

Examining How Early Career Teachers' Experiences in GVSU Schools Inform Future Plans

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Using teacher survey data across K-12 schools authorized by Grand Valley State University (GVSU), this research brief examines early career teachers' school experiences and future career plans.

Key findings include:

- Less than a quarter of early career teachers reported receiving extensive new teacher supports.
- Over half of early career teachers do not have as much enthusiasm as when they started teaching and think about transferring to another school.
- Fifty seven percent of early career teachers plan on teaching at their current school in 2022-23.
- Early career teachers working in favorable school environments or receiving extensive new teacher supports are less likely to leave the profession.

Recommendations include:

- Provide extensive supports to schools with less favorable working environments.
- Increase the number of early career teacher professional learning opportunities offered network wide.
- Advocate for school leaders to conduct “stay” interviews with early career teachers.

Introduction

Studies have suggested that between 20 to 40 percent of teachers leave the profession in their first five years (Darling-Hammond & Sykes, 2003; Gray & Taie, 2015; Ingersoll 2003). Turnover tends to be higher in urban districts and schools serving students from historically marginalized communities. Increased teacher turnover is particularly problematic given the growing evidence that attrition harms schools, teachers, and students (Boyd, Lankford, Loeb, & Wyckoff, 2005; Ronfeldt, Loeb, and Wyckoff, 2013). The pandemic could intensify this problem given that the number of teachers reporting frequent job-related stress, symptoms of depression, and interest in careers outside of education have increased in recent years (Steiner and Woo, 2021).

Given the (a) high rates of early career teacher turnover, (b) increased likelihood of attrition amid the pandemic, and (c) harmful effect of turnover on student achievement, it is important to gauge early career teachers' future career plans and consider how professional supports offered in the first five years might influence these teachers to remain in the classroom. The Grand Valley State University (GVSU) Charter School Office (CSO) has partnered with Basis Policy Research to survey early career teachers working across 76 authorized schools to better understand their professional experiences and how these inform career decisions. Insights from this report will help the CSO provide tailored support to schools that better meet the needs of teachers most likely to leave profession.

Research Questions

This brief examines the following research questions:

1. What types of supports did early career teachers receive? To what extent were teachers satisfied with these supports?
2. What do early career teachers report about their school working conditions? To what extent do working conditions vary by grade level?
3. How are early career teachers thinking about future career plans? What factors might influence future career plans?

Results

Basis researchers conducted a series of descriptive analyses using data from the spring 2022 administration of the GVSU CSO Early Career Teacher Experiences Survey. Most analyses included in this brief explore descriptive trends in the percentage of early career teachers (henceforth titled “EC teachers”) responding to different response options. Results are organized by research question below with a full description of the methods provided in Appendix A.

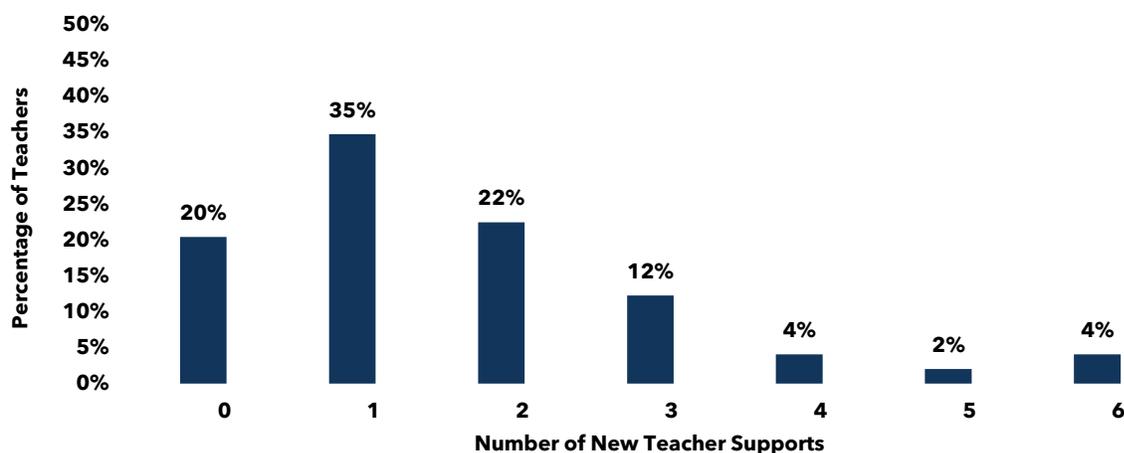
At the conclusion of the survey window, 98 participants (20 percent) completed the survey. Basis researchers restricted the analysis to 49 teachers indicating they had between two to five years of teaching experience. This sample restriction ensures results are generalizable only to the EC teachers completing the survey.

1 | What types of supports did early career teachers receive? To what extent were teachers satisfied with these supports?

Twenty two percent of early career teachers received extensive new teacher supports.

Basis researchers created a measure for the extensiveness of new teachers supports by adding the number supports EC teachers indicated receiving to date. We define new teacher supports as any professional support teachers received in the first five years of teaching aimed at helping them acclimate to the profession and improve instructional effectiveness. EC teachers reporting the receipt of between three to six new teacher supports were flagged as receiving “extensive” supports. Results in Figure 1 indicate that 22 percent of EC teachers received extensive new teachers supports. In contrast, over three quarters of EC teachers received less extensive supports with approximately 20 percent of EC teachers reported receiving zero supports to date.

