EDUCATOR JOB SATISFACTION

A UTAH LEADING THROUGH EFFECTIVE, ACTIONABLE, AND DYNAMIC EDUCATION

INNOVATIVE PRACTICE REPORT

ULEAD EDUCATION

TEACHER FELLOWS NETWORK

ABOUT
THIS REPORT

Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education was created to find, research, and highlight proven practices in Utah schools for replication statewide. ULEAD partners with practitioners, researchers, and education organizations to develop and curate resources, foster collaboration, and drive systemic change for improved student outcomes. The ULEAD Clearinghouse is a growing repository of innovative, effective, and efficient practice resources and tools to support educators.

The ULEAD Steering Committee, composed of current Utah educators and stakeholders, meets quarterly to inform the focus priorities that ULEAD will research. ULEAD uses data to find positive outliers in each focus area and create reports, such as this one, illuminating the pracitces and policies that resultred in positive data. At the time of this report, these priorities include: Student

Attendance, Educator Retention and Job Satisfaction, Academic Achievement through Strategic Engagement through Technology, and Academic Success through Social Emotional Supports Grounded in Academic Classroom Practice. This report addresses Educator Retention and Job Satisfaction, with a particular emphasis on Teacher Job Satisfaction.

ULEAD collaborates with Insitutes of Higher Education and education practitioners to develop Innovative Practice Reports. This report was developed in partnership with the Utah Teacher Fellows as a culminating activity. Fellows worked to identify outliers and complete field research resulting in thematic evidence of influential practices in Utah public education settings.

UTAH TEACHER FELLOWS

The Utah Teacher Fellowship Program aims to improve the teaching and learning conditions in Utah's public schools and provides educators in the program with a chance to refine their teacher leadership skills.

