

An Investigation of Attrition of Experienced Teachers: What Are the Factors That Drive  
Teachers in Years 8-20 Out of the Classroom?

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**Introduction**

The purpose of the proposed study is to establish the factors that lead to attrition of experienced teachers, specifically those teachers who have eight to 20 years of experience and to determine if there are specific factors that lead to some members of this group departing education altogether and some members of this group leaving the classroom and changing their roles becoming non-teaching educators during this stage of their careers.

According to Ingersoll (2001), teacher retirement is a relatively minor factor when compared to other factors such as teacher job dissatisfaction and teachers pursuing other lines of employment. Additionally, the National Commission on Teaching and America's Future (NCTAF) places the cumulative costs of all school districts across the United States to hire, recruit, and train replacement teachers at \$7.34 billion (Alliance for Excellent Education, 2008). Teacher attrition is an issue that affects school districts and student achievement as teachers change schools and leave the classroom altogether. When teachers leave the classroom, continuity in delivering curriculum is lost which is where student achievement, particularly in low socio-economic status schools, can be affected.

Most research on teacher attrition and turnover, however, focuses on teachers with between zero and five years of experience as many educators do leave teaching within the first five years of being in the classroom. Less studied, though, is the group of educators with experience but not near the age of retirement. These "veteran educators" often have different reasons for leaving the classroom and previous research work has not specifically addressed this group of teachers.

Furthermore, there is a problem with previous research and the terminology of leaving. Previous studies have placed all “leavers” into one category and have rarely made a distinction between those teachers who have left the classroom entirely and those teachers who have left the classroom and taken a non-teaching position in education. This is an important distinction as this raises the question of why exactly these educators left their school environments. For instance, if these educators are still staying in education, could something be wrong with the organizational aspects of the school situation rather than the process of education? Could the teachers be continuing in their professional growth and development, choosing to take positions as administrators and teacher educators, rather than educators of adolescents? Could these “leavers” be changing the forum where they work, for instance, getting a doctoral degree and moving from teaching in a secondary setting to teaching in a collegiate environment or working in a educational policy capacity with their widened vision of educational silos, standards, and structures?

For this reason, this study proposes to uncover the reasons why teachers with between eight and 20 years of experience leave the classroom and whether or not they leave the classroom entirely or whether they move to some other position in education. What, if any, are the organizational factors that contribute to the attrition of this group and can organizations do a better job of holding on to these experienced individuals? Also, since previous studies have not fully distinguished between those who have left education entirely and left the classroom to take up non-teaching positions in education, this study will also provide some insight whether or not these individuals are also moving from the classroom into administrative, curricular, or some other kind of educational role outside of the school building.

**Comment [GG1]:** Great start, Kimberley. Tightly written and flows well.

**Key Terms**

For the purposes of being clear in this research proposal, the term “leavers” will be used to refer to those individuals who have stopped working in education altogether and the term “non-teaching educators” will be used to refer to those individuals who have left the classroom but are continuing to work in education. Because of the lack of research in this area and the lack of clarity previously used in distinguishing these various roles in education, it is possible that specific roles may not be known and individuals may actually work within school buildings in an administrative or other support role such as a counselor. The terms “attrition” and “teacher turnover” are being used interchangeably in this research proposal as they have been used in this manner in several research studies and articles.

**Review of Related Literature**

While there has been research on attrition and retention of beginning teachers ([citations needed here](#)), there has been less attention paid to experienced teachers, especially in relation to the factors that drive this group from the classroom and where they might be going once they leave. Perhaps it is the human emotion of loss – the feeling that a person is no longer part of a larger team that stops us from finding out why they have left and learning where they have gone. Too often in education the people who were there the previous year and left but didn’t retire are demonized; as a department or school trains someone new, often it tries to erase the memory of the old. All of the related literature has limitations in that it does not cover either teacher attrition and experienced teachers or teacher attrition and experienced teachers and the various classes of “leavers”. Three authors (Jalongo & Heider, 2006; Alliance for Excellent Education, 2005, 2008; Harper, 2008) discuss teacher attrition in terms of cost - simple dollars and cents. Others (Shen, 1997; Chapman, 1993; Darling-Hammond, 2003; Myers, 2008) focus on how to retain

**Comment [GG2]:** Very interesting speculations, Kimberley, but more importantly, I’ve never seen anything like them in the literature, e.g. what happens when a teacher leaves who no one thought was leaving. A study in itself.

