THE EFFECT OF CLASS SIZE ON A TEACHER'S JOB SATISFACTION IN A SOUTHEASTERN URBAN LEA

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ABSTRACT

Jenna-Marie Caron Nelson: The Effect of Class Size on a Teacher's Job Satisfaction in a Southeastern Urban LEA
(Under the direction of Rita O'Sullivan)

In North Carolina, the annual teacher turnover rate for school districts averages more than 12%, with some districts as high as 24%. Research suggests that lowering class sizes improves educational indicators such as student achievement, student behavior, and teacher workload. This study used data from the 2006 North Carolina Governor's Working Condition Survey and from one Southeastern school district to investigate the relationship between class size and teacher turnover for the district's Kindergarten teachers during the school year 2005-2006. This study examined the effects of teachers' class size on job retention. It also compared the effects of student achievement, minority and poverty enrollment, and English Language Learners on teacher retention. No significant relationships were found for teacher class size and retention. However, as students achieve higher scores on state tests, teachers are more likely to stay in their current positions. Implications for future research and educational policy are discussed.

TABLE OF CONTENTS

LIST OF TABLES

Table

LIST OF ABBREVIATIONS

AYP = Annual yearly progress

ED = Economically Disadvantaged

ELL = English Language Learners

EOG = End of Grade (tests)

LEA = Local Education Authority

NCSRC = North Carolina School Report Card

NCTWCI = North Carolina Teacher Working Conditions Initiative

NCTWCS = North Carolina Teacher Working Condition Survey

STAR = Student Teacher Achievement Ratio

In North Carolina, the annual average teacher turnover rate for school districts is more than 12%, and in some cases as high as 24%, as described by The Alliance for Education's *Teacher attrition: A costly loss to the nation and to the states* (2005). In specific schools, as many as half the faculty may leave in a given year. On average, the state needs to hire approximately 11,000 teachers annually — based not only on student growth and class size reduction efforts, but also on the need to continually re-staff the classrooms of teachers who leave. According to the Alliance for Education, in the school year 2000–2001, North Carolina spent more than $180 million in costs associated with teacher turnover; additionally, more than half of the teachers who graduate from college as licensed teachers in North Carolina are no longer teaching after five years. Turnover is very expensive, negatively affects the state's school achievement, and is a financial drain to the state and districts that repeatedly prepare, recruit, and support teachers for the same position (Hirsch, 2004).

One reason for the large turnover may be class size. In 2002, Munoz and Portes reported that extensive research had been conducted on class size (how many students are in a teacher's class) and how class size interacts with students' achievement and test scores. They found that increased class size can negatively affect a teacher's workload and decrease opportunity for individualized instruction. The more students a teacher is responsible for (assuming they have a range of academic needs), the less time she can devote to each child. Smaller class sizes help to bridge the achievement gap between lower-income and lower-achieving students and the achievement of students from wealthier homes. Studies in schools

with large numbers of ED students have shown that smaller class size has a positive effect on their reading success.

Kindergarten teachers were chosen because they have extra burdens placed on them. There is a transition that occurs between the home and school environment, or the preschool and school environment (Bredekamp and Copple, 1997). Kindergarten students not only learn academics during this year, but also important interpersonal skills and how to navigate the school environment (Scott-Little, Maxwell, Bryant & Ridley, 2002).

Purpose of Study

This study attempted to establish a relationship between class size and Kindergarten teachers' leaving their schools or jobs in a large, urban North Carolina district. It also sought to discover if other school factors could be better predictors of teacher job satisfaction and longevity. When teachers leave their jobs, it creates an extra expense and an extra burden on the districts who hire them (Hirsch, 2004). The research investigated how class size relates to Kindergarten teacher retention in comparison to other teacher factors including job satisfaction, and other school factors including the percentage of ED minority enrollment, the percentage of ELLs, and student academic performance level. Job satisfaction is defined as an affective reaction to an individual's work situation, in terms of an overall feeling or in terms of feelings about specific aspects (e.g., compensation, autonomy, coworkers); it can also be related to specific outcomes such as productivity (Rice, Gentile, & McFarlin, 1991). This study used the question from the 2006 North Carolina Working Conditions Survey that asked teachers if they felt they had adequate class sizes, along with reports from the LEA on the average class sizes per school. These factors and other school factors were correlated

with the percentage of Kindergarten teachers who left their jobs after the 2005–2006 school year.

The specific research question was: Does the size of Kindergarten teachers' classes affect their job retention, or are related school factors better predictors of teacher retention? The related school factors included working conditions, percentage of ED and ELL students. Thus the purpose of this study was to test the following hypotheses:

1) Class size is inversely related to teacher retention.
    a. The higher the class size, the lower the teacher retention rate.
    b. The more positive the teacher's perceptions of working conditions (as related to class size), the higher the teacher retention rate.
2) Other school characteristics are also related to teacher retention.
    a. The higher the percentage of ED students, the lower the teacher retention rate.
    b. The higher the percentage of ELL students, the lower the teacher retention rate.
    c. The higher the percentage of minority students, the lower the teacher retention rate.
    d. The lower the average student score on EOG state achievement tests, the lower the teacher retention rate.

Review of the Literature

This section presents a brief overview of research about teacher retention, the effects of class size on several educational processes, and descriptions of the small amount of research that has explored the effects of class size on teacher job satisfaction. The next section discusses research on early childhood efforts and why Kindergarten teachers experience larger classes differently from teachers of other grades. Finally, school factors that have been shown to effect teachers' decisions to stay on the job or leave are discussed.

Teacher Retention

Keeping teachers from leaving is a huge challenge to districts across the state of North Carolina. Many studies have shown that most teachers leave after 3, 4, or 5 years (Munoz & Portes, 2002). North Carolina conducts a biannual survey on teacher's working conditions, the North Carolina Governor's Survey (NCGS) According to the surveys of 2004 and 2006; five main areas affect teacher working conditions (time, empowerment, facilities and resources, leadership, and professional development). Accordingly, the state board of education reviews these five items annually. The issue of class size in NCGS is addressed in its Time section.

The Alliance for Education's *Teacher attrition: A costly loss to the nation and to the states* (2005, August) reported that in North Carolina, the average rate of teacher turnover calculated per district is more than 12% and in some districts as high as 24%; the national average is 6%. The annual cost associated with the turnover rate is $2.2 billion. Including teachers who leave schools but not the profession (i.e., teachers who transfer to other

schools), the national annual cost rises to an astonishing $4.9 billion. In individual schools, as many as half the faculty may leave in a given year nationally.

North Carolina currently needs to hire approximately 11,000 teachers annually, based not only on student growth and class-size reduction efforts, but also on the need to continually re-staff the classrooms of teachers who leave. More than half the teachers educated, certified, and trained in North Carolina are no longer teaching after five years. Their job turnover comes at great expense, both in terms of its negative cumulative effect on student achievement and in the financial drain to the state and districts that repeatedly prepare, recruit, and support teachers for the same position (Hirsch, 2004). In the year 2000–2001, North Carolina spent more than $180 million on costs associated with teacher turnover.

The implications of both the rate of teacher attrition and the associated expenses are significant for local districts. Teachers who work for three to five years in North Carolina spend a large proportion of their employment working for a district, and the district reciprocates by spending money to adequately train them. When one of these teachers leaves, the district must start over with a brand-new teacher and must reallocate additional resources for new teacher training. One-quarter of teachers who leave schools go because they are dissatisfied for reasons that include low salaries, lack of support from the school administration, student discipline problems, and lack of teacher influence over decision making (Hanushek & Rivkin, 2007). These reasons are echoed in teachers' NCGS responses about time, empowerment, facilities and resources, leadership, and professional development.

Many districts struggle with strategies for keeping staff that include incentives, support, and encouragement for new teachers. For example, some districts offer a mentoring program in which a new teacher is assigned to a more experienced "mentor teacher." The mentor

observes, offers feedback, and meets frequently with the new teacher. Groups of mentors and their new teacher partners meet monthly to discuss the challenges of being a new teacher. Other districts offer relocation expenses for teachers who move from out of state. The literature shows that although such initiatives may help, they have not kept highly qualified teachers in the classroom (Hirsch, 2004).

Other factors may be related to why Kindergarten teachers stay in their jobs. Papatheodorou and Ramasut (1993) asserted that because teachers have the task of integrating successive generations into society by the transmission of cultural norms, they are highly affected by outside influences including their working environment, their personal attitudes, as well as their perceptions, beliefs about, and expectations of their pupils. These factors are widely believed to affect teacher retention as well. Without question, many teachers feel that they make a positive contribution to society through their chosen profession. The social factors (inculcating societal norms and relationships with students) may further explain the pressures of teaching and why teachers leave the field. Or they may indicate why some choose to stay, which would help answer the question of how to keep teachers in the classroom.

A nationwide report on teacher recruitment stated that although these problems have been identified since the 1960s, three new issues have emerged: 1) Growing evidence that teacher attrition is most severe in high-poverty and other hard-to-staff schools; 2) Higher qualification standards for teachers; and 3) Re-identification of the major problem as retention rather than recruitment (Cochran-Smith, 2006). Focusing on the third issue, Cochran-Smith suggests that the most urgent situation schools face may not be recruiting new teachers to the field but rather keeping them from leaving before they have taught for

five years. She also asserts that in order to stay in the classroom, teachers need school conditions in which they can feel successful and supported; similarly, she observes that program changes resulting in more successful students may also allow teachers to feel more successful. Therefore, increasing student achievement may help districts keep teachers in schools beyond their first three to five years (the average).

