EDUCATORS ON THE MOVE: AN APPLIED STUDY OF LITERATURE-BASED

SOLUTIONS FOR TEACHER MIGRATION WITHIN AN EXCLUSIVE URBAN SCHOOL

DISTRICT

by

Stephanie B. Haynsworth

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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APPROVED BY:

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ABSTRACT

The purpose of this applied study was to solve the problem of teacher migration to other school districts for a single urban school district located in the Southeast region of the United States. Specific interventions were recommended to address the problem through the utilization of Maslow's hierarchy of needs as well as literature-based solutions. A multimethod approach was applied to strengthen the study by examining the problem of teacher migration from different perspectives. This approach, which involved teacher interviews, focus groups, quantitative surveys, and document trend studies, gave a multi-dimensional depiction of teacher migration in the district. Interviews with five previously employed teachers and two focus groups of seven administrators were conducted. Along with the interviews and focus groups, 18 additional teachers completed a quantitative survey. Trend studies for the district were also analyzed to discover if certain schools or school levels have a higher rate of teacher turnover. Outcomes and practical recommendations were identified.

Keywords: migration, teachers' perceptions, Maslow's Hierarchy Theory, multimethods

Dedication

This manuscript is dedicated to my husband, Charles. This process could not have been completed without your love, constant encouragement, and support. When we agreed that this would be the next step for me, little did we know that you would become not only a husband but also a psychiatrist, cheerleader, and some days a single parent. Thank you for wearing all of those hats so I could go back to school. I love you!

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"Your now is not your forever." Jennifer Clatterbuck gave me a card with this quote on it two years ago. It found a home on my desk serving as a reminder when days were tough. Though I am grateful for this process and the knowledge I have gained from my professors at Liberty, I am just as thankful to be writing this acknowledgment. I would not be writing this without the help and support from my family and friends that God has brought into my life.

I would first like to thank my family. Charles, Hailey, and Emily, thank you for being so understanding when I missed many of our family adventures and snuggle down times. I would like to thank my mom, dad, mother-in-law, and father-in-law for always being willing to help watch the girls whenever I needed time to complete my schoolwork. It truly took a village to finish this process, and I sincerely appreciate all that you have done to help me finish.

Along with my family, I would like to thank Mary Green for always being willing to listen and help me. After this process, I am even more thankful that God sent you to be my teaching partner and friend. I would like to thank my pastor and mentor. Bruce Wilson, you helped me grow as a Christian and now you have also helped me grow as a writer. Thank you will never be enough. Sylvia Henry, I am forever grateful for our friendship. Thank you for all of the coffee dates. Whether it was to celebrate finishing a chapter or to be a listening ear when I just needed to take a break, I will cherish every moment.

Finally, I would like to thank my chair, Dr. Kevin Struble, and my methodologist, Dr. Tracey Pritchard, for agreeing to take this journey with me. I am thankful for your guidance and support. Thank you both for walking me through this process.

Table of Contents

List of Tables

List of Figures

List of Abbreviations

Early Retirement Incentive Program (ERIP)

Elementary and Secondary Education Act (ESEA)

Every Student Succeeds Act (ESSA)

Instructional Technology Resource Teacher (ITRT)

Local Educational Agency (LEA)

National Center for Education Statistics (NCES)

No Child Left Behind (NCLB)

Professional Development (PD)

Realizing Educational Leadership and Teaching Excellence (RELATE)

School-Level Environment Questionnaires (SLEQ)

Standards of Learning (SOL)

Teaching, Empowering, Leading, and Learning (TELL)

CHAPTER ONE: INTRODUCTION

Overview

According to the United States Department of Education, Office of Postsecondary Education (2015), there has been a decline in teacher enrollment from 2008 to 2013 totaling around 200,000 fewer teachers nationwide. With this decline in teacher enrollment, districts need to focus more on how to retain currently employed teachers. This applied study focused on solving the problem of increased teacher migration within a single urban school district located in the Southeastern region of the United States. Using a multimethod design of teacher interviews, an administration focus group, teacher surveys, and trend documents, this study sought to discover the causes and possible solutions of teacher migration in Humming Public School District (HPS). This chapter will discuss the background of the phenomenon of teacher migration historically, socially, and theoretically. Next, the problem statement, purpose statement, significance of the study, and research questions will be discussed. Following the key components of the study, a list of fundamental vocabulary will be defined, followed by a summary of the chapter.

Background

Statistics on teacher migration have often been combined with teacher turnover, which includes teachers leaving the profession and teachers migrating to other schools (Ingersoll, 2001; Ryan et al., 2017). While some statistics separate stayers, movers, and leavers (National Center for Education Statistics [NCES], 2019), others lump them together (Carver-Thomas & Darling-Hammond, 2017; Ronfeldt & McQueen, 2017). Specific statistics for movers will hereafter be referred to as migration, while statistics that lump migration and leavers will hereafter be referred to as turnover. Teacher migration will be examined through the historical, social, and

theoretical context in order to better understand the phenomenon of teacher migration across the country and in the Southeastern region of the United States in particular. This understanding was beneficial in helping to solve the problem of teacher migration in HPS.

Historical Context

A total of 3,377,900 public school teachers taught in the United States in the 2011–12 school year; of this total, approximately 270,000 teachers migrated to another school (NCES, 2019). Historically, teacher migration has been stagnant across the country; data show that the teacher migration rate for the 1988–89 school year was at 8% and the teacher migration rate for the 2012–13 school year was also 8%, with little fluctuation between academic school years (Goldring, Taie, Riddles, & Owens, 2014). About half of teacher turnover is derived from teacher migration (Ingersoll, 2001; NCES, 2019).

Migration statistics across the Southeast United States mirror each other. For the 2016–17 school year, North Carolina had 4.8% of teachers migrating to a different district (Stanford, 2019). The migration statistics for Virginia (Miller, 2018) and Georgia (Henson, Stephens, Hall, & McCampbell, 2015) are also fairly close to North Carolina. Though it seems that the states in this region parallel each other, a closer examination within certain states shows an influx of teacher migration over the past few years. In the state of Virginia, teacher migration appears to be stagnant, with a 6.8% migration rate in the fall of 2005 and a 6.8% rate in the fall of 2016 (Miller, 2018). However, a closer analysis shows that in 2008 the rate of teacher migration was at 4.5% and has slowly increased back to 6.8% (Miller, 2018). Like Virginia, Georgia's migration rate shows an influx of teacher migration. In 2006, Georgia's migration rate was at 5.1% (Henson et al., 2015). In 2014, the migration percentage was 4.3%; though the 2006 percentages and the 2014 percentages are close, from 2009–2012 migration rates were at 2.2% or

less (Henson et al., 2014). Teacher retention is primarily an issue in school systems with low-income, low-performing, high minority student populations (Guin, 2004; Harrell, Thompson, & Brooks, 2019; Miller, 2018; NCES, 2005).

Various factors play a role in teachers choosing to migrate to other schools. For example, novice teachers, categorized as teachers with one to three years of experience, are more likely to migrate to other school districts (NCES, 2019; U. S. Department of Education [DoED], 2016). Similar to the overall teacher turnover percentages, the migration levels of novice teachers have statistically remained the same, with 13.7% migrating to another school in the 2008–09 school year (DoED, 2016) and 13% migrating to another school in the 2012–13 school year (NCES, 2019). Ingersoll (2001) found that compensation structures affected teachers' decisions to stay or migrate; this contradicts recent studies that show compensation is less relevant (Colson & Satterfield, 2018; Kraft, Marinell, & Shen-Wei, 2016). Organizational factors affect teacher migration in many studies, especially factors such as administrative support and the degree of input to organizational policies (Hom & Griffeth, 1995; Ingersoll, 2001; Mueller & Price, 1990). These organizational factors that affect teacher's choices to leave create difficulty in planning and implementing a clear and consistent curriculum and supporting positive relationships among personnel (Guin, 2004). Both leavers and migrators have a direct impact on schools. Teacher turnover directly affects school staffing problems, which leads to a decrease in school performance (Ingersoll, 2001).

Social Context

Public-school teachers are the most numerous employees in the public sector; therefore, turnover implications on this public employee sector have both labor supply and labor demand implications for each state (Grissom, Viano, & Selin, 2016). Compensation, working conditions,

and budget decisions affect teachers' choice to migrate (Grissom et al., 2016). In 2007, an

economic recession hit the United States causing economic and educational consequences across

the country (Shores & Steinberg, 2017). This recession caused states to cut state and local

funding (Leachman & Mai, 2014; Shores & Steinberg, 2017). As reported by the Census Bureau

using inflation-adjusted data, 35 states are still operating below the pre-recession cost per pupil

(Leachman & Mai, 2014).

Schools in the Southeast United States are funding below or close to pre-recession levels.

For example, the Florida department of education has proposed many positive improvements

toward education, one being a dramatic increase in teacher salaries (Florida Department of

Education [FLDOE], 2019). With the increase, Florida will move from being ranked 26th in the

United States for teacher starting pay to 2nd (FLDOE, 2019). Along with an increase in teacher

salaries, the governor will also increase the education budget (FLDOE, 2019). Even with the

proposed increase, when comparing pre-recession to post-recession budget and after adjusting

the proposed budget for inflation, the cost per student equals more than 1,000 dollars less

(Florida Education Association, 2020). Georgia has also had an increase in their budget for the

2020–21 school year. The proposed budget includes a 707 million dollar increase (Owens, 2019).

Like other schools in the Southeast section of the United States, many of Georgia's school

systems are still funded below pre-recession levels (Owens, 2019). In the state of Virginia,

funding pre-recession for elementary schools totaled $39.7 billion (DoED, 2018). After the

recession hit, funding for Virginia schools dropped dramatically by almost $3 bn dollars (DoED,

2018). Virginia funding from 2008 to 2015 has decreased on average by about 679 dollars per

pupil (Leachman & Mai, 2014). In all of these states, a slight increase has occurred each year,

but with national inflation rates averaging 1.6% for the past 12 months (US Inflation Calculator,

2019), the increase cannot meet the needs for education. Thirteen years after the recession, the funding for education totals $40.1 billion this increase is less than a billion dollars from pre-recession spending (DoED, 2018).

During the recession, school systems' constraints were disproportionately distributed, negatively affecting districts that have higher numbers of economically disadvantaged students in their population (Evans, Schwab, & Wagner, 2019). A decrease in funding affects employment decisions on how to reduce revenue; unfortunately, one possible choice is teacher layoffs (Grissom et al., 2016). The district in the study, like many other school districts with a high number of economically disadvantaged students, had to make hard decisions to balance the district's budget. As stated in a local newspaper during the time of the recession, a total of 176 positions were cut and four schools were closed between 2009 and 2012 (Humming Public School, 2012). The impact of the recession led to a decline in teacher personnel and, in schools with the largest reductions, a decline in student achievement followed (Shores & Steinberg, 2017). In 2012, 100% of schools were accredited in HPS (Humming Public Schools, 2017). In the 2018–19 school year, only 2 of the 11 schools met accreditation standards (Humming Public Schools, 2019). The current working environment is a strong factor on whether teachers stay at a school or choose to move to another school (Grissom et al., 2016; Kraft et al., 2016; Papay, Bacher-Hicks, Page, & Marinell, 2017; Ryan et al., 2017). A school that is considered failing may have an increase in accountability pressures; these pressures may cause occupational changes, which in turn affect working conditions (Feng, Figlio, & Sass, 2018).

Theoretical Context

Teaching, especially with the addition of high stakes testing, is a high stress job, which often leads to teacher burnout and turnover (Ryan et al., 2017). Teaching is also one of the few

professions in which beginning year teachers are expected to have the same skill level and workload as a veteran teacher (Tait, 2008). Different intrinsic and extrinsic factors may lead to teacher burnout and possible migration. For this reason, Maslow's (2013) motivational theory, specifically his hierarchy of needs, will be utilized while focusing on teacher migration.

Maslow's (2013) theory can be broken down into three categories: basic needs, psychological needs, and self-fulfillment needs (McLeod, 2018). Those categories can further be broken down into five characteristics: physiological needs, safety needs, belongingness and love needs, esteem needs, and self-actualization (Maslow, 2013). One wants to move up the hierarchy toward that level of self-actualization; however, progress up the hierarchy may be deterred by life experiences (McLeod, 2018). Fluctuation between different levels of the hierarchy can also occur during one's life.

Maslow (1987) discussed each hierarchy level and the impact of each on a child. Variables such as inconsistency and unfairness can lead a child to feel anxious and unsafe, which in turn can lead to apprehensiveness, fear, dread, and nervousness. This lack of safety can prevent a child from reaching the level of self-fulfillment (Maslow, 1987). Another humanistic psychologist, Carl Rodgers, agreed with Maslow's hierarchy but expanded on it, stating that in order for one to grow, he or she needs a genuine environment with acceptance and empathy (McLeod, 2014). This correlates with Maslow's beliefs when he discussed that a person can move through the hierarchy if two things occur: whether the person's past experiences were rewarding and whether the person could depend on present and future fulfillment (Maslow, 2014).

This study will discuss how the same variables can also affect a teacher's ability to reach self-actualization. Though many people never fully reach the point of self-actualization, the

desire to reach it is prevalent (Maslow, 2014). The feeling of not being able to reach self-fulfillment may be a factor in a teacher's choice to migrate to another school. By examining the relationship between teacher migration and the hierarchy of needs, a behavior-oriented approach may be utilized to help retain teachers. With this understanding of human motivation, school systems can show a gratification toward teachers, and teachers may experience a heightened motivation and excitement for teaching. This may also allow better support for teachers at different points of time in their careers (Fisher & Royster, 2016).

Problem Statement

Research has discussed many different characteristics for reasons why teachers decide to leave the school in which they work. The number of characteristics is substantial, and characteristics may differ from school to school. Previous articles have uncovered similar characteristics as to why teachers choose to move schools. These include factors such as administration (Kraft et al., 2016; Player, Youngs, Perrone, & Grogan, 2017), salaries (Player et al., 2017), failing school (Feng et al., 2018; Hochbein & Carpenter, 2017), school climate (Geiger & Pivovarova, 2018; Harrel et al., 2019; Kraft et al., 2016), and school policies (Geiger & Pivovarova, 2018; Papay et al., 2017; Ryan et al., 2017). When accounting for the previously listed factors, it has been observed that teachers who have a higher educational degree (Player et al., 2017) and novice teachers have a higher transfer rate (Papay et al., 2017; Ronfeldt & McQueen, 2017).

With so many possible factors listed in the literature that may contribute to a teacher migrating to another district, it is not possible for HPS to implement solutions for each category. In order for the district to make considerations on how to solve the problem of teacher migration, a closer look needs to be taken to discover which specific factors influenced teachers to migrate.

This study is imperative not only for the school system but also for the local community. The economy becomes more productive when the number of educated people increases; this does not mean just college educated people but also people who can demonstrate basic literacy skills (Radcliffe, 2019). Teacher turnover directly affects school performance (Ingersoll, 2001), which, in turn, can affect the community's economic growth around the school system. The problem was that specific information about factors in the district needed to be gathered so decisions could be made to help determine and resolve the issue of teacher migration within HPS.

Purpose Statement

A multimethod design was used to examine teacher migration through a qualitative and quantitative lens, so a better understanding of teachers' decisions and motives for leaving the district could be reached and possible solutions provided to solve the problem. The first approach consisted of semi-structured interviews with teachers who have migrated from HPS to a neighboring district. The second approach consisted of a focus group of administrators who had worked at HPS for at least three years. The third approach consisted of quantitative surveys distributed to at least 15 teachers who had migrated out of HPS. The fourth approach consisted of documents and a study on a trend analysis with multiple variables. The purpose of this applied study was to solve the problem of teacher migration to other school districts in a single urban school district located in the Southeast region of the United States and to design specific interventions to address the problem.

Significance of the Study

The study sought to better understand the specific reasons why teachers are migrating from a single urban school district to neighboring districts. Studies have found multiple reasons why teachers leave. This study spoke specifically to former teachers and current principals to

better understand the phenomenon that is occurring in the district and use the information collected, along with current research, to help solve the problem of teacher migration in the district.

One factor of significance is the loss of student achievement (Papay et al., 2017). Over the last ten years, the HPS school system has dropped from 100% of schools accredited to 18% of schools accredited (Humming Public Schools, 2019). With the knowledge that teachers' effectiveness increases with experience, retaining current teachers is imperative in increasing student achievement. The environment in which teachers work plays a huge role in teachers' effectiveness (Kraft & Papay, 2014). Not only does effectiveness increase substantially within a professional environment, but so also does the rate at which teachers improve their effectiveness (Kraft & Papay, 2014). This study looked at many factors, including environment, to help reach a solution in helping currently employed teachers remain at HPS. This information could help retain currently enrolled teachers and could benefit school stakeholders such as the superintendent, administrators, and teachers.

Teachers' effectiveness increases with the number of years taught (Papay et al., 2017; Ryan et al., 2017) as a result of professional development and input from coaches and other personnel (Feng et al., 2018). Because of this, teacher migration affects economic resources that have been invested within the district. There are many cost factors of teacher migration, including training new teachers, performance productivity, and advertising costs (Synar & Maiden, 2012). This is important for local city stakeholders, since almost 2.3 million dollars is allocated to HPS from city funds (Humming Public Schools, 2019). With a majority of schools not accredited, local city stakeholders are also affected. This was evident in a special joint work session held by HPS for city council members and school board members. One city official

expressed the concern that the long-term fate of the city is tied to attracting jobs, which is tied to the education system (Humming Public Schools Work Session, 2019). Another city official stated that the city is doing many things to attract people to live in the community, but the "schools are holding the city back" (Humming Public Work Session, 2019, p. 9). By completing the study and increasing teacher retention, the money allocated from the city will be used to provide a quality education to all students instead of using the money to replace and train new teachers. This will benefit local HPS city officials, residents, and business owners.

Research Questions

Central Question: How can the problem of teacher migration to other school districts be solved in a single urban school district located in the Southeastern region of the United States?

Sub-question 1: How would interviewing teachers who have migrated solve the problem of teacher migration in the district located in the Southeastern region of the United States?

Sub-question 2: How would a focus group of school administrators solve the problem of teacher migration in the district located in the Southeastern region of the United States?

Sub-question 3: How would quantitative survey data inform the problem of teacher migration in the district located in the Southeastern region of the United States?

Sub-question 4: How would trend study documents inform the problem of teacher migration in the district located in the Southeastern region of the United States?

Definitions

1. *Applied research*—the production of recommendations or solutions to a problem faced by a specific group of people in a situation (Hart, 2018).
2. *Attrition*—leaving the profession (Ryan et al., 2017).
3. *High-needs schools*—schools with poor test scores and a high minority student

population (Hochbein & Carpenter, 2017).

4. *High poverty school*—a school with at least 75% of students receiving free and/or reduced lunch (Djonko-Moore, 2016).

5. *Migration*—leaving one school for another, within the profession (Ryan et al., 2017).

6. *Racially segregated school*—a school with at least 75% of students identifying as racial minorities (Djonko-Moore, 2016).

7. *School accountability*—the process of evaluating schools based on performance of their students and holding schools responsible for student outcomes (Feng et al., 2018).

8. *Triangulated measurement*—tries to pinpoint the values of a phenomenon more accurately by sighting in on it from different methodological viewpoints (Brewer & Hunter, 2006).

Summary

Chapter One discussed the historical, social, and theoretical aspects of teacher migration. Following the background, a discussion of the problem and purpose of the study was discussed. The levels of state funding in the United States are still lower than pre-recession, when adjusted for the perceived inflation rate. With the tight budget concerns, districts must focus on how to retain teachers who have been invested in by the district's economic resources. The impact of teacher migration is not only a financial burden to the district but is also costly in terms of students' academic progress (Papay et al., 2017).

CHAPTER TWO: LITERATURE REVIEW

Overview

This literature review begins with the theoretical framework that will guide the study. Maslow's (2013) hierarchy of needs provides insight on satisfaction and how it relies on certain needs being met. Following the theoretical framework, a review of empirical literature will assess teacher migration. The related review will synthesize the literature, focusing on the causes, effects, and solutions of teacher migration. An advanced electronic search of Liberty University's library was used to look for articles. Liberty University's library uses multidisciplinary databases such as JSTOR, ERIC, ProQuest Central, and Education Research Complete. Specific topics such as teacher mobility, teacher turnover, and teacher migration were used to search for articles. Several criteria were used to help narrow the selection. All articles used are peer-reviewed studies to certify scholarly significance, and most articles were published within the last five years (2014–2019) to ensure up-to-date information on the topic of teacher migration.

Theoretical Framework

Many psychologists studied human motivation from psychotherapist patients; Maslow (1971) decided not to observe sick people alone, but instead looked at individuals who have reached a level of self-fulfillment. Maslow (1987) discerned that studying unhealthy people would only produce unhealthy psychology. This conclusion occurred when Maslow observed two professors, Ruth Benedict and Max Wertheimer, who were not only exceptional teachers but also showed amazing human characteristics (Maslow, 1987). These two professors captured his attention for portraying effective and creative scholarly contributions and being kindhearted individuals (Maslow, 1987). His observation shifted into studying why these two individuals

were so different from other professors (Maslow, 1987). As Maslow (1987) studied Benedict and Wertheimer, he observed that their patterns could be generalized to other people. These observations heavily influenced Maslow's (1971) thoughts on human potential. This study of human potential and achieving self-actualization was a personal, not scientific, study for Maslow (1987), with the only motivation being an inquisitiveness to find a solution to moral, ethical, and scientific problems.

Maslow's (2013) theory can be broken down into three categories: basic needs, psychological needs, and self-fulfillment needs (McLeod, 2018). Those categories can be broken down into five characteristics: physiological needs, safety needs, belongingness and love needs, esteem needs, and self-actualization (Maslow, 2013). Figure 1, below, gives a representation of Maslow's hierarchy of needs. The hierarchy of needs are passably certain according to Maslow's (1987) principle of relative potency. This means that basic needs are stronger than psychological needs, and those needs are, in turn, stronger than self-fulfillment needs (Maslow, 1987). Maslow's (2013) hierarchy of needs states that one need usually "rests on the prior satisfaction of another, more prepotent need" (p. 1) and that an act typically has more than one motivation. Human drives and desires should not be looked at in isolation, since each drive correlates with the fulfillment or unfulfillment of another drive (Maslow, 2013). Fulfillment of needs must be met by "appropriate satisfiers" (Maslow, 1948, p. 405), meaning that basic needs can only be met by targeting those specific deficiencies, and love needs can only be met by affection.
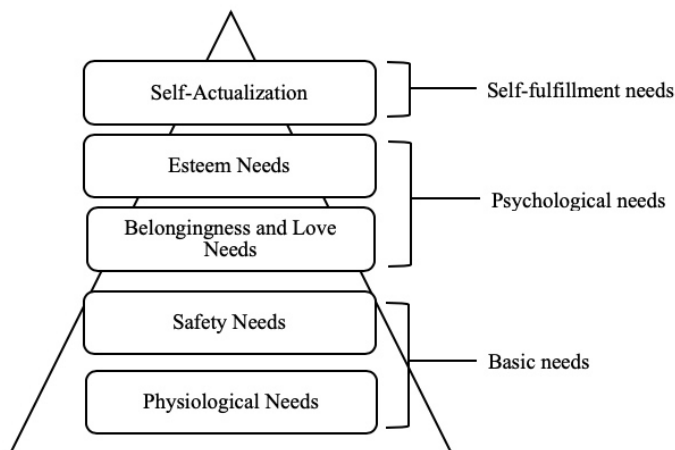
Figure 1. Maslow's hierarchy of needs. Maslow's hierarchy of needs. Adapted from "Maslow's hierarchy of needs" by McLeod, S., 2018, Simply psychology. Retrieved from https://www.simplypsychology.org/maslow.html

Basic Needs

Maslow (2013) discussed that the starting point for motivation is the fulfillment of basic needs. The physiological needs are the most prepotent of all of the needs in the hierarchy (Maslow, 1987). Some of these physiological needs are food, water, and rest (Maslow, 2013). In some cases, an individual may be deprived of all needs and then would be controlled by the most dependent need (Maslow, 1987). If an individual is faced with extreme hunger, their existence has one purpose, to find food, and all other urges, desires, and needs are pushed behind their quest to satisfy that hunger (Maslow, 1987).

Another basic need consists of safety needs. These may include structure, security, stability, and a protector (Maslow, 1987). Unpredictability in safety needs can cause one to feel anxious and unsafe, which can lead to apprehensiveness, fear, dread, and nervousness (Maslow, 1987). There are different extremes of safety needs; some needs may consist of one extreme, such as a person living in a war zone, to the other extreme of a person desiring a protected job or

a savings account (Maslow, 1987). Many adults are largely satisfied with their basic safety needs (Maslow, 1987). Without basic needs being met, examining psychological needs is useless because one cannot reach the psychological needs without first satisfying one's basic needs (Maslow, 2013).

Maslow's (2013) basic needs discuss the importance of homeostasis, which is the effort that our bodies make to remain constant. Maslow (2013) refers to homeostasis in relation to the blood stream, water, sugar, and oxygen content. Though homeostasis refers to those components, the importance of homeostasis can also be seen in social science (Katz & Avraamidou, 2018). Homeostasis can refer to life and our desire to avoid unpredictable changes along with the ability to embrace novelty (Katz & Avraamidou, 2018). Teachers desire a homeostatic environment along with other basic needs. These basic needs consist of pay, benefits, retirement, supplies to teach lessons, equipment, training (Geiger & Pivovarova, 2018; Gray, Wilcox, & Nordstokke, 2017), and a safe and orderly school environment (Harrell et al., 2019; Kraft et al., 2016; O'Brennan, Pas, & Bradshaw, 2017).

Psychological Needs

If basic (physiological and safety) needs are "fairly well gratified" (Maslow, 2013, p. 7), then the psychological needs will emerge; these include belongingness, love, and esteem needs. Love needs consist of having friends, a significant other, or children; if a person does not acquire the feeling of love, then the hunger for affection will impede an individual from reaching self-actualization (Maslow, 2013). Love needs consist of both receiving love from others and giving love to others (Maslow, 1987). Though people may relate to love and esteem needs through books and movies, there is limited scientific information relating to the belongingness need;

through sociological literature, there is an awareness of the effects of feeling isolated (Maslow, 1987).

Esteem needs are the desire for self-respect, self-esteem, and the esteem of others (Maslow, 2013). Esteem needs are based on acquiring the respect and achievement of others (Maslow, 2013). Most people desire to earn self-esteem and self-respect, which is a stable, elevated assessment of themselves (Maslow, 1987). A desire for accomplishment, mastery, and competence is important to some, while having prestige, fame, and glory may be important to others (Maslow, 1987). By attaining esteem needs, one increases self-confidence and worth; conversely, the lack of being a recipient of these words of praise can lead one to feel menial and powerless (Maslow, 1987). The gratification of meeting these needs comes with encouragement, acceptance, and admiration (Maslow, 1948).

The teaching profession can also relate to Maslow's psychological needs. Teachers look for belongingness and love in colleagues (Kraft et al., 2016), administration (Geiger & Pivovarova, 2018; Kraft et al., 2016), and mentors (Geiger & Pivovarova, 2018; Kelchtermans, 2017). Teachers also desire to experience the feeling of accomplishment (Geiger & Pivovarova, 2018). Without fulfilling these needs, one may not reach self-actualization.

Self-fulfillment Needs

Self-actualization is Maslow's (2013) highest level of human motivation. Even if all of the needs have been met, one may not reach self-actualization since humans are constantly wanting and may only feel satisfaction for a short time (Maslow, 1987). A self-actualized person experiences self-fulfillment. People who have reached this level of the hierarchy have been shown to live longer lives, experience less disease, and enjoy better sleep patterns (Maslow, 1987). Along with these physical characteristics, the person will have a deeper level of peace and

happiness (Maslow, 1987). A person who has reached this level of the hierarchy displays positive characteristics: "perception of reality, acceptance, spontaneity, problem centering, solitude, autonomy, fresh appreciation, peak experiences, human kinship, humility and respect, interpersonal relationships, ethics, means and ends, humor, creativity, resistance to enculturation, imperfections, values, and resolution of dichotomies" (Maslow, 2013, p. 170).