teachers and why this is so important, especially in terms of student achievement. Another set of authors (Chapman & Hutcheson, 1982; Quartz et al., 2008; Mittapalli, 2008) writing about this issue, look at attitudes and dispositions that cause people to stay in education, become non-teaching educators, or leave the profession. Still through another lens, teacher turnover is also compared to other professions (Harris & Adams, 2007) including nurses and social workers, chosen because of similar professional and personal traits. Ingersoll (2001) questions whether teacher turnover has any connection to the organizations that support them, opening the door for a discussion on whether or not organizational climate have any hand in the attrition of teachers. Similarly, Keiser (2007) also discusses attrition in relation to organizations but unfortunately, limits remarks to less experienced teachers. All of the above pieces contribute to the debate and provide good background for the proposed study but no one piece cited is a perfect fit as background for this topic.

**Comment [GG3]:** Very nice.

#### *Research on the Costs of Teacher Attrition*

There is little doubt that teacher attrition is costly in terms of dollars and cents. The literature discusses teacher turnover in terms of how much money it costs districts to replace teachers, train new teachers, and recruit. This movement of teachers also translates to a loss in teacher quality and lower levels of student achievement as new teachers in positions often have less experience as the teachers that were previously in those roles.

The Alliance for Excellent Education is a policy and advocacy organization that works towards the goal of making every American child a high school graduate. The group was founded in 2001 and focuses its work on at-risk secondary school students who are the most likely to leave school before obtaining a diploma. The Alliance is based in Washington, D.C. and writes and disseminates policy briefs concerning educational issues. As teacher retention

often affects this lower-performing group of students, the Alliance published two briefs that are relevant to the proposed study. The first, in August 2005, focused on the financial costs of replacing public school teachers who have dropped out of the profession, saying, “The single most important factor in determining student performance is the quality of his or her teachers” (Alliance for Excellent Education, 2005, p. 1). The policy brief looks at the economic costs of teacher attrition and differentiates between the cost of replacing teachers who leave education entirely and the cost of replacing teachers who transfer schools. Although this is a smaller cost in terms of dollars and cents, teachers who transfer schools often move from lower-performing schools to higher performing ones or to secure a better teaching assignment. In addition, the 2005 Alliance issue brief cites not retirement as the primary reason for teacher attrition but lack of planning time, heavy workload, and lack of influence over school policy as other common causes of dissatisfaction. Interestingly, the brief also provides a state-by-state cost breakdown of the total number of teachers transferring schools and leaving the profession. The Alliance obtained their data from the National Center for Education Statistics Schools and Staffing Survey for 1999-2000. The limitations of this brief are that it does not discuss years of experience as a variable in the teacher attrition issue and it does not discuss where the teachers who leave go if they do not remain in the classroom.

The second issue brief relevant to this discussion was produced by the Alliance in February 2008 and the focus of that brief is a revised cost analysis of teacher turnover but now adjusted for differences in urban and nonurban schools. An estimated 157,000 teachers leave the field of teaching each year, according to the Alliance brief. Does this mean that they are out of education however? This is not answered. Alliance calls this group “leavers” and says a MetLife Survey of the American Teacher found that there was a correlation between quality

school relationships and increased rate of retention among teachers. The brief focused on which teachers left teaching saying, “teachers in any phase of their careers who have high *academic* credentials (such as being graduate from a highly selective college or having high undergraduate grade point averages) are most likely to leave the teaching profession for reasons other than retirement” (Alliance for Excellent Education, 2008, p.3). This does not address the issue of experience, only quality, and it isn’t necessarily a certainty that someone with high academic credentials will be a high-quality educator. It does not also necessarily follow that these credentials would always transfer to high academic achievement. Again, a limitation of this issue brief is the idea of tracking educators once they left classrooms and the experience issue noted above.

Another piece on the costs of teacher retention that is valuable is an editorial from *Early Childhood Education Journal* by Jalongo and Heider. In this piece, the writers contend that school districts cannot afford to be complacent about teachers exiting the profession, saying that teacher attrition is disruptive to students and their overall achievement. They argue that treating teachers with respect, supporting professional development, and creating communities of learners are keys to keeping teachers in the classroom. In addition, the authors remind the reader of Darling-Hammond’s 2003 research which presents four main reasons for teachers to leave the classroom: 1) low salary, 2) unsatisfactory working conditions, 3) inadequate preparation, and 4) lack of mentoring in early years. Jalongo and Heider also argue for an “inside-out” organizational-based approach to attracting and keeping good teachers. Again, the shortfall of this editorial is that the authors do not distinguish between new and experienced teachers and there is no mention of the issue of what happens once someone leaves the classroom.