Other research indicates the importance of addressing school conditions to improve teacher retention. The main reasons cited by teachers who leave schools are the opportunity for a better teaching assignment, dissatisfaction with support from administrators at their current school, and dissatisfaction with current workplace conditions (Loeb, H., et. al., 2004). In national surveys, teachers identified excessive workload, lack of time, and frustration with reform efforts as areas in need of focus and improvement (Loeb, H., et. al, 2004). Additionally, a recent survey of 2000 educators in California found that 28% of teachers who left before retirement indicated that they would come back if improvements were made to teaching and learning conditions. Monetary incentives were found to be less effective in luring them back (Loeb, H., et. al, 2004).

Class Size

Class size, defined as how many students are in a teacher's class (Munoz & Portes, 2002), may be a factor that affects teacher retention. North Carolina limits the number of students per Kindergarten class to 21; however it stipulates that it can go as high as 24. It also states that it can never go higher than 3 more than 24. Therefore, teachers can have as many as 27 students in their Kindergarten classroom, when the state actually sets the maximum class size at 21 (http://www.ncpublicschools.org/sbe_meetings/0412/0412_EEO04.pdf). For example, a Kindergarten teacher in one school may have 15 students, but another in another school

may have as many as 27 (the state's legal limit). Appendix 1 shows the policy as written for the state. Individual LEAs can apply for waivers which permit more students per class, as a cost-reducing effort (http://www.ncpublicschools.org/sbe_meetings/0412/0412_EEO04.pdf). Much research has been done on the relationship among class size, student achievement, and test scores, particularly the impact of class size on student achievement. It's been shown that smaller classes elicit higher achievement from students generally, fewer behavior problems, higher test scores, and higher achievement specifically for ELL students. As class size increases, student achievement decreases (Smith & Glass, 1978). Although the majority of studies show positive results for students, many U.S. school districts resist implementing class size reduction (CSR) programs because they are costly.

The results of smaller Kindergarten classes on several kinds of learners, including ELLs, have also been examined (Bridges-Cline, Hoffler-Riddick, & Gross, 2002). This study, which examined new Kindergarten initiatives including decreased numbers of students in each class, found that smaller classes had a positive effect on the ELLs, including higher levels of letter identification, print concepts, word recognition, and hearing and recording sounds.

Similar findings about the effects of larger classes on student achievement were reported in an interview of early childhood teachers from 54 classes (Renwick & McCauley, 1995). This study indicated that a policy that increased class size had direct negative impacts on children, teachers, and parents and also showed a negative impact on teachers' relationships with students and parents. The policy raised the overall class size (also called group size) but kept the adult ratio at 1:15; the teachers felt that this ratio was appropriate but reported that the overall effect of 45 children in one class with three teachers was negative. The teachers

had less time to work with individual children and felt forced into supervisory roles; the types of activities they could offer were limited; relationships with parents grew more adverse; and little to no training or support was provided to help teachers adjust to the new policy.

Mosteller (1995) examined the effect of a statewide effort to reduce class size in the earliest grades on short-term and long-term pupil performance by children from all socioeconomic backgrounds and types of communities. The results of the class-size reduction efforts were measured by evaluating students on two types of tests: state standardized and curriculum based. It was found that in the fourth and fifth grades, the children who had originally been in small classes scored higher on these tests than children who had spent Kindergarten, first, and second grade in regular sized classes (25 or more students). Teachers and principals surmised that the successes were largely due to the increased attention and support students could get from their teachers, which helped them learn to cooperate, pay attention, and carry out tasks. By reducing class sizes by almost 30%, teachers gained time to individually interact with students.

Haenn (2002) examined the effects of class size reduction on young children in three lab schools in an urban Southeastern city that had reduced class sizes, compared to two schools whose class size was the state average (26). Children in the smaller classes showed the largest and most consistent test gains of all K–3 students in their schools. Despite its small sample, this study is important because it can be inferred that teachers who teach successful children (i.e., in smaller classes) may feel more successful themselves and therefore could regard their jobs more positively.

Similarly, one might also infer that teachers who encounter behavior problems in the classroom (leading to lower success rates for both students and teachers) dislike their jobs more. Papatheodorou and Ramasut (1993) examined student behavior problems in preschool classrooms; their sample included teachers in Greece in both rural and urban locations, in both private and public schools. As the authors expected, their results showed differences in behavior based on region. However, class size emerged as an unexpected factor unrelated to their original research question: children in classes with more students exhibited more behavior problems. Liu and Meyer (2005) found that student discipline problems were the major reason for teachers' job dissatisfaction. These researchers used a multiple survey questionnaire divided into five major categories: student discipline problems, school climate, professional support, compensation, and working conditions. None of the questions related to class size; however, because it has been shown that children's discipline problems diminish when class size is reduced, it is reasonable to surmise that teachers may like their jobs more when they teach smaller classes in which their pupils experience fewer discipline problems. According to Liu and Mayer, private school teachers generally encountered fewer student discipline problems and perceived their professional lives more favorably than public school teachers. Their study also inferred that teachers entering the workforce know that pay will be low, but do not expect to teach students who are unmotivated about learning.

Finn and Pannozzo's (2004) study of behavior ratings of Kindergarten students, based on more than 15 class size studies found overwhelming evidence that more favorable student behavior in smaller classes. These researchers also noted that according to the Early Childhood Longitudinal Study (ECLS, 2004), class size was significantly related to child

behavior ratings. The simple correlation between the two factors was small (-.09), but still statistically significant.

Clearly, the literature supports the notion that CSR programs have elicited positive results. Across the nation, educators have seen improved reading scores, including those of English Language Learners and low-income students, after class sizes have been reduced. In addition, teachers in these rooms report lighter workloads and encounter fewer behavior difficulties among their students, maintain stronger, more well-developed relationships with parents and students, and are better able to meet the individual needs of students.

Teacher job satisfaction and class size. In the United States, teachers' working conditions have been reported as the number one reason for why they left the field (Ouyang & Paprock, 2006). These researchers found three main clusters that affect teacher job satisfaction: community factors, school factors, and teacher characteristics. Community factors include social context; for example, U.S. teachers view teaching as an occupation whereas teachers in China view the role of teacher as more important and more socially than a career. School factors include salary, school economic resources, and working conditions. Teacher characteristics include salary and social class standing in the community. Not only did the comparative research identify common clusters between the U.S. and China, they also showed differences between teachers' perceptions in the two countries. Teachers in the United States leave the profession at higher rates compared to China (and other countries). Although working conditions seem to be the largest factor in teacher attrition, a dearth of good information on student and school characteristics (such as class size) masks the association between student characteristics and teacher transitions (Hanushek, Kain, & Rivkin, 2004).

Greathouse, Moyer, and Rhodes-Offutt (1992) examined the uniqueness of early childhood educators, class size, and job satisfaction. Their study included three questions: What do you find satisfying about teaching?; What do you find dissatisfying about teaching?; and What do you recommend for improving job satisfaction? The teachers in their sample reported six main areas of satisfaction: relationships with colleagues, observing growth in children, relationships with administrators, love of children, eagerness and joy of young children, and relationships with parents. They also reported five main areas of dissatisfaction: paperwork, low pay, problems with parents, class sizes, and not enough time to teach.

Only a few studies have focused on class size as a factor in the satisfaction of teachers. Munoz and Portes (2002) used a participant-oriented evaluation model to examine the impact of the CSR program on participating teachers and principals in one county in Colorado. During a one-hour interview, the teachers and principals were asked about their perceptions of teaching in small classrooms; a researcher also made field visits to each classroom. Overall, a higher level of morale was found and more engaging instructional methodologies and techniques were used by the teachers when their class size was reduced. Teachers and administrators also reported that they spent less time dealing with the kinds of discipline and behavior-related issues that other studies have cited as having major impact on teachers' job dissatisfaction.

A study using data retrieved from the national survey of teachers examined teachers' working hours, time spent teaching core subjects, control and influence in the classroom, control and influence in the school, professional development, job satisfaction (in both public and private schools), and average class size (Alt, Kwon and Henke, 1999). This study found that no more than 30% of public school teachers nationwide were highly satisfied with their

jobs. Results also indicated that teachers' job satisfaction fell as the size of their classes rose. Eighty percent of teachers who had classes with fewer than 15 students were satisfied with this size, whereas less than 40% of teachers in classes of 26 or more were satisfied with their class sizes (Alt, Kwon & Henke, 1999).

Increased class size. Kenwick and McCauley (1995) found through focus-group interviews that teachers in New Zealand who were part of a new initiative to raise class sizes believed:

1. They had less time to work with individual children;
2. The types of activities they could offer were limited due to the overwhelming feeling experienced by the children due to a larger number of classmates;
3. They were more supervisory than educative;
4. They had less time to develop meaningful relationships with families;
5. They received little training and/or support for larger class sizes.

The same study showed that children in larger classes were less prepared for their future academic endeavors and that larger class sizes most negatively affected racial minority children and children with lower socioeconomic status.

Another survey (Alt, et. al, 1994) revealed that no more than 30 percent of public school teachers in the U.S. were highly satisfied with their work. The same survey showed that teachers felt overworked and that most worked more than 10 hours a week more than their required hours.

Martin, Yin, and Baldwin (1998) found a direct relationship between class size and teachers' classroom management style. As class enrollments increase, teachers are likely to become more controlling about classroom management. Teachers need specific training to

cope with larger classes, but no training such training was found among the research sample. Similar Kenwick and McCauley (1995), this study showed that the academic performance most affected by the lack of individual attention from teachers and by disruptive behavior problems in the classroom were children from racial minorities and with lower socioeconomic status.