Figure 1: Number of Supports New Teachers Received to Date



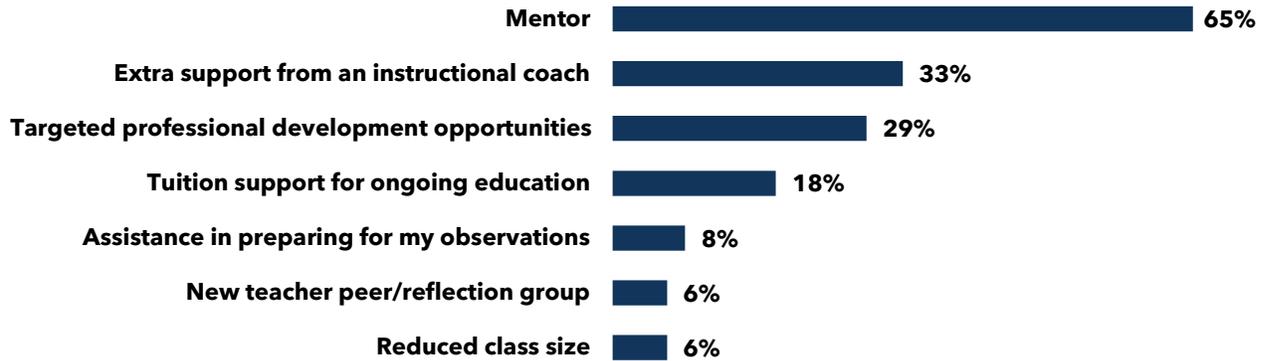
Source: GVSU CSO Early Career Teacher Experiences survey; author’s analysis.

Sixty five percent of early career teachers reported receiving support from a mentor.

Figure 2 displays the percentage of EC teachers receiving different types of new teacher supports. Sixty five percent of EC teachers reported receiving support from a school-based mentor. Other supports

included receiving extra support from an instructional coach (33 percent) or targeted professional development opportunities (29 percent). EC teachers were less likely to report receiving assistance in preparing for formal classroom observations (8 percent), participating in a new teacher peer group (6 percent), or having reduced class sizes (6 percent).

Figure 2: Percentage of teachers receiving different types of new teacher supports.

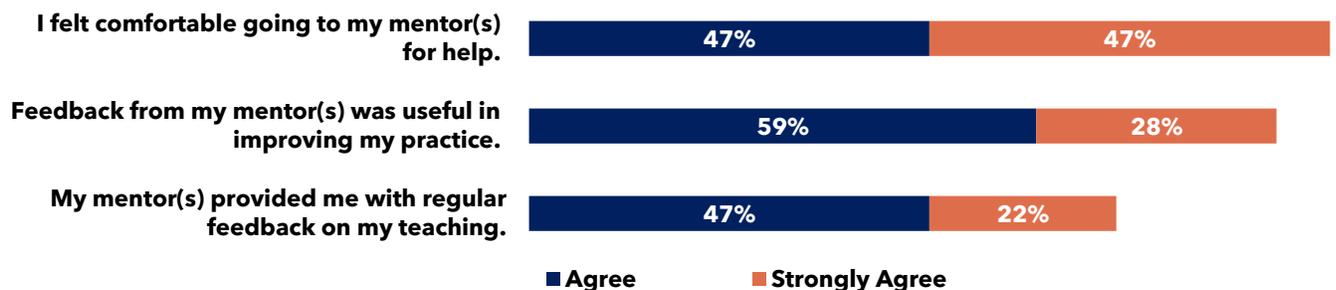


Source: GVSU CSO Early Career Teacher Experiences survey; author’s analysis.

Most early career teachers reported feeling comfortable going to mentors for help and found mentor feedback useful to improving practice.

Figure 3 displays the percentage of EC teachers who “agreed” or “strongly agreed” to questions about mentor experiences. Only EC teachers receiving mentor support (65 percent) were asked to complete these questions. Ninety percent of EC teachers felt comfortable going to their mentors for help while 87 percent reported receiving feedback that was useful to improving their practice. In contrast, only 69 percent of EC teachers reported receiving regular feedback on their instruction, with only 22 percent reporting they “strongly agreed” to this question. One possible interpretation is fewer EC teachers received regular feedback from their mentors but when they did receive feedback, it was helpful to improving practice. This could also imply that EC teachers might welcome more routine feedback from mentors given how they value its usefulness. Results were mostly comparable across the grade-levels.

Figure 3: Percentage of teachers who “agree” or “strongly agree” to questions about mentor experiences.

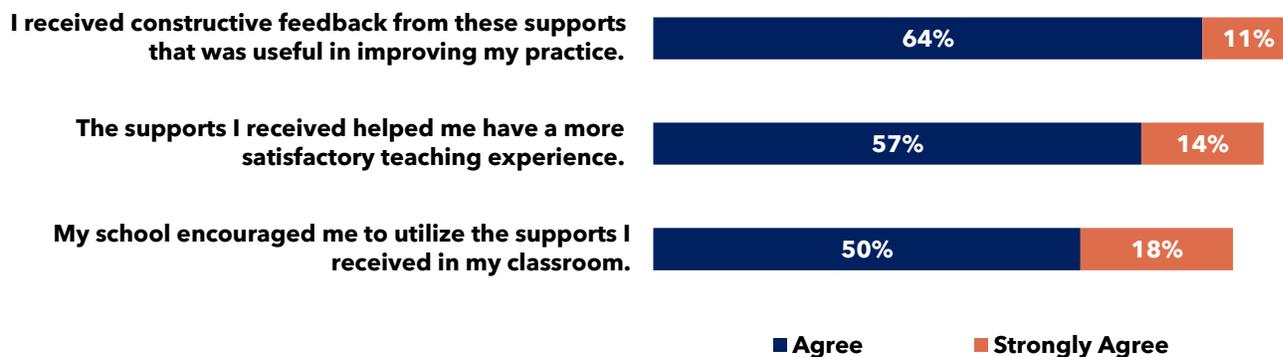


Source: GVSU CSO Early Career Teacher Experiences survey; author’s analysis.

Three-quarters of early career teachers found the feedback received from non-mentor supports useful to improving practice.

Figure 4 displays the percentage of EC teachers who “agreed” or “strongly agreed” to questions about non-mentor related experiences. Only EC teachers receiving supports outside of mentoring were asked to complete these questions. Three quarters of EC teachers reported receiving constructive feedback that was useful to improving practice. EC teachers also reported these supports helped them have a more satisfactory teaching experience (71 percent) and schools encouraged them to utilize these supports in the classroom (68 percent). While most EC teachers had favorable perceptions of non-mentor related experiences, the percentage of EC teachers selecting “strongly agree” ranged from 11 to 18 percent, which is between 4 to 36 percent less than mentor-related questions. One way to interpret these results is EC teachers value both types of supports but might favor mentor support over other professional supports. This premise is further supported by mentoring serving as the mostly frequently cited support EC teachers found most useful to their development (See Figure C1 in Appendix C). Finally, we found results were mostly comparable across grade-levels.