For a teacher to reach self-actualization, "very good conditions" (Maslow, 1987, p. 100) are necessary. Maslow (2013) stated, "A musician must make music, an artist must paint, a poet must write, if he is to be ultimately happy. What a man can be, he must be" (p. 7). When this is met, one has reached self-actualization. Maslow's (2013) quote relates to teachers' choice to migrate to other districts. Direct and indirect accountability pressures cause teachers to make the choice to leave; many of these accountability pressures include observable changes in district procedures, practices, and school climate (Feng et al., 2018). These accountability pressures cause teachers to use counterproductive teaching practices such as teaching to the test and fear techniques (von der Embse, Schoemann, Kilgus, Wicoff, & Bowler, 2017). When a teacher experiences the lack of control in conducting the classroom in a way that verifies their professional ability, combined with a sense of loss in making a difference in students' experiences, then the teacher may choose to leave the school (Kelchtermans, 2017). The understanding that there are multiple paths to help reach the same goal (Maslow, 2013), combined with the realization that self-actualization will not be met, causes teachers to make a life changing choice. A teacher must teach "if he [or she] is to be ultimately happy" (Maslow, 2013, p. 7).

Related Literature

This related literature portion will highlight the importance of teachers, the problem that is occurring in schools across the country, and the causes, effects, and possible solutions to help retain a school system's most valuable assets. Figure 2 shows, in diagrammatic form, the systematic approach to the literature discussing teacher migration.

```
Importance of teachers    ◄─────────────┐
        │                                │
        ▼                                │
      Problem                            │
Teachers are leaving districts to        │
   teach in other areas                  │
        │                                │
        ▼                                │
      Cause                              │
Breakdown of basic and psychological     │
         needs                           │
        │                                │
        ▼                                │
      Effects                            │
Negative impacts of teacher migration    │
        │                                │
        ▼                                │
     Solution                            │
Literature targeted to support districts │
   to retain teachers    ────────────────┘
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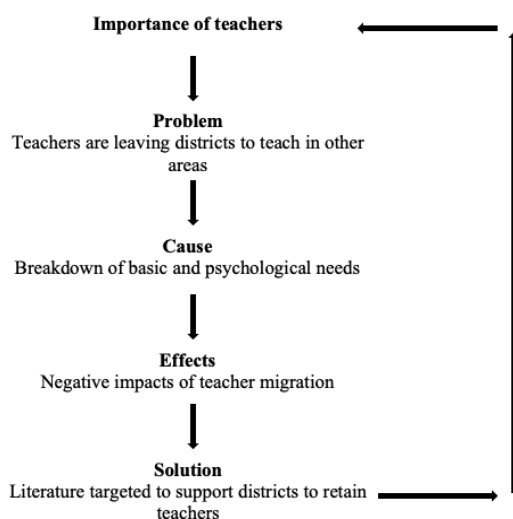
Figure 2. A diagrammatic approach to the relevant literature.

Importance of Teachers

The success of a school system depends on the effectiveness of the teachers (Imran, Allil, & Mahmoud, 2017). Teachers are the most important school influence that improves academic achievement (Harrell et al., 2019; Hochbein & Carpenter, 2017). When teachers stay at a school, student achievement on standardized tests improves more rapidly (Kraft et al., 2016). It is also important to retain veteran teachers. Teachers become more effective with the number of years they teach (Feng et al., 2018; Papay et al., 2017; Ryan et al., 2017) and will continue to become more effective through professional development, complementary input, and discussions with coaches (Feng et al., 2018). By retaining effective teachers, schools create a more meaningful organizational culture, which creates a sense of success for teachers (Kraft & Papay, 2014).

Additionally, students who are taught by a series of highly qualified teachers (as characterized by years of experience, level of education, subject matter expertise, and effectiveness) have higher academic achievement and are more likely to obtain a bachelor's degree (Lee, 2018). Teachers who are highly qualified have the understanding of how to create a love for learning and to help each student achieve beyond what a student may believe is possible (Day & Gu, 2014). Not only do teachers become more effective with years taught, but also novice teachers have higher standardized test scores if paired with a veteran teacher (Kraft et al., 2016). This is why it is imperative to focus on retaining both veteran and novice teachers. Veteran teachers can support novice teachers and aid in a positive progression from inexperienced teacher to experienced teacher (Whalen, Majocha, & Van Nuland, 2019).

Problem

A problem that occurs throughout the country is that school systems are losing their most valuable assets to teacher migration (Feng et al., 2018; Fisher & Royster, 2016; Harrell et al., 2019; Papay et al., 2017). This can be seen in the 2011–2012 school year when over 15% of teachers across our country either migrated to another school district or chose to leave the profession altogether (Goldring et al., 2014). This statistic includes novice and veteran teachers because migration rates between these groups are comparable (Ryan et al., 2017). In losing teachers, the consequences on the district are immense, including costly replacements and training and the possibility of a less-effective teacher being hired (Geiger & Pivovarova, 2018). These consequences are especially true in low-income, high minority schools, where as many as one in three classrooms have teachers teaching outside of their field of study (Lee, 2018). From an educational perspective, it is imperative to study teacher attrition and migration to prevent

highly qualified teachers from leaving the profession or district for reasons that may be preventable.

Causes

Causes of teacher migration can be broken down into three categories, two of which come from Maslow's (2013) hierarchy of needs. The two causes that fall under Maslow's needs are basic needs, which include physiological needs and safety needs, and psychological needs, which include belongingness and love needs and esteem needs (Maslow, 2013). The third heading includes additional underlying factors found in the literature which does not fall within Maslow's (2013) hierarchy of needs.

Basic needs. Maslow (2013) discussed basic needs as the starting point for motivation. Teachers have basic needs that must be met, otherwise the absence of these needs may become a factor when a decision is made to stay at a school or transfer. Some of the needs that may influence the decision to migrate can be pay (Fisher & Royster, 2016; Geiger & Pivovarova, 2018; Papay et al., 2017), benefits (Fisher & Royster, 2016; Papay et al., 2017), teacher education programs (Geiger & Pivovarova, 2018; Harfitt, 2015), professional development (Fisher & Royster, 2016), mentorship (Harfitt, 2015), and lack of time to manage an overwhelming workload (Fantilli & McDougall, 2009; Fisher & Royster, 2016; Geiger & Pivovarova, 2018; Ronfeldt & McQueen, 2017).

Pay and incentives can be a factor in deciding to leave a profession (Feng et al., 2018; Geiger & Pivovarova, 2018; Papay et al., 2017). However, it has also been shown to not be an underlying factor for teacher migration (Gallant & Riley, 2017; Harfitt, 2014). This correlates with Maslow's (2013) theory that an act usually relies on more than one motivation. Pay and benefits as a factor is especially discernible in accountability programs where high-performing

schools receive rewards (Feng et al., 2018). Veteran teachers often transfer to high-performing

schools where rewards are attached to performance (Feng et al., 2018). Incentives also increase

test-related stresses on teachers and the overall school environment, which will directly affect a

teacher's choice to migrate to another school district (Ryan et al., 2017; von der Embse,

Pendergast, Segook, Saeki, & Ryan, 2016).

The needs of a teacher may differ with an increase of teaching years. Novice teachers,

teachers with one to three years of experience, are more likely to migrate to other school districts

(NCES, 2019; U. S. Department of Education [DoED], 2016). The percentage of novice teachers

migrating has statistically remained the same, with 13.7% migrating to another school in the

2008–09 school year (DoED, 2016) and 13% migrating to another school in the 2012–13 school

year (NCES, 2019). Two main factors have been associated with novice teacher migration,

teacher qualification and school culture (Dupriez, Delvaux, & Lothaire, 2016). A novice teacher

benefits from having quality teacher preparation courses (Geiger & Pivovarova, 2018). Teachers

who have earned their degree through a fast-track program are more likely to migrate from their

initial placement (Dupriez et al., 2016; Vagi & Pivovarova, 2016), even though it is uncertain if

this finding is from lack of training or from a challenging school placement (Vagi & Pivovarova,

2016).

Novice teachers experience an increase in job stresses due to a lack of support while

trying to understand and meet state standards and assessments, utilize technology in lessons, and

differentiate lessons to meet students' needs (Stone, 2015). This is why novice teachers value

having a mentor (Fantilli & McDougall, 2009; Fisher & Royster, 2016; Ronfeldt & McQueen,

2017). A mentor is essential for teachers to learn the complexity of issues they may encounter

during the school year (Kelchtermans, 2017). Teachers who have decided to leave stated that not

having a mentor was a factor in the decision to leave the profession or migrate to another school (Harfitt, 2015; Scherff, 2008). This may be attributed to the reality that a teacher usually enters the school system with reasonably high self-efficacy, but within the first year of teaching a novice teacher's belief in their capabilities decreases dramatically (Feng, Hodges, Waxman, & Malatesha Joshi, 2019). This dip in self-efficacy is especially true when teachers do not have a mentor. Teachers who did not have a mentor had lower levels of self-efficacy after the first year compared to teachers with a mentor (Feng et al., 2019). Schools with lower novice teacher migration rates have more satisfying mentoring opportunities provided through the school system (Geiger & Pivovarova, 2018).

Lack of time for an overwhelming workload is a factor when choosing to stay or migrate (Fisher & Royster, 2016; Gallant & Riley, 2017; Geiger & Pivovarova, 2018). Novice teachers are at a higher risk of experiencing stress from an overwhelming workload, which leads to emotional exhaustion and a desire to change schools or leave the profession (Bettini et al., 2017). Though novice teachers are subjected to the stress of an overwhelming workload, both veteran and novice teachers have made career changes due to an increased workload (Fisher & Royster, 2016; Geiger & Pivovarova, 2018). Teachers' workload can consist of everyday activities such as classroom instruction, classroom management, lesson plans, and parent and student contact (Kim, 2019). An overwhelming workload causes teachers to mix personal time with professional time (Gallant & Riley, 2017). The amount of time that teachers work in the classroom, which averages to about 58 hours per week (Manuel, Carter, & Dutton, 2018), along with the amount of work taken home, forces teachers to contemplate other job opportunities (Gallant & Riley, 2017). An overwhelming workload has been seen as one of the strongest factors in a teacher's choice to leave the profession (Manuel et al., 2018). Teachers are not only limited to mandatory teacher

tasks such as lesson planning, but they are also expected to complete administrative work such as participating in school events, filing student records, and completing necessary government information (Kim, 2019). These administrative tasks have a negative impact on student achievement (Kim, 2019). Teachers with an increased number of administrative tasks spend less time planning instruction and giving feedback to students, which creates missed opportunities to help students grow academically (Kim, 2019). Administrative duties not only interfere with teaching duties, but also mentor–mentee interactions decrease, which has a negative effect on new teachers (Pogodzinski, 2014). The perception of the inability to complete tasks generates emotional exhaustion, which directly correlates with the choices to stay or leave a school system (Bettini et al., 2017).

Maslow (1987) discussed that a child's ability to feel safe not only relates to protection needs but also to routine needs. Having an undisrupted routine is important in moving to self-actualization (Maslow, 1987). Maslow (1987) found that a child preferred to have a "predictable, lawful, orderly world" (p. 40). Without this safe environment, fearfulness, dread, anxiety, and nervousness are all effects that may occur (Maslow, 1987). The same effects can relate to teachers in the classroom. The lack of organizational factors can affect a teacher's choice to retain employment at a school (Djonko-Moore, 2015; Kraft & Papay, 2014; Papay et al., 2017). This is especially true in high-poverty, urban school districts. Though many teachers come prepared for the task of helping students learn, the teachers quickly come to a realization that their efforts alone will not breed success (Kraft, Papay, Johnson, Charner-Laird, & Reinhorn, 2015). It is imperative that teachers have a strong organizational response from the school system to help with student behaviors, which are often unpredictable, especially with low-socioeconomic students who have related education as a place of low success (Kraft et al., 2015).

A break in the routine can also include grade level reassignments. Teachers who are reassigned to different grade levels have higher turnover patterns than teachers who teach one grade level for multiple years (Ost & Schiman, 2015). This is especially true for novice teachers who are reassigned after the first year (Ost & Schiman, 2015). This change in grade level or subject area may be attributed to an increased workload upon reassignment (Ost & Schiman, 2015), which can include learning new skills and creating new lesson plans instead of building on prior knowledge.

Inconsistencies in federal, state, and district mandates, accountability, and administrative turnover can also lead to a disruption in routine and possible frustration that leads to teacher migration. The federal government has school accountability measures for reading and math standards across the country (Midkiff & Cohen-Vogel, 2015). The No Child Left Behind (NCLB) Act of 2001 mandated the measurement of students' achievement in reading and math for all states (DoED, 2005). In 2015, President Obama signed the Every Student Succeeds Act, which monitors student progress and holds districts accountable for teaching high academic standards to all students (DoED, 2019). This act requires accountability and action for the lowest performing schools that are not displaying progress (DoED, 2019). If a district does not meet state and federal standards, then changes to increase scores cause districts to examine and change school policies (Feng et al., 2018). Some schools may have to change policies to meet new sanctions, which can include closure and possible district reconstruction (Midkiff & Cohen-Vogel, 2015). Teachers may choose to leave a failing school as a result of changes in district policies, practices, and school climate (Feng et al., 2018). Changes in policies and practices often include limiting curriculum instruction in order to help increase reading and math scores (Feng et al., 2018; Gonzalez, Peters, Orange, & Grigsby, 2017). Schools across America focus largely on

content tested and less time is given to other subjects that are not tested; this gives teachers the perception that some subjects are more significant than others (Gonzalez et al., 2017). Limiting curriculum instruction is a factor in increased veteran teacher migration to different schools (Feng et al., 2018).

Under-performing school systems are connected to higher principal turnover (Snodgrass Rangel, 2018). Higher principal turnover directly affects teacher turnover (Bartanen, Grissom, & Rodgers, 2019; Fuller, Hollingworth, & Pendola, 2017; Snodgrass Rangel, 2018). With research showing a strong correlation between the lack of administrative leadership and increased teacher migration (Geiger & Pivovarova, 2018; Kraft et al., 2016; Player et al., 2017), one can see why constant principal turnover will lead to higher teacher turnover. "Dysfunctional district policies" (Fuller et al., 2017, p.736) are strong factors in principal turnover decisions; these policies, and the impacts of principal turnover, directly influence a teacher's decision to find employment elsewhere (Fuller et al., 2017). Principal turnover is associated with lower school culture qualities such as developing and sustaining a shared purpose, creating a collegial teacher atmosphere, and a failure of sustaining "school-improvement focus long enough to actually accomplish any meaningful change" (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004, p. 166). Additionally, an unexpected statistic shows that high principal turnover negatively affects veteran teachers (Grissom & Bartanen, 2019; Snodgrass Rangel, 2018), only adding to the migration problem.

The safety aspect for teachers not only includes the organizational factors but also safety needs in the classroom. A teacher is more likely to transfer when negative student behaviors are immense (Djonko-Moore, 2015; Harrell et al., 2019; Kraft et al., 2015; Kraft et al., 2016; Player et al., 2017). Teachers are 45 times more likely to transfer when the student-to-discipline ratio is

high (Harrell et al., 2019). A recent study, which examined close to 3,000 kindergarten to 12[th] grade teachers across the country, found that 80% of teachers were victimized at least once during the school year (Mcmahon, 2014). Most of the offenses dealt with harassment, though many teachers had been physically abused along with property damage (Mcmahon, 2014). The majority of the behaviors directed toward teachers were from students, though some of the issues did include parents and colleagues (Mcmahon, 2014). The number of safety issues in the classroom are higher in urban school districts (Mcmahon, 2014). A safe and orderly school not only increases the chances of teachers staying at the school, but it is also important to student achievement (Kraft et al., 2016) and high-quality instructional delivery (Kraft et al., 2015).

Many basic needs and psychological needs correlate with each other. Principal turnover affects safety needs, school culture needs, and student accountability (Bartanen, Grissom, & Rodgers, 2019; Fuller et al., 2017; Snodgrass Rangel, 2018). The lack of time and testing pressures increases teacher stress (Gonzalez et al., 2017), which in turn will cause burnout, curriculum choices, and turnover (Ryan et al., 2017). Unpredictability, which correlates with safety needs, for assessing students on state standards is a factor when deciding to retain employment, migrate to another school, or leave the profession (Ryan et al., 2017). Though this may cause one to focus on wellness of testing teachers, one must be careful not to focus specifically on teachers who administer the state test. Non-testing teachers in elementary school and middle school also feel the stress, since each grade level focuses on students becoming test ready (Gonzalez et al., 2017). Stress of non-testing teachers was less noticeable in high school teachers (Gonzalez et al., 2017). All of these needs intertwine with each other and leave teachers with a feeling of helplessness and a desire to leave.

Psychological needs. Psychological needs include belongingness and love needs and esteem needs (Maslow, 2013). Belongingness and love needs include school culture. School culture has been found to be a factor in teachers' choice to migrate to other districts (Feng et al., 2018; Fisher & Royster, 2016; Kelchtermans, 2017; Kraft et al., 2016; Papay et al., 2017; Player et al., 2017; Ronfeldt et al., 2017). School culture refers to how teachers, administrators, and other staff personnel in the school work together and often includes the beliefs and values staff members share with each other (ASCD, n.d.). Both administrators and colleagues nurture "professional core relations that are important for teachers' self-esteem, job motivation, and eventually also for their career decisions" (Kelchtermans, 2017, p.968).

Teachers utilize colleagues to help when dealing with school stresses (Fisher & Royster, 2016). If the camaraderie of colleagues is not strong, teachers may feel isolated, which in turn will lead to teacher migration. The camaraderie of colleagues includes the ability to feel safe enough to collaborate and trust a colleague (Kraft et al., 2016). Not only does a teacher need camaraderie with other teachers, but they also need social recognition from their peers (Kelchtermans, 2017; Kraft et al., 2016). This acknowledgement allows the teacher to recognize their value and know that they are a credible professional (Kelchtermans, 2017). This camaraderie and recognition among peers is vital for teacher retention (Djonko-Moore, 2015; Kelchtermans, 2017; Kraft et al., 2016). Though the importance of collaboration is stated in many articles (Djonko-Moore, 2015; Kraft & Papay, 2014; Kraft et al., 2016), one recent article found that collaboration with colleagues is a factor but not a significant one (Ronfeldt & McQueen, 2017).

Administrators play an enormous role in creating a positive school climate. When administrators fail to create a positive, supportive environment, teachers may choose to migrate

to another school (Feng et al., 2018; Kraft et al., 2016; Kraft & Papay, 2014; Papay et al., 2017;

Player et al., 2017; Ronfeldt & McQueen, 2017; Ryan et al., 2017; Vagi & Pivovarova, 2016).

Teachers who chose to leave a district expressed the lack of support, positive reinforcement, and

feedback resulting in staff morale reaching "an all-time low" (Geiger & Pivovarova, 2018, p.

617). This is a key reason for teacher migration in schools (Towers & Maguire, 2017). Not only

is the lack of a positive and supportive school environment a factor, but when principals do not

demonstrate academic leadership qualities with a focus on student achievement, teachers are

more apt to migration patterns (Kraft et al., 2016). Building trust and credibility is key in

displaying leadership characteristics. Without credibility, it has been stated that teachers may be

more prone to feeling unwarranted, contemplate looking for another job, and only produce when

being observed (Kouzes & Posner, 2017).

Esteem needs, such as the feeling of accomplishment, are also an underlying factor of a

teacher's choice to migrate to another school. Though working in a low-achieving school system

is not considered an underlying factor for teacher migration (Dupriez et al., 2016; Feng et al.,

2018; Geiger & Pivovarova, 2018; Harrell et al., 2019), the feeling that comes with the lack of

success is a factor when choosing to stay or migrate to another district. Internalizing low

academic test scores as the measure of success and value leads teachers to feel unsuccessful

(Kelchtermans, 2017). This lack of accomplishment not only occurs in low-achieving schools but

in every school at every stage in a teacher's career. With an increase in state standards and a

constant change in curriculum, teachers' perception concerning the lack of accomplishment

occurs with the constant impression of being behind; this constant state occurs after teaching all

day and still not accomplishing all the tasks required (Rumschlag, 2017). As many as 79% of

novice teachers fall into this group of low sense of accomplishment due to feeling behind

schedule (Rumschlag, 2017). Though many believe that this group is limited to novice teachers, 67% of veteran teachers also have a low sense of accomplishment (Rumschlag, 2017). The lack of satisfaction and purpose with one's job leads to a lower retention rate (Schwartz, 2015).

Additional underlying factors. School systems in America are facing a shift in demographics due to a rise in poverty, an increase in immigrant families, and an increase in minority populations (Turner, 2015). Factors such as high poverty, high minority, and low achieving schools cause a higher rate of transfer than schools in which these factors are not prevalent (Feng et al., 2018). Though these can be a factor, a number of studies found that high poverty, high minority population, and schools with a failing status were not factors in the decision to leave a school (Dupriez et al., 2016; Feng et al., 2018; Geiger & Pivovarova, 2018; Harrell et al., 2019). Student demographics is a commonly used assumption from school administration and policy makers, but it is not seen as a determining factor for teachers (Geiger & Pivovarova, 2018). Though these factors may have small effects on a teacher's choice to migrate, the factors that correlate with Maslow's (2013) hierarchy of needs are a more salient driving force behind the choice to migrate to another district.

Effects

Teacher migration is costly (Geiger & Pivovarova, 2018; Harrell et al., 2019). When teachers choose to leave a school system, it comes with an economical cost (Kelchtermans, 2017). With tight budget constraints, districts must focus on how to retain teachers who have been invested in by the district's economic resources. The cost of teacher migration includes an administrative cost to process the teacher leaving the school, replacement cost, recruitment cost, hiring cost, training cost, and professional development cost (Geiger & Pivovarova, 2018; Kelchtermans, 2017; Ryan et al., 2017). This is disheartening for school systems on tight budgets

because investments must be given to fill teacher positions instead of allocating resources for staff members (Ryan et al., 2017). Not only do districts have to allocate additional dollars to hire and train new teachers, but retrospective costs incurred when a teacher chooses to leave cannot be recovered (Ryan et al., 2017). New teachers require more training and development at the beginning of their teaching career, which makes it more costly when experienced teachers choose to leave (Ryan et al., 2017).

The impact of teacher migration is not only a financial burden to the district but also costly in terms of students' academic progress (Papay et al., 2017). It causes pain and distress on other teachers, school administration, and the surrounding school community (Geiger & Pivovarova, 2018). Teacher turnover correlates with lower student achievement scores (Hanushek, Rivkin, & Schiman, 2016; Young, 2018); the adverse effects are especially true with lower-achieving school districts (Hanushek et al., 2016). Teacher turnover negatively affects the quality of instruction, which impacts student achievement (Hanushek et al., 2016). This occurs because teachers who choose to leave the school are usually replaced with teachers that are "less effective" (Hanushek et al., 2016, p.145). Effectiveness increases as a result of professional development and complementary inputs from colleagues, administration, and coaches (Feng et al., 2018). Students also perceive teacher attrition as problematic because it reduces stability, which has an effect on academic achievement (Kelchtermans, 2017).

Districts must not focus on retaining all teachers but on retaining effective teachers. Teacher turnover for less effective teachers can be beneficial for school systems (Young, 2018). Novice teachers sometimes acknowledge the struggle of effective teaching and choose to either migrate to a higher performing school or choose to leave the profession (Hanushek et al., 2016). An essential component for districts is to effectively retain highly qualified and successful

teachers (Young, 2018).

Solutions

There are many literature-based solutions that can help improve the problem of teacher retention. Referring back to Maslow's (2013) hierarchy of needs, many solutions can fall under both basic needs and psychological needs. By incorporating district specific solutions, districts can focus on the most pertinent solutions that will help retain their most valuable assets. The following solutions are broken down by these two categories.

Basic needs. With teachers earning 19% less than comparable educated workers (NEA, 2019), it is essential to consider pay and incentives to increase teacher retention. There are two different ways in which states and districts can attract and retain teachers with pay: (a) diversified pay and pay incentives and (b) performance pay (Aragon, 2016). A total of 23 states in the United States incorporate diversified pay, which offers targeted incentives for high-needs schools and shortage subject areas; other states also provide financial assistance such as loan forgiveness, tuition reimbursements, and scholarships to fill shortage areas (Aragon, 2016). Diversified pay is used to entice teachers to sign with a school district; however, without sustained incentives, diversified pay helps with recruitment but is not seen as a strong retention strategy (Aragon, 2016; Feng & Sass, 2017). Many diversified pay incentives can only be utilized for a few years. For example, the state of Virginia uses the Virginia Middle School Teacher Corps incentive to entice teachers to teach the shortage subject area of middle school math; this incentive employs targeted funding for teachers to receive $5,000 per year for three years (VDOE, 2019). Though this may entice teachers to take a position within a district, this short-term incentive is not a strategy for long-term retention (Feng & Sass, 2017). In the place of diversified pay, some states use incentives to retain teachers, such as loan forgiveness.

Depending on the amount a state is willing to forgive, loan forgiveness for hard to staff schools and subject areas is an effective way to retain teachers (Feng & Sass, 2017). Along with loan forgiveness, one-time bonuses for hard to staff schools is another effective way to retain teachers and is equivalent to loan forgiveness options (Feng & Sass, 2017).

Performance pay has been incorporated state-wide in 16 states with an addition of nine states that permit pay-by-performance (Aragon, 2016). Performance pay implements rewards to effective teachers that put in the extra effort in being effective, which in turn may help motivate less effective teachers to seek instructional strategies to increase effectiveness (Springer & Taylor, 2016). This program was created to help retain effective teachers and to entice others to join the teacher education field (Springer & Taylor, 2016). The benefits for performance pay vary, with some research stating it as an ineffective and harmful reward to low-achieving schools and student achievement (Chiang et al., 2015; Feng et al., 2018), while others have found some benefits to the program (Springer, Ballou, & Art, 2014). There are many different types of performance pay programs that districts can incorporate (Springer & Taylor, 2016). Districts can incorporate individual or group incentives, along with the choice of larger sum incentives or smaller incentives. The reasoning behind greater sum incentives is that teachers must be driven to behaviorally change teaching strategies (Springer & Taylor, 2016). The setback of incorporating greater sums of money is fewer teachers will benefit from the program; teachers then draw conclusions that obtaining the reward is impossible and an increased effort is not warranted (Springer & Taylor, 2016). Evaluations of both sets of programs found that teachers prefer smaller rewards, which allows a larger number of teachers to receive the incentives; this incentive program also found a higher retention rate among teachers in comparison to larger incentive programs, which only had a high number of retention patterns among teachers who

received the incentive (Springer & Taylor, 2016). Both diversified pay and performance pay are only beneficial in addition to improvements in working conditions within the district (Aragon, 2016).

Mentor programs need to be put in place to support novice teachers (Harfit, 2014; Ronfeldt & McQueen, 2017). There are two different types of mentoring programs: formal and informal (Du & Wang, 2017). In the past, school districts chose between formal and informal mentoring programs. Recently research shows that a hybrid form may be more beneficial; this will include the spontaneity of informal mentorship but structured goals and a timeline of formal mentorship (Desimone et al., 2014; Du & Wang, 2017). When implementing a mentorship program, teachers should be paired with veteran teachers from their same content discipline. Teachers who are paired with a veteran teacher from the same content area have higher self-efficacy than teachers who are assigned a mentor from a different content area (Feng et al., 2019). During this time of mentorship, it is imperative that the teacher and mentor observe each other, plan lessons together, work together on behavior concerns (Feng et al., 2019), and share a vision about the important components needed for a successful classroom (Lehman, 2017). In addition to mentorship programs, structural support created by administrators increases teacher retention for novice teachers (Redding, Booker, Smith, & Desimone, 2019). These structures include pairing teachers by grade and subject, increasing opportunities for collaboration between teachers during the school day, and encouraging shared instructional expectations between mentor and mentee (Redding et al., 2019). With the understanding that mentor programs suffer when environmental factors cause mentors and mentees to struggle and collaborate with each other, administrators and districts must focus on building time to collaboratively discuss issues within daily routines and not in addition to multiple administrative tasks (Pogodzinski, 2014). By

focusing on implementing strong, successful mentoring programs, a relationship and rapport between mentor and mentee will form (Du & Wang, 2017), which in turn will help strengthen belongingness. Other induction support methods that increase novice teacher retention include the development of support networks (Harfit, 2014), supportive communication from school leadership, beginners' seminars, and, to a lesser degree, collaborative planning (Ronfeldt & McQueen, 2017). By including induction support for novice teachers, a district not only increases the retention probability for the following year, but also across a five-year window (Ronfeldt & McQueen, 2017). Induction support increased the likelihood of teacher retention by 20% to 24% in the second year and by 10% to 14% across five years (Ronfeldt & McQueen, 2017).