Benefits of small class size. Much research has shown the advantages of small class sizes, including increased learning, fewer discipline problems, higher parent satisfaction, and improved learning for ELLs (Thompson & Cunningham, 2001). Teachers with small classes can spend time and energy helping each child. Smaller classes also enhance classroom safety, discipline, and order. When qualified teachers teach smaller classes in modern schools, students learn more (Munoz & Portes, 2002). The benefits of smaller classes are now widely acknowledged, not least because few education topics have been studied more than the effect of class size on student achievement. But until Tennessee's longitudinal class-size study — the Student Teacher Achievement Ratio (STAR) project — results were contradictory and inconclusive. The STAR project showed that adults who were enrolled in small classes as youngsters were more likely to:

1. Graduate on time (72%, versus 66% from regular classes and 65% from classes taught by a paraprofessional);
2. Complete more advanced math and English courses in high school;
3. Complete high school (a dropout rate of 19% versus 23% from regular classes and 26% from classes taught by a paraprofessional);
4. Graduate with honors (Finn, et al., 1989).

In the late 1990s, many states began to allocate money to districts for class-size reduction (Haenn, 2002; Hymon, 1997; Zajano, et. al, 2000). It was soon determined that smaller class sizes had helped to produce the largest and most consistent test gains among children in earlier grades, K – 2 (Haenn, 2002). However, many districts faced further financial dilemmas – although they received money to pay additional teachers, funds were not provided for the additional classroom spaces required to successfully lower class sizes (Hymon, 1997; Zajano et. al, 2000). In states where policymakers continue to monitor the effects of smaller class sizes, including California and Tennessee, the policy remains an important issue (Garrahy et. al, 2005; Hunn-Sannito et. al, 2001).. According to Glass and Smith (1980), the strongest effect of CSR plans has been on teachers, who report that they feel better and feel that they perform better in smaller classes. This information strongly implies that as class sizes decrease, teachers' job satisfaction level increases.

Like other states, North Carolina has set standards for class size; in certain funding years, it is not unusual for the governor to earmark funds to assist individual districts with this goal. For example, stipulations and exceptions are often written into the class size law. However, as districts struggle to meet the demands of growing populations, keeping class sizes smaller becomes more difficult. The N.C. limit for Kindergarten classes is 21 students, with an allowable maximum of 24. The state also stipulates that the size of an individual class cannot exceed the allotment ratio by more than three students (www.ncpublicschools.org). Because of this loophole, districts can allow up to 27 students per Kindergarten class even though the recommended allotment is actually 18 (www.ncae.org).

A large body of research has been completed on teacher job satisfaction and how class size (defined as the number of students per classroom) interacts with student achievement and test

scores. These studies have found that increased class size increases a teacher's workload and decreases opportunities for differentiation (i.e., individualized instruction). Moreover, lower class size helps bridge the achievement gap; in schools with a large population of students from low socioeconomic situations, smaller class size positively effect their reading success (Munoz & Portes, 2002). However, the effects of class size on teacher retention in North Carolina have not been examined. Therefore, whether teachers who have larger classes leave the profession more frequently than those who have smaller classes remains unknown.

Early Childhood Efforts

In the field of Early Childhood Education, it is well known that young children need extra support to successfully transition into Kindergarten from preschool, day care, or their lives at home (Bredekamp and Copple, 1997). Early, Pianta, Taylor and Cox (2001) found that Kindergarten teachers reported class size as the number one barrier to providing successful transition activities to young children. Class size was also related to the timing of transition practices (i.e. before school vs. after school). The study did not clarify whether teachers felt that more transition activities would benefit their students (which could, in turn, improve their feelings about their jobs).

In Early Childhood Education, a child-centered curriculum is essential to a meaningful, well-designed program (Bredekamp & Copple, 1997). To experience job satisfaction, an Early Childhood Educator must feel successful at implementing a curriculum according to her training. Obviously, a child-centered classroom that meets the diverse needs of all students is more difficult to implement with a large group. In their study of teachers in Hong Kong (2003) NAME interviewed 30 teachers enrolled in a Kindergarten Teacher

Education course. The main sources of satisfaction they reported were the ability to help young children and the work they did to implement a child-centered curriculum.

In North Carolina, an article about school readiness (Scott-Little, Maxwell, Bryant & Ridley, 2002) recommends increased training for Kindergarten teachers about school readiness because such additional preparation would help both preschool and elementary school children. The state effort was implemented in response to growing pressure for school accountability and student success. (In the wake of No Child Left Behind legislation, children's academic success, beginning with Kindergarten entry, has become more important.) Scott-Little et al. examined several recommended practices and skills needed for elementary schools to achieve successful Kindergartens, including reaching the national average for Kindergarten classroom size, training teachers for Kindergarten, class size that fosters individual attention, and school buildings that are designed to accommodate Kindergarteners.

In order to have well-trained teachers ready to help children navigate their unique transitions into the public school system, districts must hire teachers with a B-K license or train their K-6 licensed teachers in Early Childhood curricula and practices. Such training may add stressors for teachers; however, if their class size were reduced, the added workload caused by the additional training might not decrease their job satisfaction. Scott-Little et al. also recommended involving children, their families, and the larger community in transition practices. Such practices, which are unique to Kindergarten teachers' workload, are an important part of providing a healthy educational experience for young children. When increasing a particular teachers' workload, administrators must assess how to lessen it in other areas, possibly by reducing the size of the class.

Other School Factors

School size, percentage of ELLs, percentage of Ed students, percentage of minority students, and EOG test scores may be better predictors of why teachers leave their jobs than classroom size. For example the size of a teacher's school, rather than her class, may affect how much support she gets from administrators. Administrators who have more staff to supervise may find themselves unable to provide sufficient guidance to teachers who feel unsuccessful and unhappy with their jobs (Ingersoll, 2001).

Recent research (Ingersoll, 2001, 2004; Ingersoll and Kralik, 2004; Ingersoll & Smith, 2003, 2004) has clearly shown that school characteristics do affect teacher mobility and retention. In general, teachers are more likely to stay in schools in which student achievement is higher; teachers – especially white teachers – are also more likely to stay in schools with higher proportions of white students. Teachers may leave schools that have large populations of minority and ED students, which also tend to have high rates of out-of-field teaching and other special student populations (Ingersoll, 1999). Similar results have been found when teachers are assigned to schools with larger ELL populations, who have unique instructional needs (Thompson & Cunningham, 2001). When they work with smaller populations of minority, ED, and other special-needs students, teachers may stay longer in their original teaching assignments.

The literature unanimously states that teacher retention is an issue that policymakers across the country face each year when teachers to leave the profession. These teacher transitions prove to be costly as districts must train new teachers and spend resources on recruiting teachers for the open positions.

New research clearly shows that teachers need school conditions that help them feel supported and successful. When teachers feel successful, they are more likely to stay in their current positions. However, research also suggests that teachers feel less successful in schools with higher numbers of ED, ELL, and underachieving students. These factors, independent of administrative support and additional training, may be better predictors of why teachers leave the field.

When teachers have large class sizes, they feel less successful and must pay attention to students who are not only diverse learners but whose needs are also greater. When larger class sizes increase a teacher's workload and decrease opportunities for differentiation or individualized instruction, the less time that teacher can devote to each child's unique needs. The research suggests many benefits are realized when policymakers and school administrators lower class sizes, including increased learning, fewer discipline problems, higher parent satisfaction, and improved learning for ELL students.

Method

Overview

To examine the key research questions guiding this study, data were obtained using a secondary data set from a large Southeastern urban school district; additional data came from the North Carolina Governor's Survey on Working Conditions (NCGSWC) and state public school report cards. Annually, the target school district keeps data about its teachers and their schools, including class size and whether or not teachers return to their schools each year.

The advantage of the district's data set was its inclusion of data from all of its Kindergarten teachers. Because the district is large and its schools are located in urban, suburban, and rural areas throughout the county, its Kindergarten teachers can be seen as a representative population of Kindergarten teachers across North Carolina. The district's teaching statistics also compare well with the state's. For example, in both the district and in the state there are 35–50 classroom teachers per school (http://www.ncreportcards.org). Also, the percentage of teachers who are licensed to teach in the district is 99%, which compares well to the state's percentage of 97%. Teachers with advanced degrees make up 30% of the district's teaching staff, compared to 26% statewide. On average, there are five Nationally Board Certified teachers per school in this district, and four per school statewide. The turnover rate in the district is 22% annually, compared to 21% statewide. Table 1 compares this district's and the state's teachers in school year 2005–2006.

Table 1

Teacher History by County and State Percentages

Teacher History	District	State
First year employed in public education	.04	.07
Returning after one or more years away	.02	.02
Employed in another LEA last year	.05	.04
Employed out of state last year	.04	.02

Sample

This study examined one large North Carolina school district that struggles with teacher retention and class size. As of school year 2005–2006, there were 136 public schools in this district's system: 96 elementary (K–5), 28 middle (6–8), 17 high (9–12), and 5 special/optional. In 2006, this district was listed as the 23rd largest school system in the nation (Wikipedia, 2006); by school year 2007–2008, it had grown to the 19th largest (Wikipedia, 2008).

The district presented the following information on teacher retention:

1. The teacher turnover was 10.24% in the 2004–2005 school year;
2. The district must hire more than 800 teachers to replace the ones who leave the classroom each year, and hire an additional 300 to deal with the county's annual student population growth;
3. This district hires 1,100 teachers each year in a state that graduates a total 3,300 teachers. As a result, the district must recruit new teachers from outside North Carolina, an added expense;

4. Many kinds of teachers leave, including new teachers, special education teachers, and career teachers;

5. In 2004-2005, 47% of teachers in this district were in the range of teachers most likely to leave, which includes early teachers and teachers eligible for retirement (www.wakepartnership.org).