PRACTITIONER RESEARCH TEAM

Audryn Damron, NBCT
adamron@graniteschools.org

Kelsi Flint
kflint@dsdmail.net

Kelly Haakenson
kelly.haakenson@slcschools.org

Lauren Merkley
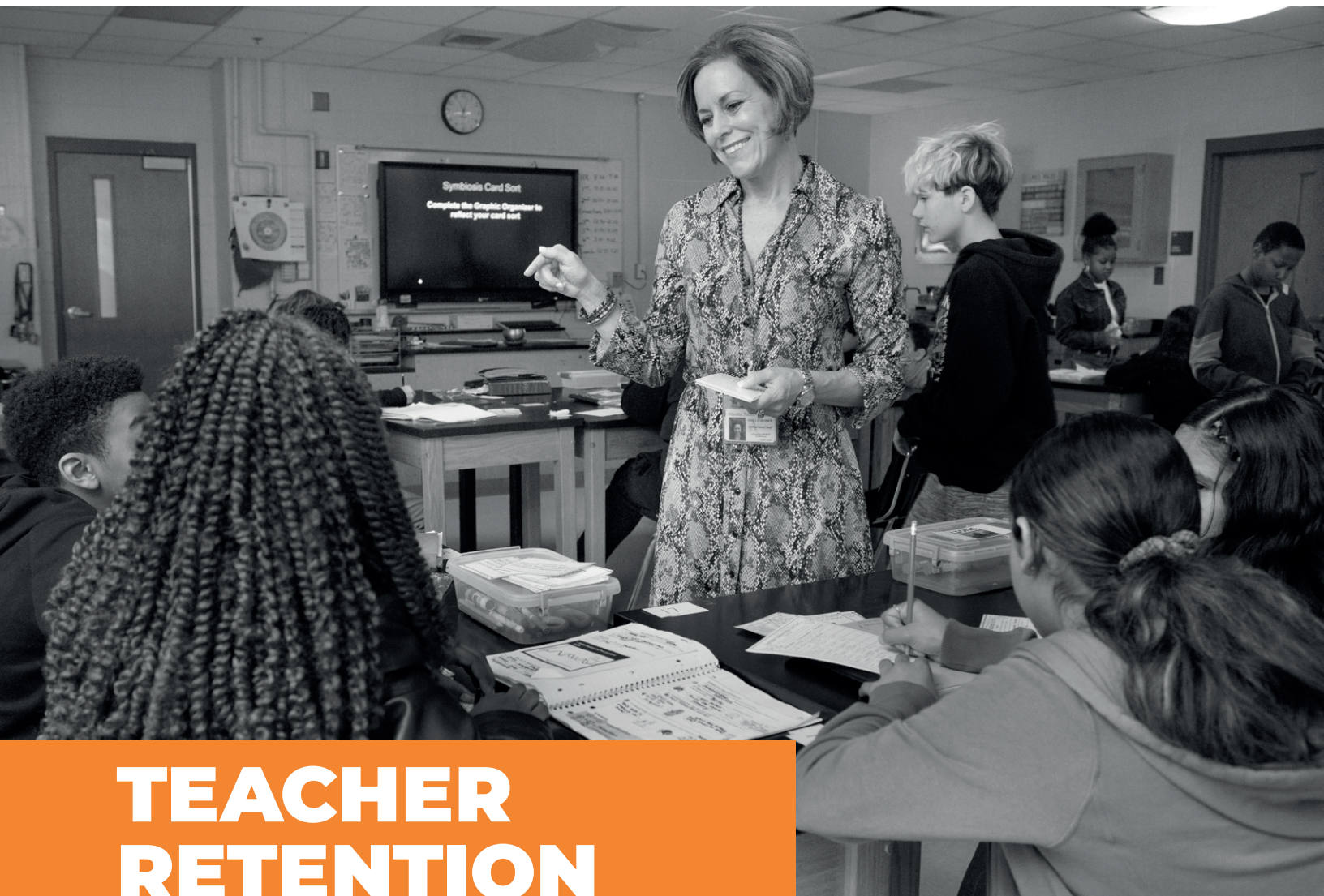lmerkley@gmail.com

TABLE OF CONTENTS

July 2023

High teacher turnover rates "can exacerbate hiring difficulties and undermine school improvement efforts as school leaders seek to attract new teachers year after year."

(Darling-Hammond et al., 2017)

TEACHER RETENTION

EXECUTIVE SUMMARY

Educators from six high teacher-retention Utah schools expressed three major themes that contributed directly to job satisfaction, all of which directly related to the role and actions of administrators.

Central Davis Junior High School
Davis School District
Tawna Smith, Principal

Layton Elementary
Davis School District
Melissa Pendergast, Principal

Highland High School
Salt Lake City School District
Jeremy Chatterton, Principal

Uintah Elementary
Salt Lake City School District
Bruce Simpson, Principal

Viewmont High School
Davis School District
Travis Lund, Principal

Youth Educational Support School
Granite School District
Jason Rosvall, Principal

THEMES

Satisfied educators consistently attributed their fulfillment to administrators who

1. trusted teachers as professionals

2. valued teachers' time
and

3. positively mediated conflict

While these themes manifested as different specific practices from school to school, teachers consistently cited them as direct influences on their level of professional satisfaction.

IMPLICATIONS

Included in this report are broad discussions of these themes as well as specific examples of how administrators can operationalize them.

While none of the themes or practices in this report will be revolutionary, they are significant. Focus groups revealed that

teacher satisfaction is less linked to institutional factors like compensation, class size, or curriculum and more linked to attitudes between administrative leadership and faculty.

Of course, shifting attitudes of administrators and teachers is no easy task, but the practices outlined in this report are low or no-cost, making them applicable to any school.

PARTICIPANT IDENTIFICATION

Six focus groups were held with schools that demonstrated higher than average teacher retention in Granite School District, Salt Lake School District, and Davis School District. The collection of schools spans elementary, middle, and high school and includes several that support a socioeconomically and/or racially diverse population. Diverse districts, such as the three in this study, historically have higher teacher turnover rates. While these schools do not represent the highest teacher retention rates statewide, they do have high retention compared to the districts they are in and significantly higher than average retention overall.

According to the Utah School Report Card, Teacher Retnetion Rate is calculated as the percent of teachers that have been retained at the school site for 3 or more years. Teacher participants were identified in concert with their administration and held to a higher standard of at least 5 years in their current school. Additionally all were considered to yield consistent positive student outcomes and were perceived to be satisfied in their jobs. This may mean those included in focus groups have a stronger relationship with administrators, however, participants were given open opoortunity to identify any elements of job satisfaction. In total, the six focus groups included 31 educators.

