Career and Technical Education Teacher Retention

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Introduction

- “Highly Qualified Teachers”
- Teacher Shortage
- Keeping CTE programs strong.

Theoretical Framework

- Social Learning Theory (David Chapman, 1984)
  - Personal characteristics of the teachers
  - The nature of teacher training and early teaching experiences.
  - The degree to which the teacher is socially and professionally integrated into the teaching profession.
  - The satisfaction teachers derive from their careers.
  - The external environmental influences impinging on the teachers' career.

Six Areas Related to Teacher Retention

- 1. Educational preparation
- 2. Teacher commitment
- 3. Social integration
- 4. First year teaching experience
- 5. Skills and abilities
- 6. Institutional factors

Method

- Survey Development (Chapman, Ruhland, Hausman)
- Face Validity—panel of experts
- Reliability—Alpha of .763 to .899
- Populations:
  - Census of Secondary Kansas FCS teachers
  - Census of Secondary Kansas T & I teachers
  - Census of Secondary Kansas HO teachers
- Timeframe:
  - FCS Data collected Spring of 2008
  - T & I Data collected Fall of 2008
  - HO Data collected Spring of 2009
- Rates of Return:
  - FCS=52%
  - T & I=62.5%
  - HO=46%

Findings
(Educational Levels)

	Total	FACS	HO	T & I
High School w/teaching certificate	1.1%	0%	0%	2.4%
Associates w/teaching certificate	.9%	0%	4.3%	1.5%
Bachelor's	34.5%	40.2%	17.4%	29.6%
Bachelor's w/teaching certificate	16.0%	18.3%	13.0%	13.6%
Master's	40.6%	37.8%	60.9%	41.7%
Master's w/teaching certificate	6.4%	3.7%	0%	10.2%
Doctorate	.2%	0%	4.3%	0%
Other	.4%	0%	0%	1.0%

Findings
(Educational Preparation)

	Total		FACS		HO		T & I	
	M	SD	M	SD	M	SD	M	SD
My academic performance in the preparation program	**3.31**	.67	**3.35**	.66	3.26	.92	**3.26**	.66
My educational preparation in teaching methods	3.05	.73	3.04	.74	**3.35**	.83	3.01	.71
My educational preparation in curriculum development	2.93	.80	2.96	.80	2.96	.88	2.90	.78
My educational preparation in classroom management	2.77	.87	2.63	.86	3.26	.92	2.90	.85
My educational preparation in student learning styles	2.76	.90	2.70	.91	3.13	1.01	2.80	.86
My educational preparation in student assessments	2.70	.77	2.62	.75	3.13	.87	2.76	.77
My educational preparation in classroom technology use	2.64	.94	2.39	.90	2.61	.99	2.98	.88
My educational preparation in students' special needs	2.50	.88	2.49	.87	2.48	.90	2.51	.89
My educational preparation in student organizations	2.36	.95	2.34	.92	2.48	1.20	2.38	.97
Overall Mean for Education Preparation	2.77	.58	2.72	.57	2.96	.77	2.83	.55

Findings (Commitment)

	Total		FACS		HO		T & I	
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
I strive to improve student performance.	**4.61**	.53	**4.63**	.50	**4.74**	.45	**4.57**	.58
I strive to improve student engagement in classroom activities.	4.58	.54	4.62	.51	4.70	.47	4.50	.57
The reputation of this school is important to me.	4.58	.66	4.61	.60	4.48	.95	4.55	.68
I tend to incorporate new ideas in the classroom for more effective teaching.	4.40	.67	4.51	.64	4.52	.51	4.24	.68
I tend to access current resources to update classroom content.	4.40	.68	4.54	.61	4.57	.51	4.20	.72
I tend to be sensitive to adolescent issues concerning students.	4.36	.72	4.61	.55	4.65	.71	4.02	.76
I spend time on extracurricular activities to help support students.	4.25	.90	4.29	.86	4.35	.71	4.19	.98
I tend to volunteer for extra tasks that will benefit the school.	4.06	.90	4.18	.80	4.26	.69	3.90	1.01
I spend time developing relationships with families to better understand individual students.	3.63	.93	3.76	.93	3.70	.93	3.46	.90
Overall mean for teacher commitment	**4.32**	**.47**	**4.42**	**.41**	**4.44**	**.42**	**4.18**	**.52**

Findings
(Social Interaction)