Study participants included all Kindergarten teachers who worked for the school district during the 2006–2007 academic year. The 96 elementary schools in the district employed approximately 450 kindergarten teachers during that year.

Measures

The first set of data was obtained from the district's data files, specifically the annual records of class sizes and teacher attrition. The data set sent to the researcher included the exact number of teachers at each school and how exactly many left that year. All data were coded with a school identifier, so that no identifying information about the schools or teachers was accessible.

This set of secondary data comprised one year's history of attrition (teachers who remained at their original school, teachers who moved to a different school, and teachers who left the profession). The set included teachers' average class sizes by school; my analysis compared teacher retention with this average class size to see if teachers with large classes left more frequently than those who taught fewer students.

The second data set, which contained information by school about teacher working conditions, was publicly available from the Office of the Governor of North Carolina. Gov. Easley began the biannual North Carolina Teacher Working Conditions Initiative (NCTWCI) in 2002 with a voluntary 39-question survey to assess whether or not state working

conditions standards developed by the North Carolina Professional Teaching Standards Commission were being met. The survey is given, online, to all teachers across the state. It is a voluntary survey used to gather information about the working conditions in every school. The survey was redesigned and administered online twice more, in 2004 and 2006. This study used data from the 2006 survey, when about two-thirds of school-based licensed educators (66%, more than 75,000 educators) responded. More than 85% of the state's schools (1,985) reached the minimum response rate (40%) necessary for data to be summarized, which provides information they need to gauge both the successes and areas of concerns in their own schools. The response rate of the target district in 2006 was 76%; two schools were not included because their response rate was less than 40%. See Appendix 2.

The NCTWCI contains data about five main areas that affect teacher retention: time, empowerment, facilities and resources, leadership, and professional development. The issue of class size is addressed in the first main area (time). Responses to only one question were germane to this study (the question about class size): "Teachers have reasonable class sizes, affording them time to meet the educational needs of all students." Survey respondents answered this question with one of five options: strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, and strongly agree.

Reliability and validity have not been established for the 2006 NCTWCS. However, Cooper (2008) established reliability (internal consistency reliability = 0.78) for the 2006 NCTWCS data using SPSS 15.0 statistical procedures. Although no formal validity studies have been conducted for the 2006 NCTWCS data, it is important to note that a group of experienced teachers from North Carolina public schools created the first Working Conditions Survey in 2002, at the request of Gov. Easley in 2002. Since its inception, the

NCTWCS has been changed and re-administered to all licensed public school educators three times (2004, 2006 and 2008). It should also be noted that other states and large urban school districts across the nation have administered modified versions of the NCTWCS within their public school districts, including large urban school districts. Educational policymakers within these states and large urban school districts clearly trust the NCTWCS as a valid instrument for measuring teachers' perceptions of their working conditions (Cooper, 2008).

Cooper used questions from each of the survey's domains that related to teacher working conditions, organized into Likert-scale responses (strongly agree, disagree, neither disagree nor agree, agree, strongly agree) so that the questions could be converted into teacher working condition subscale means. The questions he selected included: time, 3.1a–3.1e; facilities and resources, 4.1a–4.1h; teacher empowerment, 5.1a–5.1e; leadership, 6.1a–6.1n and 7.1a–7.1e. The respondent sample in his study comprised 13,433 public K–8, 6–8 middle, and AMS teachers in North Carolina. Table 2, adapted from his study, shows the reliability of the survey's first section, time.

Table 2

Reliability for the NCTWCS

Factor	Alpha	Number of Items
Time	.78	5

Note: After Cooper, "Teachers' Perceptions of Working Conditions in K-8 Schools versus Middle Schools" (2008).

The third data set used for this study, a set of public records, was obtained from the annual N.C. School Report Card (NCSRC). This annual document, which is compiled for every school in the state of North Carolina, includes important information about student performance, class size, school safety, and teacher quality. It was begun by Gov. Easley in

order to provide both parents and the general public with information for adult involvement in the public schools (http://www.ncreportcards.org/src/).

This study used NCSRC data to collect information about the 96 elementary schools in this large N.C. school district for the 2005–2006 school year. Compiled school variables included: percentage of ED students and percentage of ELL students at each school, each school's average EOG test scores, and the percentage of minority students enrolled at each school. Factors considered in this study were school size and (per school) percentage of ELLs, percentage of EDs, percentage of minority students, and EOG test scores.

Additional school factors that may explain why teachers leave their jobs were obtained from NCTWCS data, including items related to job satisfaction; percentages of ED, ELL, and minority enrollment; and overall student achievement. NCSRC data supplied information about individual school demographics (percentages of ED, ELL students, EOG scores, and the Annual Yearly Progress (AYP) goals and expectations.

After they were compiled, the three data sets yielded pertinent information both about each teacher and each teacher's school factors. The final data set also included each school's answer about class size. All of these factors were correlated with the percentage of turnover experienced by each school to determine what, if anything, causes teachers to leave their jobs.

Analysis Procedure

First, data were obtained from the school district's Human Resources department. These data included information about each school, including how many of the Kindergarten teachers left their jobs after the 2005-2006 school year. Each district sorted its information according to school ID and listed how many teachers were teaching Kindergarten during the

school year as well as how many were gone by October 2006. The data also tracked teachers who were no longer with the district, teachers who were no longer teaching Kindergarten but were still with the district, and teachers who had moved to a different school but were still teaching Kindergarten.

Information was then gathered from the N.C. School Report Cards about each school's size (total student population) and average Kindergarten class size, EOG math and reading scores, and the percentage of economically disadvantaged, ESL, and minority students per school. These percentages were added by the researcher to the table version the district had sent.

Next, permission was gained from the governor's office to obtain information from the GWCS. The data was supplied in spreadsheet form, as an e-mail attachment, and was then added to the overall form. Data were used from schools where more than 40% of teachers responded to the survey (all but two of the schools met this requirement). Eighty-seven schools were included in the final sample, representing 485 teachers.

Causal-comparative research is a type of nonexperimental investigation in which researchers seek to identify cause-and-effect relationships by forming groups of individuals in whom the independent variable is present or absent – or present at several levels – and then determining whether the groups differ on the dependent variable (Gall, Gall & Borg, 2003). Causal-comparative research design can be reconceptualized as a correlational research design by changing how the variables are measured or analyzed, or both. However, researchers sometimes prefer to use a causal-comparative design for two reasons: forming groups to measure the independent variable often is more consistent with how practitioners

and other education stakeholders think about the world; and the statistical results typically are easier to comprehend and interpret (Gall, Gall & Borg, 2003).

Causal comparative research was chosen for this study because the researcher wished to examine a cause – what makes teachers stay in their jobs? Instead of studying a relationship between class size and teacher job satisfaction, the research was focused on determining if smaller class sizes really do keep teachers in their positions. In a correlation, one might be looking for a relationship that works both ways. However with this phenomena, it would take more than a correlation to explain that poor teacher job satisfaction impacted class size. That is not something that can be studied with a simple correlation; therefore the causal comparative method was employed.

Causal comparative correlations were run for all measured variables against the percentage of Kindergarten teachers who left their schools after the 2005-2006 academic year. For a sample size of 87 schools, the critical value of the correlation coefficient (p less than or equal to .01) was 0.2565. The correlations calculated measured the teacher turnover against several factors including school size, average class size, EOG math and reading scores; percentage of minority, ED, and ELL students; and the teacher's average answers on the NCTWCS.

Appendix II shows the correlation matrix for all the relevant variables. The first line in the cell is the correlation; the second line is the exact probability of that correlation with that many subjects (n). For the one Rank Order correlation (Likert scale with percent) the Pearson r is .108 and the Spearman r is .106 - neither is significant. See Appendix 3.

Results

The school district used for this study is diverse and representative of many other U.S. school districts. For the 2005–2006 school year, the average number of Kindergarten teachers in each school was six. On average, two of the six Kindergarten teachers per school (33%) left at the end of the year. As school size increased, the number of teachers who left the school did also. Table 3 contains a breakdown of the sample school district based on school size and percentages of minority, ELL, and ED students.

Table 3

Description of the Sample Schools: Student Percentages according to School Size, Minority Enrollment, English Language Learners, and Economically Disadvantaged Students

	School Size		% Minority		% ELL		% ED	
	Range	Percent	Range	Percent	Range	Percent	Range	Percent
High	>800	24%	>60%	24%	>10%	29%	>50%	17%
Medium	500-700	55%	59-40%	40%	9-4%	43%	49-30%	39%
Low	<500	21%	<40%	36%	<4%	28%	<30%	44%

Table 4 illustrates the percentages of sample schools that had high, medium, and low teacher attrition in 2005–2006. High teacher attrition means a loss of 60% or more of a school's Kindergarten teachers; medium teacher attrition means a loss of between 30% and 59%, and low teacher attrition means fewer than 30% left at the end of the school year. The results show that about half of the schools kept most of their Kindergarten teachers and the other half lost most of their Kindergarten teachers.

Table 4

Percentage of Schools' Kindergarten Teacher Retention

Teacher Retention	High	Medium	Low
Range	>60%	59-30%	<30%
Percent	16%	31%	53%

NCTWS responses are averaged by school; Table 5 depicts the answer percentages. Mean results are divided into four categories according to the level of teachers' agreement or disagreement. On the survey, teachers chose numbers from 1 to 5 that represented a range from strong agreement to strong disagreement. On average, 58% of the teachers seemed to agree that class sizes in their schools were reasonable. However, 42% disagreed and thought that the class sizes at their schools were not reasonable.