Insufficient time to complete activities and excessive workload leads to teacher burnout and teacher migration or attrition patterns (Avanzi et al., 2017). One way for school leaders to decrease excessive workload is to allow a teacher to remain in one grade level for multiple years (Ost & Schiman, 2015). Teachers who remain in the same grade level still have a large workload, but they are able to build on past lessons and materials, while teachers who are assigned a new grade-level placement have an increased workload (Ost & Schiman, 2015). Though many components of teacher workload cannot be changed, improving school environment and collegial support can decrease the perception of teacher workload (Avanzi et al., 2017; Bettini, 2017). Increasing teachers' sense of belongingness in the school improves collegial support, which positively affects the perception of teacher workload and leads to lower levels of teacher burnout (Avanzi, 2017). By focusing on school culture and increasing teachers' sense of belongingness, not only will psychological needs be met but also basic needs.

A teacher's ability to feel safe in the classroom is an important factor regarding teacher retention. Two factors are the strongest predictor of teacher turnover, one of which is safety (Kraft et al., 2016). A teacher who feels safe is less likely to experience teacher burnout (O'Brennan et al., 2017). Increasing school safety is also beneficial to student achievement (Kraft et al., 2016; Lacey & Cornell, 2016)). Teachers must also know they can rely on and feel supported by administrators; policies need to be in place to help support teachers when negative behaviors arise (Kraft et al., 2016). One way that schools can increase safety among students and staff is to increase antibullying strategies (Lacey & Cornell, 2016). A study observing 301 Virginia high schools found that focusing on seven elements associated with bullying decreased the amount of bullying and increased state mandated testing scores (Lacey & Cornell, 2016). These seven elements, identified by Ttofi and Farrington (2011), are: school wide assembly on bullying, rules and policies conveyed to students, parent education, teacher training, increased supervision in high bulling areas, consequences for bullying, and videos discussing bullying for students (Lacey & Cornell, 2016). School systems choose to take the get-tough approach or the support-oriented approach to discipline (Mears et al., 2019). The get-tough approach comes with few pros but a lot of cons; this "punishment-oriented approach" (Mear et al., 2019, p. 1344) rarely leads to an increase in school safety. However, the support-oriented approach can also be detrimental to a school system (Mear et al., 2019). If not implemented correctly, the support-oriented approach may lead to an inability to incorporate a fair and reliable set of rules. This approach can also lead to a decrease in a school's ability to increase student achievement (Mear et al., 2019). There is no one size fits all approach to school safety. Policies need to focus on the ability to build school level policies that "(a) do not hinder educational activities, (b) reduce school delinquency, (c) assist rather than criminalize youth, and (d) help rather than stigmatize

court-involved youth" (Mear et al., 2019, p. 1359). To help monitor teacher perception of safety

within the school, each school needs to consistently assess each teacher's perception of

emotional and physical safety (Mear et al., 2019; O'Brennan et al., 2017). By assessing teachers'

perceptions, schools will be able to monitor and change policies to help create a safer school

environment (Mear et al., 2019).

Psychological needs. One of the most effective solutions includes strengthening

principal leadership skills (Geiger & Pivovarova, 2018; Kraft et al., 2016; Player et al., 2017).

Continuous professional development for principals can change leadership competencies, which

can significantly improve the teacher's relationship with the principal (Mei Kin, Abdull Kareem,

Nordin, & Wai Bing, 2018). By focusing on strengthening effective principals, a domino effect

will occur. Effective principals do not increase retention rates for all teachers but strategic

retention for effective teachers (Grissom & Bartanen, 2019). Effective principals rely on

classroom observations as a predictor of effective teaching strategies and not test scores alone

(Grissom & Bartanen, 2019). This is important, since growth assessment data for test scores will

not be available until the end of the following school year (Grissom & Bartanen, 2019).

One of the major changes that occur by increasing principal leadership relates to school

improvement. Focusing on principal behaviors within five different categories can increase

teacher retention, school culture, and student achievement (Liebowitz & Porter, 2019). These

five categories, created by Grissom and Loeb (2011), include: (a) instructional management, (b)

internal relations, (c) organizational management, (d) administration, and (e) external relations.

Instructional management includes responsibilities such as supporting teachers through

evaluations, school curriculum, and creating and implementing the school vision (Grissom &

Loeb, 2011; Liebowitz & Porter, 2019). Internal relations tasks encompass maintaining and

improving student and family relationships, attending school related functions, mediating conflicts, and casually connecting with personnel (Grissom & Loeb, 2011; Liebowitz & Porter, 2019). Creating a safe and orderly environment, managing budget constraints, and working with other principals are some of the tasks that fall under organizational management (Grissom & Loeb, 2011; Liebowitz & Porter, 2019). Administrative tasks include regular administrative duties such as schedules, the implementation of standardized tests, and school attendance (Grissom & Loeb, 2011; Liebowitz & Porter, 2019). The fifth category, external relations, includes connecting with stakeholders such as community leaders and district leaders (Grissom & Loeb, 2011; Liebowitz & Porter, 2019). By spending extra time or increasing one's skill in one of these five categories, an increase in student achievement, teacher welfare, and instruction can occur (Liebowitz & Porter, 2019). Though many schools will assume spending time building instructional practices is most beneficial, it has been seen that increasing instructional practices needs to be paired with other strategies to reap a benefit in regard to teacher, student, and school outcomes (Liebowitz & Porter, 2019). Districts must look at the specific needs in each school and possibly offer incentives for principals to increase school organizational factors, which in turn will increase teacher retention and student achievement (Kraft et al., 2016).

There is a direct correlation between quality leadership and effective teacher performance (Zahed-Babelan, Koulaei, Moeinikia, & Rezaei, 2019). Identifiable behaviors that principals can exhibit to increase teacher retention include communicating a vision to teachers, working to achieve the vision together, being supportive, recognizing exemplary teaching, and enforcing rules on student behavior (Player et al., 2017). Three specific successful leadership practices are (a) inspire teachers by fostering trust, (b) know your teachers, and (c) engage in purposeful communication with staff members (Hollingworth, Olsen, Asikin-Garmager, & Winn, 2018).

Fostering trust creates an encouraging environment for students and staff members (Hollingworth et al., 2018). Principals' leadership practice of knowing the teachers is imperative to build strong school culture. Principals must let teachers know that they are valued and needed for the school to be successful; this insight increases a teacher's self-efficacy and a belief in completing the tasks set (Gonzalez et al., 2017). To accomplish this, principals need to know teachers' personalities, strengths, and weaknesses to help choose school leaders and provide support when needed (Hollingsworth et al., 2018). Principals must also display purposeful communication toward teachers; this may include actions as simple as being visible in the school to encouraging challenging conversations among staff members (Hollingsworth et al., 2018). Principals can foster trust, get to know their teachers, and engage in purposeful communication by incorporating an open-door policy within the building (Hollingsworth et al., 2018). By focusing strategies for principals on supportive communication and leadership competencies (Hollingsworth et al., 2018; Mei et al., 2018; Ronfeldt & McQueen, 2017), a school may strengthen organizational factors that can lead to teacher retention and school improvement (Hollingsworth et al., 2018; Kraft et al., 2016). Also, by strengthening the relationship between teachers and administration and forming an understanding of a common vision for the school, a teacher is more likely to remain at a low-income school when facing difficulties (Conkling & Conkling, 2018).

In order for these solutions to be effective, districts must look at ways to retain their principals, especially in high-minority, high-needs schools. If principal turnover is high, then implementing these strategies is null. State members and school systems can allocate funds to help improve principal leadership through Title II funds under ESSA (Fuller et al., 2017; Fuller Hollingworth, & Lui, 2015). Though building stronger leaders can be beneficial, districts must

be cautious when choosing how to help improve principal leadership skills. There are two different reasons why districts should be cautious. The first reason comes from the district's belief that increasing principal leadership skills would increase principal retention; however, the correlation between the two factors has not been noted in the literature (Fuller et al., 2017). Even with this notion in mind, districts still need to employ adequate professional learning opportunities to help principals grow (Fuller et al., 2017). Schools that have high principal turnover tend not to spend large amounts of money on principal professional development in high-needs schools, since turnover is high (Fuller et al., 2017). By not allocating sufficient funds to help principals acquire the necessary skills, the "principal effectiveness gap between high-need and non-high-need schools" (Fuller et al., 2017; p. 745) continues to grow, which will directly affect teacher retention. Retaining effective principals must be a solution, especially in high-need schools, if teacher retention is to increase.

Another possible solution is giving teachers a voice through leadership (Taylor, Goeke, Klein, Onore, & Geist, 2011). Leadership builds trust and relationships by promoting collaboration between colleagues (Kouzes & Posner, 2017). This directly relates to Maslow's (2013) psychological needs. Effective teachers must be provided with the ability to advance within the school by offering opportunities to develop into teacher leaders, mentors, and department chairs (Bland, Church, & Luo, 2014). Implications of policy and practice must focus on improving schools' organizational context through administration development and leadership opportunities for teachers to help increase teacher retention rates and, in turn, increase their ability to improve achievement with students (Kraft et al., 2016). This solution must look at adding additional positions when schools are considered high-minority, high-needs. With a higher teacher turnover rate for high-minority, high-needs schools (Dupriez et al., 2016; Geiger

& Pivovarova, 2018; Harrell et al., 2019), principals do not have a large number of highly qualified leaders. When this occurs, districts must look at adding additional professional development to improve effectiveness, hire teacher leaders such as coaches, and/or hire assistant principals to help principals provide high-quality instructional practices to increase teacher effectiveness (Fuller et al., 2017).

Not only is there a need to focus on novice teachers, but also, due to an increase in teacher migration, school systems must include veteran teachers (Papay et al., 2017). Targeted solutions should be put in place to support, engage, and retain veteran teachers (Papay et al., 2017). District level policies to help improve balance for the teacher will impact teacher retention (Papay et al., 2017). One way to help improve school climate is through teacher groups (Bannister, 2015; Hallam, Smith, Hite, Hite, & Wilcox, 2016) and forming teacher leaders (O'Brennan et al., 2017). Teacher groups that collaboratively work together benefit not only by building the psychological need of belongingness but also by increasing the number of interventions for struggling students (Bannister, 2015). Delivery of regular teacher perception surveys will help monitor teacher's perception of belongingness, which in turn will help identify ways to create or maintain a healthy environment for students and staff (O'Brennan et al., 2017).

One new way that may be beneficial for teachers in helping to create a strong school climate is through the pilot program Realizing Educational Leadership and Teaching Excellence (RELATE); though this pilot program just finished the first year of implementation in the Boston school system, the benefits of the implementation of the program have already been seen by teachers and the administration (Helfat & Silk, 2019). One way that this group differs from previous teacher groups is that the group is co-led by an outside psychiatrist and an in-house veteran teacher for the first year, and in the second year the group is led by the veteran teacher

with guidance as needed from the psychiatrist (Helfat & Silk, 2019). Though the program is still new, the benefits of having an outside psychiatrist for the first year and the open discussions between teachers and administration have been overwhelming in not only creating teacher leaders, but also by building morale and school culture (Helfat & Silk, 2019). This relates to Maslow's (1987) belief that groups, whether training groups or personal groups, are created to fill our desire for contact and belongingness.

Though some solutions to help retain teachers consist of increasing pay and adding benefits (Player et al., 2017), the most beneficial ways to decrease migration rates include improving working conditions, supportive and effective leadership (Geiger & Pivovarova, 2018; Kraft et al., 2016; Player et al., 2017; Ronfeldt & McQueen, 2017), providing opportunities for and quality of professional development (Fisher & Royster, 2016; Geiger & Pivovarova, 2018), and implementing quality mentoring support (Feng et al., 2018; Geiger & Pivovarova, 2018; Ronfeldt & McQueen, 2017). By strengthening these factors, an increase in academic achievement, a decrease in fiscal cost, and an overall improvement of school culture may be accomplished (Geiger & Pivovarova, 2018).

Summary

School systems across the country are losing teachers to teacher migration. Maslow's (2013) hierarchy of needs is a behavioral approach to study the different occurrences of teacher migration. These occurrences can be broken down into Maslow's (2013) satisfaction of basic needs and psychological needs. By following the progression of Maslow's (2013) hierarchy of needs, an individual will move from basic needs to psychological needs and finally end on self-fulfillment needs. An individual must attain basic needs before achieving psychological needs (Maslow, 2013). One cannot skip directly to self-actualization (Maslow, 2013).

Reasons why teachers choose to migrate can be broken down into Maslow's (2013) hierarchy of needs. It is clear that teacher migration occurs due to a deficiency in basic and psychological needs. This deficiency is not limited to novice teachers but includes teachers at different stages in their profession. By utilizing Maslow's (2013) hierarchy of needs, solutions can be implemented to increase retention for teachers in all stages (Fisher & Royster, 2016). The literature has documented many possible solutions for teacher migration. These solutions are wide ranging and dependent on specific causes.

Many different causes correlate with teachers choosing to leave a school system. The proposed research combines the information on causes, effects, and solutions from the literature review and pairs them with Maslow's hierarchy of needs to find the area of focus that is relevant to the district. With an array of factors, examining the causes and effects found in the literature and examining specific information from the district, applicable decisions can be made to determine and resolve the issue of teacher migration.

CHAPTER THREE: METHODS

Overview

About 13% of teachers transfer out of urban school districts yearly (Papay et al., 2017), which impedes the quality of teachers in the district since effectiveness grows with experience (Ryan et al., 2017). As seen in Chapter Two, the literature showed that the reasons why teachers choose to leave a school are wide ranging and multifaceted. The purpose of this applied study was to identify the causal factors of teacher migration to other school districts in a single urban school district located in the Southeastern region of the United States and to design specific interventions to address the problem. In the proposed study, the researcher endeavored to understand and remedy the number of teachers leaving the district through a mixture of qualitative and quantitative research. Data were collected from interviews, a focus group, surveys, and trend studies to help better understand the phenomenon and then propose a resolution to help improve the problem of teacher migration in the district.

Design

A multimethod research design was used for the applied study. A mixture of qualitative and quantitative data were used to better understand the phenomenon of teacher migration (Gall, Gall, & Borg, 2007). A multimethod design was utilized in the study because unlike the mixed method, which utilizes one complete method with a supplementary method that cannot stand alone, the multimethod approach employed a complete qualitative and quantitative data analysis (Morse, 2012). This helped alleviate the difficulty of a "mixing of paradigms" (Morse, 2012, p. 193) since the analysis results were combined with the results narrative. The aim of applied research was to "take theoretical insights or work and apply these in real-world situations" (Hart, 2018, p. 66). By applying a multimethod approach, the "structure, setting, and constituent social

processes [were analyzed] more fully than when only a single method is used" (Brewer & Hunter, 2006, p.9). The multimethod strategy of triangulated measurement was applied. Triangulated measurement "tries to pinpoint the values of a phenomenon more accurately by sighting in on it from different methodological viewpoints (Brewer & Hunter, 2006, p. 5).

The multimethod design employed two qualitative data sources and two quantitative data sources. The first of the two qualitative data sources consisted of five interviews from teachers who have migrated from the district to another district. The second qualitative data source consisted of a focus group of administrators in the district. Two quantitative sources were utilized to help create the triangulation of data. A quantitative Likert scale was administered to at least 15 additional teachers. Furthermore, trend studies were conducted to gather specific statistics regarding the district.

Research Questions

Central Question: How can the problem of teacher migration to other school districts be solved at a single urban school district located in the Southeastern region of the United States?

Sub-question 1: How would interviewing teachers who have migrated solve the problem of teacher migration at a district located in the Southeastern region of the United States?

Sub-question 2: How would a focus group of school administrators solve the problem of teacher migration at a district located in the Southeastern region of the United States?

Sub-question 3: How would quantitative survey data inform the problem of teacher migration at a district located in the Southeastern region of the United States?

Sub-question 4: How would trend study documents inform the problem of teacher migration at a district located in the Southeastern region of the United States?

Setting

The setting entailed a single urban school district located in the Southeast United States. The pseudonym for the school district is Humming Public Schools (HPS). HPS has a total of six elementary, two middle, and two secondary schools. The 2018 fall membership of students consisted of approximately 68% African American, 19% Caucasian, and 9% Hispanic (Humming Public Schools, 2019). Economically disadvantaged students make up 42% of the population of students enrolled at HPS. Teacher turnover rate was approximately at 19% for the 2016 fiscal school year (Hunt Institute, 2018). HPS was also ranked one of the top ten districts with the highest rate of unfilled teaching positions for the 2016–17 school year with approximately 50 unfilled positions (Hunt Institute, 2018).

Participants

The primary participants for the study were teachers who have left the district. The multimethod design collected data from teachers for both the quantitative and the qualitative portions of the study. Purposeful sampling was employed since all participants must have experienced the phenomenon of migrating out of HPS (Creswell & Poth, 2018). Due to district policies prohibiting the release of confidential information, such as names of personnel, teachers were recruited through means of social media, personal contacts, and snowball sampling, where previous participants know others who have left the district (Creswell & Poth, 2018). Five of the teacher participants participated in interviews. In addition to the five interviews, a minimum of 15 teachers completed a quantitative survey.

The second qualitative data source was collected by conducting a focus group. The focus group consisted of seven administrators. Criteria sampling was utilized to assure quality information would be acquired during the focus group (Creswell & Poth, 2018). The criteria of

the participants in the focus group included having held a position as an administrator at HPS district for at least three years. Additionally, participants were chosen so that administrators from each school level (elementary, middle, and high) were represented. Since the school system is relatively small, if seven administrators were unable to participate, previous school administrators that are currently employed in central office would have been recruited. If this occurred, two focus groups would have been conducted. One focus group would include current administrators, and the other focus group would consist of previous administrators currently working in central office.

The Researcher's Role

I am a doctoral student at Liberty University who has always had a passion for education. My motivation for this study occurred after seeing a rise in teacher turnover in my district. Like HPS, my district falls into the category of having high turnover rates since the geographic location is a city in the South; city schools in the South have the highest teacher turnover rates at 17.3% (Carver-Thomas & Darling-Hammond, 2017). Working in a small urban setting can lead to bias on why teachers may choose to move to another district. By using different methodological viewpoints, the phenomenon can be observed more accurately (Brewer & Hunter, 2006) and bias can be reduced.

The role of the researcher is to obtain permission from the HPS school district and assure confidentiality during the research process. Along with confidentiality with the district, it is also imperative that participants are assured that information and names will not be discussed with anyone at the district. Information collected will only be used to formulate a plan to solve the problem of teacher migration within the district.

Procedures

The first step of the proposed research study was to obtain participation letters from the Superintendent and the Executive Director for Accountability and School Improvement of the HPS school system. After securing the location, the information, IRB application, and participation approval letters were submitted for approval to Liberty University's Institutional Review Board (IRB). After securing approval, the researcher contacted the school superintendent and the Executive Director for Accountability and School Improvement. The researcher worked with the Executive Director for Accountability and School Improvement to collect data for the trend study and to obtain a list of possible administrators that meet the criteria set. No data were collected prior to IRB approval.

After IRB approval, teachers were contacted through a mixture of social media outlets and spoken communication. Upon initial contact, the researcher explained the IRB consent form, which was sent to the participants electronically, and discussed the purpose of the study (see Appendix B). A hard copy of the consent form was also available during the interview for participants to sign. Interviews were conducted after-hours in the conference room of a local business.

A focus group of seven administrators was conducted. Administrators were personally contacted by the researcher. The researcher discussed the IRB consent form (see Appendix B), the purpose of the study, and the importance of administrator input in the study. The focus group was conducted after-hours at a local conference room. Having the focus group at an off-site location helped create a comfortable and encouraging environment for the administrators so open communication could be obtained (Creswell & Poth, 2018). If a mixture of current administrators and previous administrators must be conducted due to a lack of current

administrators that meet the criterion, then two separate focus groups would have been

conducted at a local conference room to allow administrators the freedom to speak openly and

comfortably (Cresswell & Poth, 2018) without their supervisors in attendance.

Participants completing the quantitative surveys were contacted through a mixture of

social media outlets and spoken communication. After setting up a phone conference to discuss

the study and the consent forms, the survey was sent electronically to each participant. A link to

the consent forms was also included in the survey. The window for the survey stayed available

for 14 days, with a reminder email sent out two days before the window closed. After the

window closed, if at least 15 surveys had not been completed, the researcher would have reached

out to participants to inquire if the participant was still interested in participating in the study. If

the participants were still interested in participating, the researcher would resend the survey.

Data from the surveys were automatically sent to the researcher. A total score was obtained by

calculating the sum of the numeric scores from each statement (Horst & Pyburn, 2018). Data

from the survey were stored on an external hard drive.

Data for the trend studies were obtained through the district. The data collected were

analyzed by subcategories. Two hypotheses were analyzed using multiple independent variables

and how those independent variables influenced the dependent variable, teacher migration (Kirk,

2014). The researcher conducted an F test of the null hypothesis, which indicated if there was a

trend between the dependent and independent variables (Kirk, 2014). All data were depicted in

graphs and charts.

Data Collection and Analysis

Four data collecting approaches were applied to complete the purposed study. The first

two approaches were qualitative. The two qualitative approaches consisted of semi-structured

interviews and a focus group. Two quantitative approaches were also applied, which included quantitative surveys and trend studies.

Interviews

The first sub-question for this study explored how teachers in an interview would solve the problem of teacher migration at the district located in the Southeastern region of the United States. Face-to-face semi-structured interviews were conducted with five teachers who had left the HPS district. Semi-structured interviews allowed the researcher to ask planned, open-ended research questions while still allowing the freedom to probe more deeply and clarify unclear statements (Gall et al., 2007). This type of interview was imperative, since the researcher understood the realm of the phenomenon but could not anticipate the responses of the interviewees (Morse, 2012). The interviews followed Creswell and Poth's (2018) interview procedures in which the interviewer would stay within the bounds of the study, follow procedures to guide questions, complete the interview within the stipulated time, stay respectful to all interviewees, and allow ample time for interviewees to tell his or her story without frequent interruptions. Interviews were conducted after business hours at a local business to allow interviews to be conducted and recorded at a location with no distractions (Creswell & Poth, 2018). Appendix C displays the questions presented to the interviewees.

All questions were created to seek a deep understanding of the specific reasoning behind migrating to a neighboring school district. The open-ended questions were as follows:

Background questions

1. What school are you currently working at, and what position do you have at your current school?

2. How long did you work at your previous school system?

Questions one and two delved into the background of the teacher.

3. How do pay and benefits from your previous employer and your new employer differ?

4. At your previous employer, explain what types of materials you had and the workload required from the district?

5. Explain the behaviors displayed at your previous work assignment. How do those behaviors differ from where you work now?

Questions three through five focused on information from the literature that concentrated on the basic needs of Maslow's (2013) hierarchy of needs. These included pay and benefits (Fisher & Royster, 2016; Geiger & Pivovarova, 2018; Harfit, 2014; Papay et al., 2017; Player et al., 2017), materials and workload (Fisher & Royster, 2016; Gallant & Riley, 2017; Geiger & Pivovarova, 2018), and safe and orderly environment (Djonko-Moore, 2015; Harrell Et al., 2019; Kraft et al., 2016; Player et al., 2017).

6. Describe your relationship with colleagues at your previous work assignment.

7. Describe your relationship with your previous principal. How long did you work with your principal?

8. How would you describe the school environment from your previous work assignment?

9. Describe the support system you had at your school.

Questions six through nine focused on Maslow's (2013) psychological needs, which included relationship with colleagues (Djonko-Moore, 2015; Feng et al., 2018; Harfitt, 2014), relationship with principal (Kraft & Papay, 2014; Kraft et al., 2016; Papay et al., 2016; Player et al., 2017; Vagi & Pivovarova, 2016), and school environment (Djonko-Moore, 2015; Kraft & Papay, 2014).

10. How did the high number of poverty and minority students affect your ability to teach? How did this factor play in your decision to find employment somewhere else?

11. Explain the struggle of being in a school system that the state considers a failing school system. How did this affect your teaching? How did this factor play into your decision to find employment somewhere else?

Questions 10 and 11 focused on the literature that states high minority (Harrell et al., 2019), high poverty, (Geiger & Pivovarova, 2018; Harrell et al., 2019), and schools considered failing (Feng et al., 2018) have a higher turnover rate, even though some articles found that this was not a driving factor in teachers' choice to leave a school system (Geiger & Pivovarova, 2018; Harrell et al., 2019).

12. What was your biggest struggle at your last placement that affected your overall choice to leave?

Question 12 homed in on the factor that was the tipping point for the decision to migrate.

13. What could the district have done to retain your employment?

Question 13 looked to discover if there was anything specific that could have occurred to retain his or her employment with the school district, in hopes to use the information for the solution portion of the research.

By incorporating semi-structured interviews, the study collected an in-depth picture of the phenomenon that may not have been revealed by other methods (Gall et al., 2007). Interviews were then transcribed by a hired outside agency and uploaded into the qualitative data analysis system NVivo. By utilizing NVivo, data were classified and relationships were obtained. NVivo also came with the ability to interchange data from SurveyMonkey and SPSS (Liberty University, 2019), which was utilized in the quantitative portion of the research.

Focus Group

The second sub-question for this study explored how administrators in a focus group would solve the problem of teacher migration at the district located in the Southeastern region of the United States. A focus group of seven administrators explored how principals perceive the phenomenon of teacher migration in the district. Purposeful sampling was utilized when choosing administrators (Creswell & Poth 2018). Administrators had at least three years of experience with the district, so a deep understanding of the phenomenon could be discussed. The focus group was conducted in a conference room at a local establishment to help create an uninterrupted, comfortable environment for the administrators (Creswell & Poth, 2018). If seven current administrators were unable to participate, previous school administrators would have participated in a second focus group. This focus group would also have been conducted in a conference room at a local establishment at a different time than current administrators.

After a personal introduction to the focus group interviewees and a simple purpose statement, the researcher built rapport with the administrators by asking the participants to state his or her name and state one adjective to describe how you feel when you hear the words teacher migration (National Science Foundation, 1997). After the introductory exercise, a total of nine core questions were asked to the participants. The questions were as follows:

1. Based on your understanding of materials provided for teachers, do you think that teachers are given the appropriate materials, some of the appropriate materials, or not enough of the appropriate materials to execute proper lessons for students? Why do you say that?