Figure 4: Percentage of teachers who “agree” or “strongly agree” to questions about non-mentor related experiences.



Source: GVSU CSO Early Career Teacher Experiences survey; author’s analysis.

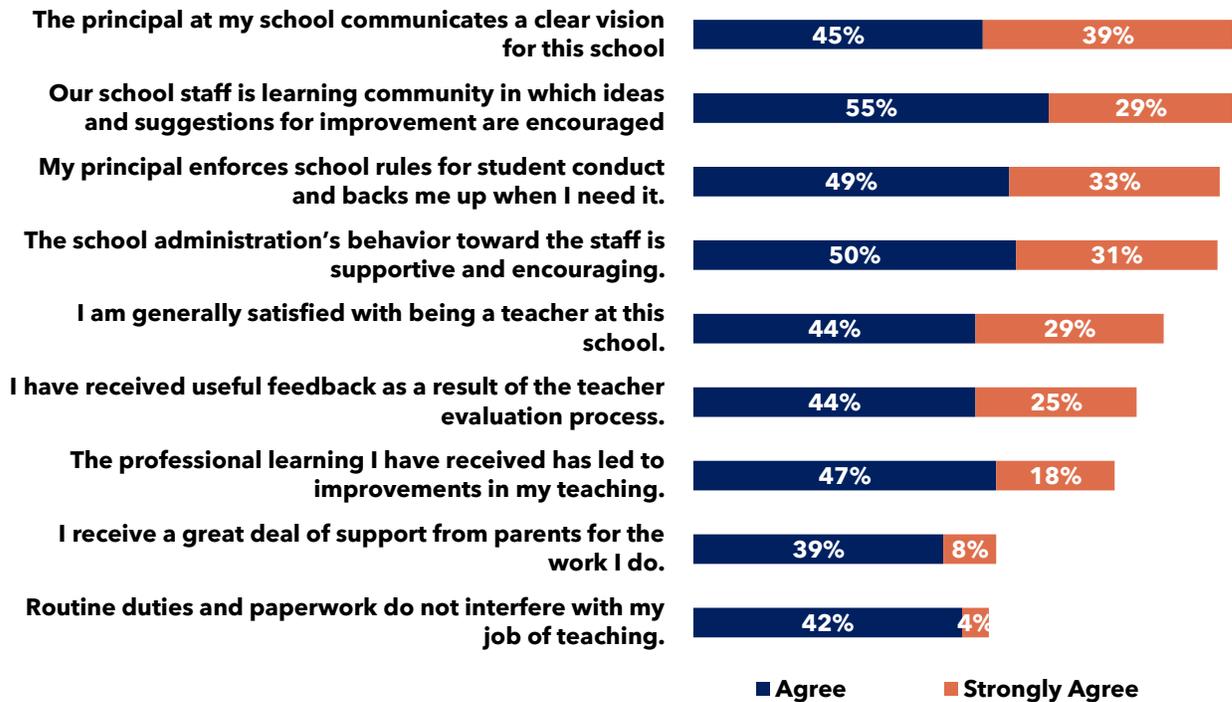
2 | What do early career teachers report about their school working conditions? To what extent do working conditions vary by grade level?

Over 80 percent of early career teachers work in learning focused schools led by administrators who communicate a clear vision and back up teachers when needed.

Figure 5 displays the percentage of EC teachers “agreeing” or “strongly agreeing” to questions about school working conditions. Results suggest most EC teachers work in schools with a principal who communicates a clear vision (84 percent) and enforces school rules and backs up teachers when needed (82 percent). Most EC teachers also work in learning focused schools where ideas and suggestions for improvement are encouraged amongst teachers (84 percent). While 73 percent of EC teachers are generally satisfied with being a teacher in their current school, fewer EC teachers reported receiving support from parents for the work they do (47 percent) and that routine duties and paperwork do not inference with job of teaching (46 percent). Patterns in EC teachers’ perceptions of parental/family

support is comparable to results from the larger GVSU CSO School Operations survey administered in fall 2021 ([Link](#) to publicly available report).

Figure 5: Percentage of teachers “agreeing” or “strongly agreeing” to questions addressing school working conditions.



Source: GVSU CSO Early Career Teacher Experiences survey; author’s analysis.

Early career teachers reported non-instructional duties, recording student behavior, and lesson planning as interfering with teaching.

EC teachers selecting “strongly disagree” or “disagree” to the question about routine duties and paperwork not interfering with teaching (n=26) were asked to describe the impediments they face in the classroom. Thirty seven percent of EC teachers described how non-instructional duties detract from having sufficient planning time to prepare for their workload. The non-instructional duties EC teachers cited included staff meetings, lunch duty, coverage of other classes, mandatory tutoring, recess duty, and arrival duties. For instance, one teacher commented that,

I only have one 40-minute prep to prepare for seven different grade levels that I see daily. I have to do lunch coverage, dismissal posts, and travel from room to room meaning that aside from my 20 minutes for lunch (after the classroom teacher for my lunch coverage is late and I have to return to my office), I have no time to prepare for my class load (Teacher 18, 05/15/2022).