Analyses were run based on these study questions: Does the size of teachers' classes affect job retention? Or are related school factors including working conditions, percentage of ED or ELL students better predictors of teacher retention? Correlations were sought between teacher retention and class size and school size, the answers on the Governor's Working Conditions Survey, average EOG scores, and percentages of minorities, ELLs, and economically disadvantaged students per school (Table 6). According to the results obtained by this study, the only significant factor that kept teachers from leaving was student scores on reading EOG tests.

Correlations were also sought among the teachers' answers on the Working Conditions Survey. The significant finding here was that at school size grew; teachers were more likely to feel that their class sizes were too large (Table 7).

Table 5

Teacher Assessment of Reasonable Class Sizes by School (Working Conditions Survey)

Reasonable Class Sizes	Percent of Schools
Strongly Agreed	17%
Somewhat Agreed	41%
Somewhat Disagreed	30%
Strongly Disagreed	12%

Table 6

Correlation between Number of Teachers who Left School and Other Factors

Other Factor	Correlation with Number of Teachers Who Left School
School Size	-0.01
Average Class Size	0.05
Scores on Reading EOGs	-0.27**
Scores on Math EOGs	-0.17
Percentage of ELLs	0.11
Percentage Minorities	0.12
Percentage ED	0.14
GWTC Class Size	0.11

**Correlations significant at $p < .01$ (critical value of r with 80 d.f. and $p < .01 = 0.256$)

Finally, findings were not significant ($r = 0.11$) when correlations were completed for the school's teacher retention and that school's average answer on the Working Conditions Survey. Along with the information above, this indicates that class sizes are not major

factors in a teacher's attitude about his or her job. Teachers who responded that they had larger classes did not leave their jobs more often than those who reported smaller classes.

Table 7

Correlations between Working Conditions Survey Questions and Other School Factors

Other Factor	Correlation with Working Conditions Survey Questions
School Size	-0.42**
Average Class Size	-0.24
Percentage of ELLs	-0.23
Percentage of Minorities	-0.01
Percentage of ED	-0.02

** Correlations significant at $p < .01$ (critical value of r with 80 d.f. and $p < .01 = 0.256$)

Most of the schools in the district fell into the average demographic categories such as school size, ELLs, EDs, and minority student populations. The number of schools with a large population of ED students was the only factor found in the "high" category. More than half the schools saw low teacher turnover, and more than half the teachers at these schools agreed that their class sizes were small and manageable.

The data collected and correlated for this study do not seem to identify a reason for why Kindergarten teachers leave their jobs. Although teachers at bigger schools stated that they have larger class sizes, there was no evidence that these teachers leave these schools more frequently than teachers at smaller schools who teach fewer students. The research does show that teachers tend to stay at successful schools (defined as schools with students with high reading scores on their EOGs). Many other factors were not found to be significant, however, including class size, overall student population, and specific student demographics.

Discussion

The goal of this study was to determine if there is a relationship between the size of a teacher's class affects his or her job satisfaction. This study used a large, Southeastern urban school district's human resource files to compare teacher attrition with class size as well as other school factors. Each year, this district grapples with teacher recruitment and retention as the size of the student body increases. Due to the high costs of training new teachers hired to replace veteran teachers, the district searches for ways to save on these extra expenses. If the reason that teachers leave their job can be discovered, perhaps the district will save monies. The findings of the research questions, limitations of the present study, and implications for future research are discussed below.

Major Findings

Does the size of teachers' classes affect job retention or are related school factors including working conditions, percentage of students who are educationally disadvantaged, or who speak limited English better predictors of teacher retention?

Overall, the effect of class size, school size, percentage of ELL students, percentage of ED students, percentage of minorities, and teachers' perceptions about their class sizes were not found to have a significant relationship to teacher job retention. However, the results do support a significant inverse relationship between EOG reading scores and teacher retention. As EOG scores go up in a given school, i.e. as more students achieve higher scores, teachers tend to stay teaching there. Another plausible explanation is that when teachers stay in a school longer, the student's achievement goes up.

One of the greatest advantages of this study was its use of data from the school district's Human Resources department, which could be compared to publicly available data to assess the percentage of teachers who left their jobs against class size and other school factors.

The study did find support for the fact that teachers tended to stay at schools where the achievement of students was higher, but did not find other school factors that were a significant source of teacher dissatisfaction. It would seem from these results that neither the size of a teacher's class nor the size of a school impact how he or she feels about his or her job. Teachers with a variety of class sizes did not leave solely due to the number of students assigned to each room. Similarly, the type of students assigned to each teacher (e.g. minorities, ELLS, and economically disadvantaged) did not seem to be a significant relationship with teachers to leave their jobs.

As a result, these factors cannot be called significant reasons for why teachers left their jobs. The most significant finding was student achievement, which is in line with research suggesting that as students achieve more, teachers feel more successful and are more likely to continue teaching (Smith & Glass, 1978). Although a causal comparative method was used to test whether larger class sizes cause teachers to leave their jobs, it can not be used when examining the results. It appears that a correlation exists between teacher job retention and high reading test scores.

Limitations of Study

This study had the advantage of using large data sets from research on similar topics; however, it contains several limitations. The data sets were gathered for three different sources: the school district's Human Resources department, which maintains annual data about the teachers who leave the district; the biannual Governor's Working Conditions

Survey of teachers' working conditions throughout the state; and publicly available data kept on all schools throughout the state based on demographics and state standardized test scores. Because this information was put into a secondary data analysis format, the study questions were not able to identify outlying factors that could influence the relationship between class size and teacher retention. All data was in averages, however – the average Kindergarten class size per school was used to run correlations. Also, the average answer to the survey questions was used. This study would benefit from information directly gathered from each teacher about his or her thoughts and feelings about class size, other school factors, and why he or she stayed in the classroom or left the profession.

Another possible weakness is the absence of hard data about the actual class size assigned to each teacher. Average Kindergarten class sizes were obtained from the N.C. school report cards, but using the actual class sizes of each of the 485 teachers' class sizes may have resulted in a stronger correlation. Similarly, obtaining information about the demographic makeup of each of these Kindergarten teachers' classes, as opposed to averages for their schools, would have resulted in a stronger data set.

Finally, using data from the newest Working Conditions survey would provide the most up-to-date information about the district. Not only have opened since 2005-2006, annual enrollment increases by about 8,000 (http://www.newsobserver.com/news/education/wake/story/734480.html). It is possible that teacher retention is also impacted by year-round schedules; the district has converted several schools since 2005-2006 (Wikipedia, 2008). This study could be revised to include these and other factors.

Implications for Further Research and Practice

Although this study did find a direct relationship between increased student achievement and teacher job longevity, that factor is only a small part of why Kindergarten teachers leave their jobs in a Southeastern urban school district. Future research should explore other variables that might comprise a fuller explanation of why teachers leave their jobs. In particular, future research should take teachers' individual class sizes into account, as well as more current district data, and should control for factors such as year-round calendars.

One possible topic is teacher salaries and whether teachers who stay in their teaching positions get paid more (Hanushek, Kain and Rivkin, 2002). Another is teachers' possible student demographic preferences. Although this study correlated the demographic information from each school with the rate of teacher attrition, it did not investigate who teachers would choose to teach, if given the choice. Perhaps teachers are assigned to teach students with whom they feel personally comfortable, they might stay longer.

In further exploration of the relationship between teacher job attrition and class size, as well as other school factors, the use of additional data could reveal more information than what has been found by this study. Future research should focus on student achievement as a significant factor in teacher job satisfaction. One such study (Smith and Glass, 1980) has already shown that when teachers felt they were more successful, they were more likely to stay in their jobs. Perhaps the research parameters defined in 1980 should be re-applied to see if the same correlation is true for teachers today.

Perhaps the two can be combined into one study that investigates, for example, if teachers feel better when they have students who perform well on tests, and whether they might stay

in their classrooms longer if they also get paid more when their students perform well on tests (Hanushek & Riven, 2007)?

Although this information can be generalized to other large urban Southeastern school districts, it should be used with caution as the findings are weak. Districts interested in this study can use the information, but it is important that they not dismiss the possible influence of other factors. For example, although this study did not find that class sizes are related to teacher job satisfaction, districts should continue to examine the benefits of smaller class sizes on children's achievement. At some later date it may be conclusively shown that achievement increases when children are assigned to smaller classes, which in turn increases the satisfaction of their teachers.

Conclusion

While teacher job retention went up as EOG scores went up, no other factors related to teacher job satisfaction. Only a small part of teacher attrition could be explained based on this model, indicating that many factors may help to explain why teachers leave the field. However, given the fact that previous research has suggested that student achievement goes up as class sizes go down, it is possible that future research using more clearly defined data may be able to show a significant link between the size of teachers' classes and their job satisfaction.

The policymakers involved in decisions about public schools can use these findings to help further investigate causes of student achievement, so that as their students achieve higher academic results, they may achieve a higher rate of success at keeping teachers in their schools. They can also use future data sets to create a similar study, based on teachers' individual class sizes and student demographic information. As the field of education grows,

and the population in the Southeast grows, it will become more important to understand why teachers leave the field.

Appendix 1: NC class size policy

SBE Meeting 12/2004 Attachment EEO4

EXECUTIVE SUMMARY

Title: **Individual Class Size Exceptions Waiver Request**

Type of Executive Summary:
☐ Action ☐ Action on First Reading ☒ Discussion ☐ Information

Policy Implications:
☐ Constitution _____
☒ General Statute #115C-301
☐ SBE Policy #_____
☐ SBE Policy Amendment
☐ SBE Policy (New)
☐ APA #_____
☐ APA Amendment
☐ APA (New)
☐ Other _____

Presenter(s): Mr. Philip Price (Assoicate Superintendent, Financial and Business Services) and Mr. Paul LeSieur (Director, School Business Division)

Description:
Requests for individual class size waivers are required to be submitted to the State Board of Education after the second school month and the remainder of the school year, if the individual class exceeds the allotment ratio by three students and the LEA-wide average of class size maximums for each grade span are exceeded. Attachment 1 is a summary of the General Statute and policy information pertaining to class size waiver requests. Attachment 2 are the waiver forms submitted by Currituck County Public Schools, for the two classes the LEA is requesting to receive approval (to allow the school permission to have over the allowable students in a class due to certain circumstances, for the current school year only) or disapproval (requiring the Superintendent and the local board of the LEA to reorganize the class structure and ensure compliance for the remainder of the school year).

