. Some of the teachers named tangible rewards that would encourage veteran teachers to continue to teach and to stay motivated. Several mentioned professional development opportunities and money to attend these sessions. Coupled with professional development was the suggestion that teachers be allowed to visit other schools for grade level planning and observation of excellent teaching. Some participants suggested compensation time or personal leave in exchange for added duties and responsibility. Smaller classes, a semester of not sharing their classroom with traveling personnel, and permission to try new teaching approaches were mentioned by a high school math teacher. One teacher requested more materials; another asked for administrative support for higher salaries and better insurance benefits. K. Black expressed the need for "a little bit of quiet time. A little more plan time just to stop and think and plan and have some time to yourself. Just to sit quietly." D. Marks asked for credit for her years of experience, adding,

[B]ut to make us keep going back to school and renew certificates and pay money and a lot of money to do that. I think our 22 years or 25 years of experience, especially if you've had good evaluations--if you've been evaluated as being a good educator, then they should step in and help retain you in any way. And if that means you need to renew your certificate--we're going to pay for everything it takes to get your certificate renewed. We want you to stay in the system.

Teacher Leaders. The participants stated that veteran teachers should be allowed and encouraged to be teacher leaders if they so desired. They acknowledged that some veterans did not want leadership positions, and that should be respected. A. Smith spoke of the sort of personality that would be needed to be a teacher leader at her school,

It would have to be somebody that was very strong. Because you know how teachers are, we all talk at the same time, we all want to contribute something, and we're very quick to disagree with what you say or what you think. It would take a very strong personality to be a teacher leader, you'd have to have some tough skin around here.

Several participants spoke of available leadership opportunities other than school administration--such positions might well be outside of the school itself. The teachers acknowledged that often those interested in such opportunities had to search for them. L. Long stated,

I think you get a lot of opportunities to lead if you want to. I think sometimes it's a matter of choosing and you can't do them all…like through the educational association, the teacher's union, KCA, ADK, educational sororities, even something like junior league, which I belong to. I found myself choosing more and more often community placements where you can do volunteer work that is educationally related. And I think you can go as far as you want to go.

Culture and Climate. Most of the teachers spoke of the culture and climate of their school and school system as being crucial to their happiness. S. Beach said, "I think every school has a personality. Finding a school that has the personality for you is important." These teachers agreed that the policies and attitudes of central office and building level administrators determined this climate. L. Long suggested staffing policies that promoted good school culture, explaining,

96

I think at a building level or school system, it needs to be a balance from younger to middle aged, or older. I think that's probably a healthier balance rather than all at one end or the other, because there's a lot to be gained from both ends.

Team building was frequently mentioned as a means to promote culture and climate. E. Evans said that school climate should promote the premise that "We are a team and we all want to be good. When you do good, we're proud of you." She expressed the need for this team effort in her own situation by saying,

I really miss applauding each other for success. Being proud of each other for wanting to do well--for getting published, for winning a grant, for getting selected. There's a lot of insecurity. I think jealousy comes from insecurity. So I think if an administrator can find something that everybody does right and make sure that they can express the teacher's strength and then make suggestions or team them up with a person who teaches maybe a little more aggressively or progressively. I just think there's so much negative to teachers that we're very vulnerable to criticism or what is perceived as criticism, even if it's just a lack of affirmation. I work harder when you praise me than I do when I get the two page complaint.

Several teachers asked that in addition to creating a professional environment, administrators should strive for enthusiasm and fun. S. Beach expressed a desire to stay away from tacky efforts by explaining, "Not that kind of stuff where people hand out roses at faculty meetings." Meetings away from school and evenings out were frequent suggestions. S. Beach described a mid-winter inservice at a nearby resort where teachers were allowed to bring their spouses. She also remembered an administrator who scoured area businesses for prizes. At staff meetings, he would draw names out of a hat and award these prizes. Beach acknowledged the extra effort made by this administrator, "It was fun, but it was a lot of extra work."

Recognition. Several teachers mentioned the value of acknowledgment from administrators. S. Beach described such a situation,

I know one principal who makes it a point to tell every teacher in his building during the course of the week that they have done something well. And I know a lot of people that teach for him and they'd throw themselves in front of a train for him because he makes their whole week. He knows what's going on. He knows that they're doing things right and that way when he has to come to them and say, "I've had this complaint," there are so many more things that he's told them that they're doing well that the one thing he has to

get after them about is minimal. I think when administrators don't tell teachers they're doing well, teachers sort of get bogged down.