	Total		FACS		HO		T & I	
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
Gaining Student Respect	**4.60**	.59	**4.63**	.54	**4.87**	.34	**4.54**	.65
Administrative Relationships	4.30	.75	4.38	.68	4.48	.67	4.17	.83
Fitting into the School Community	4.08	.86	4.11	.75	4.26	1.0	4.01	.96
Getting to know my Colleagues	4.05	.87	4.09	.85	4.39	.89	3.97	.89
Parental Relationships	3.99	.82	4.03	.81	4.09	.79	3.93	.82
Overall Mean for Social Interaction	**4.20**	**.59**	**4.25**	**.56**	**4.42**	**.54**	**4.12**	**.63**

Findings
(1st Year Teaching Experience)

	Total		FACS		HO		T & I	
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
I selected valid course content for lectures.	**4.07**	.74	**4.15**	.69	**4.30**	.64	3.94	.80
I efficiently performed administrative tasks.	4.04	.87	4.07	.83	**4.30**	.70	**3.98**	.93
I used classroom time wisely.	3.84	.86	3.91	.84	3.91	.73	3.75	.88
Extra duty assignments were manageable.	3.69	.97	3.65	.98	3.91	.79	3.72	.98
I managed student behaviors effectively.	3.57	.98	3.64	.96	3.78	.90	3.46	1.01
I felt confident in curriculum development.	3.51	1.06	3.51	1.06	3.83	1.15	3.47	1.05
Overall Mean for 1st Year Teaching	**3.78**	**.66**	**3.82**	**.64**	**4.01**	**.59**	**3.72**	**.68**

Findings
(Skills & Abilities)

	Total		FACS		HO		T & I	
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
I have a solid knowledge of content.	**4.60**	.58	**4.57**	.61	4.36	.85	**4.66**	.51
I feel I adequately manage classroom procedures.	4.40	.59	4.36	.60	4.48	.51	4.43	.58
I incorporate questioning and discussion techniques.	4.35	.60	4.35	.62	**4.57**	.59	4.31	.59
I tend to use instructional goals for the lessons I teach.	3.97	.82	4.10	.80	4.05	.65	3.80	.85
I have good communication with students' families.	3.94	.76	3.96	.72	4.09	.73	3.89	.81
I have a solid knowledge of resources available pertaining to students with special needs.	**3.68**	.88	**3.77**	.89	**3.83**	.89	**3.56**	.86
Overall mean for Skills and Abilities	4.19	.41	4.22	.42	4.26	.41	4.15	.39

Findings
(Institutional Factors)

	Total		FACS		HO		T & I	
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
Inner sense of knowing I'm doing a good job.	**4.52**	.63	**4.59**	.59	4.74	.45	4.41	.67
Positive teaching experiences	4.46	.64	4.41	.62	**4.83**	.39	**4.48**	.68
Pleasant working conditions	4.44	.63	4.47	.62	4.61	.50	4.39	.65
Responsibilities related to student organizations.	3.21	1.14	3.38	1.11	3.78	1.00	2.95	1.13
Type of induction/mentoring program.	3.15	1.19	3.25	1.17	3.61	1.20	2.98	1.20
Participation in professional associations.	**3.01**	1.20	**3.03**	1.20	**3.48**	1.20	**2.93**	1.18
Overall mean for institutional factors	3.92	.55	3.95	.56	4.24	.46	3.86	.53

Conclusions & Recommendations

- Education levels
  - Higher education levels
  - Continue to provide opportunities for these teachers to obtain higher degrees
- Education Preparation
  - Overall rated their educational preparation as good
    - Learning styles, teaching methods, classroom management
  - Need help in:
    - Student organizations
    - Technology use
    - Special needs students
    - Student assessments

Conclusions & Recommendations

- Commitment to Teaching
  - Staying current with the content of program
  - Tend to be student centered
  - Tend to be school centered
  - Whatever is being done in this area, continue to do it!!
- Social Interaction
  - Gaining student respect
  - Administrative relationships
  - Family and parental relationships
  - Relationships are vital for instructors (students, parents, colleagues and administrators)
  - Make sure teachers get “plugged into the school”

Conclusions & Recommendations

- First year Teaching Experience
  - Doing good with course content (staying current with the field and growing as an educator)
  - Need help with curriculum development
  - Need help with classroom management of student behavior
- Skills and Abilities
  - Have solid content knowledge
  - Solid Q and A skills
  - Solid communication skills with students
  - Less communication with students' families
  - Resources pertaining to teaching special needs students (rated at the lowest overall and by individual groups)

Conclusions and Recommendations

- Institutional Factors
  - Inner sense of knowing they are doing a good job
  - Positive teaching experiences rated high
  - Pleasant working conditions rated high
  - Items rated low
    - Participation in professional associations
    - Type of induction/mentoring program
    - Responsibilities of running a student organization
    - Availability of induction/mentoring program
    - Contact with educational preparation program