Some EC teachers noted how the substitute shortage has forced them to cover other classes and resulted in reduced planning time. One EC teacher noted how the, “lack of subs for specials means we frequently lose our planning time, a few times multiple planning times in a week, with no acknowledgement or reward” (Teacher 8, 05/22/2022). Other routine duties or paperwork EC teachers cited included recording

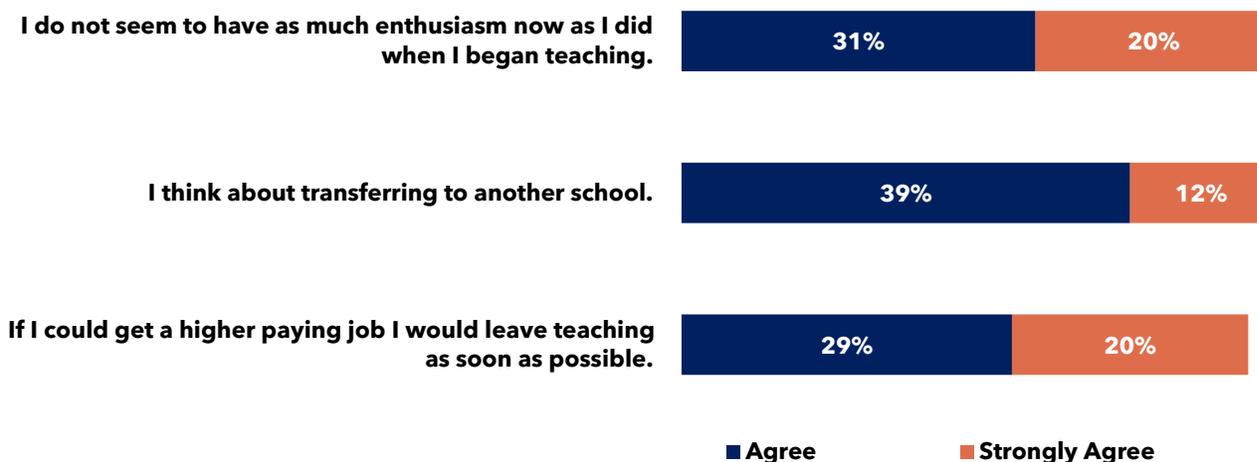
student behavior and lesson planning. For example, one teacher commented, “the amount of scripted lesson plans we have basically scripts our entire day and there is mounds and mounds of pages of dry lessons we need to familiarize ourselves with daily as newer staff” (Teacher 7, 05/19/2022). Less frequently cited routine duties included parent/guardian communication, evaluation preparation, student grading, and professional development follow-up.

3 | How are early career teachers thinking about future career plans? What factors might influence future career plans?

Over half of early career teachers do not have as much enthusiasm as when they started teaching and think about transferring to another school.

Figure 6 displays the percentage of EC teachers who “agree” or “strongly agree” to questions about career considerations. Fifty one percent of EC teachers report not having as much enthusiasm now as they did when they began teaching and think about transferring to another school. When disaggregated by grade-level, results reveal EC elementary teachers were less likely to report not having as much enthusiasm as compared to middle or high school teachers. Moreover, a comparable percentage of EC teachers (49 percent) would leave teaching as soon as possible if they could get a higher paying job. Results suggest there is a considerable percentage of EC teachers who would leave the profession if presented with a more lucrative position elsewhere.

Figure 6: Percentage of early teachers who “agree” or “strongly agree” to questions about career considerations.



Source: GVSU CSO Early Career Teacher Experiences survey; author’s analysis.

Fifty seven percent of teachers plan on continuing to teacher at their current school in 2022-23.

The survey asked EC teachers to select the response that best describes their plans for the 2022-23 school year. Response options included continuing to teach in their current school, move into an administrative position, leave their current school to work in a different district/school, leave their current school to work outside of education, or undecided (See Appendix B, Question 13). Figure 7 indicates that 57 percent of EC teachers are planning to continue teaching in their current school in 2022-23. When disaggregated by

grade level, results reveal that EC elementary teachers are 32 percent less likely to return to their current position next year as compared to EC middle or high school teachers. This result is not likely reflective of the percentage of EC elementary teachers *who* will return to their current school given that 44 percent of EC elementary teachers indicated they were undecided of their plans for next year. Other notable findings included 14 percent of teachers who indicated they will either move to a different school or pursue a career outside of education in 2022-23.

Figure 7: Percentage of teachers planning to continue teaching in their current school in 2022-23.

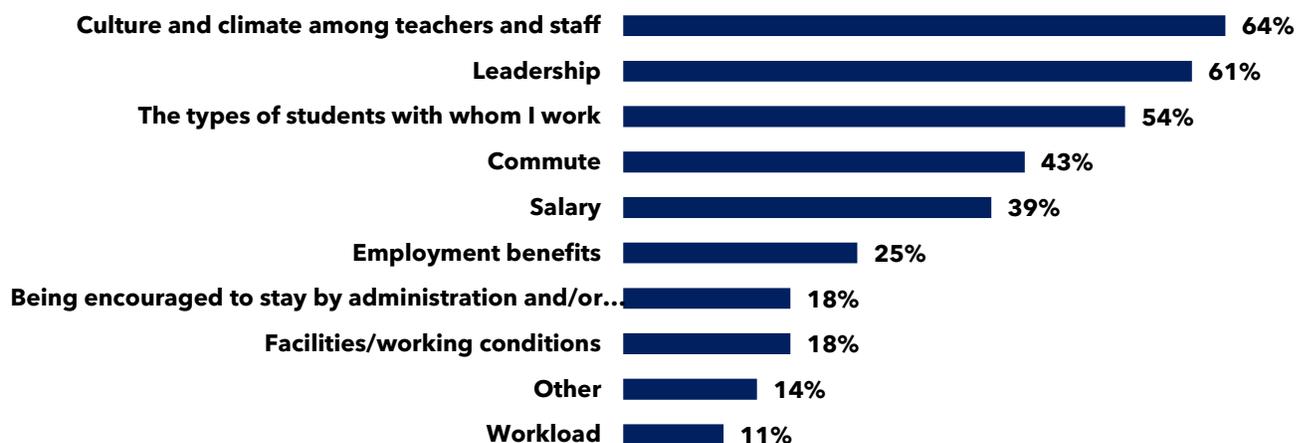


Source: GVSU CSO Early Career Teacher Experiences survey; author’s analysis.

The culture and climate among teachers and staff and school leadership are the most frequently cited reasons why early career teachers plan on continuing to teach in their current school in 2022-23.