Formal recognition was mentioned as important by some of the participants. Such recognition goes beyond the desired pat on the back and daily acknowledgement from building level administrators. T. Belt stated that administrators should "make sure they get the recognition from leadership for the jobs they have done, and remind others of what they've done." Q. Bridge mentioned system-wide and statewide programs that promoted excellence in teaching,

> I went through the Tennessee Career Ladder program. That was a motivator to do all the instructional model, that was good training. I went to Career Level III, so that makes you feel some sort of responsibility to keep your skills up.

Openness. Numerous participants requested more openness on the part of their building level administrators and central office. R. Bond expressed this desire by saying,

> I think I have a stronger desire to know what goes on in the offices above me---principals, superintendents. Rather than just going from a day to day basis of teaching my classes, I'd like to know who's making the rules, why they have certain rules, certain requirements for teaching levels of math because when I think back, I think that's how I learn best--when I knew why something was happening. Professionally, I've been more interested in the levels above me and what causes change up there. Let me think of a good example. Let's just say how everybody has to give an end of course test in every subject. You know I don't necessarily agree with that but I understand that the people, the principal, it's mandated to them. I understand the global picture of why they're doing it so it makes me more understanding and more tolerant of why we do those things.

Summary

As the findings from this study showed, there are committed, educated veteran teachers who want and even demand to remain contributing wage-earners in society. The veteran teachers in this study presented unique concerns. Perhaps school systems, administrators, state, and local governments should consider addressing the needs of these older adults as they contribute their wisdom and experience to America's students. Chapter 5 presents a summary

and conclusions from the entire body of research, including recommendations for practice and for further research.

CHAPTER 5

CONCLUSIONS, RECOMMENDATIONS FOR PRACTICE, AND RECOMMENDATIONS

FOR FURTHER RESEARCH

Through a review of pertinent literature, interviews with 21 veteran teachers, and the researcher's 18 years of experience in education, certain conclusions and recommendations for practice and further research have been drawn as to the needs and concerns of veteran teachers and best practices to support and motivate these teachers. These components, if given proper credence, could result in retention of veteran teachers to ease looming nationwide teacher shortages, improved school climate for all staff, and enhanced learning for students.

Conclusions From the Study

Based on national trends and data compiled by the National Education Association (1997), veteran teachers comprise the majority of the educational work force. The National Education Association's data showed that only 16.8% of teachers had 5 or fewer years of experience. As noted in Hardy (1999), 7% of teachers in the teaching force leave the profession each year. One third of this attrition is because of retirement; the remaining two thirds is for personal reasons. In addition, one third change teaching positions each year. Ingersoll (2001) noted that whether or not an employee left altogether or simply moved to a similar job, the effect was often the same to the organization.

These statistics support my belief that it is vital to retain and inspire our nation's veteran teachers. I conducted this study with the assumption that experienced teachers have an innate love of children and learning that had sustained them through their careers. For the most part, I found this to be true. Many of my findings apply to all teachers, but I chose to target that population with at least 10 years of experience.

Ingersoll (2001) reported that the characteristics and conditions of schools are of equal cause for teachers' migration and attrition as are the personal reasons for which individuals leave. The results of this study and the findings of Evans (1989) show that the needs of midcareer teachers, which should be addressed in the work environment, are: growth, recognition, variety, and interaction with colleagues. These sources also imply that school leaders are instrumental to teacher revitalization.

In the review of literature, I found that for the most part, experienced teachers considered that administrators and the public treated them as if they were children. In addition, these teachers experienced much stress because of standardized testing and increased accountability. Family problems such as raising teenagers, paying for college tuition, and caring for elderly or sick family members were more prevalent among veteran professionals than those who were novices. Experienced teachers, because of their years of service, often had additional responsibilities added to their already heavy workload. A final trend reported in the literature review was that teachers stated they felt isolated in their classrooms and had little control over their career.