2. Explain teacher workload in your building in regard to time given for teachers to complete everyday task.

3. Explain the behaviors displayed in the classroom.

4. What types of support do you have for your teachers to help when a discipline issue arises?

Questions one through four focused on information taken from the literature on meeting the basic needs of teachers (Djonko-Moore, 2015; Fisher & Royster, 2016; Geiger & Pivovarova, 2018; Harrell et al., 2019; Kraft et al., 2016; Player et al., 2017).

5. What is the mission for your school, and how do you relate this vision to your staff members? Were they a part of creating and implementing the vision? If so, what role did they play?

Question five discussed the vision of the school (Hochbein & Carpenter, 2017; Player et al., 2017); this question not only focused on basic needs that correlate with Maslow's (2013) safety needs, but also with the psychological needs of building school culture.

6. Describe some of the ways that you help build camaraderie in your school. How might you suggest strengthening community amongst teachers?

Question six discussed ways that the principal helps build camaraderie with the staff in the school (Djonko-Moore, 2015; Feng et al. 2018; Harfit, 2014); this question focused on the psychological needs of belongingness and love.

7. When thinking back on your interactions with teachers, how do you monitor teacher accomplishment and positive statements? Explain the system that you have implemented to help teachers move to a leadership role in the school.

Question seven focused on the esteem needs of complementary statements and the ability to move professionally to a leadership role (Kraft & Papay, 2014; Ronfeldt & McQueen 2017).

8. Please explain the struggles that teachers face by being in a school system that the state considers a failing school system. How do you think this affects the teacher's choice to find employment somewhere else?

Question eight focused on the additional underlying factor of working in a school system labeled as failing (Feng et al., 2018) and how administrators perceived this in regard to teacher migration.

9. What do you see as the biggest struggle teachers face that may have affected their overall choice to find employment elsewhere?

To wrap up the focus group, each administrator discussed what he or she saw as the biggest struggle teachers face that may have affected their overall choice to find employment with another district.

The focus group was recorded, and the recorded materials were sent to an outside agency for transcription. By including a focus group in the study, multiple pieces of data in a short period of time were collected (Wilson, 2016). The researcher used a matrix for assessing the level of consensus during the focus group to monitor response patterns; later, the matrix allowed the researcher to total the number of participants that fell into each category (Onwuegbuzie, Dickinson, Leech, & Zoran, 2009). The focus group data were analyzed using the transcription of the audiotapes as a unit analysis (Morgan, 1997). The focus group data were transcribed by a hired outside agency and uploaded into the qualitative data analysis system NVivo. Data were coded and emergent themes were discussed (Onwuegbuzie et al., 2009).

Survey

The third sub-question for this study explored how quantitative survey data informed the problem of teacher migration at the district located in the Southeastern region of the United

States. A quantitative Likert scale survey was used; incorporating the Likert scale allowed for varied levels of agreement (Horst & Pyburn, 2018). After speaking to each participant about the study and consent form, the survey was electronically distributed to at least 15 teachers who had migrated out of HPS. The teachers chosen for the survey were in addition to the five teachers completing semi-structured interviews.

A two-part Likert scale survey was conducted. For the first portion of the survey, the Effect on X Likert type scale response was employed to determine which factors had an effect on teachers' decision to migrate; participants rated survey question using the scale of 1 = no effect, 2 = minor effect, 3 = neutral, 4 = moderate effect, and 5 = major effect (Vagias, 2006). Thirteen factors were listed for this portion of the survey. The statements are as follows:

"_____ played a role in my choice to leave my previous school district."

1. Pay

2. Benefits

3. Proper professional development

4. Mentoring program

5. Workload

6. Safe and orderly environment

The first six factors focused on basic need factors found in the literature. These factors included pay (Fisher & Royster, 2016; Geiger & Pivovarova, 2018; Harfit, 2014; Papay et al., 2017; Player et al., 2017), benefits (Papay et al., 2017), proper professional development (Feng et al., 2018; Geiger & Pivovarova, 2018), workload (Fisher & Royster, 2016; Gallant & Riley, 2017; Geiger & Pivovarova, 2018), and safe and orderly environment (Djonko-Moore, 2015; Harrel et al., 2019; Kraft et al., 2016; Player et al., 2017).

7. School climate with colleagues

8. School climate with school administration

9. School climate with district administration

10. School climate testing pressures

Factors seven through ten focused on the teachers' psychological needs. These factors included school climate with school administration (Kraft & Papay, 2014; Kraft et al., 2016; Papay et al., 2017; Player et al., 2017; Vagi & Pivovarova, 2016), school climate with district administration (Feng et al., 2018; Papay et al., 2018), and school climate with testing pressures (Feng et al., 2018).

11. High number of high poverty students

12. High number of high minority students

13. Feeling of dread at being labeled a "failing school"

Factors 11 through 13 discussed additional underlying factors found in the literature, which included high minority (Harrell et al., 2019) and high poverty population (Geiger & Pivovarova, 2018; Harrell et al., 2019) and the stigma of being labeled a failing school (Feng et al., 2018).

The second portion of the survey consisted of 11 declarative statements in which participants chose a numerical response (Horst & Pyburn, 2018). Simple, concise, and straightforward statements were created using literature-based reasons for teacher migrations (Horst & Pyburn, 2018). Participants rated each statement using the Likert scale of 1 = disagree, 2 = somewhat disagree, 3 = neither agree nor disagree, 4 = somewhat agree, and 5 = strongly agree. The statements are as follows:

1. I was satisfied with my pay.

2. The mandatory workload for teachers was manageable.

3. Routine duties and paperwork did not interfere with my ability to teach my students.

4. I had the necessary materials to teach. This can include materials such as textbooks, school supplies, and copiers/printers.

5. The professional development activities were helpful and necessary to help me grow as a teacher.

6. Student behavior did not interfere with my teaching duties.

7. The rules in the school system were enforced by teachers and staff members in the school.

8. The school had a safe and orderly atmosphere.

Statements one through eight focused on basic needs of teachers such as workload (Fisher & Royster, 2016; Geiger & Pivovarova, 2018), professional development (Feng et al., 2018; Geiger & Pivovarova, 2018), and a safe and orderly environment (Djonko-Moore, 2015; Harrel et al., 2019; Kraft et al., 2016; Player et al., 2017).

9. I knew the vision for the school and the ways the principal and staff were working to help achieve this vision.

Statement nine focused on school vision (Hochbein & Carpenter, 2017; Player et al., 2017).

10. My school colleagues were supportive and helpful, especially in stressful times.

11. I was given the support that I needed to help teach my students with special needs.

Statements 10 and 11 focused on supportive colleagues (Djonko-Moore, 2015; Harfit, 2014; Feng et al., 2018).

12. My school administrator was encouraging to the staff.

13. My school administrator was supportive with regards to instruction.

14. My school administrator was supportive when dealing with unruly behavior in the classroom.

15. I received support from administrators when I needed it.

16. I felt respected as a professional teacher.

Statements 12 through 16 discussed different ways in which administration affects teachers (Kraft & Papay, 2014; Kraft et al., 2016; Papay et al., 2017; Player et al., 2017; Vagi & Pivovarova, 2016).

17. The district's pressure to improve test scores required extreme changes in policy that I felt were counterproductive.

Statement 17 focused on the additional factor of testing pressure (Feng et al., 2018).

Two additional comment boxes were also given to help grasp a deeper understanding of the choice to migrate and also amount of time the teacher worked with the employer. This helped to recognize why veteran or novice teachers were choosing to leave the district. The following two comment boxes were used:

Additional comments

18. Is there a major reason that caused you to choose to work with another district? If so, please comment below.

19. How long did you work with your previous employer?

The minimum number of participants for the survey was 15. Depending on how many participants participate, different statistical analysis would be applied. Since Likert scale statistics are considered an ordinal level of measurement, if 15–29 participants completed the survey a descriptive analysis would be used. The Likert scale analysis collected data points and determined the modal value as the measure of central tendency (Boslaugh, 2008). Along with

this measure of central tendency, the percentage frequency for each category was also applied (Boslaugh, 2008). If the number of participants was greater than 30, a one-sample t-test would be conducted. This minimum number is important, since a moderate sample size to conduct a t-test is 30 (Green & Salkind, 2017). Results from the descriptive analyses were depicted in multiple graphs.

Trend Study

The fourth sub-question for this study explored how quantitative documents informed the problem of teacher migration at the district located in the Southeastern region of the United States. Documents from HPS were collected and a trend analysis on multiple variables was conducted. The trend study analyzed if the independent variables influenced the dependent variable, teacher migration (Kirk, 2014). Multiple hypotheses were analyzed using multiple independent variables. The first hypothesis determined if there was a significant difference between teacher migration (dependent variable) and elementary, middle, and high schools (independent variables) in HPS. The second hypothesis determined if there was a significant difference between teacher migration (dependent variable) and certain schools within elementary, middle, and high. For example, the study looked at each elementary school to see if there was a significant difference among certain elementary schools and teacher migration. Using the information from the district, the study viewed if the dependent variable population means were linear or nonlinear (Kirk, 2014). The information obtained from the trend study was depicted in multiple graphs such as scatter plots and pie graphs.

Convergent Design

After analyzing the data independently, strategies were used to unify the two sets of results (Creswell & Plano Clark, 2018). Strategies that were implemented included identifying

different elements that appeared in both the quantitative section and the qualitative section and identifying similarities and differences (Creswell & Plano Clark, 2018). A joint display of the design results was created to help visualize the independent results and the integration of the two data designs (Creswell & Poth, 2018). By utilizing a convergent design, a merging of "results from the quantitative and qualitative data [can be completed] so that a comparison can be made and a more complete understanding emerge than that provided by the quantitative or the qualitative results alone" (Creswell & Plano Clark, 2018, p. 71).

Ethical Considerations

An informed consent form (see Appendix B) was given to each of the participants along with an adequate amount of time to allow the participants to review the form. Before completing the interviews, an explanation was given describing the process of recording, confidentiality, and the understanding that the participants could stop the interview at any time. Likewise, the focus group had the same discussion but with the added explanation that the researcher cannot assure participants that other members of the focus group will not share confidential discussions with persons outside of the group. The setting and participants were given pseudonyms to ensure confidentiality for all concerned. All data were kept on a password protected computer and a password protected external hard drive, which will be remained locked in a secure location for three years before deleting.

Summary

The focus of the study was teacher migration in an urban school district. The participants represent teachers who have left the district and administrators who have witnessed the phenomenon of teacher migration. The multimethod research design incorporated two quantitative and two qualitative data collection methods. Data collection methods incorporated

semi-structured interviews, a focus group, surveys, and trend studies. The study endeavored to

ensure that all information will remain anonymous.

CHAPTER FOUR: FINDINGS

Overview

As stated in Chapter One, this study seeks to better understand the specific reasons why teachers are migrating from Humming Public Schools. Since the literature has stated a plethora of factors, it was imperative to collect data from Humming Public Schools to gain an understanding of specific factors impacting teacher migration within the district. A multimethod design was employed to discover the factors affecting teachers' decisions to leave the district. The multimethod design incorporated two qualitative and two quantitative data sources. This chapter studied each design independently, finding themes within each section. After looking at each data source independently, a merging of the results was completed by utilizing a convergent design (Creswell & Poth, 2018).

Participants

Three of the four data sources required participants. Semi-structured interviews were conducted with five teachers who chose to leave HPS. An additional 18 former teachers participated by answering quantitative Likert scale questions. In addition to gaining insights from former personnel, two focus groups were conducted with a total of seven current administrators.

Interviews

Five interviews were conducted with teachers who have migrated from Humming Public Schools to a neighboring school within the past six years. Pseudonyms were given to assure anonymity. Purposeful sampling was applied to assure that elementary, middle, and high school teachers were represented in the interviews.

Anna taught with the district for six years. She taught at the middle and elementary school levels. She is now a middle school teacher in a neighboring county. Anna described herself as a

teacher who has strong classroom management, can adapt, and is resilient. The decision to move to a neighboring district came with a loss of approximately 4,000 dollars in pay. This was not the only loss felt when choosing to leave the school system. Anna had a strong relationship with high poverty and high minority students at HPS. Coming from a similar background, she could relate to their daily lives and struggles. When discussing the factors of high poverty and high minority, the passion and pain for her students came across. This was evident when she stated, "that [high poverty and high minority] was part of why I didn't want to leave."

Belle was a middle school teacher with HPS for eight years. She is now a middle school teacher in a neighboring county. When asked to describe pay and benefits, she stated that benefits for the county are about the same but that she did take a pay cut when she left. Over the course of her interview, her strong work ethic was apparent. When she did not know something, she would read books on the subject or contact one of her professor mentors from college. This was evident when she moved from a mainly suburban area to HPS, which is considered a school system with a large population of high poverty and high minority students. With this "culture shock" came the determination to read books and discuss how to best serve her students. Her love for education was evident in the interview.

Cathy taught at the high school level as a special education teacher with HPS for ten years. She hated leaving the district because of her close connection with the school system. Cathy not only taught in the high school for ten years, but she also attended the high school as a student. She is now a special education teacher in a neighboring district. The benefits from her former employer and her new employer are virtually the same; however, she took about a 4,000 dollar pay cut when she accepted a position with the neighboring school. Like Anna, the decision was a hard one, not only because of her close ties with the district but also because of her love

for the inner-city students. She enjoyed mentoring the students at the high school level. Even though she enjoys her new position and the more manageable amount of workload at her new placement, she was the only teacher who stated, "I kind of wish I had stayed."

Donna taught at the elementary level with the district for seven years. She recalled many happy memories with HPS. She seemed to always have a smile on her face when she discussed her students and her time teaching within the district. She spent all seven years at a single elementary school. Unlike the other interviewees, she stated that she had planned to leave the district years before she put in her notice because she wanted her son to attend the neighboring district's middle school. She is now a middle school teacher in a neighboring district. She stated that the pay with her previous employer was higher than her current employer.

Emily taught at an elementary school at HPS for four years. She is a nationally certified teacher. Throughout the interview, her love for her students and staff was evident. For instance, she discussed purchasing books for students to help them read or mentoring teachers when they needed assistance. She discussed the desire to move up in leadership, not only at HPS, but also at the school that she is now employed. She is now teaching at a private school. She took this position with less pay.

Table 1 displays an overview of the teacher interviews, including years taught and school level within the district.

Table 1

Interview Teacher Overview

Pseudonym Names	Years Taught at HPS	School Level
Anna	6	Elementary and middle
Belle	8	Middle
Cathy	10	High

Donna	7	Elementary
Emily	4	Elementary

Focus group

Due to the onset of COVID-19 and the inability of administrators to schedule one time to conduct a single focus group, two focus groups were conducted. The first focus group was in person and consisted of three administrators. The second focus group consisted of four administrators via Zoom. The participants were all administrators, principals, and assistant principals who have held an administrative position for at least three years. Purposeful sampling was utilized when choosing administrators, so elementary, middle, and high school levels would all be represented (Creswell & Poth 2018). With a small number of administrators meeting the criteria to participate, and a concern with keeping anonymity among participants, the administrators will be categorized together by school level. Quotes will only distinguish between school levels so as not to single out individual administrators. Table 2 depicts the number of administrators, total combined years within the district, and school level.

Table 2
Focus Group Administrator Overview

Number of Administrators	Combined Years of Administration within HPS	School Level
3 Administrators	14 years	Elementary
2 Administrators	9 years	Middle
2 Administrators	19 years	High

Survey

The 18 participants ranged from novice teachers to veteran teachers. The range of time the teacher worked with HPS ranged from less than a year to 25 years with the district. As shown

in Table 3, a total of three teachers (17%) would be labeled as novice teachers, while 15 teachers

(83%) who chose to leave were veteran teachers. Women represented the entire population of

survey participants (100%).

Table 3
Number of Years at HPS

Number of teachers	Number of years taught at HPS	%
3	Less than 2 years	17
11	5–9 years	61
4	More than 10 years	22

Results

Each sub-question focused on data sources. After each data source was considered

independently, the sources were then studied together using convergent design (Creswell & Poth,

2018). The convergent design of the data sources helped answer the central question. Because

the convergent design was completed after the sub-questions were analyzed and themes were

determined, the central question will be discussed following the results of the sub-questions.

Sub-question 1

Sub-question one for this study was, "How would interviewing teachers who have

migrated solve the problem of teacher migration at a district located in the Southeastern region of

the United States?" Themes for the interviews were first completed independently from the focus

group. Transcripts from the interviews were uploaded in the qualitative data analysis system

NVivo. Questions were derived from the literature which were broken down into three sections;

two of the sections concentrated on Maslow's (2013) hierarchy of needs, while the third section

focused on additional underlying factors. These three sections were incorporated when creating

codes and finding themes. Though questions were developed independently with basic needs,

psychological needs, and additional underlying factors, themes from each of these sections seemed to interconnect with each other. Noticing these occurrences, a codebook figure was created to "guide the development of the theme" (Creswell and Poth, 2018, p. 191). Figure 3 represents the process of coding and finding themes.

Basic Needs	Psychological Needs	Additional Underlying Factors: Failing School System	Additional Underlying Factors: High Poverty, High Minority	Codes
Workload • Anna, Belle, Emily, Cathy, Donna	Workload • Anna, Belle, Donna, Emily	Workload • Belle, Emily, Donna	Listening • Anna	
Listen and Appreciate • Anna, Cathy	Listen and Appreciate • Anna, Belle, Cathy, Emily, Donna	Homeostasis • Anna, Belle, Donna	Homeostasis • Cathy, Donna	Themes
Homeostasis • Anna, Belle, Emily, Cathy	Homeostasis • Anna, Belle, Cathy, Donna, Emily			

Figure 3. Interview codebook of codes and themes.

Theme #1: Homeostasis. The first theme, and the most prevalently discussed topic, falls under the category of homeostasis within the district. This lack of homeostasis can be seen in multiple areas of the district and falls under Maslow's hierarchy of basic needs (Maslow, 2013). Maslow's (2013) basic needs discuss the importance of homeostasis, which is the effort that our bodies make to remain constant. Maslow (2013) refers to homeostasis in relation to the blood stream, water, sugar, and oxygen content. The social sciences refer homeostasis to life and our desire to avoid unpredictable changes along with our ability to embrace novelty (Katz & Avraamidou, 2018). The interviewees' concern of constant changes can be broken down into three specific issues: principal turnover, teammate and position changes, and changes in mandates within the district.

Though the lack of homeostasis due to principal turnover falls under basic needs in the

hierarchy, specifically safety needs, it can also be associated to psychological needs. This correlation between hierarchies was discussed in Chapter Two. Throughout the interview process, the overlapping of hierarchies was evident. Four of the five interviewees discussed principal turnover multiple times throughout the interview. Cathy was the exception, but she still discussed a change in leadership as her single reason for leaving the district. Other interviewees had multiple changes in administration, but Cathy only had one. Before her last year at the district, she had a "great principal" who "backed the teachers." She described him as a leader and one who was very good with discipline. The district not only appointed a new principal, but also a new superintendent the following year. Cathy discussed how both leaders had different philosophies from what the school system had previously encountered. With the new principal following the steps of the new superintendent, Cathy described the school going "awry." As the year progressed, Cathy stated that she "could not fall in line with [that] philosophy." Knowing that the district wanted teachers to fall in line with this new philosophy or leave, she chose to leave. She recalled about 38 teachers leaving or retiring from the high school that year, four of whom went to the neighboring school system with her.

Unlike Cathy, the other four interviewees had multiple principals within a short time frame. Anna had four principals in six years, Belle had a total of five principals in eight years, Donna had three principals in seven years, and Emily had three principals in four years. Each interviewee discussed how constant changes in administration made it hard to teach. Donna compared what it was like at HPS to her new school environment:

> Every time you have a new principal, there's a new set of expectations, which makes sense, but then you're all learning something new and it's just a whole lot going on all the time. Whereas now, when new people do come in, I can tell them exactly what to expect

from the principal, good or bad, whatever it is.

The changes in administration also led to changes in behavior displayed at the schools. The basic need of homeostasis has now spread into the basic need of safe and orderly environment. Belle compared the changes in working with the district when she was a new teacher to what it was like before leaving the district. She described teacher morale as high, but "towards the end, as we were not meeting accreditation standards, and with administration constantly changing almost every year, it felt like people were getting frustrated because students weren't being, well, as far as discipline goes, they were out of control." Donna also discussed the break in discipline that she attributed to constant principal turnover. Because of the constant change in administration, they "didn't even know who the principal was." She stated, "a lot of those kids have tough home lives in that school, and they need some consistency and someone they can count on. With the admin changing that quickly and often, they never got that stability."

Not only did the administration change, but also teacher reassignments seemed to be the norm with all of the teachers except Cathy. Anna described her first year at HPS with a strong team and a strong mentor assigned to her on her team. After her first year, everyone was moved except her. On her second year of teaching, she was the grade level chair. When Anna moved to elementary, she described her first year as amazing. Her second year she stated she had one amazing teammate and a long-term sub as another teammate. After that year, her teammate left the district. She was then placed with two new teachers. She described this relationship as "wouldn't be the best." Belle described her time at HPS as constantly changing. In her eight years with the district, she "almost did not teach the same thing two years in a row." She, too, was unable to build close relationships with teammates because she was moved to a different class almost yearly. Belle was certified in more than one area, so she was moved when the

district hired "positions they could fill and certifications they could find." Belle described how, most of the time, she was told her position in July. This constant change was one of her top reasons for leaving the district. Not only did this theme lead to Belle's choice to leave the district, but also Donna's choice. The main reason Donna left the district was not because she did not want to teach within the district, but because she did not want her child to attend the middle schools within the district because the middle schools had substitutes instead of teachers, reports of bullying, and a high turnover of teachers and administrators. This constant change with teammates and administration not only focused on Maslow's (2013) basic needs but also psychological needs, specifically belonginess and love.

A lack of homeostasis not only occurred with changes in administration and teaching partners, but also school mandates. Many teachers discussed how they saw a big change in mandates after the other schools were closed because of funding issues and when the district stopped meeting accreditation standards. The one mandate that was mentioned the most was lesson planning. Belle described lesson plans near the end of her time with the district as "intense and constantly changing." Belle also recalled lesson planning taking hours to complete for a single day. Now she states that it takes about 30 minutes to complete the planning for a day and it is less scripted. She also stated that "if we go off script, there's no fear that we're going to get in trouble for it." Emily described lesson plans as frustrating, especially for the veteran teachers, because "you were spending so much time on the plan you were not actually preparing to teach." Changes also made it hard because, as an elementary school teacher, she had to write lesson plans for each subject, and with the changes in how lessons should be written, she had to constantly do it again and still they were always wrong. Emily also recalled that the district would "nitpick them, and then they would never step into the classroom and see how your kids

were actually doing." She states that the district she works at now "is the opposite" because they "pop in the classroom, they want you to take pictures of your activities, and share all the cool things you're doing. The paperwork is there just to document that you're progressing through all your standards." Donna also described lesson plans as "frustrating." In addition, she recalled groups of people coming in and "watching you all of the time and changing stuff."

Though discussed the most, lesson planning was not the only mandate change the teachers found frustrating. Belle described many changes as an indication that the system "was just not organized." Donna described constant changes in the guided reading and guided math delivery as "trickle[ing] away and then there would be a new initiative." The first theme was discussed the most throughout each interview. When coding in NVivo, the lack of homeostasis was discussed not only under basic needs, but also psychological needs and additional underlying factors. Many questions would start off discussing topics such as school culture and then loop back to basic needs and constant changes.

Theme #2: Workload. With the title of a failing school comes an overwhelming workload. Many of the teachers connected the overwhelming workload as part of the failing school system label. Anna discussed working in middle school and how the workload "wasn't too bad because I only taught one subject." When Anna first moved to the upper elementary school level, the classes were departmentalized, but as more and more schools moved into the failing status, elementary schools moved to being self-contained. She recalled talking to her principal the year before she left. She told the principal, "I don't want to teach four subjects. Can someone make it so I don't have to teach four subjects anymore." She went on to tell the principal that "I'm not going to be successful. I don't feel like they're going to be successful."

Donna, another elementary school teacher, did not realize the large amount of workload she had until she left the district. She stated:

> I didn't even realize it was greater until I moved to only one subject. I didn't even realize what the workload was. It didn't seem bad then, but now I don't know that I'd want to go back to all the subjects.

> Emily was the third elementary school teacher to be interviewed. She also discussed a

heavy workload with teaching four subjects, but mainly because "they were changing how the lesson plans had to be written, so every year you were trying to do it again, and you were always doing it wrong because there was always someone new looking at it." However, for Emily, the workload requirements were "reasonable with the students, but the amount of paperwork and data entry was very redundant and could have been done in a more streamlined manner." After talking with the elementary teachers, it seemed like most of them moved to self-contained classrooms after the merging of schools and the label of being called a "failing school district."

> Belle did not see an increase in the amount of workload until the end of her time at HPS.

She stated:

> Initially, I didn't think the workload was too much because we basically had to have a planbook where we wrote things out so if an administrator came in, they could kind of see what was going on. But then, towards the end of my time there, the lesson plan requirements became pretty intense, and they were constantly changing.

Belle believes that teachers need to evaluate their lesson plans according to the needs of their students, sometimes daily, but the district needed lesson plans in advance, and she was "a little bit afraid at the end if my lesson plan didn't totally match, if an administrator came in that I could be reprimanded or something for that." Like the other teachers, Belle saw a move to

additional workload around the time that the district had to shut down a few of their schools.

Like Donna, Cathy didn't realize the large amount of required workload until she left the district. Cathy expressed:

As far as the workload, as a special education teacher, I didn't realize it until I moved to the [neighboring school district], the workload was way more in the city. My paperwork was basically cut in half when I moved to the [neighboring school district].

This workload was cut in half for two reasons. In her former school district, progress reports needed to be sent out every four and a half weeks and it would take two to three days to complete. With her current employer, "it was just a click of a button." The second reason was that her current employer's process was more streamlined. Instead of completing IEPs throughout the year on their annual anniversary date of eligibility, her current employer followed the more simplified approach. She stated:

… whereas the {neighboring school district] did all of their IEPs annually in April and May, so one time a year. So, we were able to knock them out one time a year. So, it was more streamlined. It was simpler and just the paperwork was basically cut in half.

For both Donna and Cathy, workload was not the reason for leaving the school district. The understanding of the large amount of workload did not occur until after leaving the district.

Theme #3: Listen and Appreciate. The third theme was for the district to listen and appreciate their teachers. The final question posed to each interviewee was, "What could the district have done to retain your employment?" Though each one was slightly different, each of them may have been retained if the district would have listened and appreciated them.

Anna discussed how she had spoken to different personnel in the district about departmentalizing upper elementary schools again. She stated the overwhelming workload of

planning and teaching all subjects made it hard to teach any subject well. She recalled her first years in elementary as successful and had high test scores when she taught a single subject. Each conversation ended the same, with the district stating, "this is how it is." The year before she left, she asked to transfer back to middle school because she was burnt out teaching all the subjects. The district said that they needed her to stay, and she was unable to transfer. The following year, when she put in her intent form that she would be leaving, she received a call saying they would transfer her to middle school. Her frustration with the district was evident in the interview. When talking about the district, Anna stated, "You don't care. You care when I'm about to leave, but you don't care when I'm here. They [teachers] are your people, your clientele. You should care more about them. Care more about me too."

Belle, who has been constantly moved around throughout her eight years in middle school, had asked to be placed in a position she really wanted because a teacher was retiring. She was passed on the position and was moved to yet another position. She stated that she was starting her eighth year, and the teacher who received the teaching position she wanted was starting her second year. Belle disclosed how she felt when she learned this news:

> I felt like I had proven myself as somebody faithful to [the middle school]. I felt I did a lot for the school and I just felt I was never fully rewarded for it because every year I was switching a classroom, adapting to yet another new curriculum, and I just felt … At that point I decided, I'm going to move next year to another classroom, but it's not going to be at this school because I'd had enough."

This was the moment when she decided that working with the district was no longer in her best interest.

Cathy enjoyed her time at HPS until her last year. She stated that, "I did not feel valued

or respected and I had amazing evaluations." Even though she "had numbers to back up her abilities as a teacher," when the new administration came to the district that did not matter. She stated that when the new administration arrived, they wanted it "'our way or it's the highway,' and I chose the highway."

Donna's reason for leaving was very different from the other interviewees. She did not want her child to attend the middle schools within the district. She stated the only way she would have stayed was if their middle school were fully staffed without long-term substitutes as teachers, discipline in the city would improve, and if the turnover of teachers and principals would improve. When she did not see those things improve, she continued with her plan to switch school systems.

Emily had a strong desire to move up in leadership within the district. She has her administration degree and took the Leadership Academy created by HPS. She talked with staff members at central office about moving into administration roles. After believing she was going to receive a position, another teacher was promoted that "didn't have her license," and that was when she knew "it wasn't going to happen" at HPS. When she recognized that HPS could not help her meet the goals she wanted to attain, she left the district.

Sub-question 2

Sub-question two for this study was, "How would a focus group of school administrators solve the problem of teacher migration at a district located in the Southeastern region of the United States?" Focus groups were conducted with administrators at Humming Public Schools to discover underlying themes on the perception of the phenomenon of teacher migration within the district. Themes for the focus groups were first completed independently from the interviews. Transcripts from the focus groups were uploaded into the qualitative data analysis program

NVivo. Questions were formulated around the literature's analysis of teacher migration and were broken down into three sections. Two of the sections connected to Maslow's (2013) hierarchy of needs, while the third section focused on additional underlying factors. The codebook that was applied in the interview section was also utilized for the focus groups. Using the codebook, three themes were discovered; however, many of the characteristics of the themes overlap. Figure 4 shows the process of creating and finding themes for the focus group.
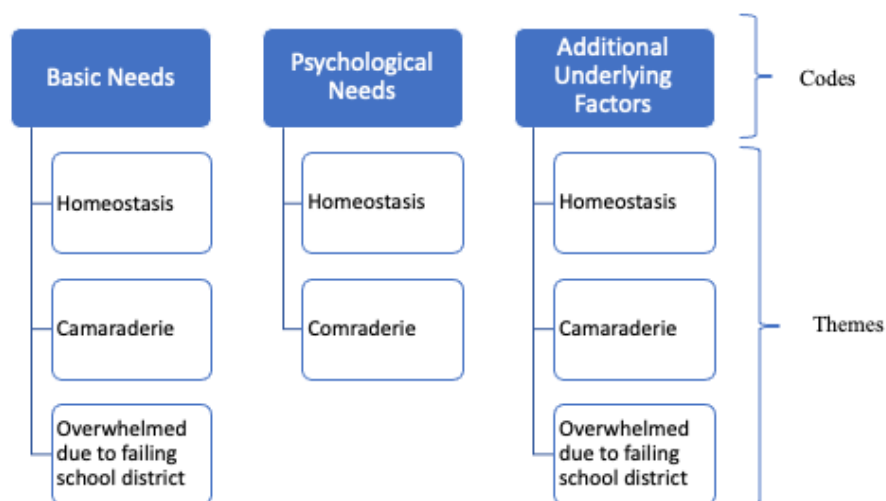
Figure 4. Focus group codebook of codes and themes.

Theme #1: Homeostasis. In all sections of questioning basic needs, psychological needs, and additional underlying factors, consistency within HPS was raised. Consistency can be seen in many factors related to teacher retention (Feng et al., 2018; Midkiff & Cohen-Vogel, 2015; Papay et al., 2017; Player et al., 2017). Topics discussed during the focus group that correlated with consistency and teacher retention literature are as follows: materials, workload, student behavior, and administration. The discussion of consistency amongst administrators was expressed both positively and negatively throughout the focus group. The topic of consistency was referenced 13 different times throughout the focus groups.

One of the first inconsistencies that was discussed during the focus group occurred when conversing on the basic need of appropriate materials and time. One middle school administrator stated:

> I would just say that I agree with [administrator's name] as far as teachers are given the appropriate materials, but sometimes I think it's too much for them at times. Sometimes they're inundated with so much material that they really just don't know how to use it in a reasonable fashion. So that's why I mentioned overloaded earlier. Sometimes it's just too much, or they're given the appropriate material, but it changes sometimes year to year, sometimes within the same year.

The workload among teachers also may be inconsistent depending on what the teacher teaches. One middle school teacher said:

> I would say in terms of the workload, I think it varies depending on the content that you teach. For example, here at [middle school], because we are a school accredited with conditions in the areas of math and reading, English Language Arts, the amount of work, I'd say, put on them is indeed greater than it would be for some of our exploratory teachers in some of our other content areas.

This observation was also made by an elementary administrator when he stated, "actual classroom teachers, the teacher workload is overwhelming. For specials teachers the workload is less."

The literature has found that a teacher is more likely to transfer when negative student behaviors are overwhelming (Djonko-Moore, 2015; Harrell et al., 2019; Kraft et al., 2016; Kraft et al., 2015; Player et al., 2017). The discussion of negative student behavior varied greatly amongst school level. Elementary school principals discussed the behavior displayed in

elementary schools as off-task behaviors, disrespect, and bus referrals. One elementary school administrator had seen an improvement in student behavior due to principal retention over an extended amount of time. When asked if this improvement was due to the large number of years at a single school and the opportunity to build a rapport with teachers and students, the administrator stated, "I would say so. And we are finding out what the triggers are and how to prevent those triggers as we go along."

Administrators in general seemed to understand that middle schools deal with more adverse behavior than elementary and high schools. This can be seen in one of the quotes by a middle school administrator: "Look, [administrator's name] is laughing, but he knows. Middle school behaviors are, I would say, middle schools probably deal with the most behavioral cases." Throughout the focus group it became apparent that middle schools also had a great deal of changes in the past few years. When discussing consistency among administrators and the correlation with camaraderie and behavior, one middle school administrator stated, "that is somewhat of a difficult question for me, because over the last three years we've had three different head administrators. So, I take it sort of personally because I have been the consistent person there for the time."

Though middle schools have recently had a lot of administrator turnover, high school administrators discussed the constant turnover a few years ago. One high school administrator reminisced on early years at the high school: "I felt bad for the kids that graduated that year. I was their third [administrator] in four years. They'd been on four different bell schedules [and] had three different superintendents. All everyone knew was chaos." This discussion not only brought out the chaotic situation for students, but for teachers, when the administrator stated, "they [the teachers] were having a mass exodus." The administrators within the high school have

seen a turnaround since the consistency of administrators' tenure within the school has improved. One administrator was unsure if this is because of the consistency of the administration or if it is because of the implementation of Positive Behavioral Interventions and Support (PBIS). By implementing PBIS, the high school was able to "identify tardiness [in] a couple areas that we wanted to address. And then [the high school] was able to reward our students." The administrator went on to say that, "Our PBIS team works very well. So, I think that has also been very effective [for] us." Both administrators discussed the positive climate that, as a team, they have created within the school and both believe this positive climate has led to a decrease in negative student behavior. These incentives include powderpuff games, pep rallies, and other fun events. For example, one administrator discussed how "before football games, I send the band through the halls, just to get the kids fired up." This camaraderie, due to consistency, will be discussed in the next theme.

In both focus groups, the conversation around consistency amongst administrators as a positive was evident. One middle school administrator stated, "Yeah, we're staying together [all administrators within her school]. And that's the thing, good, bad, indifferent, we can make it if we stay together." Time together helps administrators find triggers and implement new incentives for kids. One high school administrator discussed how working with the same administration builds comfort for teachers:

> And so, working within that environment becomes comfortable to where you can deal with the challenges of, 'Okay, what's going to change next year? What's a new administrator? What's my duties going to look like? What's…' All of that stuff. Now they know what's expected. And I really think that becomes that comforting factor that school can start to concentrate on the business of teaching and not worrying about what

my daily work life is going to look like, and how that's going to change, and they know

my scheduling philosophy.

Another quote from a high school administrator tied consistency with the increase of teacher

retention within the building. "So that consistency, stability, really aids in retention." The

consistency and retention leads to our next theme, camaraderie.

Theme #2: Camaraderie. As stated earlier, some characteristics within themes overlap

each other. Camaraderie was specifically referenced 12 different times throughout the focus

groups. Many of the administrators across each school level connected camaraderie amongst

staff and students with consistency. One elementary administrator discussed how, after taking the

time to find student triggers, they were able to implement new things to build a more positive

school environment. The administrator stated:

> We've actually implemented quite a few extracurricular activities to deter some of those
>
> negative behaviors. And it's all about building relationship and that's what I preach every
>
> year is that with my staff and students, if you build those relationships, we can really cut
>
> back on those negative behaviors in the classroom.Some of the extracurricular activities
>
> to build camaraderie with students on the elementary level consist of being part of the
>
> safety patrol, chess club, or reading club. This camaraderie with students is also seen at
>
> the high school level by incorporating pep rallies and powderpuff games. These
>
> extracurricular activities help build camaraderie amongst students and help deter negative
>
> behaviors.

Camaraderie among teachers was also a topic of discussion in both focus groups.

Elementary administrators listed ways they build camaraderie among staff. Some examples

include teacher of the month, staff celebrations, and off campus celebrations. One of the

elementary administrators had even brought the community in to help celebrate teachers. "We are able to get some very good incentives from some of our faith-based churches in our community. They donate different things, gift cards to Starbucks, all those kinds of things that we give to our staff." Middle school administrators also mentioned ways that they build camaraderie with staff. One administrator stated that they have staff recognition on the intercom and teacher of the week that comes with preferred parking. Though there were some incentives in middle school, both administrators talked about doing more in the near future. One middle school administrator discussed the intention of building community this year since this is the first year the entire team will stay together. The administrator stated, "It's just when you have a new principal, they don't have time for the fluff. Now, [the administrator] is big on recognizing teachers." At another time during the focus group, when discussing school atmosphere, the administrator stated, "But with transitions, you never had time to do those kinds of wonderful things that make kids, make us a family." Another middle school administrator also discussed building teacher camaraderie:

> I do like some of the ideas that I've heard some of my colleagues sharing. I know that is certainly something I'd like to build up for this year because I was also a teacher at [name of middle school] years ago. We used to do potlucks, just coming together, and at certain times of the year just bringing staff together just to not discuss anything in terms of students of course, but just to check in with one another. We've done secret pals. I've done some things with that, but I really, really want to certainly work on that area. That's certainly an area of improvement for me.

The high school administrators both talked about the tailgate party where the head of security becomes the chef. Everyone at the high school comes "just to fellowship with one another." One

high school administrator really stressed that camaraderie amongst staff is something that they strive to accomplish. The administrator stated:

> We are [name of school]. I want my teachers to embrace that and what it means, and to go out in the community and speak proudly of the school and the community. Because, unfortunately, we get enough negative perception in the community. I heard a speaker one time mention that, if you were a restaurant owner, you wouldn't go tell the community how bad your food is. So, I preach that you go out and you talk about how great it is. And again, I'm not asking you to lie. So, I've got to make sure that they feel supported and this is a team. So, we try to do fun stuff.

This camaraderie built up in the high school was evident in both focus groups with both administrators. One of the high school administrators summed it up perfectly, "Nobody said school can't be fun."

The last question posed to the administrators was what he or she sees as the biggest struggle teachers face that may have affected their overall choice to find employment with another district. Although diverse responses were provided, one elementary principal tied it to camaraderie:

> Most of the time that the answer that teachers give is because they don't feel like that they were supported. So, I think that that's the reason that they decide that they're going to move on is that makes them feel uncomfortable. That makes them feel unsure about the future. And so, I think that's the reason why it's so important that principals and other people in the system find ways to be able to support them.

Even though camaraderie is classified in Maslow's (2013) hierarchy of needs, specifically the psychological need of belongingness, this theme came across when answering questions that

focused on basic needs, additional underlying factors, and again with our wrap-up question.

Theme #3: Burnt out and overwhelmed due to being a failing school district. The third theme discussed how teachers are burnt out and overwhelmed. The administrators attributed these feelings to the label of being a failing school district. There were 16 different references throughout the focus group where this topic was identified.

A middle school administrator discussed some of the reasons why teachers have decided to move to another district:

> I certainly believe that just in my experience and working with teachers, talking with them, and some of them complain about, 'Well we have so much stuff to do.' And then [they'll say] 'I've got a friend who's a teacher in another school district. And they don't have to do all of this.' 'I've got to do these lesson plans, and then I have to upload them. And then I have all of this professional development, and …' and I say to them, 'Look, at the end of the day, it's all about [the] children.' You have to go back to, why did I go into education to begin with? So, yes. Our kids come to us with great amounts of needs, and we have kids that transition. They're in and out. A lot of transit students. But we have to go back and say, 'Look, at the end of the day, did I accomplish what I wanted to accomplish with the children?' Programs come and go, but your passion for teaching needs to be there. We're here for [the] kids.

Even though many of the administrators try to persuade teachers to stay for the children, many of them also understand that even though they are there for the children they are also overwhelmed. One middle school administrator remembered what it was like being a teacher when the state started to come into the schools:

I taught reading and writing and [I remember] how overwhelming that was. And that was the first time they started bringing state in a little bit and people observing your rooms and sitting there and watching you teach and people you didn't know making comments about you.

A middle school administrator stated:

We've contracted people to come in and observe our teachers and they're giving them feedback and they don't know these people. And then they're doing collaborative observations and they're sitting in a group watching the teachers teaching. I think it has so much more to do with the pressure.

An elementary school administrator also stated that 'there's a lot of pressure to maintain it and make that mark." That same administrator had just lost one of the teachers to another school in the district because the teacher wanted to move away from a testing grade. The administrator stated, "I don't know a lot of them are racing to get into the testing area, but I think we might see some of them going the opposite direction, getting out of that test." A middle school administrator compared how teachers are feeling to "beating a dead horse." That administrator later stated:

They feel like they have done everything that they can do, and they want to see success. So, they kind of get to a place where they're saying, 'I'm just going to take my gift somewhere else, where it can be used and I can see success.'"

Three of the administrators, two elementary and one high, associated this topic as the biggest factor in teachers choosing to leave. One elementary administrator compared the workload of a failing school district to a rock. He stated:

I think another thing is, it's sort of like anybody can push a rock up a hill, but when you

have to push a rock up a hill over and over and over and over again, teachers tend to burn

out.

The high school administrator stated:

I would say right here is one of the biggest factors that does cause teachers to leave

[name of high school] or [Humming Public Schools]. And it's not so much the label of

failure, it's more of the additional corrective action plans and lesson plans and the

additional things that are required that we may see colleagues and other divisions aren't

required to do that at some point becomes kind of appealing part of the process. Add too,

all teachers want to be successful. And when we look at our MAPS data, [out of] 400

students only 46 were ready for high school math. And I had one of my best math

teachers this year, who would just, she was having a tough year. And she was like, 'I just

don't know if I can keep it up.' So, I would say this is the biggest issue is the fact that

teachers often blame themselves.

One of the elementary school administrators may have summed up a failing school district by

saying, "the pressure of just maintaining or trying to make the mark plays a big part in retention,

and the pressure's on." This pressure seems to be a reoccurring theme seen by administrators.

Sub-question 3

Sub-question three for this study was, "How would quantitative survey data inform the

problem of teacher migration at the district located in the Southeastern region of the United

States?" This sub-question explored how quantitative survey data could inform the problem of

teacher migration at HPS. The survey was opened on July 14, 2020 and closed September 12,

2020. A minimum number of 15 participants were needed to fully grasp the essence of why

teachers chose to leave HPS. A total of 18 participants took part by completing a two-part Likert

scale survey. A moderate sample size to conduct a t-test with SPSS is 30 (Green & Salkind, 2017). With a total of 18 participants, a descriptive analysis was conducted. A descriptive analysis only reports information about what was collected, and it is important to not make inferences to a larger population since the sample size is small (Warner, 2013).

First segment of the survey. The first segment of the survey was comprised of an Affect on X Likert scale (Vagias, 2006). This segment was utilized to determine which factors had an effect on teachers' choices to leave HPS. Thirteen factors were listed for this segment of the survey. Each factor was derived from the literature and are as follows: pay, benefits, proper professional development, mentoring program, workload, safe and orderly environment, school climate with colleagues, school climate with school administration, school climate with district administration, school climate testing pressure, high number of high poverty students, high number of minority students, and a feeling of dread of being labeled as a failing school. Table 4 shows a representation of the Likert scale used and the descriptive setup.

Table 4
Effect Likert Scale Description

Scale	Range	Response/ verbal interpretation
5	4.21–5.00	Major effect
4	3.41–4.20	Moderate effect
3	2.61–3.40	Neutral
2	1.81–2.60	Minor effect
1	1.00–1.80	No effect

Each factor was analyzed using the weighted mean. After analyzing the weighted mean and using the verbal interpretation, school climate with district administration was the only factor that correlated with the verbal interpretation of a major effect on a teacher's choice to leave the district (M = 4.28). Though there was only one factor that correlated with a major effect, four

factors fell into the category of moderate effect. The following are the factors within this category: safe and orderly environment (M = 4.00), workload (M = 3.89), school climate with school administration (M = 3.89), and school climate testing pressures (M = 3.89). Table 5 displays each factor, the weighted mean, the standard deviation, and the verbal interpretation for each factor. Figure 5 exhibits each factor along with the effect response for each participant. The figure was created and analyzed using the visual analytics platform Tableau (2020).

Table 5
Descriptive Statistics Results Effect On X

	N	Min.	Max.	Weighted mean	Std. deviation	Verbal interpretation
Pay	18	1	5	1.28	0.93	No effect
Benefits	18	1	5	1.33	0.94	No effect
Proper professional development	18	1	5	2.94	1.35	Neutral
Mentorship program	18	1	5	1.39	0.83	No effect
Workload	18	1	5	3.89	1.49	Moderate effect
Safe and orderly environment	18	1	5	4.00	1.20	Moderate effect
School climate with colleagues	18	1	5	2.72	1.52	Neutral
School climate with school administration	18	1	5	3.89	1.37	Moderate effect
School climate with district administration	18	1	5	4.28	1.24	Major effect

School climate testing pressures	18	1	5	3.89	1.24	Moderate effect
High number of poverty students	18	1	5	2	1.33	No effect
High number of minority students	18	1	5	1.56	1.12	No effect
Feeling of dread being labeled as a failing school	18	1	5	3.33	1.60	Neutral
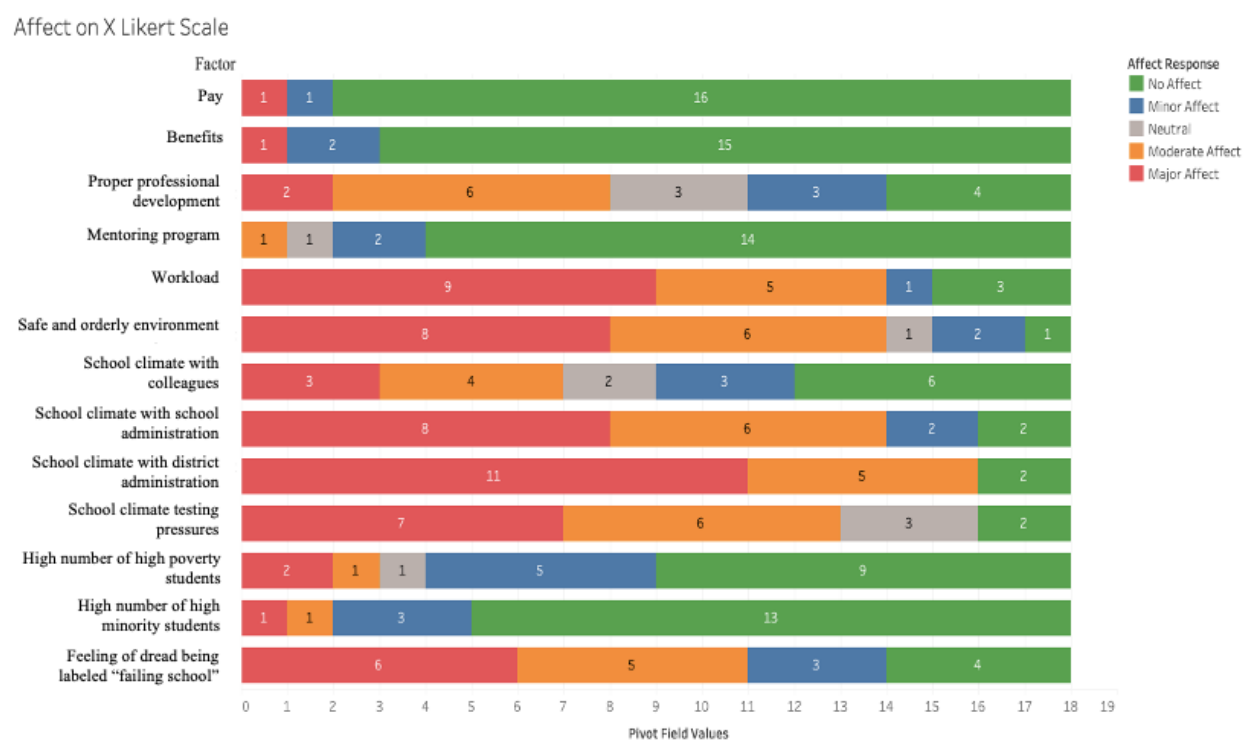
Figure 5. Results of Effect on X Likert scale.

Second Segment of the Survey. The second segment of the survey consisted of 17

declarative statements, with each response choice being increasingly positive or increasingly

negative (Boslaugh, 2008). The declarative statements represented 16 positive attitude statements

and one negative attitude statement. This was used to ensure that each participant was reading

and evaluating each statement carefully (Boslaugh, 2008). A one to five scale was utilized for

each statement. Table 6 displays the scale correlation with the range, response, and verbal

interpretation for this segment of the survey.

Table 6
Likert Scale Description for Declarative Statements

Scale	Range	Response	Verbal Interpretation
5	4.21–5.00	Strongly agree	Very high
4	3.41–4.20	Agree	High
3	2.61–3.40	Neither agree nor disagree	Neutral
2	1.81–2.60	Disagree	Low
1	1.00–1.80	Strongly disagree	Very low

Statements one through 16 represent a positive attitude toward HPS. The study used

reverse scoring for item 17, which is considered a negative statement, so that: 1 = 5, 2 = 4, 3 = 3,

4 = 2, and 5 = 1 (Boslaugh, 2008). The results for each declarative statement were analyzed

using the weighted mean and standard deviation, as shown in Table 7. With these statements, the

verbal interpretation of very low and low was used in determining the factors that correlate with

the problem of teacher migration at HPS. No declarative statement scored very low. There were

11 declarative statements that scored low. Of those 11 low declarative statements, only one

declarative statement had a standard deviation of less than one. The study found that most

participants did not find the professional development provided by the district helped them grow

and develop professionally (M = 2.00, SD = 2.00). The other statements had a standard deviation

greater than 1. The following are the statements that scored a verbal interpretation of low,

starting with the lowest range working to the higher range. Workload (SD = 1.18) and support

from administration in regard to unruly behavior (SD = 1.22) scored a weighted mean of 1.94.

Student behaviors interfering with teaching duties (SD = 1.29) scored a weighted mean of 2.00.

Routine duties and paperwork interfering with teaching duties (SD = 1.54) scored a 2.06.

Support from administration when needed (SD = 1.17) and pressure to improve test scores were counterproductive (SD = 1.38) scored a weighted mean of 2.17. Teachers feeling like the school had a safe and orderly atmosphere (SD = 1.25) and feeling of respect from the district (SD = 1.25) scored a weighted mean of 2.33. Teachers feeling that the rules were enforced (SD = 1.16) scored a weighted mean of 2.39. Finally, support from the administration regarding instruction (SD = 1.29) scored a 2.41.

Table 7

Descriptive Statistics Results Declarative Statements

	N	Min.	Max.	Weighted Mean	Std. Deviation	Verbal Interpretation
I was satisfied with my pay.	18	1	5	4.11	0.99	High
The mandatory workload for teachers was manageable.	18	1	5	1.94	1.18	Low
Routine duties and paperwork did not interfere with my ability to teach my students.	18	1	5	2.06	1.54	Low
I had all of the necessary materials to teach. This can include materials such as textbooks, school supplies, and copiers/printers.	18	1	5	3.44	1.57	High
The professional development activities were helpful and necessary to help me grow as a teacher.	18	1	5	2.00	0.88	Low
Student behaviors did not interfere with my teaching duties.	18	1	5	2.00	1.29	Low
The rules in the school system were enforced by teachers and staff members in the school.	18	1	5	2.39	1.16	Low
The school had a safe and orderly atmosphere.	18	1	5	2.33	1.25	Low

I knew the vision for the school and the ways the principal and staff were working to help achieve the vision.	18	1	5	2.61	1.25	Neutral
My school colleagues were supportive and helpful, especially in stressful times.	18	1	5	4.00	0.75	High
I was given the support that I needed to help teach my students with special needs.	18	1	5	2.61	1.16	Neutral
My school administrator was encouraging to the staff.	18	1	5	2.72	1.33	Neutral
My school administrator was supportive with regards to instruction.	18	1	5	2.41	1.29	Low
My school administrator was supportive when dealing with unruly behaviors in the classroom.	18	1	5	1.94	1.22	Low
I received support from the administrators when I needed support.	18	1	5	2.17	1.17	Low
I felt respected as a professional teacher.	18	1	5	2.33	1.25	Low
The district's pressure to improve test scores required extreme changes in policy that I felt were counterproductive. *	18	1	5	2.17	1.38	Low

*Reverse scoring: 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1

To help grasp a deeper understanding of the teacher's choice to leave HPS, an optional comment box was included asking participants to state what was the major reason for choosing to migrate to a neighboring district. Of the 18 participants, 16 chose to answer this question. Table 8 displays the overarching reasons why each participant chose to leave the district.

Table 8

Comment Box Stating Main Reason Participants Chose to Leave

Participant	Major Reason
Participant 1	Workload; long hours; student behaviors and no support with classroom management
Participant 2	Lack of organization and leadership; lack of support from administration to meet goals; unclear and constantly changing expectations
Participant 3	Opportunity to accept job in same school district as child
Participant 4	Ability to focus on students and not paperwork from administration, which seemed counterproductive
Participant 5	Principal turnover; constant changes made it impossible to master curriculum; student behavior with little support
Participant 6	"devalued" professionalism; ignoring student needs, specifically needs of trauma; district level administration
Participant 7	High stress level environment
Participant 8	Constant changes in staff and administration; constant changes in policies and expectations; veteran teachers had increase in workload; constant loss of planning and lunchtime
Participant 9	Overworked; Change needed to prevent burnout
Participant 10	Too much testing; workload, specifically lesson plans
Participant 11	Decrease in pay, but an increase in benefits for family; work in the community in which the teacher lived
Participant 12	Unreliable and inconsistent administration; increase of administrative duties on the teacher; plate constantly filled with things outside of job description, which led to the inability to teach
Participant 13	Feeling of being underappreciated; central office and administration seemed to have no desire to help with concerns of teachers
Participant 14	Unprofessionalism from district and school administration "incompetent and unprofessional"
Participant 15	Constant changes, with a perception that things were not going to get better
Participant 16	"Toxic atmosphere"; constant changes in programs without seeing the worth of previous program; feeling of "unsettledness"

Overlapping factors from first and second segments. There were four overarching factors across the two-part Likert scale. The first overarching factor was workload. This factor was seen in the first Likert scale (M = 3.89, SD = 1.49) and had a verbal interpretation of a moderate affect. In the second segment, workload is connected to two declarative statements: the mandatory workload for teachers was manageable (M = 1.94, SD = 1.18) and routine duties and paperwork did not interfere with my ability to teach my students (M = 2.06, SD = 1.54). Both declarative statements fall under the verbal interpretation of low. When looking at the comment box found in segment two, 6 of the 16 participants (38%) discussed workload as a major reason for leaving.

The second factor was a safe and orderly environment. This factor was seen in the first Likert scale (M = 4.00, SD = 1.20) and had a verbal interpretation of moderate affect. In the second segment, a safe and orderly environment is associated with three statements: student behaviors did not interfere with my teaching duties (M = 2.00, SD = 1.29), the rules in the school system were enforced by teachers and staff members in the school (M = 2.9, SD = 1.16), and the school had a safe and orderly environment (M = 2.33, SD = 1.25). Each statement had a verbal interpretation of low. When looking at the comment box found in segment two, 2 of the 16 participants (13%) discussed workload as a major reason for leaving.