Finally, Harper (2008) looks at the practices of teachers who have stayed in education and issues facing those teachers who are considering leaving the classroom. This dissertation employs a qualitative case study approach and uses a sample size of nine teachers at various stages of their careers. The entire sample was employed at the same urban, public middle school in Arizona, and one of the goals of the research was to recommend retention strategies that could be employed at the sample school in coming years. Harper's study does differentiate between early career (zero to five years experience), mid-career (six to 20 years) and veteran teachers (21 years plus) and focuses on areas of concern as well as areas of motivation. Harper finds that mid-career teachers are concerned with a lack of parental involvement and this could contribute to later decisions to leave the classroom. One limitation of Harper's research is that it does not track a large sample, nor does it track teachers who have left the classroom, only those who are considering leaving. The literature review also discusses the high costs associated with teacher attrition as related to student achievement.

In reviewing these four pieces, there is no doubt that teacher attrition is a problem but there is also no doubt that there are gaps in the research. If there are such costs associated with losing qualified teachers, what other fields are gaining these qualified individuals, if not education? This research is not being completed. In business and other disciplines, companies require exit interviews so they know why people leave and where they go (if possible). This is haphazardly done in elementary and secondary education (if at all) but the fiscal costs are great. If someone leaving your business would cost you approximately \$7,500 (Alliance for Excellent Education, 2008) wouldn't you want to know where they were going?



*Research on Teacher Retention*

Instead of focusing on teachers leaving classrooms, this next body of literature focuses on how to keep teachers in classrooms. Each approaches the retention issue from a different angle and each gives a different way of thinking about retention and teacher attrition.

Shen (1997) presents a quantitative study of three groups of teachers – those who stay at the same school, those who transfer to another school, and those who left teaching altogether. The study examines differences in the personal and school characteristics of the three groups using nationally representative data from the Teacher Follow-up Survey 1991-92 and the School and Staffing Survey 1990-91. The researcher finds that on the personal level, teachers with more experience often stayed at the same school and credits this with the fact that these teachers would also have higher salaries because of the way educational salaries scales are set up. On the school level, Shen finds that teachers who left or transferred schools were in schools with a higher percentage of “teachers with less than three years experience, a higher percentages of minority students, more students receiving free lunches, and a lower salary for teachers who have master’s degrees and 20 years of teaching experience” (1997, p.85). Shen uses the discussion section of the study to give ideas on how to retain teachers, especially in schools where there are more free lunch and minority students. Again, the major limitation here is that the study stops at the point that the teacher leaves and does not follow them to the next step. On the other hand, Shen’s study does have some mention of the experience level of teachers affecting attrition but this link is not entirely fleshed out either.

Chapman (1983) takes a different approach to teacher retention. He puts forth specific characteristics that may contribute to a teacher staying in or leaving the profession and discusses why he believes each to be the case. Chapman organizes his discussion into four main areas –

personal characteristics, teacher training/early experience, professional and social integration into teaching, and career satisfaction. It is from these four realms that he presents a model to guide further research on teacher attrition. In terms of the proposed research study, Chapman's ideas provide some interesting ideas for variables for a possible study but do not specifically address the research questions initially proposed. In addition, there is again no mention towards tracking where "leavers" go but the external influences/environmental conditions noted (employment climate, alternate employment opportunities) can all be factors in a teacher's decision to leave the classroom and should be considered as aspects of future research.

Four major factors affect teacher retention – salary, working conditions, preparation and mentoring support. Darling-Hammond (2003) contends that "keeping good teachers should be one of the most important agenda items for any school leader" (p.11). In her mind, keeping these four things in check is a way to curb teacher attrition, both of experienced and novice teachers. This article provides an overview of these four factors which can contribute to attrition and make retention much harder for school administrators and districts but it does not go into any specific details regarding the research proposal outlined. A much better source concerning retention more in line with the research study proposed is Myers (2008). This study looks at experienced female teachers and their attitudes towards longevity in education. The qualitative dissertation researched the challenges that 11 (three African American, eight White) elementary teachers between eight and 20 years of experience in a large, urban school district (Southeastern U.S.) perceive as a barrier to remaining in the classroom. All of the teachers in the sample thought about leaving at one point but then decided to stay. The researcher's goal was to obtain an understanding of the factors that teachers weigh when they are thinking of leaving education. Myers finds that there were no organizational structures in place in the school system that