The veteran teachers in this study stated that they were more stressed now than they were at the beginning of their careers. Similar to findings reported in the literature review, participants in this study noted increased stress because of testing and accountability. Family issues were also of great concern. Additionally, changing curriculum and focus of learning was frequently mentioned as a stressor. The teachers stated that they had seen a change in parents and students' support during their career. In general, this change was for the worse. Salary and increased insurance costs were uncertainties for these veterans. Recognition and appreciation as well as more flexible schedules and personal workspace were needs of these teachers. The participants liked challenges and bemoaned the lack of change and advancement opportunities in their profession. Relevant staff development was frequently mentioned as a priority. Again, the teachers wanted input into staff development. Socialization was important to these

professionals; their fellow teachers often became extended families and provided camaraderie both at school and after hours. The participants in this study recognized the need for physical and mental stamina. Many said they had experienced discrimination because of their age. This discrimination was often blamed on a culture that tends to value the young over the old.

Several ways to meet the needs of veteran teachers were suggested in the review of literature. Provision of continuous learning opportunities and quality staff development was recommended. Another recommendation was that numerous and varied means of teacher rewards and recognition should be sought. A professional culture with a clear vision and stated values is essential for all good learning environments. Veteran teachers are well suited to being the standard bearers of tradition in such cultures. Diverse means for stress reduction should be pursued. Finally, a safe, clean, organized work setting promotes well being for students and teachers.

Personal strengths and supportive families helped teachers meet their needs. These personal strengths were often spiritual or arose from the knowledge that the teacher was making a difference in children's lives. The participants found that the pursuit of hobbies and outside interests assisted them in meeting the demands of their careers. These teachers cherished recognition from others, especially peers. Most of these professionals have changed assignments or pursued further education during their career, or have considered doing so. They were open to leadership responsibilities, but wanted to choose their assignments and have flexibility in their schedules in order to perform these added duties. Mentoring novice teachers was a positive experience in most situations. The teachers stated that they appreciated rewards--monetary, flexible time, and assistance in attending conferences were possibilities.

The teachers stated that they had learned valuable lessons during their careers. How to budget their time and how to conserve physical energy were two of the lessons they mastered. Additionally, these participants said that they were generally able to control their emotions and keep their attitudes positive. These teachers noted that they had a firm understanding of how

children learn, how to control a class, and of the subject matter they taught. When considering retirement, the participating teachers stated that they would instinctively know when they were ready to retire.

Data from the 21 teachers were further analyzed as to whether these teachers had taught 10 to 20 years or 21 or more years. A major finding in this regard was that for the most part, the teachers in the second group were the ones most anxious to retire. Megyeri (1996) wrote that this is a common occurrence and should be understood by both teachers and those in leadership positions. According to Megyeri, the approach of retirement is naturally accompanied by feelings of withdrawal. These feelings are healthy and are an expected outcome of an individual's stage of career.

Recommendations for Practice

Because the focus of this work has been on methods for schools to retain and motivate their veteran teachers, the recommendations for practice will be targeted in that direction. School administrators, school boards, and local, state, and government agencies should consider the following premises. When considering these recommendations, it should be noted that the term administrator can apply to any person or agency charged with the effective operation of a school, not just building level administrators. Although most of these recommendations are applicable to all staff, they are particularly targeted toward midcareer teachers:

1. School climate and culture are critical.
   a) Each school develops its own culture and climate. Leadership should promote culture and climate that is supportive to all teachers, conducive to student learning, and inviting to and accepting of parents and the community.
   b) Administrators should be the standard bearers of school mission or vision statements. These statements must not be vague or elusive. Rather, they should set forth the

meaning for the school's existence based on values and beliefs that reflect the best in education.

c) Staffing of a school should be balanced between veteran teacher and novice teachers. Professional dialogue across experience levels should be encouraged.

d) Administrators should strive for team building among their faculties. Insecurity breeds jealousy. Administrators must take responsibility for highlighting strengths of all faculty and to all faculty. This encourages teachers to applaud one another. Teachers' weaknesses, which are inevitable, should be dealt with in private, but will be easier to tolerate because the teacher feels affirmed by administration.

e) In addition to creating a professional environment, teachers desire working conditions with an element of enjoyment.

f) Leadership should give credence to school history and traditions, architecture and artifacts, and important rituals and ceremonies. Veteran teachers are well suited to helping to preserve and publicize these aspects of a school. School culture should embrace past, present, and future staff and students as well as parents, businesses, and the community in general.

g) School facilities that are clean and well maintained are essential for a quality work environment for both students and teachers.

h) Schools must be safe for students and teachers. Discipline policies and student expectations must be outlined and adhered to. Administrators should support their staff before students, parents, and the community.

i) Adequate materials and supplies as well as a designated workspace are essentials.