The third overarching factor is school climate with administration. School climate with administration was seen in the first segment as a moderate affect (M = 3.89, SD = 1.37). Three statements can be connected with school climate with administrators in the second segment. These are: my school administrator was supportive with regards to instruction (M = 2.41, SD = 1.29), my school administrator was supportive when dealing with unruly behaviors in the classroom (M = 1.94, SD = 1.22), and I received support from administrators when I needed

support (M = 2.17, SD = 1.17). Each statement had a verbal interpretation of low. When analyzing the comment box in the second portion, 7 of the 16 (44%) participants discussed administration as a factor.

The fourth overarching factor discovered was school climate with the district administration. The first portion of the Likert scale found this factor to be a major affect for teachers leaving the district (M = 4.28, SD = 1.24). The second portion of the Likert scale did not focus any declarative statements on district level administration. Due to this, it cannot be connected with this factor. Though the declarative statements cannot associate district level administration as a factor, the comment box did allow participants the freedom to discuss any factor. Administration (25%) and constant changes in mandates and programs (38%) was discussed throughout the comment section, but only comments that specifically mentioned either district administration or central office were calculated. Three of the 16 participants (19%) directly mentioned district administration or central office as the reason for leaving the district.

Sub-question 4

Sub-question four for this study was, "How would trend study documents inform the problem of teacher migration in a district located in the Southeastern region of the United States?" Two hypotheses were analyzed using multiple independent variables and the correlation between those independent variables and the dependent variable, teacher migration. The school system employs a total of 491 teachers; this number includes teachers teaching at the preschool level and the detention home. Table 9 displays the demographics of teachers within the district.

Table 9

HPS Teacher Demographics

Demographic Categories	Frequency	Percentage
Gender		
Male	89	18.1
Female	402	81.9
Race		
White	336	68.4
Black	156	31.8
Asian	4	0.8
American Indian/Native Alaskan	3	0.6
Hawaiian/Pacific Islander	1	0.2

Note. Total of race does not equal 100% because some employees identified as multiple-race

Hypothesis one. Is there a statistically significant difference in teacher migration and elementary, middle, and high schools in HPS?

This study's first hypothesis examined each school level within HPS. HPS has a total of seven elementary schools, two middle schools, and two high schools. An exact number of teachers teaching at each school for the past five years could not be obtained; however, the number of teachers does not fluctuate much from year to year. The number of teachers calculated to find percentages were calculated using the number of teachers employed for the 2019–20 school year. A total number of teachers employed for each school level are as follows: elementary 2015–16 school year through the 2017–18 school year ($n = 167$), 2018–19 school year to 2019–20 school year ($n = 185$), middle ($n = 89$), and high ($n = 130$). Figure 6 shows the percent of teachers who left HPS over the past five years. Two totals were calculated for elementary due to the addition of an elementary school in 2018.
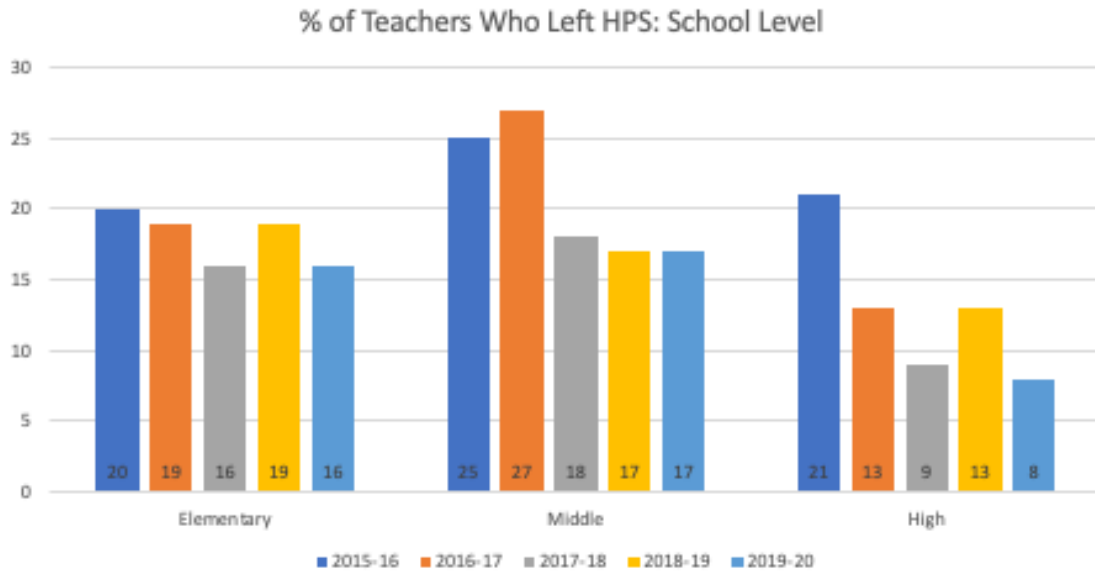
% of Teachers Who Left HPS: School Level

Figure 6. Percent of teachers who left HPS: school level.

The average of teachers who have left the district over the past five years was then combined for each school level to see if there was any significant difference between the school levels and the number of teachers who have chosen to leave HPS. Figure 7 displays the average percentage of teachers who have left HPS over the past five years, by school level. As seen in the chart, more teachers have left the middle school level over the other two levels. Even though middle school migration is greater, the percentage between middle school and elementary school is relatively close.
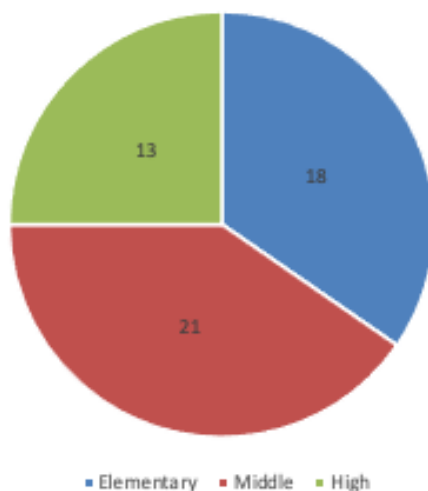
Average % of Teachers Who Left HPS: School Level

Figure 7. Five-year average percentage of teachers who left HPS: school level.

Hypothesis two. Is there a significant difference between teacher migration (dependent variable) and certain schools within elementary, middle, and high? To answer this question, data from the district were obtained showing the number of teachers that have left each school over the past five years. Percentages of teachers who have chosen to leave the district were then calculated to find any significant differences.

The elementary schools employ a total of about 185 teachers. To assure confidentiality, schools are labeled as followed: EL School A, EL School B, EL School C, EL School D, EL School E, EL School F, and EL School G. Statistics for each school were obtained either through the state's Department of Education website or directly from HPS. Data collected from HPS dates over the past five years. Figure 8 displays the percentage of teachers leaving each elementary school for the past five school years.
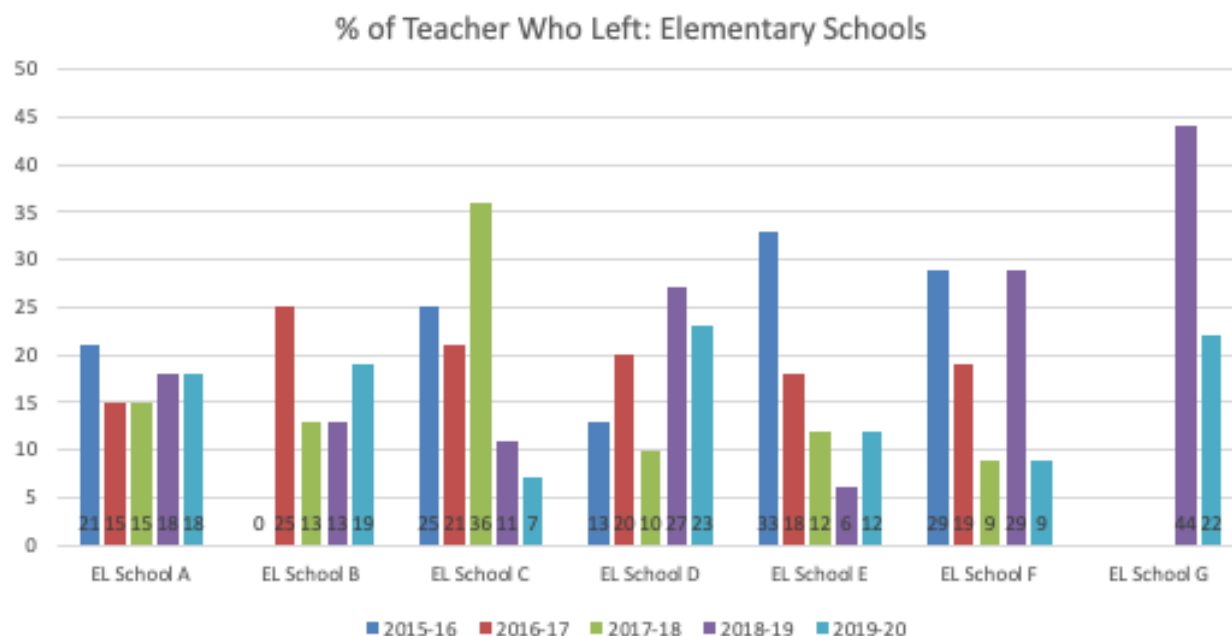
% of Teacher Who Left: Elementary Schools

Figure 8. Five-year percentage of teachers who left HPS: elementary.

The average of teachers who have left the district over the past five years was then combined for each elementary school to see if there was any significant difference between each elementary school and the number of teachers who have chosen to leave HPS. Figure 9 displays the average percentage of teachers who have left HPS over the past five years by elementary school. As seen in the chart, EL School G has a significantly higher percentage than the other elementary schools. School G has recently opened and is considered an intermediate elementary school that only houses 4th and 5th graders. EL School C and EL School F have the second highest teacher turnover rate. With that being said, in 2018 EL School C turned into a K-3 school. With the change in school age students, a dramatic increase in teacher retention has occurred. The average teacher turnover for the 2015–16 school year to the 2017–18 school years was 27%. The average teacher turnover rate for the 2018–19 and 2019–20 school years was 9%. The percentage of teacher turnover rate from greatest to least are as follows: EL School G (33%), EL School C and EL School F (20%), EL School D (19%), El School A (17%), EL School E

(15%), and EL School B (14%). Five of the seven schools are above average for the average rate

of turnover for schools in the south, which on average is 17.3% (Carver-Thomas & Darling-

Hammond, 2017).

Average % of Teachers Who Left HPS Past 5 Years: Elementary Schools
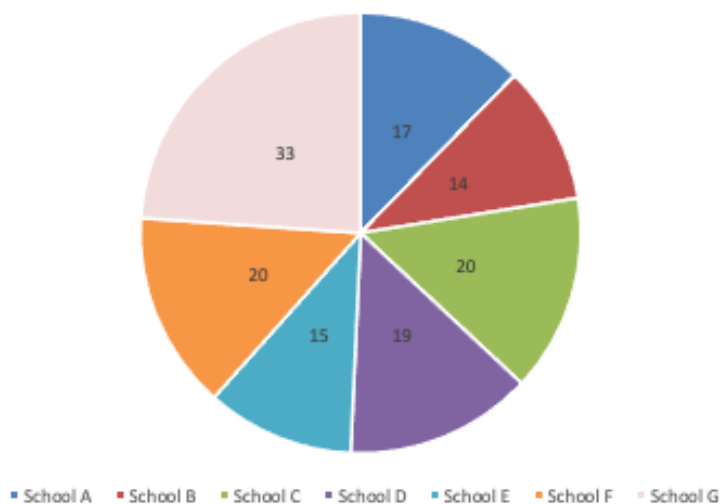
Figure 9. Five-year average percentage of teachers who left HPS: elementary.

HPS has a total of two middle schools. The middle schools house a total of about 89

teachers each year. Figure 10 represents the percentage of teachers leaving the two middle

schools over the past five years. To assure confidentiality, schools are labeled as follows: M

School A and M School B.

% of Teacher Who Left: Middle Schools
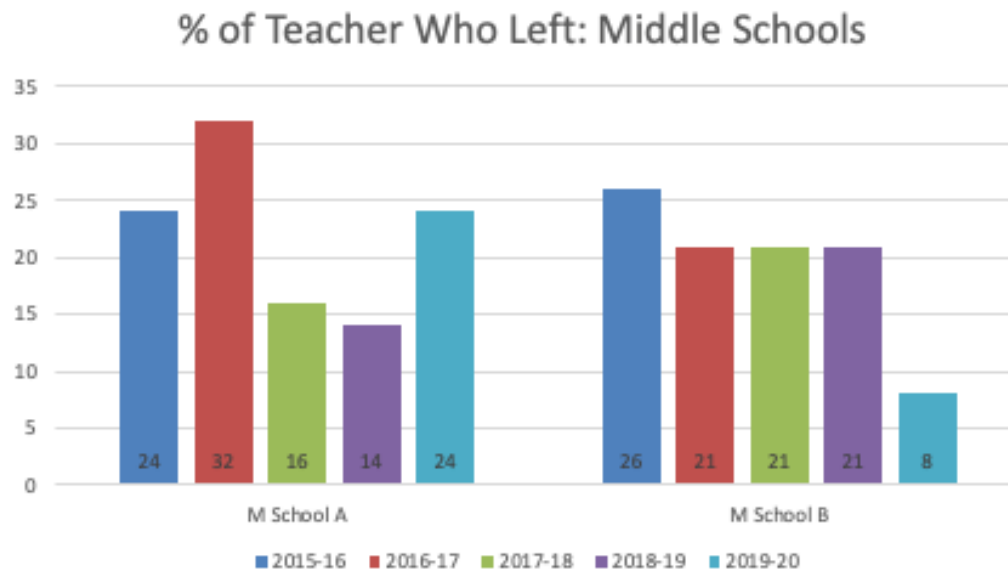
Figure 10. Five-year percentage of teachers who left HPS: middle.

The average of teachers who have left the district over the past five years was then combined for each middle school to see if there was any significant difference between the schools and the number of teachers who have chosen to leave HPS. Figure 11 displays the average percentage of teachers who have left HPS over the past five years by middle school. As seen in the chart, even though M School A has a greater percentage, there is still a difference between the two, with one averaging 22% and the other averaging 19%. This is a difference of about five additional teachers. Both of the middle schools at HPS are above the average of other schools in the south, which averages 17.3% (Carver-Thomas & Darling-Hammond, 2017).

Average % of Teachers Who Left HPS Past 5 Years: Middle Schools
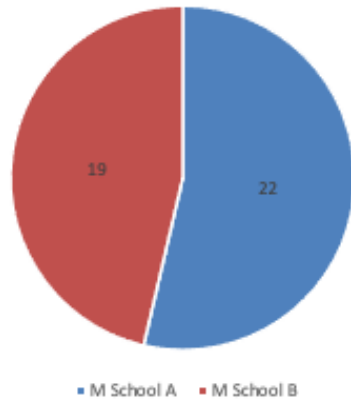
Figure 11. Five-year average percentage of teachers who left HPS: middle.

HPS has a total of two high schools. One high school is considerably larger, with a total of about 109 teachers; this school will be called H School B. The smaller of the two, labeled H School A, has a total of about 21 teachers. Unlike H School B, the smaller of the two is considered a fully accredited school. Figure 12 represents the percentage of teachers leaving the two high schools over the past five years.

% of Teacher Who Left: High Schools
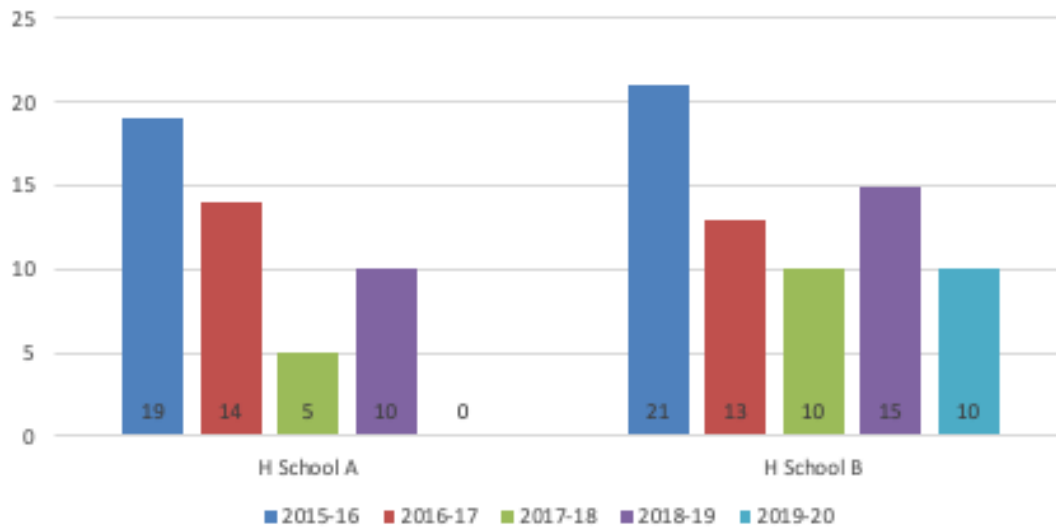
Figure 12. Percentage of teachers who left HPS over the past five years: high.

The average number of teachers who have left the district over the past five years for each high school was then combined to see if there was any significant difference between the schools and the number of teachers who have chosen to leave HPS. Figure 13 displays the average percentage of teachers who have left each high school over the past five years. As seen in the chart, even though H School B (14%) has a larger percentage of teachers choosing to leave than H School A (10%), both of the high schools at HPS are below the average of other schools in the south which averages 17.3% (Carver-Thomas & Darling-Hammond, 2017). Also, H School B has seen an administration retention with principal and assistant principals since the 2018–19 school year. Looking at the years starting at 2014–15, H School B has had a total of three different principals over four years, and assistant principals were constantly changing too. Looking at the years 2015–16 through 2017–18, teacher turnover rate was 15%. When looking at the 2018–19 school year and the 2019–20 school year, teacher turnover rate decreased from 15% to 12%.

Figure 13. Five-year average percentage of teachers who left HPS: high.

Central Question—Convergent Design
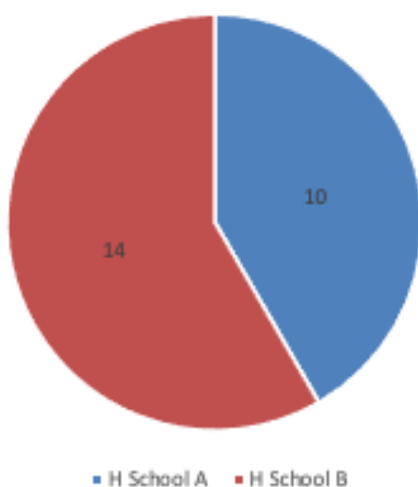
How can the problem of teacher migration to other school districts be solved at a single urban school district located in the Southeastern region of the United States? After analyzing the data independently, the central question was answered utilizing a convergent design. This design was chosen because data were collected and analyzed simultaneously and the data collected and analyzed coincided with each other but were still separate (Creswell & Plano Clark, 2018). The data sources that were used in the convergent design were the qualitative data from the interviews and focus group and the quantitative data from the survey. The trend study was utilized to find trends within the district and was not applied to the convergent design.

The qualitative portion of the convergent design looked at the themes found in the interview section and the focus group section. Three themes were discovered in the interview portion of the study: homeostasis, workload, and listen and appreciate. Within these themes, additional topics were discussed. When discussing the theme of homeostasis, topics under this heading surfaced such as constant changes in school mandates, including curriculum, principal turnover, and behavior, which was associated with principal turnover. The second qualitative portion included the two focus groups with administration. Themes discovered within these focus groups were consistency, camaraderie, and workload. Umbrellaed under these themes were additional topics. Consistency was connected to principal turnover, curriculum, and behavior. Each theme found in the qualitative portion related to each other. Consistency correlated with the theme of homeostasis. Each topic discussed within these headings also correlated: mandates and curriculum, principal turnover, and behaviors. The theme camaraderie related to the theme listen and appreciate. Finally, both qualitative portions discussed workload.

The quantitative portion of the convergent design focused on the two-part Likert scale

and the comments from teachers at the end of the survey. When looking at each portion of the

quantitative section, four factors emerged: workload, safe and orderly environment, school

climate with administration, and school climate with district administration. Topics that were

linked to school climate with administration were principal turnover, support, and support for

student behaviors. The topic linked to district administration was constantly changing mandates

and curriculum.

After delving into the quantitative and qualitative data, a joint display was created to

present the quantitative and qualitative results (Creswell & Plano Clark, 2018). A joint display is

a mixed method approach that shows "the integration data analysis by arraying in a single table

or graph the quantitative and qualitative results" (Creswell & Plano Clark, 2018, p.70). The joint

display in Table 10 "merge[s] the two data forms" (p.228) by organizing key topics, giving the

summary of the quantitative results, and giving quotes from the qualitative portion (Creswell &

Plano Clark, 2018).

Table 10
Joint display for convergent design

	Quantitative Findings			Qualitative Findings	
Factor	Effect Likert Scale	Declarative Likert Scale	% of Survey Comments	Teacher Interviews	Administrator Focus Group
Homeostasis				Theme found in all categories	Theme found in all categories
School Mandates	Testing pressures: moderate effect	NA	38	Lesson plans "intense and constantly changing." (Belle) Groups coming to your classroom "watching you all of the time and changing stuff." (Emily)	"Sometimes it's just too much, or they're given appropriate materials, but it changes sometimes year to year, sometimes within the same year." (middle school administration)

Principal Turnover	NA	NA	19	Four out of five participants discussed principal turnover "Every time you have a new principal, there's a new set of expectations" (Donna) "… with administration constantly changing almost every year, it felt like people were getting frustrated …" (Belle)	"Over the last three years, we've had three different head administrators." (middle school administrator) "I felt bad for the kids that graduated that year. I was their third [administrator] in four years … All everyone knew was chaos." (high school administrator) "Yeah, we're staying together. And that's the thing, good, bad, indifferent, we can make it if we stay together." (middle school administrator)
Behavior	Moderate effect	Four statements: each interpretation scoring low	13	"administration constantly changing almost every year … it felt like people were getting frustrated because students weren't being, well as far as discipline goes, they were out of control." (Belle)	A decrease in student behaviors has occurred because of administrator retention. "We are finding out what the triggers are and how to prevent those triggers as we go along." (elementary school administrator)
Camaraderie				Theme found in three of the four categories Falls under the theme Listen and Appreciate	Theme found in all categories.

School	Moderate effect	Low	44	"I felt I did a lot for the school and I just felt I was never fully rewarded for it …" (Belle) "I did not feel valued or respected … They wanted it 'our way or it's the highway,' and I chose the highway." (Cathy)	"I know this is certainly something I'd like to build up for this year …" (middle school administrator) "I've got to make sure that they feel supported, and this is a team." (high school administrator) "Most of the time that's the answer that teachers give is because they don't feel like they were supported." (elementary school administrator)
District	Major effect	NA	19	"You don't care. You care when I am about to leave, but you don't care when I'm here. They [teachers] are your people, your clientele. You should care more about them. Care more about me, too." (Anna)	NA
Workload	Moderate effect	Low	38	Theme found in three of the four categories. "They were changing how the lesson plans had to be written so every year you were trying to do it again." (Emily "Initially I did not think the workload was too much … But then towards the end of my time there,	"Teachers are given the appropriate materials, but sometimes they're inundated with so much material that they really just don't know how to use it in a reasonable fashion." (middle school administrator) "In terms of workload, I think it varies depending on the content that you teach." (middle

the lesson plan requirements became pretty intense, and they were constantly changing" (Belle). "I didn't even realize what the workload was. It didn't seem bad, but now I don't know that I'd want to go back to all subjects." (Donna).	school administrator) "Actual classroom teachers, the teacher workload is overwhelming." (elementary school administrator)

After merging the two data sets and comparing results, content from each dataset was identified (Creswell & Plano Clark, 2018). Overlapping factors included homeostasis and consistency, specifically constant changes in school mandates, principal turnover, and student behaviors. Another factor was the need to build camaraderie within the district. This feeling of camaraderie will help exhibit appreciation and support for teachers. Finally, workload was identified from each dataset. By merging each dataset, a better understanding of the phenomenon within HPS transpired. Figure 14 displays the results of the convergent design within this study.
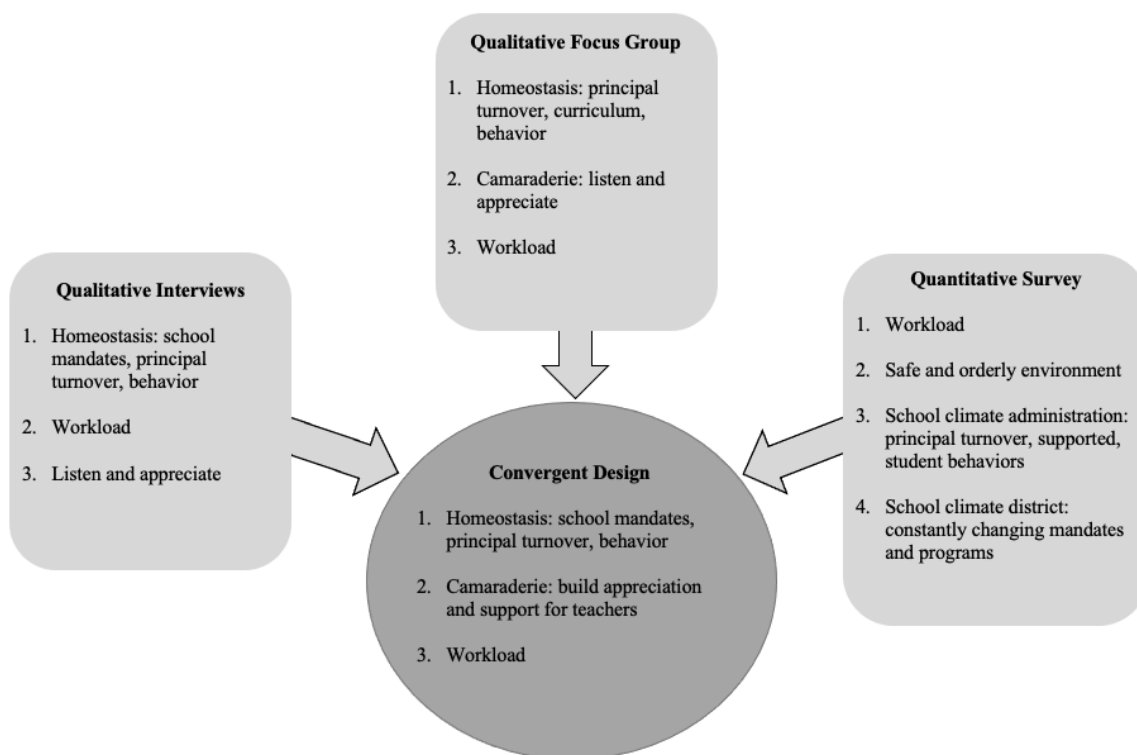
Figure 14. Results of convergent design.

Discussion

Maslow's (2013) hierarchy of needs was the theoretical framework that guided and shaped the entire study. Maslow's (2013) theory can be broken down into three categories: basic needs, psychological needs, and self-fulfillment. Maslow's (2013) theory is set up with the intent that one need "rests on the prior satisfaction of another, more prepotent need" (Maslow, 1987, p.1) leading to the highest level of human motivation, self-actualization. Using Maslow's (2013) theory, the literature was synthesized focusing on the causes, effects, and solutions of teacher migration integrating Maslow's hierarchy of needs. The literature, interview questions, focus group questions, and survey questions were broken down into three categories, two of which come from Maslow's (2013) hierarchy of needs: basic needs, psychological needs, and additional underlying factors. Many of the categories overlap each other, which was seen not only in the

literature portion but also the qualitative dataset portion. Due to a profuse number of possible

causes for teacher migration, the study sought to find specific causes for HPS. The convergent

design found three specific causes for teacher migration within HPS: a lack of homeostasis

within the district, an overwhelming workload, and a lack of camaraderie and support within the

district. Each of these factors were found in the literature: a lack of homeostasis and an

overwhelming workload coincided with basic needs, and a lack of camaraderie and support

coincided with psychological needs. Though overwhelming workload falls under the basic needs

category, both administrators and teachers connected some of the workload to being labeled a

failing school district, which falls under additional underlying factors. The discussion below

connects the results from the study with the literature review.

Homeostasis

Maslow (1987) found that a child desired a "predictable, lawful, orderly world" (p.40).

Not having this predictable environment can cause feelings of fearfulness, dread, anxiety, and

nervousness (Maslow, 1987). These feelings can be seen throughout the datasets in the study.

One survey participant stated that her major reason for leaving the district related to the constant

changes that "caused so much unsettledness." Consistency factors in the literature that

corresponded to the study included student negative behaviors (Kraft et al., 2015), grade level

reassignments (Ost & Schiman, 2015), inconsistencies in mandates (Feng et al., 2018; Gonzalez

et al, 2017), and principal turnover (Bartanen et al, 2019; Fuller et al., 2017; Snodgrass Rangel,

2018).

Principal turnover and student behavior directly correlated throughout the study. A

teacher is more likely to transfer if the school has an excessive amount of negative student

behaviors (Djonko-Moore, 2015; Harrell et al., 2019; Kraft et al., 2016; Kraft et al., 2015; Player

et al., 2017). Urban school districts like HPS have a higher number of safety issues than suburban and rural school districts (Mcmahon, 2014). Urban school districts that have a high number of high poverty students must have a strong organizational response to help with student behaviors, which can be unpredictable (Kraft et al., 2015). As a result of high principal turnover, Emily saw an increase of negative behaviors at her school. She stated:

> Some of the kids, they didn't even know who the principal was because it kept changing. And the school, a lot of those kids have tough home lives in that school, and they need some consistency and someone they can count on. With the administration changing that quickly and that often, they never got that stability.

This lack of organizational factors leading to behaviors was also displayed in the middle school with Belle: "Towards the end, as we were not meeting accreditation standards, and with administration constantly changing almost every year… it felt like people were getting frustrated because students weren't being, well, as far as discipline goes, they were out of control."

Principal turnover not only affects student behavior and teacher retention, but it also affects student outcomes (Beteille, Kalogrides, & Loeb, 2012; Liebowitz & Porter, 2019). These leadership changes can be detrimental in any school district, but especially in high-poverty, low-achieving school districts (Beteille et al., 2012). The time that principals spend with teachers and students directly correlates with a positive effect on students' achievement, teacher well-being, instructional practices, and school organization (Liebowitz & Porter, 2019). With a lack of organizational factors, due to either changing mandates and curriculum or principal turnover, teachers are more likely to leave the school system. By strengthening these organizational factors, teacher retention may occur, helping schools to create a more meaningful culture (Kraft

& Papay, 2014), increasing student achievement on standardized testing (Kraft et al., 2016), and creating a sense of success for teachers (Kraft & Papay, 2014).

Many factors create a domino effect within a district. HPS is considered a failing school district. Coming with the title of a failing school district, principal turnover increases (Snodgrass Rangel, 2018). It is also harder to recruit experienced administrators to take a position in a school system that has a high number of poverty students and a low-achieving status (Beteille et al., 2012). Not only is it harder to retain administration, the title of a failing school district also causes districts to make changes in policies to help increase scores (Feng et al., 2018). Some of these policies may come from the state level and can include closure and possible district reconstruction (Midkiff & Cohen-Vogel, 2015). Many times, district changes in policy include limiting curriculum instruction to help increase math and reading scores (Feng et al., 2018; Gonzalez et al., 2017). These changes in district policies, practices, and school culture are directly linked to teacher migration patterns (Fen et al., 2018). The teacher interviews and surveys showed many different changes and a noticeably different school culture after schools closed and the status of failing school district occurred. Many upper elementary classrooms moved from departmentalized to self-contained classrooms, which increased teacher workload. Mandates on lesson plans caused tension and increased workload among teachers. The tension can be seen in Belle's interview, when she stated that she was "a little bit afraid at the end if my lesson plan didn't totally match, if an administrator came in that I would be reprimanded or something for that." Finally, the amount of paperwork and data entry increased. The increase of focusing on state standards and constant changes in curriculum created a perception concerning the lack of accomplishment and a concern for always being behind (Rumschlag, 2017). This

feeling of a lack of accomplishment can be seen in both novice and veteran teachers (Rumschlag, 2017).

Workload

The literature has found that an overwhelming workload is one of the strongest factors in a teacher's choice to leave the profession (Manuel et al., 2018). This correlates with every dataset within the study. Workload was found in each section, under basic needs, psychological needs, and additional underlying factors in the teacher interviews. Workload was discussed in two of the three sections with administrators: basic needs and additional underlying factors. Finally, workload was a factor in both Likert scales and seen as one of the main factors in leaving the district for six of the survey results.

Teacher workload consists of everyday activities and, for some, administrative duties. Everyday activities include classroom instruction, classroom management, lesson planning, and parent and student contact (Kim, 2019). The everyday activity of lesson planning was a topic for teacher interviews and survey data. Belle stated, "Towards the end of my time there, the lesson plan requirements became pretty intense." Belle went on to say that it would "take hours to create lesson plans for one day." Three of the five interviewees specifically mentioned lesson plans in their interviews. One of the survey participants listed workload, specifically lesson plans, as one of the major factors in choosing to leave the district. Another survey participant commented that trying to create a perfect lesson plan document took away from making "awesome activities" just so the teacher wouldn't get "scolded each week." On average, teachers spend about 58 hours per week working on everyday activities (Manuel et al., 2018). When a teacher has an overwhelming workload, personal time and professional time intertwine (Gallant & Riley, 2017). When this occurs, many teachers choose to leave their position for another job

opportunity (Manuel et al., 2018). This was seen in the results section, when one high school administrator from HPS discussed how many teachers say that it would be "'better for me and my family and I'll have more time after school to do stuff with them [family].'"

Administrative tasks were mentioned in the interviews and survey data. Administrative duties include participating in school events, filing student records, and completing necessary government information (Kim, 2019). Emily stated that the workload was "reasonable with the students, but the amount of paperwork and data entry was very redundant and could have been done in a more streamlined manner." Two survey participants commented that the paperwork from administrative duties was one of the main factors in choosing to leave the district. One survey participant stated, "many of the administrative duties fell on me" and later stated that "my plate was continuously filled with things outside of my job description and I was unable to do the teaching I truly needed to do." An increase in administrative duties has a negative effect on student achievement (Kim, 2019). This occurs because teachers spend less time planning instruction and giving appropriate feedback to students so that he or she can complete these tasks (Kim, 2019). A feeling of overwhelming workload in both everyday tasks and administrative tasks were strong factors in teachers' choices to leave HPS. This perception of the inability to complete tasks generated emotional exhaustion, which directly correlated with the choice to stay or leave the district (Bettini et al., 2017).

Camaraderie and School Climate

Camaraderie and the feeling of wanting to belong falls under Maslow's (2013) hierarchy of needs, specifically the psychological needs. Teachers desire to have belongingness and love in colleagues (Kraft et al., 2016), administrations (Geiger & Pivovarova, 2018; Kraft el al., 2016), and mentors (Geiger & Pivovarova, 2018; Kelchtermans, 2017). Colleagues and mentors do not

seem to be a factor in teachers at HPS choosing to leave, but administrators and district administrators play a key factor in teachers choosing to leave HPS.

When administrators fail to create a positive and supporting school climate, teachers may choose to leave the school (Feng et al., 2018; Kraft et al., 2016; Kraft & Papay, 2014; Papay et al., 2017; Player et al., 2017; Ronfeldt & McQueen, 2017; Ryan et al., 2017; Vagi & Pivovarova, 2016). This factor is considered one of the key reasons why teachers choose to leave (Towers & Maguire, 2017). One middle school administrator at HPS stated, "I truly believe people don't leave a division, they leave a principal."

Though a building administrator plays a huge role on building camaraderie at a school, the lack of district camaraderie was also seen throughout the results section. One teacher discussed how the district didn't care. She went on to say, "You care when I am about to leave, but you don't care when I'm here." This lack of camaraderie with the district can easily be tied to the stresses of being labeled a failing school district. Many of the stresses teachers tried to express to administrators on the school level and the district level consisted of policies that had recently changed. This lack of camaraderie and appreciation amongst schools is also tied to the lack of feelings of accomplishment. Each of these factors are part of the domino effect of being labeled a failing school district.

Summary

Throughout this chapter, it is easy to see the blurred lines in Maslow's (2013) hierarchy of needs and the connection of teacher needs. Many of the categories rely and build upon each other, like how Maslow's (2013) hierarchy of needs was created. When one need isn't met, then all the factors seem to weigh heavily on a teacher. The result's section and the discussion found one factor that seemed to link why teachers chose to leave HPS, the factor of being labeled a

failing school district. Though this was not seen as an underlying factor in a teacher's eye, the factors of homeostasis, workload, and camaraderie can each be connected to the label of a failing school district. Chapter Five will discuss the possible solutions to build homeostasis within the district, decrease some of the workload, and increase camaraderie and a sense of belongingness within the district. It is hoped that, by focusing on these factors, the district will see an increase in teacher retention among veteran teachers, which will, in turn, increase student achievement.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this multimethod applied study was to examine teacher migration within the scope of a qualitative and quantitative perspective. This perspective was to help understand teachers' decisions and motives for leaving a single urban school district in the Southeastern region of the United States. The literature has found a significant number of reasons why teachers choose to migrate to a neighboring district. The problem is that specific information about factors in the district needed to be gathered so decisions could be made to help determine and resolve the issue of teacher migration specifically within HPS. Chapter Five will briefly restate the problem statement. Using the information gathered from the quantitative and qualitative portions, information obtained from the literature, and applying Maslow's (2013) hierarchy of needs, a proposed solution to help retain teachers is discussed. Then a list of resources and funds needed to implement the proposed solution, along with the various roles and responsibilities will be outlined. A timeline, solution implications, and an evaluation plan conclude this chapter.

Restatement of the Problem

The United States Department of Education, Office of Postsecondary Education (2015) has seen a decline in teacher enrollment. With a decline in teacher enrollment and an above average percentage of teacher turnover in five of the seven elementary schools and both of the middle schools, HPS needs to find ways to retain teachers within their district. The problem for this research topic was information needed to be gathered to find the specific reasons teachers were choosing to leave HPS. Using a multimethod design, specific factors were obtained in order to discover ways to help retain the district's most valuable educational asset.

Proposed Solution to the Central Question

The proposed solution is organized by what problems need immediate attention and are likely to have the biggest impact. The first portion pertains to principal retention. The second portion discusses ways to build consistency with behaviors. This will move into the third portion, which discusses ways to build camaraderie including building appreciation and support for teachers. Finally, the last portion will discuss ways to decrease excessive workload and how building consistency with school mandates and building an environment of camaraderie will help with the perception of teacher workload.

Principal Retention

Though teachers are the greatest influence on student achievement (Harrell et al., 2019; Hochbein & Carpenter, 2017), principals play an essential role in fostering teachers' professional growth and ultimately their retainment within the district (Holmes, Parker, & Gibson, 2019). This fostering of growth and retainment of teachers is an issue at HPS, with many of the teachers discussing constant changes in administration within the schools. For HPS to help retain and cultivate a sense of camaraderie for the teachers employed, steps must first be taken to retain and employ effective principals. This issue may be hard to resolve at HPS because principal turnover is especially high in low-income, low-performing, and high minority schools (Yan, 2020). Furthermore, studies have found that principal turnover is especially detrimental when working with demographics like HPS (Beteille et al., 2012; Mascal & Lithwood, 2010; Yan, 2020). Factors that have led principals to leave a school district are pay and benefits, workload, high negative student behaviors, and principal influences and decision-making ability on school related issues (Farley-Rippie, Salano, & McDuffie, 2012; Fuller, Hollingworth, & Young, 2015;