Resources:
Additional teacher(s), if the local board cannot organizationally correct the exception. Within 45 days of receipt of the request, the State Board within funds available, may allot additional positions or grant waiver for the excess class size or daily load.

Input Process:
A request from an LEA for an individual class size waiver in grades 4-12, or request for additional positions to restructure and alleviate the class size overage situation. The request is reviewed by DPI staff to validate the reason for a request by the LEA by looking at classes offered and class sizes of the school through reports generated from the student information submitted by the LEA at the end of the 2nd month of school. A determination is made based on the information available or additional information is requested to validate the decision of whether the waiver should be approved or denied. No allocation of position(s) is required this month.

Stakeholders:
Teachers, students, parents, LEAs and DPI staff.

Timeline For Action:
Discussion of Currituck County Public Schools waiver requests in December with action during the January SBE meeting.

Recommendations:
The Department recommends the State Board of Education approve the waivers pertaining to the class size exception waiver request submitted by the Currituck County Public Schools. The Department will then notify the LEA(s) of the action taken by the State Board of Education.

Audiovisual equipment requested for the presentation:

- ☐ Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
  Specify: _____
- ☐ Audio Requirements (computer or other, except for PA system which is provided)
  Specify: _____
- ☐ Document Camera (for transparencies or paper documents – white paper preferred)

_____

Motion By: _____ Seconded By: _____

Vote: Yes _____ No _____ Abstain _____

Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Doris McCain, 807-3700

Attachment 1

Class Size Information
December 2004

I. Class size requirements are outlined in North Carolina General Statute 115C-301.

Maximum Class Size---*The average class size for each grade span in a local school administrative unit shall at no time exceed the funded allotment ratio of teachers to students. At the end of the second school month and for the remainder of the school year, the size of an individual class shall not exceed the allotment ratio by more than three students.* G.S. 115C-301 (c)

Maximum Teaching Load---*Students shall be assigned to classes so that from the 15th day of the school year through the end of the school year the number of students for whom teachers in grades 7 through 12 are assigned teaching responsibilities during the course of the day is no more than 150 students, except as provided in subsection (g) of this section.* G.S. 115C-301(d)

Alternative maximum Class Sizes---*The State Board of Education, in its discretion, may set higher maximum class sizes and daily teaching loads for classes in music, physical education, and other similar subjects, so long as the effectiveness of the instructional programs in those areas is not thereby impaired.* G.S. 115C-301 (e)

Penalty for Noncompliance---*If the State Board of Education determines that a local superintendent has willfully failed to comply with the requirements of this section, no State funds shall be allocated to pay the superintendent's salary for the period of time the superintendent is in noncompliance.* G.S. 115C-301(i)

II. Class Size Requirements for 2004-05

	Grade Span Average	Class Size Maximum
Kindergarten	21	24
Grades 1	21	24
Grade 2	21	24
Grade 3	21	24
Grades 4-9	26	29
Grades 10-12	29	32

III. Teacher Allotment Ratios and Class Size Requirements

The teacher allotment ratio for a particular grade or grade span includes both the class size portion of the allotment and the "program enhancement/BEP" portion of the allotment. The class size requirements for **LEA grade span average** and **individual class size maximum** are based on the **class size portion** of the over-all teacher allotment ratio.

Grade Span	Teacher Allotment Ratio	Class Size Average Ratio for LEA	Individual Class Size maximum
K-3	1:18	1:21	1:24
4-6	1:22	1:26	1:29
7-8	1:21	1:26	1:29
9	1:24.5	1:26	1:29
10-12	1:26.64	1:29	1:32

IV. Alternative Maximum Class Sizes

- Classes for sixteen music **performance** courses have no class size maximum. These include such classes as band, orchestra, chorus, glee club, etc.
- Regular class size maximums apply to classes identified as general music and other non-performance music classes.
- Physical education classes are allowed a maximum of 50 students. Two elementary physical education classes may be combined for a maximum of 58 students when a supervising adult (teacher assistant) is also assigned to the class in addition to the teacher.
- Regular class size maximums apply to classes identified as health or as health/ physical education.

V. Two Types of Class Size Waivers

School-Based Management and Accountability (ABCs) Class Size Waivers

- State Board of Education (SBE) is authorized to grant ABCs class size waivers by G.S. 115C-105.26(b).
- Process:
  1. School staff initiates waiver and includes in school improvement plan.
  2. LEA Board of Education approves school improvement plan.
  3. LEA sends waivers to DPI Instructional and Accountability Services Area for action.
- ABCs class size waivers have been limited to grades 4-12 by the SBE.
- An ABCs class size waiver is good for the life of a school's improvement plan (2004-05 is 3rd year of current ABCs cycle).
- ABCs class size waivers have been included in the improvement plans of 1,405 schools (65% of non-charter schools) as of November 2004.

Individual Class Size Waivers

- Authorized by G.S. 115C-301(g)
- Not required for class overages covered by an ABCs class size waiver
- Good for the school year in which granted
- The Division of School Business has received waiver requests for the current school year for two schools as of November 18, 2004.

Qualifying conditions established by G.S. 115C-301(g):

1. Exceptional circumstances, emergencies, or acts of God
2. Large changes in student population
3. Organizational problems caused by remote geographic location
4. Classes organized for a solitary curricular area

Criteria for Approving Individual Class Size Waivers:

- LEA must show that the class size overage fits requirements of 115C-301 (g).
- LEA must state why it is unable to correct the class size overage.
- LEA Board of Education must approve the waiver request, and LEA Superintendent must sign the request.
- If waiver request is for a K-3 self-contained class, a teacher assistant must be assigned to the class.
- LEA must state that the request is supported by the teacher of the class and that parents have not expressed concerns about the class overage.
- Waivers are not approved for a school for a third consecutive year.
- Waivers are not approved for schools for which parents have contacted the Division of School Business with concerns about class size overages.

Individual Class Size Waiver History

School Year	# Classes Requested	# Classes Approved	Approved By
2003-04	337	16	DPI
2002-03	287	93	DPI
2001-02	90	87	DPI
2000-01	76	76	DPI
1999-00	95	95	DPI
1998-99	93	93	DPI
1997-98	63	63	DPI
1996-97	172	172	State Board
1995-96	33	33	State Board
1994-95	14	14	State Board

Reasons Most Frequently Given by LEAs for Waiver Requests

- Lack of classroom space to organize additional classes
- Avoid forming combination classes
- Avoid reorganization of classes and avoid disruption of learning environment late in the school year
- Limited number of course sections for departmentalized classes in high school
- Distance between schools not feasible for sharing itinerant teachers
- Mainstreaming exceptional children into enrichment classes
- Limited number of teachers available for enrichment classes
- Lack of resources to hire additional teachers
- Shortage of teachers to fill vacant positions

VI. Typical Classes

- DPI considers all classes within a LEA when determining a LEAs compliance with class size requirements. Reports generated from the student information transmitted from the LEAs provide staff the ability to review class size compliance as it relates to all classes and to typical classes. Typical classes are defined below.

- "Typical" refers to the standard version of a course. Special education classes, remedial classes, and advanced classes are not included. Courses related to arts education, vocational education, and health/physical education are also excluded.

- A typical class in grades K-3 is defined as a standard academic level, self-contained class in which a teacher spends the majority of the day with the same students teaching a complete curriculum.

- A typical class in grades 4-12 is defined as a standard academic level class related to English/language arts, math, science or social studies. Standard academic level, self-contained classes are also included.

Individual Class Size Waiver Request

INSTRUCTIONS: Complete this form (page 1 and page 2) to request an individual class size exception waiver. **DO NOT USE** this form to request an ABCs class size waiver. An individual class size exception waiver is not necessary for an overage covered by an ABCs waiver. ABC Waivers are only applicable to grades 4 through 12. An individual class size exception waiver should only be requested after all attempts to correct a class size overage have been exhausted. **Requests for this waiver must be received by the Department of Public Instruction prior to November 30 of the current school year.** Individual class size waivers are good only for the remainder of the school year for which they are approved. See Chapter Four of the **School Attendance and Student Accounting Manual** for more information.

North Carolina General Statue 115C-301(g) authorized a waiver of class size requirements for an individual class if a local board of education cannot organizationally correct an exception and if the exception results from:

1. Exceptional circumstances, emergencies, or act of God
2. Large changes in student population
3. Organizational problems caused by remote geographic location
4. Classes organized for a solitary curricular area

School Year: 2004-2005 **Date of Request:** October 5, 2004

LEA Name: Currituck County **LEA Number:** 270

School Name: Currituck County Middle **School Number:** 308

Grade Level of Class: 8 **Number of Students in Class:** 30 **Self-Contained Class?** No

(FOR GRADES K-3 ONLY): Provide the organized structure of the school by listing all individual classes and the number of students in each class (i.e.: K=19, K=21, K=24, 1st=18, 1st=20, 1st=20, 2nd=22, 2nd=23, 2nd=23, 3rd=23, 3rd=24, etc):

K

1st

2nd

3rd

Page 1 of 2

1. Explain how this class size exception relates to G.S. 115C-301(g) as stated on page 1:
The class size exception is requested for an individual class for Algebra I. This meets the guidelines for a waiver as stated in #4 on page 1.