2. Veteran teachers desire recognition. Evans (1989) wrote that recognition is a powerful antidote to a midcareer teacher's loss of motivation, loss of a sense of success, and a belief of being taken for granted.

a) Administrators should visit classes taught by veteran teachers on a regular basis, not just when there is a problem. This allows the administrator to observe the good learning that is going on in the classrooms.

b) Contact between midcareer teachers and administrators is essential. Experienced staff appreciate an administrator who takes the time to get to know them personally. These teachers need recognition for their continued endeavors to meet the everyday demands of their job.

c) School leaders should understand that veteran teachers, for the most part, are willing to assume leadership positions or extra duties, such as mentoring novice teachers. They often see these positions and duties as a reward for their experience and knowledge. Leaders should give midcareer professionals the option to choose their responsibilities or to adjust or refuse them. Administrators should be aware that these obligations may require flexibility in the veteran's schedule and requirements. Monetary remuneration and compensation time could be added incentives for these extra duties.

d) Administrators should provide formal recognition to their veterans for leadership and added duties, possibly before the entire faculty, in newsletters, or to central office. This recognition must be given to all faculty on a rotating basis to prevent insecurity and jealousy.

e) School leaders should encourage veteran teachers to take part in system-wide state and federal opportunities for recognition, such as National Board Certification. Again, it must be the veteran's choice as to whether or not to participate in these opportunities.

3. Veteran teachers have strong opinions about staff development and desire a voice in school policy.

a) Administrators should provide professional development that is practical and immediately useful. Most veteran teachers prefer opportunities that they have requested or chosen from a selection of several. Such choices would benefit both novice and veteran teachers. Senge, as quoted in O'Neil (1995), acknowledged the difficulty of creating an environment that meets the needs of all teachers. A survey or questionnaire as to staff development preferences could be given at the beginning or end of a school year to help alleviate these difficulties.

b) Administrators should consider the benefits of off-campus staff development. Such opportunities provide staff to interact in an environment that is different and often more relaxed from the work place. Funding for district, state, and national conferences should be sought for those who are interested in such training.

c) Those responsible for staff development must convince the public and policymakers that quality professional development is essential and is an integral part of teachers' job descriptions. Technology can offer innovative staff development solutions. Electronic mail, bulletin boards, and video conferencing allow sharing of information within a building and at distant sites. Use of technology is adaptable to teachers' schedules and saves both time and money required for travel (North Central Regional Educational Laboratory, 1997).

d) Administrators should provide occasions for teachers' interaction and planning with other teachers among grade levels and within schools. District-wide interaction and planning is also desirable. Opportunities for teachers to observe master teachers in schools other than their own are also important.

e) Midcareer teachers desire a voice in hiring of new teachers, expenditure of funds, textbook choices, and policy decisions. Administrators should make these opportunities available when possible.

4. Veteran teachers face issues and have needs unique to their ages and levels of experience.

a) Administrators should recognize that teachers often derive much support and friendship from their coworkers.

b) Administrators should make the same allowances for veteran teachers that are often made for younger staff. Although a veteran teacher probably does not have infants or small children to care for, teenagers and dependent spouses, siblings, or parents can require equal time and energy.

c) Age discrimination of any age group should not be tolerated.

Postscript

Although these recommendations have been targeted toward those responsible for the leadership of schools, veteran teachers should strongly consider the responsibilities placed on them because of their age and experience. These professionals should appreciate the fact that they have needs and concerns that were not prevalent when they were novice teachers. They should become aware and vocal about issues that affect them and their peers.

Veteran teachers should strongly consider the responsibilities placed on them because of their age and experiences. They should realize that as they continue in their careers, they will encounter more and more administrators who are younger, often considerably, than they are. These administrators may look to the veterans for support and advice and this should be given willingly. Veterans should resist the temptation to impose their will in such situations, but rather consider the good of all involved. Midcareer teachers may be tempted to dismiss or demean ideas and suggestions put forth by novice administrators as being useless or something that has not worked in the past. This temptation, too, should be resisted. Veteran professionals have the obligation to use the tools gained through their years of experience wisely, but with discretion.

Recommendations for Further Research

This study consisted of a review of current pertinent literature and interviews with 21 veteran teachers in 14 public schools in Knox County, Tennessee. From the findings of this study, certain recommendations for further research have arisen:

1. The premise of this study should be extended beyond 21 teachers in one county in East Tennessee. Surveys and interviews of teachers in other counties in Tennessee and in other states throughout the United States would give a more adequate picture of all veteran teachers.