EC teachers planning on teaching in their current school in 2022-23 were asked to identify the factors that influenced their decision. Table 8 displays the percentage of EC teachers selecting different reasons for staying in their current school. Over 60 percent of EC teachers planning to continue teaching in their current school cited the culture and climate among teachers and staff (64 percent) and school leadership (61 percent). Other frequently cited reasons were the types of students EC teachers work with (54 percent) and the commute to work (43 percent). In contrast, being encouraged to stay by school administrators (18 percent), school facilities and working conditions (18 percent), and the workload were less frequently cited reasons why EC teachers will continue teaching in their current school in 2022-23.

Figure 8: Reasons teachers cited for continuing to teach in their current school in 2022-23.

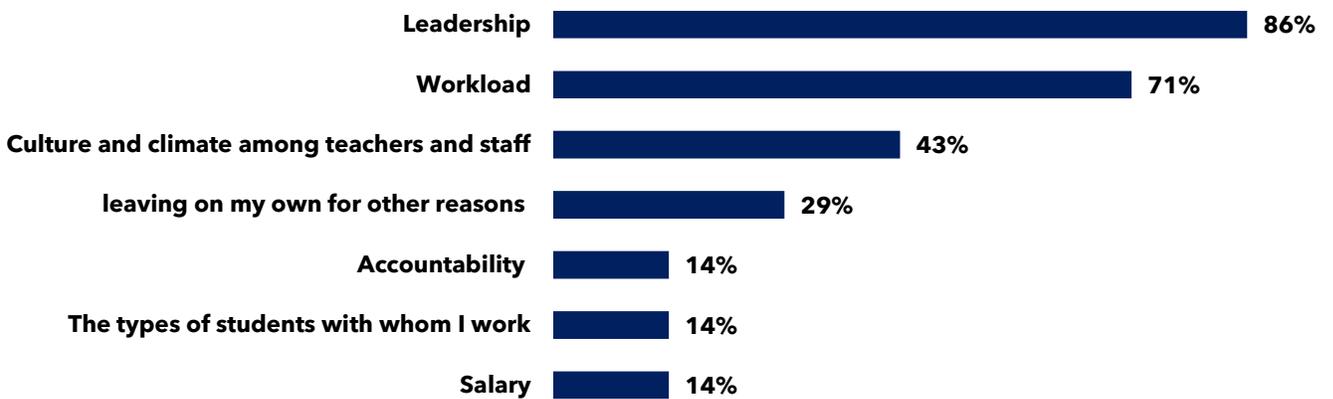


Source: GVSU CSO Early Career Teacher Experiences survey; author’s analysis.

School leadership and workload were the two most frequently cited reasons why early career teachers plan on leaving their current school in 2022-23.

The 14 percent of EC teachers selecting responses other than “continuing to teach in my current school” or “undecided” were asked to identify the factors that influenced their decision. Eighty six percent of EC teachers cited school leadership as factoring into their decision to leave their current school. Teacher workload also strongly influenced EC teachers’ decisions with 71 percent citing this as a reason for moving on from their current position. Other less frequently cited reasons for leaving included the culture and climate among teachers and staff (43 percent) and leaving on their own for other reasons not cited in the survey (29 percent). Fewer EC teachers selected accountability, the students they work with, and their salary as reasons for leaving their current school. Results from Figure 9 suggest the professional environment, including school leadership, the workload, and the culture and climate among teachers and staff, has a strong influence on retention as compared to pay or increased accountability.

Figure 9: Reasons teachers cited for leaving their current school in 2022-23.



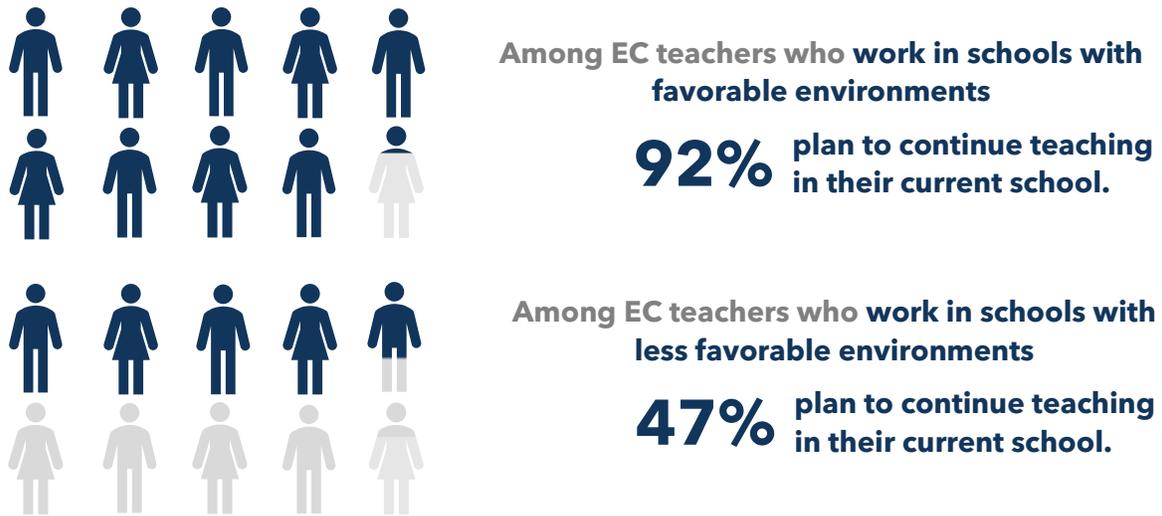
Source: GVSU CSO Early Career Teacher Experiences survey; author’s analysis.

Early career teachers working in favorable environments are more likely to continue teaching in their current school in 2022-23.

Basis researchers examined whether EC teachers working in schools with favorable environments were more likely to continue teaching in the same school in 2022-23. EC teachers selecting “agree” or “strongly agree” to questions focusing on school culture and climate (see Appendix B, Questions 9A-I or Figure 5) were flagged as working in schools with favorable environments¹. Ninety two percent of EC teachers working in schools with favorable environments are planning to continue working in their current school in 2022-23 (see Figure 10). In contrast, 47 percent of teachers working in schools with less favorable environments are planning on teaching in the same school next year. The 45 percent difference provides suggestive evidence the school environment plays a prominent role in EC teachers’ decisions to continue working in the same school.