provided for the teachers to stay in education but each of the teachers interviewed came to their decisions individually. The findings and recommendations from Myers' study include directions and suggestions for those in school administration. Since none of the teachers who were interviewed for the study decided to leave, there was no possibility of tracking where they would go next so that is a limitation of the results. Despite this, Myers' study gives far more information on issues concerning teacher retention (especially in terms of experienced teachers) than Darling-Hammond's piece which only provides preliminary (and possible) lines of inquiry.

In terms of literature on teacher retention, there are a variety of sources available but again, nothing quite fits the specific idea being proposed. Either scholars speak in terms of reasons that teachers need to be retained or they discuss the importance of retention. The two studies available look at retention from two very different sides with neither coming close to the proposed study.

#### *Research on Attitudes and Dispositions*

In thinking about teachers leaving the classroom, one has to wonder if there is something in the personal makeup of teachers that causes them to look for greener pastures. Is there some attitude or disposition that these educators had from the start? Are there some characteristics that these "leavers" share that lie dormant until some event triggers that part of their personality? The following articles and studies address the attitudes and dispositions of those teachers who stay in and those who leave education.

One of the older studies available in this area is Chapman and Huthcheson's (1982) discriminant analysis. This study, which starts off with the statistic that one out of every four teachers will eventually leave teaching and change to another career (p. 93) takes a look at career choices based on skills and abilities. The study was a secondary analysis of data originally

**Comment [GG4]:** The things we take for granted. In the new labor market, we ignore why people leave at our own peril.

collected at three Indiana universities in the late 1960s and 1970s and analyzes those individuals who started in teaching and later switched careers and those persons who stayed in teaching. The Chapman and Hutcheson study also utilizes J.J. Holland's theory of career choice which is based on six personality types including realistic, artistic, investigative, social, enterprising, and conventional. The study also posits that certain skills important to teaching like explaining things to others and organizing would fall under certain personality types and individuals that would leave teaching might be weaker in these skill areas. One good point of this study is that it considers those who remain in teaching and those who leave. The limitation of the study, however, is that it includes no mention of years of experience perhaps acting as a mitigating factor with attributes. For instance, can some weaker skills be learned over time or with mentoring? Another limitation of this study is there is no discussion of what those who leave the classroom might engage in as a future career path. Could these "leavers" be taking up non-teaching education positions instead of removing themselves from education altogether? In order to find this out, further analysis and research would be required.

Further, Quartz, et al. (2008) completed a study concerning early-career teachers who left the classroom and moved into non-teaching roles in education. The study was a six-year longitudinal study that involved collecting data from 838 educators about their classroom experiences and attitudes. The limitation of this study is that it does not address the target group of the research proposal and only deals with teachers in years one through eight. The researchers were also interested in the role of race, gender, ethnicity, credentials, and age on the changing of educational roles. In terms of results, they found that Latino teachers have lower attrition rates than white teachers and men are less likely to leave teaching than women. In addition, attrition rates of secondary teachers are higher than elementary teachers. These factors are valuable in

that they provide ideas for measurable variables in the proposed research study. Ethnicity, race, gender, credentials, age, and teaching level would be good pieces of data to obtain in any study concerning the proposed group to see if there is any variation in how teachers in years eight to 20 leave the classroom and where they go upon leaving.

The last study on attitudes and dispositions, Mittapalli (2008), analyzed three different categories of public school teachers – those who stay in teaching (stayers), those who leave teaching (leavers) and those who leave the classroom but stay in education (non-teaching educators). The researcher used quantitative methods including t tests and ANOVA to compare factors that influence decisions about leaving the classroom and factors that were of concern and took data from the federal Baccalaureate and Beyond (B&B) Study. One interesting result of the study is a list of jobs that those who left the class ended up pursuing. This is the first study encountered where non-teaching educator roles are clearly outlined and tracked in addition to providing statistics on teacher attrition and retention.

In summary, the research outlined concerning attitudes and dispositions spans a wide array of years from 1982-2008, 26 years of time. Since the ideas presented are not time-sensitive and involve abstract concepts including character and personality traits, the ideas are still transferable to a future study.