2. No administrators, central office staff, or school board members were interviewed. All of these sources could make valuable contributions because of their knowledge and association with midcareer teachers.

3. The recommendations for practice were aimed toward those in school leadership positions. Input from these individuals as to the feasibility and practicality of these suggestions is needed to extend the scope of such a study.

4. Students, parents, community and business interests, and teacher's organizations are also potential providers of information regarding veteran teachers.

5. Although teachers from grades K-12 were interviewed for this study, only public school teachers were targeted. Teachers in the private sector should be surveyed. In addition, the survey could be extended to those in higher education.

6. Data gained could be cross-referenced for the effect of gender, grade or subject taught, race, age, and other pertinent factors.

7. The participants of this study could be reinterviewed later to see if their perceptions are different from when they were originally interviewed.

As a veteran teacher, this researcher hopes that her work has added to that of Wood (1992):

> And after a long time,
>
> > lonesome and scary time. . .
> >
> > . . . the people listened,
> >
> > and began to hear. . .
>
> And to see God in one another. . .
>
> > . . . and in the beauty of all the Earth.
>
> And Old Turtle smiled.
>
> And so did God. (pp. 36-43)

REFERENCES

Angaran, J. (1999). Reflection in an age of assessment. *Educational Leadership, 56,* 71-72.

Barth, R. S. (2001). Teacher leader. *Phi Delta Kappan, 82,* 443-449.

Center for Education Reform. (2002). *Education statistics at a glance.* Retrieved January 23, 2002, from http://www.edreform.com/pubs/edstats.htm

Cherniss, C. (1995). *Beyond burnout.* New York: Routledge.

Connors, N. A. (2000). *If you don't feed the teachers, they eat the students.* Nashville, TN: Incentive.

Conway, C. M. (1996). The revitalization of the long distance runner. *English Journal, 85,* 71-72.

Creswell, J. W. (1998). *Qualitative inquiry and research design.* Thousand Oaks, CA: Sage.

Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership, 58,* 12-17.

Deal, T. E., & Peterson, K. D. (1999). *Shaping school culture.* San Francisco: Jossey-Bass.

Driskell, J. E., & Salas, E. (Eds.). (1996). *Stress and human performance.* Mahwah, NJ: Lawrence Erlbaum.

Evans, R. (1989). The faculty in mid-career: Implications for school improvement. *Educational Leadership, 46,* 10-15.

Farber, B. A. (1991). *Crisis in education: Stress and burnout in the American teacher.* San Francisco: Jossey-Bass.

Frase, L. E., & Conley, S. C. (1994). *Creating learning places for teachers, too: Total quality education for the world's best schools.* Thousand Oaks, CA: Corwin.

Frieberg, M., Zbikowski, J., & Ganser, T. (1997). Promoting mid-career growth through mentoring. *Journal of Staff Development, 18,* 52-54.

Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction* (6th ed.). White Plains, NY: Longman.

Godar, J. (1990). *Teachers talk.* Macomb, IL: Glenbridge.

Goldberg, B. (2000). *Age works.* New York: The Free Press.

Guba, E. G., & Lincoln, Y. S. (1981). *Effective evaluation.* San Francisco: Jossey-Bass.

Guiney, E. (2001). Coaching isn't just for athletes. *Phi Delta Kappan*, *82*, 740-743.

Hardy, L. (1999). Why teachers leave. *American School Board Journal, 12,* 17.

Harman, A. E. (2001). A wider role for the national board. *Educational Leadership, 58,* 54-55.

Hoerr, T. (Speaker). (2002). *Collegiality and the pursuit of multiple intelligences* (Cassette Recording No. 100-202233). San Antonio, TX, 57th Annual Conference of the Association of Curriculum and Supervision.

Hoffman, C., & Skerritt, N. (2002, March). *Leaders influencing teaching and learning.* Symposium conducted at the 57th Conference of the Association of Curriculum and Supervision, San Antonio, Texas.

Hoyle, J. R., & Slater, R. O. (2001). Love, happiness, and America's schools: The role of educational leadership in the 21st century. *Phi Delta Kappan, 82,* 790-794.

Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal, 38,* 499-534.

Johnson, S. M. (1990). *Teachers at work.* New York: Basic Books.

Johnson, S. M., & Kardos, S. M. (2002). Keeping new teachers in mind. *Educational Leadership, 59,* 12-16.