¹ Favorable environments include supportive administrative behavior, administrators enforce the rules, administrators provide useful feedback, and professional learning leads to improved teaching.

Figure 10: Percentage of teachers planning to continue teaching in their current school as a function of the school environment.

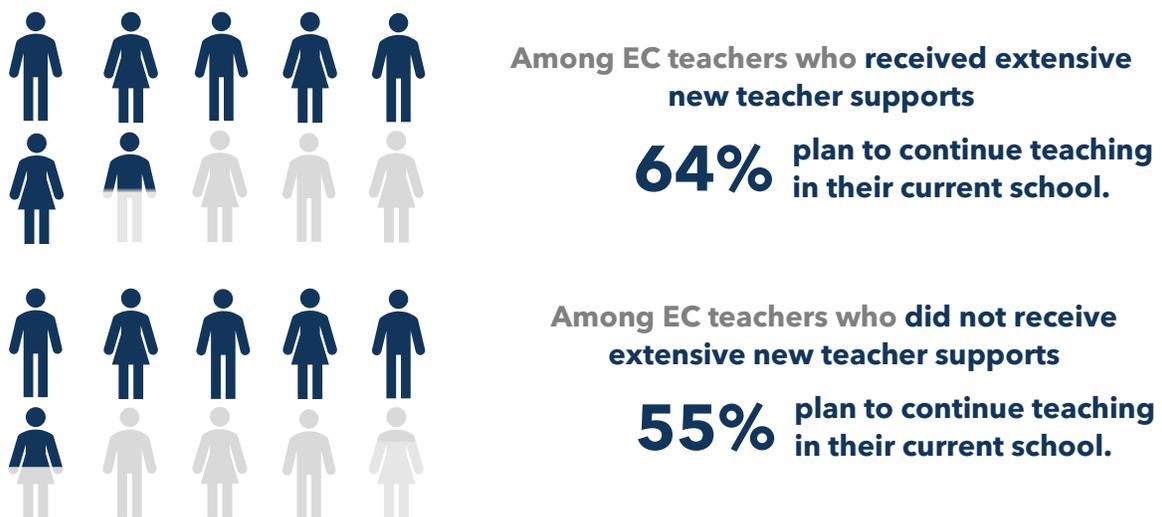


Source: GVSU CSO Early Career Teacher Experiences survey; author’s analysis.

Early career teachers receiving more extensive new teacher supports are more likely to continue teaching in their current school.

We also examined whether EC teachers receiving more extensive new teacher supports were more likely to continue teaching in their current school. Sixty four percent of EC teachers receiving extensive new teacher supports were planning to continue teaching in the same school in 2022-23. In contrast, teachers receiving less extensive induction were nine percent less likely to continue teaching in their current school. While the difference in percentages is not as noticeable as the analysis of school environments, results provide some evidence that the amount of new teacher supports offered matters to EC teachers’ career decisions.

Figure 11: Percentage of early career teachers planning to continue teaching in their current school as a function of the amount of new teacher supports received.



Source: GVSU CSO Early Career Teacher Experiences survey; author’s analysis.

Discussion and Implications

This report sought to understand EC teachers school experiences and how they might inform future career plans. Over half of EC teachers do not have as much enthusiasm as when they started teaching and think about transferring to another school. Consequently, only 57 percent of EC teachers plan on continuing to teach at their current school in 2022-23, with 29 percent still undecided about plans for the upcoming school year. Unsurprisingly, EC teachers working in favorable school environments or receiving extensive new teacher support are less likely to leave the profession. However, less than a quarter of EC teachers reported working in schools with favorable working conditions or receiving extensive new teacher supports to date. Finally, these findings need to be interpreted within the context of the study's limitations. Basis researchers restricted the analysis to 10 percent of the sample indicating they had between two to five years of teaching experience. Thus, the generalizability of results is limited. Considering these findings, we suggest the GVSU CSO and its stakeholders consider the following four recommendations when planning future network supports.

1 | Provide extensive supports to schools with less favorable working environments.

EC teachers working in favorable school environments are 45 percent more likely to continue teaching in their current school as compared to teachers working in less favorable environments. Given the importance of the school environment in EC teachers' employment decisions, it is imperative the CSO provides additional supports to schools identified with less favorable working environments. The CSO could use results from the annual School Operations survey to identify schools with less favorable environments and subsequently provide supports to the local school board, school leadership, and instructional staff. CSO provided supports could include collaborating with school boards on changes school leadership needs to implement, jointly analyzing survey data with school leadership to identify areas most in need of improvement, action planning with school leadership on changes they will implement in the next three to six months, and working with instructional staff to develop the structures required to launch professional learning communities.

2 | Increase the number of early career teacher professional learning opportunities offered network wide.

Several new teachers supports, including mentors and reduced class sizes, are the responsibility of schools EC teachers work in. However, the CSO could offer additional professional learning opportunities for EC teachers to offset some of the burden schools experience supporting these teachers. Non-school based EC teacher supports could include "virtual" observations from CSO-sponsored instructional coaches, targeted professional learning opportunities offered network wide, "virtual" assistance preparing for formal observations, or offering network wide new teacher professional learning communities (PLC) by grade level or content area. For example, the CSO could host a series of virtual professional learning opportunities for EC teachers that target problems of practices or instructional skills new teachers typically struggle with, including addressing student misbehaviors or supports diverse learning. Offsetting some of the burden schools face supporting new teachers might increase the number of teachers receiving "extensive" supports early in their career.

3 | Collaborate with schools on ways to ease the burden on early career teachers.