Levin, Bradley, & Scott, 2019; Loeb, Kalogrides, & Horng, 2010). When looking at HPS, pay is extremely competitive compared to the surrounding districts. With this thought in mind, solutions for school administration retention will focus on administrative workload, principal influences on school related issues, and student behaviors.

With recent changes in central office administration, new information is currently being gathered to help implement a strategic plan for the district. The information gathered by this strategic plan may help pinpoint ways to support, retain, and improve working conditions for school level administrators. School leaders must feel safe to discuss any problems that may arise with central office, and, in turn, central office needs to show trust with school administration and allow opportunities and discretion to implement policies that may be imperative for the school to be successful (Ikemoto et al., 2014). By giving principals the ability to make decisions, they can implement policies and acquire resources that meet the individual needs of their school (Levin et al., 2019).

It has been found that central office often "operate[s] in triage mode" (p.14) which causes additional workload for school administration by quickly mandating new initiatives that are often not planned well (Ikemoto et al., 2014). The division can help decrease workload by looking at each initiative and how it correlates with the strategic plan. Also, new initiatives need to be deliberate including funding, roll-out plan, and how it correlates with the school needs. The district can also create a district principal supervisor to not only support administrators but also look into how to grow administrators through high-quality professional development (Wilson, 2018). Principals need to have an array of professional knowledge and skills to help them carry out the multifaceted role of being a principal (Levin et al., 2019). To do this, school leaders should have personalized professional development that meets the needs of the principal and the

school (Ikemoto et al., 2014; Levin et al., 2019). The principal supervisor could additionally help administrators find ways to build camaraderie amongst school personnel. To help retain new administrators, the principal supervisor should be utilized as a coach for first year administrators and a mentor for years two and three (ASSA, 2018). If a principal supervisor cannot be hired, then a principal committee should be formed to focus on ways to help support and retain administration.

Administrators have also been found to leave a district if discipline is an issue (Farley-Rippie et al., 2012; Fuller et al., 2015; Loeb et al., 2010). The following section will discuss ways to help with behaviors within the district, which in turn will help with retaining and possibly recruiting effective administration while also supporting and retaining teachers.

Behavior

Humming Public Schools has implemented a Positive Behavioral Interventions and Support (PBIS) system to help with behavior. This system is a multitiered system (Putnam, McCart, Grigs, & Hoon Choi, 2009). One of the high school administrators discussed how PBIS has helped the high school build camaraderie amongst students. This system has been found to be effective in reducing office referrals and improving students' behavior (Eiraldi et al., 2019; Putnam et al., 2009). Though this system is effective, low-income schools have difficulty implementing the system due to different factors including high turnover amongst teachers and administrators (Eiraldi et al., 2019; Guin, 2004). The high school at HPS has had consistent administration not only with the principal, but also with the assistant principals housed at the high school. This consistency may be one of the factors that caused the administrator to discuss the success of PBIS within the high school. A focus on retaining teachers and principals will help with implementing the PBIS approach to behavior. This is extremely important, because when

HPS trains administrators and teachers that choose to leave, a retrospective cost occurs that the district cannot recover (Ryan et al., 2017). The economical cost comes from the loss of administrators and teachers who have been trained in PBIS and the professional development cost to retrain new hires (Geiger & Pivovarova, 2018; Kelchtermans, 2017). Another factor that causes low-income schools' difficulty with implementation is the severity of student problems and lack of training for those implementing the interventions. Hands-on training where "teachers are presented with certain behavioral descriptors and asked to select and discuss why they would refer certain students based on the behavioral descriptors" (p.1240) may be an effective way to help teachers identify internalizing problems that occur frequently in urban school settings (Eiraldi et al., 2019). In summary, to help with behavior within the district, HPS needs to continue implementing PBIS, focus on retaining employees, and provide specific professional development to help teachers understand the multifaceted behaviors that occur in an urban school setting.

When looking at trend studies within the district, one elementary school, EL School G, had a high percentage of teacher turnover. Building a consistent trauma-informed school and helping create a working environment that supports the social-emotional well-being of students and staff is extremely important within this school. To help build this trauma-informed school, I am proposing that an additional guidance counselor is hired to not only support students but also staff. By hiring an additional guidance counselor, one counselor can be assigned to one grade level since EL School G only houses fourth and fifth graders. Both of the guidance counselors need to have training from the PBIS forums found on the state's website.

Camaraderie and School Climate

As defined in Chapter Two, school culture refers to how teachers, administrators, and

other staff personnel in the school work together and often includes the beliefs and values staff members share with each other (ASCD, n.d.). The lack of camaraderie and trust at HPS was evident in all quantitative and qualitative data. Camaraderie with district administration was the only factor that scored a "major effect" in a teacher's choice in leaving HPS. Camaraderie amongst school administration scored a "moderate effect" in a teacher's choice to leave the district. Camaraderie amongst staff was not a factor in teachers' choices to leave HPS. One of the most beneficial ways to increase teacher retention is to focus on improving working conditions, specifically supportive and effective leadership (Geiger & Pivovarova, 2018; Kraft et al., 2016; Player et al., 2017; Ronfeldt & McQueen, 2017). This supportive and effective leadership needs to include building trust and relationships not only with school administration but also with central office administration. Central office and school administration need to focus on three specific successful leadership practices. These practices are: (a) inspire teachers by fostering trust, (b) know your teachers, and (c) engage in purposeful communication with staff members (Hollingworth et al., 2018). These practices are imperative to help rebuild trust amongst personnel and administration, which in turn will help build a strong school culture. HPS is currently working on financial incentives to help recruit new teachers. With this new incentive in place, it is even more imperative to focus on building school culture. Financial incentives are beneficial with recruiting personnel, but without a strong school climate it is not an effective way to retain personnel (See, Morris, Gorard, & El Soufi, 2020). If the school climate does not improve, this financial incentive will only increase the district's fiscal cost.

 To help monitor and focus improvements on areas of need, regular delivery of teacher perception surveys should be administered; this will allow the administrators in the district and school level to view their teachers' perception of belongingness, which in turn will help identify

ways to create and support a strong school climate for staff (O'Brennan et al., 2017). The state in which HPS is located has employed a 2021 School Climate and Working Conditions Survey (HPS State's Website, 2020). This tool was created to help districts and principals monitor the school climate (HPS State's Website, 2020). The survey needs to be frequently distributed to ensure that positive school climate perceptions are increasing. These surveys will give the district and the administrators the opportunity to reflect on the previous year and plan for improvements for the following year. The district should endeavor to employ the same survey. If the survey becomes unavailable, a different survey that focuses on the same factors should be employed for the following two years. The School-Level Environment Questionnaire (SLEQ) is designed to measure teachers' perceptions of their school environment (Fisher & Fraser, 1990). A valid, shorter revised questionnaire can be used free of charge only requiring citation for use (Johnson, Stevens, & Zvoch, 2007). This questionnaire has been used by over 2,000 teachers in urban school districts (Johnson et al., 2007). It is essential that the information from the survey be monitored, and corrective actions should be taken to improve the school climate. Another possible survey is the Teaching, Empowering, Leading, and Learning (TELL) survey (Podolsky, Kini, Bishop, & Darling-Hammond, 2016). This survey focuses on teachers' perception of school culture, principal leadership, and relationships with colleagues (Podolsky et al., 2016).

Along with the survey, school administrators need to create a sense of culture and family within the school. One of the administrators at the high school stated that he wanted the teachers to embrace the school and speak proudly about the school in the community. This was a goal for the administrator, and, with a low teacher turnover percentage, this shows this strategy was successful within the administrator's school. This was accomplished by having time outside of the school workload to just "have fun." Each school administrator should find ways to

accomplish this goal. Some ways administrators can build camaraderie are social activities and sharing of success stories during meetings or around the school (Antes, Kuykendall, & DuBois, 2019). At the beginning of the school year, principals need to meet and discuss specific things that they will do with their staff to help build camaraderie. This may include outings at the beginning of the year to help build a feeling of teamwork, ways to foster collaboration, and ways to share success in the building. A midyear meeting should be conducted with the new principal supervisor and all administrators, principals, and assistant principals, to share experiences and discuss ways to continue building camaraderie to end the year.

Workload

Novice teachers and veteran teachers are both at risk of choosing to leave a school district if the workload seems overwhelming (Fisher & Royster, 2016; Geiger & Pivovarova, 2018). An overwhelming workload causes teachers to mix personal and professional time (Gallant & Riley, 2017), and the perception of an inability to complete tasks causes emotional exhaustion (Bettini et al., 2017). A mixing of personal and professional life is especially experienced with female teachers who try to balance work and family (Ballet & Kelchtermans, 2009). Being labeled a failing school district adds to teachers' workload because ESSA requires accountability and action for school districts who are not displaying progress (DoED, 2019). Workload is a factor in teachers' choices to leave HPS. The surveys, interviews, and focus groups gave insight into the specific workload factors that influenced teachers to leave the district. The leading factors were constant changes in curriculum, grade levels, and lesson plans with fear of repercussions, and increased administrative tasks. This perception was especially prevalent amongst veteran teachers. With these two factors in mind, the following solutions are proposed.

"Inconsistency causes confusion and leads to accusations of favoritism, indecisiveness, and injustice. It destroys trust, community spirit, and positive school climate" (Eduflow, 2014). Throughout each data set, constant changes were mentioned, not only with teachers but also with administrators. One middle school administrator stated, "They [teachers] are given the appropriate materials, but it changes sometimes year to year, sometimes within the year." This inconsistency leads to confusion and frustration. One of the first aspects that HPS needs to focus on is finding the appropriate lesson plans, programs, and materials and seeing it through for multiple years. Teachers should have input when discussion arises dealing with materials, programs, and other teacher professional related issues to help reduce workload stress (Collie, Shapka, & Perry, 2012). A curriculum development team is necessary to make sure that the curriculum is aligned and to monitor any changes. The curriculum development team must have appointed teachers. Stipends should be designated for teachers participating in the committee. One way for school leaders to help decrease excessive workload is to keep teachers in the same grade level for multiple years (Ost & Schiman, 2015). Even though teachers will continue to maintain a large workload, they can build upon past lessons and materials, while teachers who have to change grade levels will have an increased workload (Ost & Schiman, 2015).

Finally, administrators need to monitor the quantity of administrative tasks given to teachers. These administrative tasks not only add to teacher workload, but also negatively impact student achievement; these tasks take away teachers' time for planning and giving students the feedback necessary for academic achievement to occur (Kim, 2019). Teachers who chose to leave HPS observed that most of the administrative tasks were delegated to veteran teachers. This led to frustration and ultimately a choice to leave the district. Completing administrative responsibilities is not completely avoidable, but HPS and school level administrators need to

monitor the amount given to each teacher. Also, if administrative tasks are given to new hires, support should be provided from mentors or retired teachers. By utilizing retired teachers, mentor teachers can complete the mandated workload that comes from being a teacher. Retired veteran teachers are more accessible, have an overabundance of knowledge in dealing with classroom management, administrative and non-administrative tasks, and resources, and lived experiences (Berg & Conway, 2020). By adding retired mentors to the current mentor plan, novice teachers will have extra support, and current employed mentors will have time to complete the additional workload that comes from being labeled a failing school district (DoED, 2019).

Many aspects of teacher workload cannot be changed, especially since HPS is labeled a failing school district; however, by improving school environment and colleague support, a decrease in the perception of teacher workload can occur (Avanzi et al., 2017; Bettini, 2017). One of the aspects that teachers discussed was the fear of repercussions if certain requirements were not done well. By building an environment of trust amongst central office and school administration, the feeling of belongingness will increase with personnel, which will not only meet teachers' psychological needs but also their basic needs.

Resources Needed

Not all of the solutions require additional resources from the district. For example, allowing teachers to stay in the same position for longer than a year is a solution that does not require any additional resources. However, other solutions require additional resources. Some of the resources needed include hiring new personnel, stipends for a new committee, and additional professional development for personnel. To complete some of the solutions above, the following resources are needed.

Principal retention

With school administration being one of the deciding factors of teachers choosing to leave a district, it is imperative that the district retain current administration and also help recruit effective administration for each school system. The following resource is needed to help retain and support school administration:

1. Personnel resource needs to be created to support school administration, locate and incorporate ongoing principal professional development.

Behaviors

The state in which HPS is located has a plethora of training to help implement PBIS. Along with implementation, the state also provides data collection instruments to monitor the implementation and progression of PBIS within the district. The training listed below, along with the intentions from the training, were found using the state's department of education website. After reading through all resources, the following resources are recommended:

1. New Team Training under Tier I Forum to be completed during the summer 2021. This module will ensure PBIS teams understand essential components, equitability of the tiered approach, and interventions to students.

2. New Team Tier I Trauma Enhancements two-day training completed by the PBIS teams. Two teacher workdays need to be incorporated during the first semester, depending on state availability. This two-day resource will allow our PBIS teams to learn how to support the teachers while implementing a trauma-sensitive school, understand the importance of creating and maintaining working environments that support school personnel, build foundational knowledge of the impact of trauma, and learn why it is important to build relationships.

3. Data-Informed Decision Making completed by the PBIS teams either in the spring or summer of 2022. This will train our PBIS teams to identify elements of an aligned data system that allows real-time access to days, identify a data-informed decision-making process to problem solve, understand how to evaluate implementation progress of goals, and apply a culturally responsive lens when making decisions.

4. Effective Classroom Systems sessions completed by first year teachers at the district. This four-module course discusses the classroom practices that are fundamental in fostering an effective classroom.

5. Guidance counselors will take the role of PBIS coaches and will complete the two coaching courses for a total of seven PD days. These courses will help build an understanding of the system and build the confidence in applying the PBIS approach in their assigned school building.

Each of the resources above can be procured through the state's PBIS website. The potential barrier in implementing these resources will be aligning dates from the state with PD days at HPS. The calendar from the state only shows dates up to July 2021; dates for the 2021–22 school year have not been posted. In addition to the PBIS resources listed above, a supplementary resource also needs to be procured:

6. An additional guidance counselor needs to be added to EL School G.

Camaraderie and School Climate

Creating a strong school climate will help build teacher morale and relationships within the school system. To help foster and build a strong school climate the following resources are needed:

1. To help monitor teachers' perception, a teacher perception survey needs to be

consistently assessed. For the 2020–2021 school year, the state in which HPS is located has a school climate survey that will be administered between the months of January and March. This survey is currently being completed within HPS. If this survey is not available for the following two years, a different survey may need to be employed with questions that correlate with the 2021 School Climate Survey. These choices should only be used if the School Climate Survey from the state cannot be used. A choice between two surveys can be utilized to help monitor teachers' perceptions. The School-Level Environment Questionnaire (SLEQ) can be administered free of charge as long as the survey is cited. The Teaching, Empowering, Leading, and Learning (TELL) survey is another tool that would help monitor teachers' perceptions. There will be a cost incurred, but Title II funds can be utilized.

2. School level administrators need to have a set discretionary fund to help build staff morale. The administrators need to meet and propose a plan on how the funds will be used to improve school climate and build camaraderie.

Workload

Many of the solutions for teacher workload will be conducted by administrators without any additional resources. For example, monitoring the number of administrative duties bestowed on teachers can be completed without any additional resources. Also, the Camaraderie and School Climate resources will help reduce the perception of teacher workload (Avanzi et al., 2017; Bettini, 2017). Resources that need to be obtained to help reduce teacher workload are:

1. Curriculum Development Team needs to consist of a representative teacher for each content area, coach, and content specialist. If possible, a library representative should be added. The teachers should receive a stipend if on this committee.

2. Mentors or program with retired teachers to help new hires with administrative duties to lessen the increased number of administrative duties on veteran teachers.

Funds Needed

Teachers choosing to leave HPS cost the district in different ways. There is a loss of student achievement (Papay et al., 2017). There are administrative costs (Geiger & Pivovarova, 2018; Kelchtermans, 2017; Ryan et al., 2017), which are estimated to average out to $15,000 per teacher (Darling-Hammond, 2007). Though additional funds need to be allocated to implement the proposed solution, the additional funds would be used to retain the teachers that HPS has already invested in. Since a school's discretionary fund is a small portion of the budget, possible sources of revenue have been listed. If the district shares the study along with proposing a specific plan to retain teachers, additional funds from the city may be allocated to the district. Retaining teachers directly affects the city. High school dropout rates equal lost wages and taxes for the district; in addition, incarceration costs increase since most inmates are high school dropouts (Darling-Hammond, 2007). The funds below do not include possible funds from the city. Below are the funds needed to implement the proposed solutions:

1. Principal supervisor: An additional personnel resource needs to be added to central office to help retain and support current administrators. Pay for the principal supervisor may fluctuate depending on the additional roles that the district may presumably want to add. Principal supervisor pay ranges from $80,000–$106,000. The funds could be obtained through the LEA's Title II funds. This fund can be used to implement support for principals.

2. PBIS professional development: Since HPS is a participating member of the state's PBIS program, most of the professional developments that the coaches, PBIS team,

and new teachers need to participate in are free. If a program is through a third party, which as of right now they are not, then the district may use their PBIS funds to pay for the professional development. These funds are available each year for the district to use.

3. An additional guidance counselor for EL School G: An additional guidance counselor needs to be added to help support the staff at EL School G. The cost to hire a new guidance counselor starts at $42,000. This may fluctuate depending on degree and years of experience of the guidance counselor hired. Title I funds may be used to employ the extra personnel. Title I, Part A includes "non-instructional supports like behavior and mentoring supports, and social and emotional learning, and improving school quality" (p. 5) and can be used for school climate interventions (Office of ESEA Programs, 2020).

4. School climate survey: The 2021 School Climate survey is free through the state's website. Frequently administered surveys need to be completed to help monitor teachers' perceptions. If the School Climate Survey is not free through the state's website after this year, Title II funds can be utilized as long as the district indicates that the feedback mechanism will be used to improve school working conditions.

5. Staff morale fund: At least two staff non-school related functions need to be utilized throughout the year. Discretionary funds need to be utilized for one staff function. Hospitality funds can be employed to pay for the second function. Depending on the non-school related function, a cost of 8 to 14 dollars needs to be budgeted for each teacher.

6. Curriculum development team: This team needs to consist of content specialists (12-

month employees), coaches (11-month employees), an instructional technology resource teacher (11-month employee), and classroom teachers (10-month employees). Content specialists and coaches would not need additional stipends since this role is or can be added to their responsibilities. Stipends will be used for teachers or any other 10-month employee. The money for the stipends can be obtained from the Title I funds or through Title II teacher time banks. Teacher time banks through Title II funds allow "effective teachers and school leaders in high-need schools to work together to identify and implement meaningful activities to support teaching and learning" (Office of ESEA Programs, 2020, p. 20).

7. Mentors: This program must include personnel that are not currently in the classroom. By working with staff currently not in a teaching position, mentors will have the ability to support new teachers and help novice teachers complete some of the administrative tasks that have been disproportionately placed on veteran teachers. The school system is phasing out the ERIP program, but while some of the retired teachers are still in the program the district can use these retired veteran teachers to help mentor new teachers, especially at the start of the year. When the ERIP program is no longer available, then Title II induction and mentoring funds can be used.

Roles and Responsibilities

For the solution to be successful, the district must work together with the goal of retaining our teachers. One of the first steps HPS needs to take to retain their teachers is to hire a principal supervisor. Principal turnover affects many aspects of a school, but especially the school climate (Mascall & Leithwood, 2020). In order for principals to build a positive climate, they must receive support. The principal supervisor will work with principals on building a

positive school climate amongst staff members. Using the survey administered to staff, the principal supervisor will also pinpoint appropriate professional development to support and grow administrators. Finally, the supervisor will support principals, especially first year principals, as a coach and then as a mentor for their second and third years.

To help strengthen the PBIS initiative at the district, the PBIS team must participate in training. The guidance counselors at each school will take the role of PBIS coach and will need to take two additional training sessions. Using the knowledge from their training, the PBIS team and coach will help support and train additional personnel. PBIS coaches will meet regularly throughout the year to discuss the implementation of PBIS and problem solve any issues that arise. To help support new teachers, part of the new teacher academy should include participation in the state's PBIS training, entitled Effective Classroom Systems. This training will help introduce each teacher to the PBIS model and give support on effective classroom management. EL School G would hire an additional guidance counselor. With the addition of the counselor, a total of two counselors will be housed at the school, one for each grade level. Both guidance counselors will participate in the state's PBIS training, including the coach training. Their role for the school is to not only support students, but to support teachers.

Principals and the principal supervisor will allocate funds to help build staff morale through non-school related functions. Both personnel should coordinate with each other to maximize the money given to help foster a strong and harmonious school environment. Principals, assistant principals, and the principal supervisor will conduct a midyear conference to express how the school has made connections with teachers, students, and the community to build camaraderie, along with techniques to continue building camaraderie in the school. At the end of the year, principals and the principal supervisor will examine the teacher school climate

survey to monitor if the non-school related functions helped boost school climate amongst staff and administrators.

The curriculum development teams consist of content specialists, coaches, an instructional technology resource teacher (ITRT), and classroom teachers. The role of the curriculum development team is to build consistency within the district. Each member of the team will focus on pacing and developing or finding resources to support learning. To make sure ample time is given, curriculum development camps will be held during the summer. Meetings will also be held at the end of every nine weeks for reflection with all members of the team. The first summer, the committee must examine the alignment of the current curriculum, participate in professional development that focuses on best practice, and set content student achievement goals and ways to achieve those goals. Coaches and content specialists will conduct a professional development session with all teachers to describe pacing and goals set from the curriculum team. Though teachers and the ITRT will be present for this meeting, the coaches and content specialist will lead the meeting. During the year, the team will monitor and make notes of possible changes that may need to occur during the next curriculum development team camp. During the second summer, the curriculum team will make revisions to the current curriculum from notes and observations from the 2021–2022 school year and monitor needs assessments to identify any gaps. The curriculum team will also work on locating and creating instructional materials and common assessments that align with state standards. The Executive Director of Accountability and the curriculum team will conduct at least one meeting together to discuss district mandated testing. This is to allow open discussion of mandated testing and roles for each assessment. Using information gained from this meeting, the team will conduct a beginning of the year teacher professional development to review the curriculum for the 2022–2023 school

year and assessment purposes and delivery, with the intention of building teacher buy in and to discuss the need and authenticity of the district mandated assessments. In year three, the team will continue monitoring, evaluating, and collaborating on best practices and curriculum development. The team will track the progress of students for three years to see if learning goals were achieved and to problem solve any unforeseen issues.

Though HPS already has in place a mentorship program, veteran teachers who have left HPS perceive disproportionate duties, specifically with administrative duties. To help lessen the workload of our veteran teachers, retired, highly qualified teachers can mentor new teachers. These mentors will not only advise how to complete administrative tasks, but also support new teachers with classroom management at the beginning of the year. By assigning a mentor without any classroom duties, the mentor will be able to better support the new teacher, and veteran teachers will be able to complete their already heavy workload. At the end of each year, the Director of Teacher Talent and Acquisition will review the mentor program to monitor successes and make changes to the program if needed.

Timeline

The purpose of this section is to provide an estimated timeline for implementation of the teacher retention solutions. To see an increase in teacher retention, starting with an increase of principal retention, the set timeline will span three years. Training and retaining principals, creating a cohesive learning curriculum, and building trust within the district may take longer than three years, but the hope is that with the implementation of these solutions, results should start bringing positive changes within the district.

The summer before the 2021–22 school year, the curriculum development team should be chosen, and a review of the current curriculum must begin. The PBIS teams in each school must

complete the Tier I New Team Training. In July of 2021, the district should hire the principal

supervisor. The principal supervisor will then set up a meeting with administrators within the

district to discuss a plan to build camaraderie and increase teacher morale. Each school will

decide how allotted funds will be utilized for the first semester of school. The principal

supervisor will also set up a meeting with all new administrators within the district. The principal

supervisor will discuss how they will help coach the new administrators this year. Along with

hiring the new principal supervisor, a new guidance counselor should also be hired. PBIS

coaches will start to complete coach training. Training should be completed by the end of the

2021–22 school year. Finally, new teachers will participate in the PBIS training Effective

Classroom Systems and meet with their new mentor during the New Teacher Orientation.

During the first quarter of the 2021–22 school year, mentors will work closely with

mentees at the beginning of the year to help create an effective classroom environment. School

administrators will also incorporate the first non-school related function with teachers to build a

sense of team. Additional steps by administrators should be taken to build camaraderie and keep

staff morale high. These can include staff shout-outs, emails, and taking a duty for a teacher to

allow for extra time to complete tasks. These duties may include bus duty, dismissal, or, for

elementary school, taking the children to recess. The curriculum development team will also

meet at the end of the quarter to discuss pacing and any curriculum-related successes or gaps.

By the end of the first semester, the principal supervisor and school level administrators

should meet to discuss successful ways they built camaraderie within their schools. They will

create a plan to continue building camaraderie for the second semester. The PBIS teams should