Katzenmeyer, M., & Moller, G. (1996). *Awakening the sleeping giant.* Thousand Oaks, CA: Corwin Press.

Klubnik, J. P. (1995). *Rewarding and recognizing employees.* Chicago: Irwin.

Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *The American Journal of Occupational Therapy, 45,* 214-222.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Beverly Hills, CA: Sage.

Mader, A. (1996). Picture this: Reflections of a veteran teacher. *English Journal, 85,* 31-33.

Manthey, G. (2001). Tell your stories and make a difference. *Leadership Association of California School Administrators*, *30,* 17.

Maslach, C. (1986). *Burnout--the cost of caring.* New York: Prentice Hall Press.

Maslach, C., & Leiter, M. P. (1997). *The truth about burnout.* San Francisco: Jossey Bass.

Marx, K. (1999). *The role of veteran teachers in mandated improvement for rural high schools.* Doctoral dissertation, Illinois State University, Normal.

Megyeri, K. A. (1996). Tribute*. English Journal, 85,* 24-29.

Merrow, J. (2001). Undermining standards. *Phi Delta Kappan, 82,* 652-659.

Monroe, L. (1997). *Nothing*'s *impossible: Leadership lessons from inside and outside the classroom.* New York: Public Affairs.

National Center for Education Statistics. (2001). United States Department of Education. *Digest of education statistics 2000: Elementary and secondary education.* Retrieved February 5, 2002, from http://nces.ed.gov/pubs2001/digest/

National Commission on Teaching and America's Future. (2002). *Reinvent teacher preparation and professional development.* Retrieved January 27, 2002, from http://www.nctaf.org/publications/whatmattersmost.html

National Education Association. (1997). *Status of the American public school teacher, 1995-96: Highlights.* Retrieved February 9, 2002, from http://www.nea.org/

No child left behind. (2002). National Education Association. *Teach, 33,* 4.

North Central Regional Educational Laboratory. (1997). *Critical issue: Finding time for professional development.* Retrieved February 7, 2002, from http://www.ncrel.org/sdrs/

Odden, A. (2001). The new school finance. *Phi Delta Kappan, 83,* 85-91.

O'Neil, J. (1995). On schools as learning organizations: A conversation with Peter Senge. *Educational Leadership, 52,* 20-23.

Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage.

Peske, H. G., Liu, E., Johnson, S. M., Kauffman, D., & Kardos, S. M. (2001). The next generation of teachers: Changing conceptions of a career in teaching*. Phi Delta Kappan, 83,* 304-311.

Popham, W. J. (1999). Why standardized tests don't measure educational quality. *Educational Leadership*, *56*, 8-15.

Potter, B. A. (1998). *Overcoming job burnout: How to renew enthusiasm for work.* Berkley, CA: Ronin.

Power, B., & Perry, C. (2002). True confessions of student teaching supervisors*. Phi Delta Kappan, 83,* 406-413.

Rose, L. C., & Gallup, A. M. (2001). The 33rd phi delta kappa poll of the public's attitudes toward the public schools. *Phi Delta Kappan*, *83*, 41-58.

Schein, E. H. (1978). *Career dynamics: Matching individual and organizational needs.* Reading, MA: Addison-Wesley.

Schiller, L., Gere, A. R., & Rosaen, C. L. (1996). Teachers yesterday, today, and tomorrow: Learners forever. *English Journal, 85,* 40-44.

Sheehy, G. (1995). *New passages.* New York: Ballentine Books.

Steffy, B. E., Wolfe, M. P., Rasch, S. H., & Enz, B. J. (Eds.). (2000). *Life cycle of the career teacher.* Thousand Oaks, CA: Kappa Delta Phi & Corwin Press.

Wagner, C. R. (1990). *Mentoring and job satisfaction in eleven Northeast Minnesota school districts.* Doctoral dissertation, University of Minnesota, Minneapolis.

Whitaker, T., Whitaker, B., & Lumpa, D. (2000). *Motivating and inspiring teachers.* New York: Larchmont.

Wiltshire, S. F. (1998). *Athena's disguises.* Louisville, KY: Westminster John Knox Press.

Wood, D. (1992). *Old turtle.* Duluth, MN: Pfeifer-Hamilton.