Seventy one percent of EC teachers cited workload as reason why they were planning to leave their school. Moreover, 54 percent of EC teachers reported routine duties and paperwork – non-instructional

duties, recording student behavior, and lesson planning – interfered with their job of teaching. Collectively, a full teaching schedule paired with non-instructional duties, might be too much for EC teachers to simultaneously navigate while acclimating to the profession. Thus, it will be important for the CSO to collaborate with schools on ways to ease the burden on EC teachers. For instance, the CSO could review staff schedules with school leadership to identify whether (a) support staff are available to oversee non-instructional periods, (b) specials staff are available to accompany students to special periods, or (c) support staff are available to log attendance or behavioral issues. Providing additional time for dedicated planning or professional learning might help ease the burden on EC teachers as they continue to acclimate to the profession.

4 | Advocate for school leaders to conduct “stay” interviews with early career teachers.

Less than one-third of EC teachers remain undecided about plans for the upcoming school year. Thus, there is opportunity to minimize yearly attrition through the active recruitment of EC teachers to continue teaching. One recruitment approach is for school leaders to conduct “stay” interviews with EC teachers to identify trends and factors that keep staff returning year after year. Stay interviews are deliberate, scheduled conversations with highly effective teachers, potential flight risks, and high-potential staff members intended to foster an open and communicative environment. Whereas exit interviews are reactive to personnel decisions, stay interviews are proactive attempts at helping teachers feel like their voices are valued and heard. The Office of the Maricopa County School Superintendent have used stay interviews as part of their teacher retention strategy in recent years. An overview of the stay interview process can be found [here](#).

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Appendices

Appendix A: Methods

Data Sources. This research brief draws on data from the spring 2022 administration of the Grand Valley State University (GVSU) Charter School Office (CSO) Early Career Teacher Experiences survey. The survey includes validated items from the annual Tennessee Department of Education (TDOE) Educator Survey and the National Center for Education Statistics School and Staffing Survey (SASS). Basis researchers selected items addressing EC teacher supports, school working conditions, and career plans. We then shared the survey items with GVSU CSO leadership for review and approval. See Appendix B for a copy of the survey instrument. Basis researchers administered the survey through Qualtrics.

Sample. Basis researchers distributed survey invitations to 482 full-time teachers working in 76 K-12 schools authorized by the GVSU CSO. At the conclusion of the survey window, 98 participants (20 percent) completed the entire survey. We further restricted our analytic sample to the 49 teachers indicating they had between two to five years of teaching experience. This sample restriction ensures results are generalizable only to the EC teachers completing the survey.

Table A1 summarizes characteristics of teachers included the analytic sample. Fifty-five percent of teachers work in Elementary schools and have between four to five years of teaching experience. Teaching is the first career for approximately 51 percent of teachers.

Table A1: Teacher Characteristics (among analytic sample)

Background Characteristics	Percent of Sample
Kindergarten (K)	4%
Elementary School (Grades 1-5)	55%
Middle School (Grades 6-8)	22%
High School (Grades 9-12)	18%
Two to Three Years of Experience	45%
Four to Five Years of Experience	55%
Teaching as First Career	51%
Teaching as Second Career	41%
Other	8%
	n = 49

Source: GVSU CSO Early Career Teacher Experiences survey; author's analysis.

Measures. In this section, we describe the two focal measures used in this research brief. Each measure is discussed below.

Extensive Induction Support. EC teachers were asked to select professional supports received to date. Teachers selecting three or more supports were classified as receiving “extensive” induction supports. Questions used in this measure are included in Q4 in Appendix B.

Favorable School Environment. Survey items addressed teachers feeling satisfied as being a teacher in this school, having support from parents/guardians, having support from peers, feeling satisfied with how administrators respond to student misbehavior, and receiving useful evaluation feedback. Teachers selecting “agree” or “strongly agree” to all items included in Q9 in Appendix B were classified as working in a “favorable” school environment.

Analytic Strategy. Basis researchers conducted a series of descriptive analyses to answer the research questions. We primarily explored descriptive statistics to report on the distribution of responses across questions.

Appendix B: Survey Instrument

1. How would you best describe yourself:
 - A. Teaching as your first career
 - B. Teaching as your second career
 - C. Other: _____

2. Counting this year as a full year of teaching, how many years of teaching experience do you have overall in any school?

[Enter Number]

3. Which grade level(s) do you spend most of your time teaching? (Select one option)
 - A. Pre-kindergarten or pre-school
 - B. Kindergarten
 - C. Grade 1 through Grade 5
 - D. Grade 6 through Grade 8
 - E. Grade 9 and above

4. Which of the following new teacher supports have you received up to this point in your teaching career? (Select all that apply)
 - A. Mentor
 - B. Reduced course load
 - C. New teacher peer/reflection group
 - D. Assistance in preparing for my observations
 - E. Reduced class size
 - F. Targeted professional development opportunities
 - G. Extra support from an instructional coach
 - H. Tuition support for ongoing education
 - I. None of the above

5. (if 4 = A) Please indicate the extent to which you agree or disagree with the following statements about your mentor experiences.

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. I felt comfortable going to my mentor(s) for help.	1	2	3	4
B. My mentor(s) provided me with regular feedback on my teaching.	1	2	3	4
C. Feedback from my mentor(s) was useful in improving my practice.	1	2	3	4

6. (if 4 = B-H) Please indicate the extent to which you agree or disagree with the following statements about the new teacher supports you received.