2. Explain why this class size exception cannot be corrected:
Currently there are only thirty eighth-grade students at Currituck County Middle School eligible for Algebra I. There are no other sections of math available for these students.

3. If this is a blocked or departmentalized class, list the subject(s) being taught:
This is a blocked class for Algebra I.

4. List other class overages (music, art, foreign language, etc.) that is created by this class size exception.
No other class overages are created.

5. If this is a K-3 class, has a full-time teacher assistant been assigned to the class? **NA**

6. Is this waiver request supported by the teacher(s) of this class? **Yes**

7. Have parents of students in this school expressed concerns to the school/LEA administration about class size overages at this school? **No**

8. What was the membership of this class at Day 20? **30** Day 40? _____

9. Has an individual class size exception waiver been granted for this school during the last two school years? **No**

Date of Local Board Approval: **October 4, 2004**

Signature of Superintendent: C. Michael Warren

C. Michael Warren, Superintendent

LEA Contact Person: **Julie Douglass** Phone: **252-232-2223 ext. 221**

Questions concerning the completion of this form should be directed to Alexis Schauss at (919) 807-3708.
Completed form may be faxed to: Attn: Alexis Schauss (919) 807-3723 or
Mail completed from to: Alexis Schauss, Section Chief
Information Analysis and Support
6332 Mail Service Center
Raleigh, NC 27699-6332

Page 2 of 2

Individual Class Size Waiver Request

INSTRUCTIONS: Complete this form (page 1 and page 2) to request an individual class size exception waiver. **DO NOT USE** this form to request an ABCs class size waiver. An individual class size exception waiver is not necessary for an overage covered by an ABCs waiver. ABC Waivers are only applicable to grades 4 through 12. An individual class size exception waiver should only be requested after all attempts to correct a class size overage have been exhausted. **Requests for this waiver must be received by the Department of Public Instruction prior to November 30 of the current school year.** Individual class size waivers are good only for the remainder of the school year for which they are approved. See Chapter Four of the **School Attendance and Student Accounting Manual** for more information.

North Carolina General Statue 115C-301(g) authorized a waiver of class size requirements for an individual class if a local board of education cannot organizationally correct an exception and if the exception results from:

1. Exceptional circumstances, emergencies, or act of God
2. Large changes in student population
3. Organizational problems caused by remote geographic location
4. Classes organized for a solitary curricular area

School Year: 2004-2005 **Date of Request:** October 5, 2004

LEA Name: Currituck County **LEA Number:** 270

School Name: Moyock Middle School **School Number:** 318

Grade Level of Class: 8 **Number of Students in Class:** 30 **Self-Contained Class?** No

(FOR GRADES K-3 ONLY): Provide the organized structure of the school by listing all individual classes and the number of students in each class (i.e.: K=19, K=21, K=24, 1st=18, 1st=20, 1st=20, 2nd=22, 2nd=23, 2nd=23, 3rd=23, 3rd=24, etc):

K

1st

2nd

3rd

Page 1 of 2

1. Explain how this class size exception relates to G.S. 115C-301(g) as stated on page 1:
   This class size exception is requested for an individual class for Honors English. This meets the guidelines for a waiver as stated in #4 on page 1.

2. Explain why this class size exception cannot be corrected:
   Currently there are only thirty eighth-grade students at Moyock Middle School who meet the criteria for Honors English. There are no other sections of English appropriate for these students.

3. If this is a blocked or departmentalized class, list the subject(s) being taught:
   Honors English - blocked class

4. List other class overages (music, art, foreign language, etc.) that is created by this class size exception:
   No other class overages are created.

5. If this is a K-3 class, has a full-time teacher assistant been assigned to the class? **NA**

6. Is this waiver request supported by the teacher(s) of this class? **Yes**

7. Have parents of students in this school expressed concerns to the school/LEA administration about class size overages at this school? **No**

8. What was the membership of this class at Day 20? **30** Day 40? _____

9. Has an individual class size exception waiver been granted for this school during the last two school years? **Yes, in 2002-2003, however, a student moved before the waiver was approved and therefore not needed.**

Date of Local Board Approval: **October 4, 2004**

Signature of Superintendent: _____
C. Michael Warren, Superintendent

LEA Contact Person: **Julie Douglass** Phone: **252-232-2223 ext. 221**

Questions concerning the completion of this form should be directed to Alexis Schauss at (919) 807-3708.
Completed form may be faxed to: Attn: Alexis Schauss (919) 807-3723 or
Mail completed from to: Alexis Schauss, Section Chief
Information Analysis and Support
6332 Mail Service Center
Raleigh, NC 27699-6332

Appendix 2: Teacher Working Conditions Survey

Thank you in advance for your time and willingness to share your views on working conditions in your school.
Research has demonstrated that teacher working conditions are critical to increasing student achievement and retaining teachers. North Carolina policymakers and education stakeholders have expressed great interest in using your collective responses on this survey to help improve working conditions in schools and districts across the state.

Access Code
You have been assigned an anonymous access code to ensure that we can identify the school in which you work and to ensure the survey is taken only once by each respondent. The code can only be used to identify a school, and not an individual. The effectiveness of the survey is dependent upon your honest completion.

Introduction

Please indicate your position:

- ○ Teacher (including intervention specialist, vocational, literacy specialist, special education teacher, etc.)
- ○ Principal
- ○ Assistant Principal
- ○ Other Education Professional (school counselor, school psychologist, social worker, library media specialist, etc.)

Please know that your anonymity is guaranteed.
No one in your school, the district or state will be able to view individual surveys, and reports on the results will not include data that could identify individuals. You are being asked demographic information to learn whether teachers from different backgrounds and different characteristics look at working conditions differently.

Introduction

How many total years have you been employed as an educator?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

How many total years have you been employed in the school in which you are currently working?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Time

Please rate how strongly you agree or disagree with the following statement about the use of time in your school.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. **Teachers*** have reasonable class sizes, affording them time to meet the educational needs of all students.					
b. Teachers have time available to collaborate with their colleagues.					
c. Teachers are protected from duties that interfere with their essential role of educating students.					
d. School leadership tries to minimize the amount of routine administrative paperwork required of teachers.					
e. The **non-instructional time**** provided for teachers in my school is sufficient.					

**Teachers means a majority of teachers in your school.*
***Non-instructional time includes collaboration with colleagues, individual planning, meetings/conferences with students and parents, etc.*

In an average week of teaching, how many hours do you have for non-instructional time during the regular school day?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Of these hours, how many are available for individual planning?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

And how many hours are available for structured collaborative planning?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

In an average week of teaching, how many hours do you spend on school-related activities outside the regular school work day?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

In an average week of teaching, how much non-instructional time do TEACHERS have available during the regular school day?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

In an average week of teaching, how many hours do TEACHERS spend on school-related activities outside the regular school work day?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Facilities and Resources

Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Teachers have sufficient access to appropriate **instructional materials*** and resources.					
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.					
c. Teachers have sufficient access to communications technology, including phones, faxes, email and network drives.					
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.					
e. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.					
f. Teachers have adequate professional space to work productively.					
g. Teachers and staff work in a school environment that is clean and well -maintained.					
h. Teachers and staff work in a school environment that is safe.					

**Instructional materials include items such as textbooks, curriculum materials, content references, etc.*

Educator Leadership

Please rate how strongly you agree or disagree with the following statements about educator leadership in your school.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Teachers are centrally involved in decision making about educational issues.					
b. Teachers are trusted to make sound professional decisions about instruction.					
c. The faculty has an effective process for making group decisions and solving problems.					
d. In this school we take steps to solve problems.					
e. Opportunities for advancement within the teaching profession (other than administration) are available to me.					

Please indicate how large a role teachers have at your school in each of the following areas.

	No role at all	Small role	Moderate role	Large role	The primary role
a. Selecting instructional materials and resources	○	○	○	○	○
b. Devising teaching techniques	○	○	○	○	○
c. Setting grading and student assessment practices	○	○	○	○	○
d. Determining the content of in-service professional development programs	○	○	○	○	○
e. Hiring new teachers	○	○	○	○	○
f. Establishing and implementing policies and student discipline	○	○	○	○	○
g. Deciding how the school budget will be spent	○	○	○	○	○
h. School improvement planning	○	○	○	○	○

Members of the school improvement team are elected.

- ○ Yes
- ○ No
- ○ Don't know

School Leadership

Please rate how strongly you agree or disagree with statements about leadership in your school.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. There is an atmosphere of trust and mutual respect within the school.	○	○	○	○	○
b. The faculty are committed to helping every student learn.	○	○	○	○	○
c. The school leadership communicates clear expectations to students and parents.	○	○	○	○	○
d. The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.	○	○	○	○	○
e. The school leadership consistently enforces rules for student conduct.	○	○	○	○	○
f. The school leadership support teachers' efforts to maintain discipline in the classroom.	○	○	○	○	○
g. Opportunities are available for members of the community to actively contribute to this school's success.	○	○	○	○	○
h. The school leadership consistently supports teachers.	○	○	○	○	○
i. The school improvement team provides effective leadership at this school.	○	○	○	○	○
j. The faculty and staff have a shared vision.	○	○	○	○	○
k. Teachers are held to high professional standards for delivering instruction.	○	○	○	○	○
l. Teacher performance evaluations are handled in an appropriate manner.	○	○	○	○	○
m. The procedures for teacher performance evaluations are consistent.	○	○	○	○	○
n. Teachers receive feedback that can help them improve teaching.	○	○	○	○	○

The school leadership makes a sustained effort to address teacher concerns about:

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Facilities and resources.	○	○	○	○	○
b. The use of time in my school.	○	○	○	○	○
c. Professional development.	○	○	○	○	○
d. Empowering teachers	○	○	○	○	○
e. Leadership issues.	○	○	○	○	○
f. New teacher support.	○	○	○	○	○

Overall, the school leadership in my school is effective.