#### *Research on Teacher Turnover as Compared to Other Professions*

Is turnover of teachers any higher than turnover in other professions? Are there comparable professions to that of being a teacher? Harris and Adams (2007) completed a study that compared teacher turnover with other professions including nurses, social workers, and accountants, using data from the Current Population Survey (CPS). These professions were chosen because “they require similar levels of education; they involve some type of ‘caretaking’;

**Comment [GG5]:** Kimberley, as you practice your scholarly writing style, finish these thoughts. Of course, you left me wondering where they went. (OK, yes I know where they went because I was on her committee, but you have to write like the reader hasn't read in this field before.

and therefore they are likely to attract similar types of workers” (2007, p. 329). Their findings held that teachers left in no greater rate than the other three professions but where teacher turnover did differ was in turnover among older workers, probably due to the likelihood of earlier retirement. The pooled sample for this study included 18,700 teachers, 4,800 nurses, 2,400 social workers, and 4,400 accountants. Harris and Adams also used regression analysis to see if there is a relationship between turnover, worker age, and pensions. CPS data from March 1992-2001 was used, which is a nationally recognized survey of households collected monthly by the Census Bureau. Harris and Adams pooled data over 10 years to get a sample large enough to analyze for the specific occupations. The limitation of this study is in the way the CPS defines turnover. In this case, the CPS only notes whether or not a person has had a change of occupation, noting them as a “leaver”. It does not have the ability to say or note if they stayed in the same field. Additionally, although this study did track age, it did not track years of experience.

**Comment [GG6]:** A rather thin definition, which suggests that teaching is not the only field concerned with turnover.

#### *Research on Teacher Turnover and Organizations*

The research on teacher attrition and organizations sums to a revelation that retirement is not the prime reason for teacher attrition as was previously thought and there is another factor that contributes to teacher attrition, namely a lack of teacher empowerment. Previous to Ingersoll’s study (2001), contemporary educational theory held that the one of the primary causes of poor school performance was the inability of the school organization to attract and hold onto quality teachers. The theory also held that teacher shortages are mainly due to retirements and increases in enrollments. Ingersoll’s analysis confirms the determination of “organizational characteristics and conditions of schools – that are driving teaching turnover and, in turn, school staffing problems” (2001, p. 499). Ingersoll used data from the Schools and Staffing Survey and

the Teacher Follow-up Survey and argues the reason for teacher turnover includes teacher job dissatisfaction and teachers pursuing other jobs. The analysis included over 6,700 teachers which was broken down into age groups but not broken down by years of experience. Ingersoll also contends that schools will not fix problems associated with teacher attrition until they look at the organizational factors associated with it. One interesting thing about Ingersoll's breakdown of data was that public and private schools were separated as were urban and suburban schools, and low poverty and high poverty schools. These variables provide someone constructing a future research study with ideas for the type of information they might like to obtain from the more experienced group of teachers. The same limitation that has been mentioned before also is a limitation in Ingersoll's study in that it does not address "leavers" after the leaving point. The fact that research does not address this point is more of a reason for a future study to address the idea.

Lastly, Keiser (2008) completed a dissertation that focused on teacher empowerment. Although not specifically focused on teacher attrition, it does discuss the topic in the literature review. Attrition is referenced in relation to less experienced teachers (less than five years) and job dissatisfaction is given as a reason because teachers are not given the chance to feel empowered by the organizational structures around them. Furthermore, a lack of administrative support can lead to teacher attrition; however, this comment by Keiser also applies to less experienced teachers. As limitations, this study did not track "leavers" nor did it deal with those teachers with the eight to 20 year range of experience but the study does suggest that school leaders and organizational structures provide opportunities for professional growth that would lead to teacher empowerment and probably would lower the rate of teacher attrition.

*Chapter Summary*

In reviewing the literature on teacher attrition, specifically on attrition of experienced teachers, it has been found that there are large gaps in the research conducted and available concerning this specific group of teachers. Scholars, researchers, and policy makers do not argue the costs, in terms of time, student achievement, and human capital associated with teacher attrition but very few have gone past the point of specifically tracking the various groups who leave the classroom and figuring out where they may go. Other research looks at attributes and dispositions as if one could predict what type of person might be more likely to stay in the classroom but again, this again ignores the groups leaving and does nothing to recruit the groups more likely to stay. Still, other research is comparative, lining teachers up with similar careers. Finally, the issue is looked at with an added dimension of the organization and what organizational structures might contribute to teacher turnover. Again, in no single study, article, or issue brief are the questions suggested in the proposed study met fully. That is why there is a need for the proposed research study.