APPENDICES

APPENDIX A

Letter to Principal

June 4, 2002

Edith A. Edwards

Principal
Knox County Schools
Knoxville, Tennessee

Dear Principal:

I am a doctoral student in Educational Leadership and Policy Analysis at East Tennessee State University. I am writing my dissertation on the professional needs and interests of veteran teachers. I am defining veteran teachers as those who have taught at least 10 years.
I believe that it is crucial for school systems and administrators to motivate, inspire and retain these veteran teachers. Little research has been done in this area. Therefore, I hope to survey these teachers to better understand how to meet their needs.
I plan to interview _____ on your staff for this purpose, and wanted you to be aware that this interview would take place. Of course, all information will remain confidential. These interviews will focus on prepared research questions relating to personal and school related needs and teacher ideas for meeting these needs. When my dissertation is completed, I will share my research conclusions with you and with the teachers in an effort to make a contribution to your educational organization.

Thank you in advance,

Edith A. Edwards

APPENDIX B

Semi-Structured Interview Guide

1. What special needs and issues do you perceive as being unique to teachers with your level of experience? (At least 10 years).
2. Describe the ways in which physical stamina and your state of mind play a role in your daily work habits.
3. Describe what motivates you to continue working as a teacher.
4. What away-from-school outlets do you participate in that benefit your performance as a teacher?
5. Have you ever mentored a novice teacher? Describe your reaction/satisfaction with this mentoring experience.
6. Describe how your professional needs and interests have changed as you have   moved through your career up to this point.
   - How are your needs different from when you began teaching?

   - In retrospect, what do you know now that you wish you'd known when you   began

   teaching?

7. Describe where you believe you fall on a continuum from novice to master teacher. What

   forces propelled you to where you are today?

8. Describe the impact that your personal life has had on your teaching career.

9. Describe the role of the school system in helping you meet your personal and

   professional needs.

   - How would you design staff development at your school, if given that assignment?
   - In what ways does/does not your school's culture celebrate veteran teachers?
   - Are age and wisdom valued in your school and school system? How do you know?
   - Does your work situation encourage teacher leaders? What are your thoughts on the use and effectiveness of such leaders?

10. What are your thoughts about retirement?

Informed Consent

INSTITUTIONAL REVIEW BOARD
East Tennessee State University
Veterans Affairs Medical Center

INFORMED CONSENT

PRINCIPAL INVESTIGATOR: <u>Edith Anderson Edwards</u>

TITLE OF PROJECT: <u>Retention and Motivation of Veteran Teachers: Implications for Schools</u>

This Informed Consent will explain about being a research subject in a study. It is important that you read this material carefully and then decide if you wish to be a volunteer.

PURPOSE: The purpose of this research study is to increase knowledge of the needs and concerns of veteran public school teachers---those who have been teaching at least 10 years. Additionally, this study will consider methods that schools can use to meet these needs and concerns. At least 20 veteran teachers will be interviewed. These teachers will be selected after consideration of years of service, diversity of subject matter taught, gender, and age. Given these considerations, subjects will be recruited from a list of Knox County teachers who have taught at least 10 years. The information gained will be shared with the participants and made available to schools and anyone interested in bettering teacher environment as a means toward improving the education of students. The proposed research is part of the investigator's doctoral dissertation.

DURATION: The subject will be asked to participate in one face-to-face interview lasting approximately 30-45 minutes. Additional sessions may be needed for clarification of information gained from the first interview. These additional sessions, limited to three, will be short, lasting no more than 30 minutes, and may be conducted over the telephone. The duration of the entire project will be from August 2002 to June 2003.

PROCEDURES: The procedures used will consist of face-to-face and telephone interviews of the subjects. Information gained will then be analyzed using the NUD*IST computer program. This program will allow comparison of information so that conclusions can be drawn concerning needs of veteran teachers.

POSSIBLE RISKS/DISCOMFORTS: A possible risk is that interview questions may cause subjects to consider negative thoughts about their job. This possibility may produce discomfort in test subjects. For this reason, subjects may choose not to answer any items that make them feel uncomfortable. The investigator will make certain that giving time for this interview does not inconvenience the subject.

PRINCIPAL INVESTIGATOR: <u>Edith Anderson Edwards</u>

TITLE OF PROJECT: <u>Retention and Motivation of Veteran Teachers: Implications for Schools</u>

POSSIBLE BENEFITS *and/or* COMPENSATION: Benefits of this study will be that the information will be shared with schools and other parties interested in promoting positive environments for teachers. Because the subjects of this study will themselves be veteran teachers, they will benefit as schools and administrations begin to understand their needs.