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. The supports I received helped me have a more satisfactory teaching experience.	1	2	3	4
B. My school encouraged me to utilize the supports I received in my classroom.	1	2	3	4
C. I received constructive feedback from these supports that was useful in improving my practice.	1	2	3	4

7. (if 4 = A-H) The new teacher support that I found **most useful** to my development as a teacher was (select one):

- A. Mentor
- B. Reduced course load
- C. New teacher peer/reflection group
- D. Assistance in preparing for my observations
- E. Reduced class size
- F. Targeted professional development opportunities
- G. Extra support from an instructional coach
- H. Tuition support for ongoing education
- I. None of the above were useful

8. (if 4 = I) Although I did not receive any new teacher supports, the new teacher support that I would have found the most useful would have been:

- 1. Mentor
- 2. Reduced course load
- 3. New teacher peer/reflection group
- 4. Assistance in preparing for my observations
- 5. Reduced class size
- 6. Targeted professional development opportunities
- 7. Extra support from an instructional coach
- 8. Tuition support for ongoing education
- 9. Other: _____

9. Please indicate the extent to which you agree or disagree with the following statements regarding your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. The school administration's behavior toward the staff is supportive and encouraging.	1	2	3	4
B. I receive a great deal of support from parents for the work I do.	1	2	3	4

C. Routine duties and paperwork do not interfere with my job of teaching.	1	2	3	4
D. My principal enforces school rules for student conduct and backs me up when I need it.	1	2	3	4
E. I have received useful feedback as a result of the teacher evaluation process.	1	2	3	4
F. The principal at my school communicates a clear vision for this school	1	2	3	4
G. Our school staff is learning community in which ideas and suggestions for improvement are encouraged	1	2	3	4
H. The professional learning I have received has led to improvements in my teaching.	1	2	3	4
I. I am generally satisfied with being a teacher at this school.	1	2	3	4

10. (if 9C = 1 or 2) What routine duties and paperwork interfere with your job of teaching?

11. To what extent do you agree or disagree with each of the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. I think about transferring to another school.	1	2	3	4
B. I am satisfied with my teaching salary.	1	2	3	4
C. I have student debt that constrains the career decisions that I have open to me.	1	2	3	4
D. If I could get a higher paying job I would leave teaching as soon as possible.	1	2	3	4
E. I do not seem to have as much enthusiasm now as I did when I began teaching.	1	2	3	4

12. How long do you plan to remain in education? (Select one option)

- A. As long as I am able
- B. Until I am eligible for retirement benefits from this job
- C. Until I am eligible for retirement benefits from a previous job
- D. Until I am eligible for Social Security benefits
- E. Until a specific life event occurs (e.g., parenthood, marriage)
- F. Definitely plan to leave as soon as I can
- G. Undecided at this time

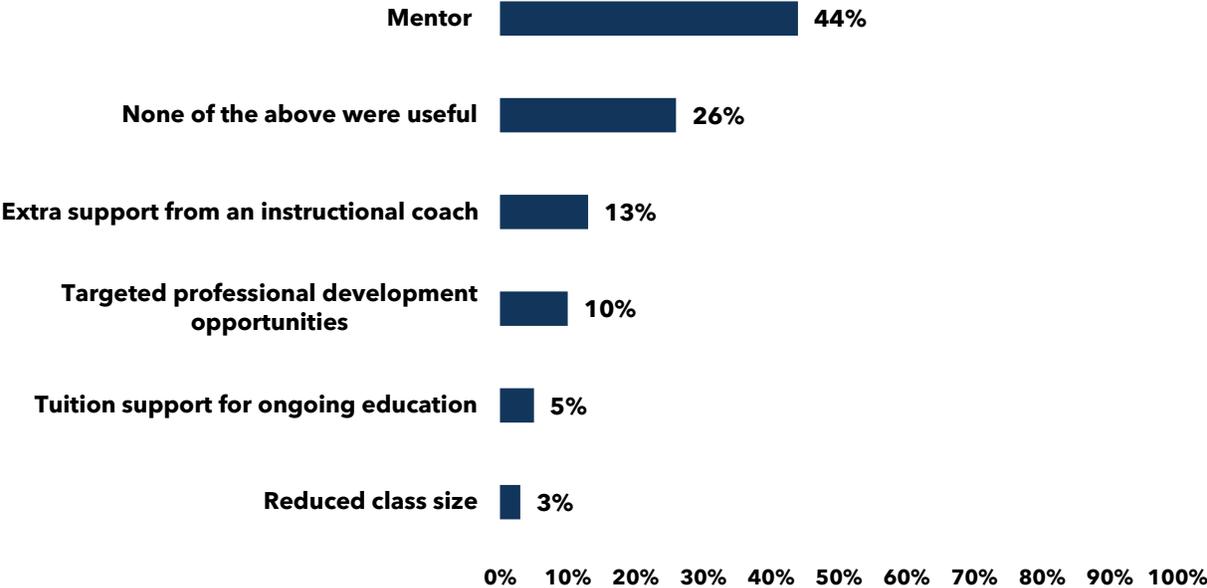
13. Which of the following best describes your plans for next school year? (Select one option)

- A. Continue teaching in this school
- B. Continue teaching in my district but in a different school
- C. Move into an administrative position within this school/district
- D. Leave this school/district next year to work in a different school/district

- E. Leave next year to work outside education, including work in the home (e.g., caring for family members)
 - F. Retire
 - G. Undecided
14. (if 13 = A) Which of the following factored into your decision for next year? (Select all that apply)
- A. Leadership
 - B. Culture and climate among teachers and staff
 - C. Workload
 - D. Facilities/working conditions
 - E. Commute
 - F. Salary
 - G. Employment benefits
 - H. The types of students with whom I work
 - I. Being encouraged to stay by administration and/or other faculty
 - J. Other: _____
15. (if 13 = B-F) Which of the following most influenced your plans to not teach in your current school next year? (Select up to three)
- A. Leadership
 - B. Culture and climate among teachers and staff
 - C. Workload
 - D. Facilities/working conditions
 - E. Commute
 - F. Salary
 - G. Employment benefits
 - H. The types of students with whom I work
 - I. Accountability
 - J. Being encouraged to leave by administration and/or other faculty
 - K. The challenges of virtual and/or hybrid learning
 - L. Broader economic considerations in my household
 - M. A lack of diversity in the staff at my school
 - N. Leaving on my own for other reasons
16. Is there anything not included in this survey you would like to share?

Appendix C: Additional Figures

Table C1: Percentage of Early Career Teachers Select New Teacher Supports Were Most Useful to Their Development



Source: GVSU CSO Early Career Teacher Experiences survey; author’s analysis.

About This Report

This research was conducted by Basis Policy Research. Basis conducts applied public policy research, primarily in the field of education; provides technical assistance to state departments of education, districts, and schools; and supports policymakers by providing the data they need to make sound decisions. For more information visit our website at www.basispolicyresearch.com.