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither disagree nor agree
- ○ Somewhat agree
- ○ Strongly agree

Which position best describes the person who most often provides instructional leadership at your school? *(Select one.)*

- ○ a. Principal or school head
- ○ b. Assistant or vice principal
- ○ c. Department chair or grade level chair
- ○ d. School-based instructional specialist
- ○ e. Director of curriculum and instruction or other central office based personnel
- ○ f. Other teachers
- ○ h. None of the above

Professional Development

Please rate how strongly you agree or disagree with statements about professional development in your school.

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Sufficient funds and resources are available to allow teachers to take advantage of professional development activities.	○	○	○	○	○
b. Teachers are provided with opportunities to learn from one another.	○	○	○	○	○
c. Adequate time is provided for professional development.	○	○	○	○	○
d. Teachers have sufficient training to fully utilize instructional technology.	○	○	○	○	○
e. Professional development provides teachers with the knowledge and skills most needed to teach effectively.	○	○	○	○	○

In which of the following areas (if any) do you need professional development to teach your students more effectively? *(Check all that apply.)*

- ☐ a. Special Education
- ☐ b. Gifted and talented
- ☐ c. English Language Learners
- ☐ d. Closing the achievement gap
- ☐ e. Your content area(s)
- ☐ f. Methods of teaching
- ☐ g. Student assessment
- ☐ h. Classroom management techniques
- ☐ i. Reading strategies

In the past 2 years have you had 10 clock hours or more of professional development in any of the following areas? *(Check all that apply.)*

- ☐ a. Special Education
- ☐ b. Gifted and talented
- ☐ c. English Language Learners
- ☐ d. Closing the achievement gap
- ☐ e. Your content area(s)
- ☐ f. Methods of teaching
- ☐ g. Student assessment
- ☐ h. Classroom management techniques
- ☐ i. Reading strategies

In which of the following areas (if any) do TEACHERS need additional support to teach students in your school more effectively? *(Check all that apply.)*

- ☐ a. Special Education
- ☐ b. Gifted and talented
- ☐ c. English Language Learners
- ☐ d. Closing the achievement gap
- ☐ e. Content area(s)
- ☐ f. Methods of teaching
- ☐ g. Student assessment
- ☐ h. Classroom management techniques
- ☐ i. Reading strategies

Professional development has provided YOU with strategies that you have incorporated into your instructional delivery methods.

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither disagree nor agree
- ○ Somewhat agree
- ○ Strongly agree

Professional development has proven useful to YOU in your efforts to improve student achievement.

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither disagree nor agree
- ○ Somewhat agree
- ○ Strongly agree

I participate in ongoing follow up from professional development opportunities that help me improve my teaching.

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither disagree nor agree
- ○ Somewhat agree
- ○ Strongly agree

Overall

Which aspect of your work environment MOST affects your willingness to keep teaching at your school? *(Select one.)*

- ○ Time during the work day
- ○ School facilities and resources
- ○ School leadership
- ○ Teacher empowerment
- ○ Professional Development

Which aspect of your work environment MOST affects teachers' willingness to keep teaching at your school? *(Select one.)*

- ○ Time during the work day
- ○ School facilities and resources
- ○ School leadership
- ○ Teacher empowerment
- ○ Professional Development

Which aspect of these five working conditions is MOST important to you in promoting student learning? *(Select one.)*

- ○ Time during the work day
- ○ School facilities and resources
- ○ School leadership
- ○ Teacher empowerment
- ○ Professional Development

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

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither disagree nor agree
- ○ Somewhat agree
- ○ Strongly agree

At this school we utilize the results from the Teacher Working Conditions survey as a tool for school improvement.

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither disagree nor agree
- ○ Somewhat agree
- ○ Strongly agree

Which BEST DESCRIBES your professional intentions in the next 2 years?

- ○ Continue teaching at my current school
- ○ Continue teaching in my current district
- ○ Continue teaching in this state
- ○ Leave teaching for another position in education (administration, etc.)
- ○ Leave teaching for personal reasons (health, family, etc.)
- ○ Retire from teaching
- ○ **Leave teaching for another reason**

Demographics

Please indicate your race/ethnicity. *(Select one.)*

- ◯ American Indian or Alaska Native
- ◯ Asian or Pacific Islander
- ◯ Black or African American
- ◯ Hispanic
- ◯ White
- ◯ Mixed or multiple ethnicity
- ◯ Some other race or ethnicity

Please indicate your gender. *(Select one.)*

- ◯ Female
- ◯ Male

How did you train to become an educator?

- ◯ Bachelor's degree
- ◯ Master's degree
- ◯ Alternative route or lateral entry

What is the highest degree you have attained?

- ◯ Bachelor's degree
- ◯ Master's degree
- ◯ Doctorate
- ◯ Other

Are you certified by National Board for Professional Teaching Standards (NBPTS)?

- ◯ Yes
- ◯ No

Have you served as a mentor to new teachers in North Carolina in the past five years?

- ◯ Yes
- ◯ No

M e n to rin g

Have you been formally assigned a mentor during any of your first three years teaching in North Carolina?

- ◯ Yes
- ◯ No

Have you been formally assigned a mentor in your first AND second year teaching in North Carolina?

- ○ Yes
- ○ No

Please answer the following items for YOUR MOST RECENT mentoring experience.

My mentor provided effective support in the following areas.

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Instructional strategies	○	○	○	○	○
b. Curriculum and subject content I teach	○	○	○	○	○
c. Classroom management/discipline strategies	○	○	○	○	○
d. School and/or district policies and procedures	○	○	○	○	○
e. Completing products or documentation required of new teachers	○	○	○	○	○
f. Completing other school or district paperwork	○	○	○	○	○
g. Social support and general encouragement	○	○	○	○	○
h. Other	○	○	○	○	○

Please indicate whether each of the following were true for you and your mentor.

	Yes	No
a. My mentor and I were in the same building.	○	○
b. My mentor and I taught in the same content area.	○	○
c. My mentor and I taught the same grade level.	○	○

On average, how often did you engage in each of the following activities with your mentor?

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Planning during the school day with my mentor	○	○	○	○	○	○
b. Being observed teaching by my mentor	○	○	○	○	○	○
c. Observing my mentor's teaching	○	○	○	○	○	○
d. Planning instruction with my mentor	○	○	○	○	○	○
e. Having discussions with my mentor about my teaching	○	○	○	○	○	○

Of the success you have had as a beginning teacher, what proportion would you attribute to your mentoring experience?

- None
- Hardly any
- Some
- Quite a bit
- A great deal

Overall, my mentoring expereince has been important in my decision to continue teaching at this school.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Did your mentor perform your peer evaluation?

- Yes
- No

Did your mentor perform peer evaluations for other teachers in your school?

- Yes
- No

Mentor Questions

If you have served as mentor in the past 5 years, please answer the following questions for YOUR MOST RECENT mentoring experience.

Are you a full time release mentor?

- Yes
- No

How many teachers did/do you mentor?

- 1
- 2
- 3
- 4 - 6
- 7 - 10
- 10+

On average, how often did/do you meet with your mentee(s)?

- ○ Never
- ○ Less than once per month
- ○ Once per month
- ○ Several times per month
- ○ Once per week
- ○ Almost daily

Please indicate which best describes you and your mentee(s).

	None of them	Some of them	All of them
a. My mentee(s) and I were in the same building.	○	○	○
b. My mentee(s) and I taught in the same content area.	○	○	○
c. My mentee(s) and I taught the same grade level.	○	○	○

On average, how often did you engage in each of the following activities with your mentee(s)?

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Planning during the school day with my mentee(s)	○	○	○	○	○	○
b. Observing my mentee(s)' teaching	○	○	○	○	○	○
c. Being observed by my mentee(s)	○	○	○	○	○	○
d. Planning instruction with my mentee(s)	○	○	○	○	○	○
e. Having discussions with my mentee(s) about their teaching	○	○	○	○	○	○

Please indicate which of the following kinds of support, if any, you received as a formally assigned mentor. *(Check all that apply.)*

- ☐ Release time to observe your mentee(s)
- ☐ Release time to observe other mentors
- ☐ Reduced teaching schedule
- ☐ Reduced number of preparations
- ☐ Common planning time with teachers you are mentoring
- ☐ Specific training to serve as a mentor (e.g., seminars or classes)
- ☐ Regular communication with principals, other administrator or department chair
- ☐ Other

Thank you for time.
Please submit your responses.

Appendix 3: Correlations

Table 8

Correlations

Subscale	1	2	3	4	5	6	7	8	9	10
1. % left Kindergarten	-	-.009	.051	-.269*	-.170	.113	.113	.124	.144	.108
2. School size		-	.208	.422**	.367**	-.016	-.016	-.375**	-.384**	-.416**
3. Average Kindergarten class size			-	.171	.207	-.022	-.022	-.145	-.134	-.241*
4. % 3 or 4 on EOG Reading				-	.808**	-.440**	-.440**	-.677**	-.749**	.002
5. % 3 or 4 on EOG Math					-	-.250*	-.250*	-.704**	-.789**	.047
6. % of LEP						-	1.0**	.355**	.460**	-.231*
7. EOG							-	.355**	.460**	-.231*
8. % Minority								-	.881**	-.010
9. % ED									-	-.020
10. Average Q1 - Reasonable class size										-

* Correlation is significant at the 0.05 level (2-tailed)
** Correlation is significant at the 0.01 level (2 tailed)

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