CONTACT FOR QUESTIONS: If you have any questions or research-related medical problems at any time, you may call Edith Anderson Edwards at 865-690-2923 or Dr. Louise MacKay at 423-929-2018. You may call the Chairman of the Institutional Review Board for any questions you may have about your rights as a research subject.

CONFIDENTIALITY: Every attempt will be made to see that your study results are kept confidential. A copy of the records from this study will be stored in the Department of Leadership and Educational Analysis for at least 10 years after the end of this research. The results of this study may be published and/or presented at meetings without naming you as a subject. Although your rights and privacy will be maintained, the Secretary of the Department of Health and Human Services, the East Tennessee State University Campus Institutional Review Board have access to the study records. Your records will be kept completely confidential according to current legal requirements. They will not be revealed unless required by law, or as noted above.

COMPENSATION FOR MEDICAL TREATMENT: East Tennessee State University (ETSU) will pay the cost of emergency first aid for any injury that may happen as a result of your being in this study. They will not pay for any other medical treatment. Claims against ETSU or any of its agents or employees may be submitted to the Tennessee Claims Commission. These claims will be settled to the extent allowable as provided under TCA Section9-8-307. For more information about claims call the Chairman of the Institutional Review Board of ETSU at 423/439-6134.

VOLUNTARY PARTICIPATION: The nature demands, risks, and benefits of the project have been explained to me as well as are known and available. I understand what my participation involves. Furthermore, I understand that I am free to ask questions and withdraw from the project at any time, without penalty. I have read, or have had read to me, and fully understand the consent form. I sign it freely and voluntarily. A signed copy has been given to me. Your study record will be maintained in strictest confidence according to current legal requirements and will not be revealed unless required by law or as noted above.

_____

SIGNATURE OF VOLUNTEER   DATE

_____

SIGNATURE OF INVESTIGATOR   DATE

APPENDIX D

Auditor's Letter of Attestation

DATE: January 27, 2003

TO: Edith Edwards

FROM: Debby Bryan

SUBJECT: Dissertation Audit Report

Please accept this auditor's letter of attestation for inclusion in your doctoral dissertation. Using guidelines as set forth in Chapter 3 of your study, I am aware that auditing criteria are based on Krefting's standards for trustworthiness in addition to those outlined in Appendix B of Lincoln and Guba's (1985) *Naturalistic Inquiry*. Based on your specifications as outlined in Chapter 3, I submit the following:

In examining your audit trail, I found the data to be complete, comprehensive, and useful for the purpose of your study. I confirm your use of data triangulation, including prolonged engagement with participants, relative documents, raw audiocassette recordings, field notes, and personal notes on the progression of analyses. The credibility of the study is hereby, confirmed.

Personal discussions with you and examinations of procedural information took place throughout the study. I studied the interview guide. I listened to the taped interview recordings and confirm that the same questions were asked in each interview. I compared the answers given in the taped interviews to the written copies and attest that they were transcribed verbatim. I examined raw data including field notes. I found no evidence of researcher bias. The findings of the study are based solely on data collected and, are hereby, confirmed.

Dependability was established through research procedures applicable for a qualitative study. The inquiry questions were reflected in the thoroughness and trustworthiness of procedures used throughout the study. I hereby confirm the dependability of the study.

Based on my personal observations from the beginning of the study and throughout progression of the auditing trail components, I attest that you have consistently maintained the highest possible standards, using professional ethics and integrity throughout your study. Thank you for allowing me to participate in your contribution to this body of knowledge.

VITA

EDITH ANDERSON EDWARDS

Personal Data: Date of Birth: April 16, 1947
Place of Birth: Tarboro, North Carolina
Marital Status: Married to Richard Donald Edwards

Education: East Carolina University
    Bachelors degree in Elementary Education
    1969

University of Tennessee, Knoxville
    Masters degree in Speech/Language Pathology
    1987

Lincoln Memorial University, Harriman
    Ed.S in Leadership and Adminstration
    1996

East Tennessee State University, Johnson City
    Educational Leadership and Policy Analysis, Ed. D.
    2003

Professional
Experience: Speech/Language Therapist:
    Knox Co. Schools, 1987 to 2003

Summer School Principal: 2002

Interim Assistant Principal: 2001

Substitute Teacher and Homebound Teacher
    1980-1985

Classroom Teacher
    1977-1980