complete the New Team Tier I Trauma Enhancements two-day training by the end of the first

quarter. PBIS coaches also should meet to discuss successful trends in their school building and

problem solve any issues that may have occurred first semester.

During the second semester of the 2021–22 school year, mentors will still work with mentees but at a reduced amount of time, unless additional support is needed. Mentors must touch base with mentees at least once a week to ensure that mentees are not overwhelmed and that they feel supported. Administrators should implement the second non-school related function for teachers and continue taking additional steps to build staff morale. Finally, the school climate survey must be administered.

In the Summer of 2022, the curriculum development team will meet for the curriculum development summer camp. The curriculum team will also meet with the Executive Director of Accountability to discuss district mandated testing. The principal supervisor and the administrators will meet by school to discuss the teacher climate survey. Using the survey, the principal supervisor and administrators will complete a plan for the 2022–23 school year. The principal supervisor will also discuss upcoming professional development for administrators. The PBIS teams will complete Data-Informed Decision-Making training provided by the state. Finally, the Director of Teacher Talent Acquisition and Engagement will review the success of the new mentor program and make changes if needed.

Many of the solutions implemented for the 2021–22 school year will continue for years two and three. Some changes may occur after the Director of the Teacher Talent Acquisition and Engagement reviews the program implementation. Also, the meetings with the principal supervisor and administrators will continue along with the steps to build camaraderie and teacher morale. The PBIS teams will finish up taking the assigned trainings and the curriculum development team will continue to meet after each quarter.

Appendix F displays a bulleted list breakdown of the timeline for each year. At the end of

the third year, the evaluation plan should be conducted to evaluate if the teacher retention plan was successful.

Solution Implications

This study was created to help retain teachers within a specific district. By using peer-reviewed literature and focusing the viewpoints from the district tailored solutions, positive implications for the district will follow. As the district moves toward implementing the proposed solutions, one of the greatest implications that the district will see will be the retention of current teachers. By retaining current teachers, an increase in academic achievement may occur (Geiger & Pivovarova, 2018) along with an increase in positive collaboration amongst staff and a strong organizational culture (Kraft & Papay, 2014). In addition, a decrease in fiscal costs may occur (Geiger & Pivovarova, 2018; Ryan et al., 2017). By retaining current employees, the district will retain the economic resources that they have already invested (Ryan et al., 2017). This will be beneficial not only for district leaders but also city officials who have committed to improve education within the district (Humming Public Schools, 2020).

Though long-term benefits will occur as solutions are incorporated with fidelity, it will take time for the district and the teachers to build a positive relationship. Another negative implication is the upfront additional cost to hire personnel, build camaraderie, and complete the necessary professional learning opportunities. Though these upfront costs are considerable, state and federal funding can be utilized. City officials may also help with the vision as the concise solution plan is shared. Along with a partnership with city officials, partnerships with businesses in the city for staff outings could also be an option to mitigate staff morale costs. Though negative implications may occur, the benefits of implementing the proposed solutions far outweigh the negatives.

Evaluation Plan

Though there are many solutions implemented for HPS, the main goal for each solution is to increase teacher retention within the district and focus on key aspects that have been noted that prompted teachers to leave HPS. Those aspects are constant changes within the district, camaraderie and school climate, and a perception of excessive workload. Evaluating to measure the success or progress of the proposed solutions is essential to inform HPS of the program's benefits and whether continuation of some or all of the proposed solutions should continue. An outcome-based evaluation is recommended to help investigate the success or progress of the proposed solutions. Through the utilization of an outcome-based evaluation plan, changes within the district resulting directly from the program can be monitored (MEERA, n.d.).

The first goal evaluated will help measure the perception of HPS along with camaraderie and school climate. The first outcome-based goal is for each school to observe an increase in working conditions, measured by the School Climate Survey administered at the end of each year. This will be measured using the baseline data from the 2020–21 administration of the School Climate Survey. If utilizing the School Climate Survey provided by the state department for three consecutive years, an increase in the following sections should follow:

- Section III: Teaching and Learning Environment portions A and D. Section III A focuses on the aspects of respect, district policies, and mutual support. Relationships with students, which correlates with PBIS, is the main component of section III D.

- Section IV: School Supports portions B and D. Section IV B focuses on the aspects of PBIS and support from administrators when dealing with student behavior. Aspects of school leadership and administration are the main focuses for section IV D.

- Section VI: Summary. The summary section addresses school climate using declarative and interrogative statements. These statements will give the district insight into the changes in teachers' perceptions of the district.

The district should monitor these school climate survey results each year. The principal supervisor and school administrators should make adjustments so that an increase in school climate and camaraderie can occur. Possible changes in professional development may also need to be modified. For example, if safety issues are still prevalent, then a plan with the PBIS coach and team members needs to follow.

The second goal is for the district to observe a decrease in the teacher turnover rate for each school that has a higher-than-average turnover rate as indicated by the number of teachers choosing to leave the district. This statistic will have to be calculated by central office personnel. The success of the solution-based intervention will be measured by the teacher turnover rate at the end of the third year of implementation.

This study limited itself to interviewing and observing teachers who had left HPS and administrators who have witnessed teacher migration patterns within the district. These parameters of the population were purposefully selected to help determine the reasons teachers chose to leave HPS. The research questions, population, and objectives were all utilized for the set purpose of understanding the choices of former teachers within HPS. These delimitations led to limitations in the study. The small sample size of the quantitative surveys and the purposeful sampling of only former HPS personnel decreases the generalizability of the study's findings. Another limitation would include the solution of hiring retired teachers as mentors. There are a small number of articles on the effects of retired teachers as mentors (Berg & Conway, 2020; DeCesare, McClelland, & Randel, 2017; Sparks, 2017). Each of the articles showed success with

the implementation of retired mentors, though sample sizes within each of these were relatively small. The reasoning for incorporating retired personnel for a teacher's first year is to provide additional support to the mentor program already incorporated within HPS. With a heavy workload for veteran teachers, the addition of a mentor teacher will directly affect the workload of the veteran mentor teacher and allow additional support for the novice teachers within the district.

Summary

Like many schools, HPS funds were disproportionately distributed during the recession, which negatively affected the district (Evans et al., 2019). The decrease in funding led HPS to make hard decisions to balance the budget. These decisions included laying off personnel and closing schools. These necessary choices created a domino effect that resulted in most of the schools moving from passing status to failing status, an increase of negative student behavior, and an increase in teacher mobility out of the district. The study examined the relationship between teacher migration and Maslow's (1987) hierarchy of needs to create a behavior-oriented approach to help retain teachers. This study unearthed specific factors that led to teacher migration within the district by conducting interviews and surveys with teachers who have left the district. Along with the interviews and surveys with former teachers, two focus groups with current administrators were conducted to examine their perspective of teacher migration within HPS.

The data collected through the multimethod study showed that there were three major factors that prompted teacher migration out of the district. Constant changes within the district, a lack of camaraderie, and a high workload on teachers were the factors identified. These factors were evident in both the quantitative and qualitative portions of the data collection. In addition to

the interviews, surveys, and focus groups, a trend study analysis was completed to find trends within the district and was not applied to the convergent design. This analysis showed that seven of the nine elementary and middle schools have a higher-than-average rate of teacher turnover compared to the average rate of turnover for schools in the south. Both of the high schools' teacher turnover rates were below average. Solutions to retain personnel at HPS were proposed to address the phenomenon of teacher migration within the district.

Proposed solutions were specified so that the district could decrease the teacher turnover rate and retain current employees. The proposed solutions included resolutions that will build a stable environment for personnel; encourage ways to develop open dialogue to strengthen trust and camaraderie between staff, central office, and school administration; and uncover ways to decrease teacher workload by giving extra training to new personnel and creating a positive working environment to help with the perception of workload. As Maslow so eloquently stated: "A musician must make music, an artist must paint, a poet must write, if he is to ultimately be happy. What a man can be, he must be" (Maslow, 2013, p. 7). A teacher must teach "if he [or she] is to be ultimately happy" (Maslow, 2013, p.7). By pinpointing the influences of teacher migration, HPS can now further cultivate the sense of fulfillment described within this sentiment by acknowledging and understanding the perceptions of their educators. As a result, a sense of motivation and excitement for teaching will be restored as teachers throughout the district flourish.

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Appendix A: Approval Letter

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

June 23, 2020

Stephanie Haynsworth
Kevin Struble

Re: IRB Exemption - IRB-FY19-20-351 Educators on the Move: An Applied Study of Literature-Based Solutions for Teacher Migration Within an Exclusive Urban School District

Dear Stephanie Haynsworth, Kevin Struble:

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:
101(b):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

Your stamped consent form can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. This form should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,
G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

Appendix B: Informed Consent Forms

CONSENT FORM
Educators on the Move: An Applied Study of Literature-based Solutions for Teacher Migration within an Exclusive District Located in the Southeastern region of the United States
Stephanie B. Haynsworth
Liberty University
School of Education

You are invited to be in a research study causes for teacher transfers from one district to another. You were selected as a possible participant because of your recent change from one school district to another. Please read this form and ask any questions you may have before agreeing to be in the study.

Stephanie Haynsworth, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this study seeks to better understand the specific reasons why teachers migrate from one district to a neighboring district. By talking to teachers and principals, the research study hopes to better understand this phenomenon and to design specific interventions to help increase teacher retention.

Procedures: If you agree to be in this study, I would ask you to do the following things:
1. You would be one of five teachers that will be interviewed. The interview will last for approximately 45 minutes to an hour. Notes may be taken during the interview. Your interview will be audio recorded and dialogue will be typed using a pseudonym.

Risks: The risks involved in this case are minimal, which means they are equal to the risk you would encounter in everyday life.

Benefits: Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include an increase understanding of the causes of teacher migration in urban school districts and possible solutions to help increase teacher retention.

Compensation: The five participants will have a chance to win a $25 Amazon gift card for participating in the study.

Confidentiality: The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.

- All participants will be assigned a pseudonym. The interviews will be conducted in a private location.
- Data will be stored on a password protected computer and a password protected external hard drive, which will remain locked in a secure location. After three years, all electronic records will be deleted.
- Interviews will be recorded and transcribed. Recordings will be stored on a password protected external hard drive locked in a secure location for three years and then erased. Only the researcher will have access to these recordings.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time.

How to Withdraw from the Study: If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Contacts and Questions: The researcher conducting this study is Stephanie Haynsworth. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at [434-203-3065 and/or shaynsworth@liberty.edu

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher if you would like a copy of this information for your records.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio-record me as part of my participation in this study.

_____

Signature of Participant   Date

_____

Signature of Investigator   Date

CONSENT FORM

Educators on the Move: An Applied Study of Literature-based Solutions for Teacher Migration within an Exclusive District Located in the Southeastern region of the United States
Stephanie B. Haynsworth
Liberty University
School of Education

You are invited to be in a research study causes for teacher transfers from one district to another. You were selected as a possible participant because of your recent change from one school district to another. Please read this form and ask any questions you may have before agreeing to be in the study.

Stephanie Haynsworth, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this study seeks to better understand the specific reasons why teachers migrate from one district to a neighboring district. By talking to teachers and principals, the research study hopes to better understand this phenomenon and to design specific interventions to help increase teacher retention.

Procedures: If you agree to be in this study, I would ask you to do the following things:
1. You will be a part of a focus group of principals. The focus group will consist of seven administrators. The focus group will last for approximately 45 minutes to an hour. Notes may be taken during this time. The focus group will also be audio recorded and dialogue will be typed using pseudonyms.

Risks: The risks involved in this case are minimal, which means they are equal to the risk you would encounter in everyday life.

Benefits: Participants should not expect to receive a direct benefit from taking part in this study

Benefits to society include an increase understanding of the causes of teacher migration in urban school districts and possible solutions to help increase teacher retention.

Compensation: The seven participants will have a chance to win a $25 Amazon gift card for participating in the study.

Confidentiality: The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.

- All participants will be assigned a pseudonym. The interviews will be conducted in a private location.

- Data will be stored on a password protected computer and a password protected external hard drive which will remained locked in a secure location. After three years, all electronic records will be deleted.
- Interviews will be recorded and transcribed. Recordings will be stored on a password protected external hard drive locked in a secure location for three years and then erased. Only the researcher will have access to these recordings.
- I cannot assure participants that other members of the focus group will not share what was discussed with persons outside of the group.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time.

How to Withdraw from the Study: If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you, apart from focus group data, will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Contacts and Questions: The researcher conducting this study is Stephanie Haynsworth. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at [434-203-3065 and/or shaynsworth@liberty.edu

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher if you would like a copy of this information for your records.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio-record/video-record me as part of my participation in this study.

_____

Signature of Participant   Date

_____

Signature of Investigator   Date

CONSENT FORM

Educators on the Move: An Applied Study of Literature-based Solutions for Teacher Migration within an Exclusive District Located in the Southeastern region of the United States
Stephanie B. Haynsworth
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School of Education

You are invited to be in a research study causes for teacher transfers from one district to another. You were selected as a possible participant because of your recent change from one school district to another. Please read this form and ask any questions you may have before agreeing to be in the study.

Stephanie Haynsworth, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this study seeks to better understand the specific reasons why teachers migrate from one district to a neighboring district. By talking to teachers and principals, the research study hopes to better understand this phenomenon and to design specific interventions to help increase teacher retention.

Procedures: If you agree to be in this study, I would ask you to do the following things:
1. You would take an online survey within the set window. The survey may take approximately 15 minutes.

Risks: The risks involved in this case are minimal, which means they are equal to the risk you would encounter in everyday life.

Benefits: Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include an increase understanding of the causes of teacher migration in urban school districts and possible solutions to help increase teacher retention.

Compensation: Participants will have a chance to win a $25 Amazon gift card for participating in the study. The amazon gift card will be sent electronically.

Confidentiality: The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.

- Participants will be assigned a pseudonym.

- Data will be stored on a password protected computer and a password protected external hard drive which will remained locked in a secure location. After three years, all electronic records will be deleted.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time prior to submitting the survey.

How to Withdraw from the Study: If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

Contacts and Questions: The researcher conducting this study is Stephanie Haynsworth. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at [434-203-3065 and/or shaynsworth@liberty.edu

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu

Please notify the researcher if you would like a copy of this information for your records.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

_____

Signature of Participant   Date

_____

Signature of Investigator   Date

Appendix C: Interview Questions

Interview Questions	Hierarchy of Needs
1. What school are you currently working at now and what position do you have in your current school?	
2. How long did you work at your previous school system?	
3. How do pay and benefits from your previous employer and your new employer differ?	Basic needs
4. At your previous employer, explain what types of materials you had and the workload required from the district?	Basic needs
5. Explain the behaviors displayed at your previous work assignment. How do those behaviors differ from where you work now?	Basic needs
6. Describe your relationship with colleagues at your previous work assignment.	Psychological needs
7. Describe your relationship with your previous principal? How long did you work with your principal?	Psychological needs
8. How would you describe the school environment from your previous work assignment?	Psychological needs
9. Describe the support system you had at your school.	Psychological needs
10. How did the high number of poverty and minority students affect your ability to teach? How did this factor play in your decision to find employment somewhere else?	
11. Explain the struggle of being in a school system that the state considered a failing school system? How did this affect your	

teaching? How did this factor play in your decision to find employment somewhere else?

12. What was your biggest struggle at your last placement that affected your overall choice to leave?

13. What could the district have done to retain your employment?

Appendix D: Focus Group Questions

Focus Group Questions	
Today we are going to be talking about teacher migration to other districts. By participating in this focus group, you will help the district better understand this phenomenon and use the information to help decrease the number of teachers leaving HPS school district	Introduction of moderator
Please state your name, how long you have worked in administration at HPS, and share an adjective to describe how you feel when you hear the words teacher migration.	Introductory exercise
1. Based on your understanding of materials provided for teachers, do you think that teachers are given the appropriate materials, some of the appropriate materials, or not enough of the appropriate materials to execute proper lessons for students. Why do you say that?	Basic needs
2. Explain teacher workload in your building in regard to time given for teachers to complete everyday tasks.	Basic needs
3. Explain the behaviors displayed in the classrooms.	Basic needs
4. What types of supports do you have for your teachers to help when a discipline issue arises?	Basic needs
5. What is the mission for your school and how do you relate this vision to your staff members? Were they a part of creating and implementing the vision? If so, what role did they play?	Basic needs/psychological needs
6. Describe some of the ways that you help build camaraderie in your school? How might you suggest strengthening community amongst teachers?	Psychological needs
7. When thinking back on your interactions with teachers, how do you monitor teacher accomplishment and positive	Psychological needs

statements? Explain the system that you have implemented
to help teachers move to a leadership role in the school.

8. Please explain the struggles that teachers face by being in a   Additional underlying
   school system that the state considers a failing school   factors
   system. How do you think that this affects the teacher's
   choice to find employment somewhere else?

9. What do you see is the biggest struggle teachers face that
   may have affected their overall choice to find employment
   elsewhere?

Appendix E: Quantitative Survey Questions

For each of the following factors, choose the level of effect that the factor played on your decision to leave your previous school district.

"_____ played a role in my choice to leave my previous school district."

	No Effect	Minor Effect	Neutral	Moderate Effect	Major Effect
Pay	①	②	③	④	⑤
Benefits	①	②	③	④	⑤
Proper professional development	①	②	③	④	⑤
Mentoring program	①	②	③	④	⑤
Workload	①	②	③	④	⑤
Safe and orderly environment	①	②	③	④	⑤
School climate with colleagues	①	②	③	④	⑤
School climate with school administration	①	②	③	④	⑤
School climate with district administration	①	②	③	④	⑤
School climate testing pressures	①	②	③	④	⑤
High number of high poverty students	①	②	③	④	⑤
High number of minority students	①	②	③	④	⑤
Feeling of dread being labeled "failing school"	①	②	③	④	⑤

To what degree do you agree or disagree with each of the following statements regarding your previous school employment?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I was satisfied with my pay.	①	②	③	④	⑤
The mandatory workload for teachers was manageable.	①	②	③	④	⑤
Routine duties and paperwork did not interfere with my ability to teach my students.	①	②	③	④	⑤
I had all of the necessary materials to teach. This can include materials such as textbooks, school supplies, and copiers/printers.	①	②	③	④	⑤
The professional development activities were helpful and necessary to help me grow as a teacher.	①	②	③	④	⑤
Student behaviors did not interfere with my teaching duties.	①	②	③	④	⑤
The rules in the school system were enforced by teachers and staff members in the school.	①	②	③	④	⑤
The school had a safe and orderly atmosphere.	①	②	③	④	⑤
I knew the vision for the school and the ways the principal and staff were working to help achieve the vision.	①	②	③	④	⑤
My school colleagues were supportive and helpful, especially in stressful times.	①	②	③	④	⑤
I was given support that I needed to help teach my students with special needs.	①	②	③	④	⑤
My school administrator was encouraging to the staff.	①	②	③	④	⑤
My school administrator was supportive with regards to instruction.	①	②	③	④	⑤
My school administrator was supportive when dealing with unruly behaviors in the classroom.	①	②	③	④	⑤
I received support from administrators when I needed support.	①	②	③	④	⑤

I felt respected as a professional teacher.	①	②	③	④	⑤
The district's pressure to improve test scores required extreme changes in policy that I felt were counterproductive.	①	②	③	④	⑤

Additional Comments: Is there a major reason that caused you to choose to work with another district? If so, please comment below.

How long did you work with your previous employer?

Appendix F: HPS Timeline
HPS Timeline Year 1
June and July 2021
- End 2020–2021 school year curriculum development team chosen. June and July curriculum development team reviews current curriculum.
- PBIS Teams complete Tier I New Team Training.

July 2021
- District hires principal supervisor.
- Principal supervisor and administrators within the district meet to discuss plan to build camaraderie within the schools. Decide how allotted funds will be utilized.
- Principal supervisor meets with each new administrator within the district to discuss coaching plan.
- Additional guidance counselor hired for EL School G.
- New teacher orientation PBIS training Effective Classroom Systems.
- PBIS coaches compete coach training.
- Mentors have been contacted and assigned to new teachers. Mentors meet with new teachers during New Teacher Orientation.

End of first quarter 2021–22 school year
- Heavy mentor collaboration with new teachers.
- Administrators incorporate the first non-school related function with teachers to build sense of team. Additional steps taken to build camaraderie discussed with principal supervisor in July. This can include teacher shout outs, emails, and taking a duty for a teacher.
- Curriculum development team meets at the end of the first quarter.

First semester 2021–22 school year
- Principal supervisor and school level administrators within the district meet to discuss successful ways they built camaraderie within their schools. They will create a plan to continue building camaraderie for the second semester.
- PBIS teams complete the New Team Tier I Trauma Enhancements two-day training.
- PBIS coaches meet to discuss successful trends in their school building and problem solve any issues that may have occurred first semester.

Second semester 2021–22 school year
- Mentors work with mentees a reduced amount of time unless additional support is needed. Mentors must touch base with mentees at least once a week to ensure that mentee is not overwhelmed and feels supported.
- Administrators implement the second non-school related function for teachers. Administrators continue taking additional steps to build staff morale.
- School climate survey administered.

HPS Timeline Year 2
Summer of 2022
- Curriculum development team meet for the curriculum development camp. This summer the curriculum development team will also meet with the Executive Director of Accountability to discuss district mandated testing.

- Principal supervisor and administrators meet by school to discuss the teacher climate survey. Using the survey, the principal supervisor and administrators will complete a plan for the 2022–23 school year.
- Administrators will complete professional development selected by the principal supervisor.
- PBIS team will complete Data-Informed Decision-Making training.
- Director of Teacher Talent Acquisition and Engagement will review the success of the new mentor program and make changes if needed.

July 2022

- Principal supervisor and administrators within the district meet to discuss plan to build camaraderie within the schools. Decide how allotted funds will be utilized.
- Principal supervisor meets with each new administrator within the district to discuss mentor plan.
- New teacher orientation PBIS training Effective Classroom Systems.
- PBIS coaches meet to discuss implementation of PBIS for the 2022–23 school year.
- Mentors have been contacted and assigned to new teachers. Mentors meet with new teachers during New Teacher Orientation.

End of first quarter 2022–23 school year

- Heavy mentor collaboration with new teachers.
- Administrators incorporate the first non-school related function with teachers to build sense of team. Additional steps taken to build camaraderie discussed with principal supervisor in July.
- Curriculum development team meets at the end of the first quarter.

First semester 2022–23 school year

- Principal supervisor and school level administrators within the district meet to discuss successful ways they built camaraderie within their schools. They will create a plan to continue building camaraderie for the second semester.
- PBIS teams complete the New Team Tier I Trauma Enhancements two-day training.
- PBIS coaches meet to discuss successful trends in their school building and problem solve any issues that may have occurred first semester.

Second semester 2022–23 school year

- Mentors work with mentees a reduced amount of time unless additional support is needed. Mentors must touch base with mentees at least once a week to ensure that mentee is not overwhelmed and feels supported.
- Administrators implement the second non-school related function for teachers. Administrators continue taking additional steps to build staff morale.
- School climate survey administered.

<div align="center">HPS Timeline Year 3</div>

Summer of 2023

- Curriculum development team meet for the curriculum development camp.
- Principal supervisor and administrators meet by school to discuss the teacher climate survey. Using the survey, the principal supervisor and administrators will complete a plan for the 2023–24 school year.
- Administrators will complete professional development selected by the principal supervisor.

- Director of Teacher Talent Acquisition and Engagement will review the success of the mentor program and make changes if needed.

July 2023

- Principal supervisor and administrators within the district meet to discuss previous plan to build teacher morale. Principals will find creative ways to continue building teacher morale and camaraderie within each school.
- Principal supervisor will coach any new administrators and mentor the second- and third-year administrators.
- New teacher orientation PBIS training Effective Classroom Systems.
- PBIS coaches meet to discuss implementation of PBIS for the 2023–24 school year. Discuss and list success from previous years and challenges that arose.
- Mentors have been contacted and assigned to new teachers. Mentors meet with new teachers during New Teacher Orientation.

End of first quarter 2023–24 school year

- Heavy mentor collaboration with new teachers.
- Administrators incorporate the first non-school related function with teachers to build sense of team. Additional steps taken to build camaraderie discussed with principal supervisor.
- Curriculum development team meets at the end of the first quarter.

First semester 2023–24 school year

- Principal supervisor and school level administrators within the district meet to discuss successful ways they built camaraderie within their schools. They will create a plan to continue building camaraderie for the second semester.
- PBIS coaches meet to discuss successful trends in their school building and problem solve any issues that may have occurred first semester.

Second semester 2023–24 school year

- Mentors work with mentees a reduced amount of time unless additional support is needed. Mentors must touch base with mentees at least once a week to ensure that mentee is not overwhelmed and feels supported.
- Administrators implement the second non-school related function for teachers. Administrators continue taking additional steps to build staff morale.
- School climate survey administered.

End of the 2023–24 school year

- Evaluation plan will be conducted to evaluate if teacher retention plan was successful.