*Research Questions*

Therefore, based upon our knowledge of teacher attrition and many open questions concerning the factors that drive teachers in years eight to 20 from the classroom and questions about post-teaching career paths, this study proposes to investigate what factors contribute to experienced teachers leaving education altogether and others taking up positions as non-teaching educators.

The following research questions will guide this investigation:

1. What factors contribute to experienced teachers leaving education altogether and others taking up positions as non-teaching educators?



2. What factors might lead to teacher attrition?
3. Why is attrition of experienced teachers such a dilemma for schools?

### *Significance of the Study*

The importance of this study is mainly in the fact that this particular group of educators (experienced teachers, defined as years eight to 20) has not been thoroughly been researched in relation to the “brain drain” that occurs when this group leaves the classroom. In addition to losing a teaching position, a school or district is also losing a member of faculty with a wealth of experience and a significant amount of money, time, and resources invested in their professional development. In addition, putting a teacher with less experience into a position once held by a more experienced teacher can also have an effect on student achievement as can continued teacher attrition. Another reason this study is important is that education is one of the few professions that for the most part, does not track where “leavers” go and it is possible that a significant number of these experienced teachers are actually staying in the field but moving from the classroom to become “non-teaching educators.”

### *Limitations*

The limitations of a study like this would be finding a school district or even a school building that would provide either names of recently resigned personnel in order to develop an interview list or to find a school system that does actually track where their former employees go and would provide the data. A researcher could encounter possible issues with data confidentiality or bias if data were provided by a school or district. As the Teacher Follow-up Survey does not classify “leavers” into a category that would allow tracking as “non-teaching educators”, finding a reliable way of getting data for this category seems to be the greatest issue at present.

**Comment [GG7]:** Aren't these the same questions, or if not the same questions, won't they yield the same answers? I would separate the first one into the two questions implied: 1) leavers, and 2) non-teaching educators. There is a third group you did not mention at all, and I've never seen a study of them: within and across district transfers. I'm not suggesting you add it in here, but let's say you left Edison for Oakton. Wouldn't we want to know why people go to TransFair?

### **Methods and Procedures**

Since there has been research on attrition that has employed qualitative, quantitative and a case study design, the proposed study will employ a mixed method design. Once a data source is located, a survey will be designed to use to conduct interviews with subjects but a basic quantitative survey will also be used to collect demographic and frequency data about the sample.

#### *Participants*

Ideally, participants would be volunteers. The participants in this study would be teachers with between eight and 20 years of experience who have recently left their teaching positions in an elementary or a secondary school, public or private. The geographic area and range of that area will be determined by the dataset obtained as described according to the Limitations section above.

#### *Procedures*

The participants will be given a quantitative survey and will also be interviewed by the researcher. As qualitative data is received during interviews, coding will take place and data will be separated into possible themes. When the researcher is satisfied that there is enough data to draw conclusions or see patterns emerge, the sampling will stop. Possible themes that might emerge would be reasons for leaving teaching, organizational factors that contribute to leaving, and career plans after resignation. Protection of human subjects protocols will be followed.

Analysis of the quantitative data would consist of simple frequency analyses and possibly regression analyses to see if there might be relationships between any of the demographic factors and for instance, named reasons for resignation. Some questions will be asked on both the quantitative survey and in the qualitative interview to provide a way to double check accuracy of

**Comment [GG8]:** Good. Given your rationale above, you would have to do this.

responses. Completing the analysis in this manner should give a clear picture of the factors that drive this group of teachers from the classroom and establish whether any of them take up positions as non-teaching educators and in what proportions to the sample. Completing a study considering both the variables of experience and the career path chosen by those who leave teaching positions could open the door for future research in this area and provide organizations with information concerning the reason that this group of educators leave the classroom and whether or not they are still working in education, albeit in a non-teaching capacity.

**Comment [GG9]:** Always a better practice.

**Comment [GG10]:** All very well done, Kimberley. The only piece I see missing is how you would answer your third research question. I raise this because it is not really an empirical question. That is, it is not easily measured and therefore the answer is speculation on your part. So...I would eliminate it.

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