School, District, and State Average Teacher Retention Rates 2020-2021
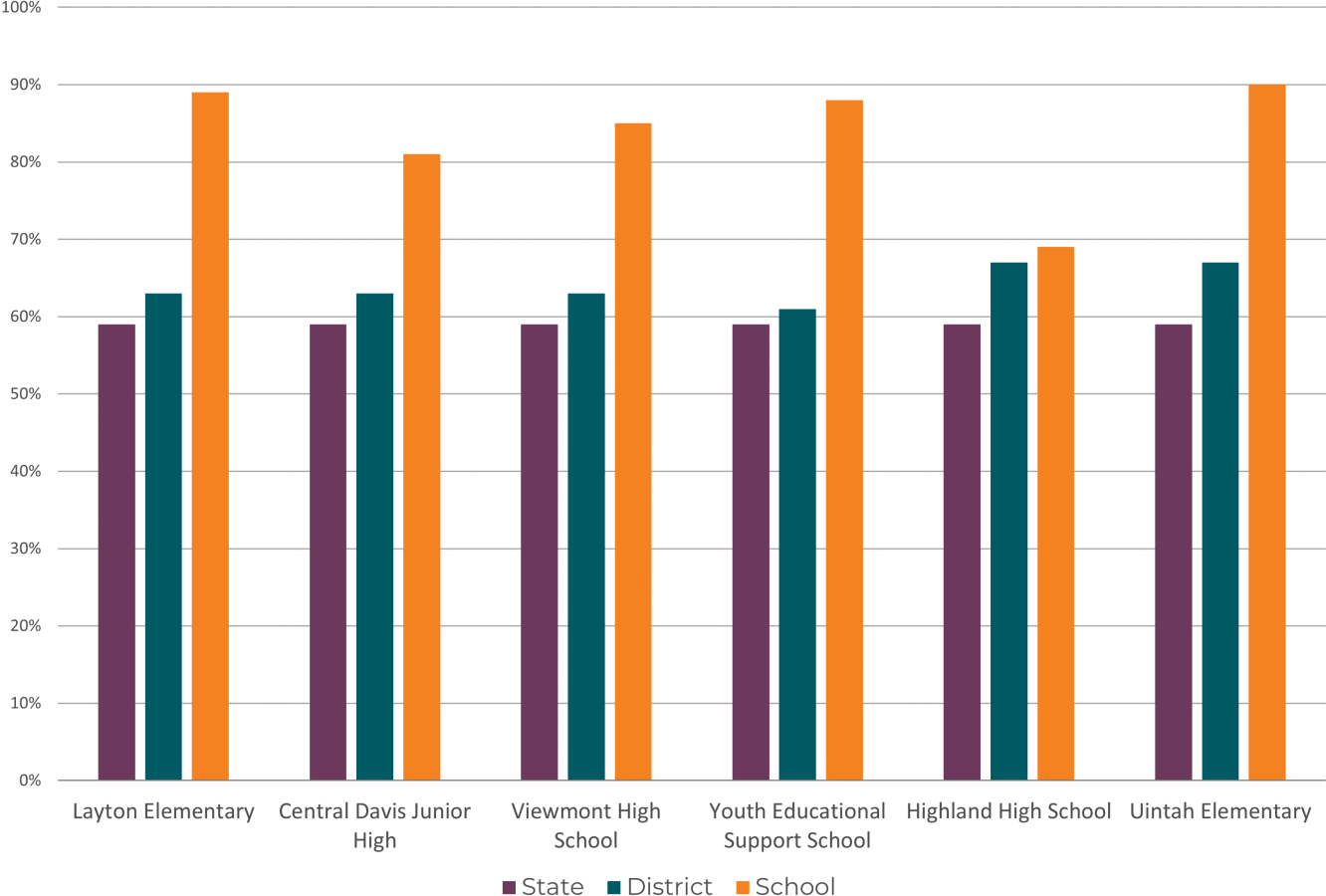
(Utah State Board of Education, 2022a)

DISTRICT & SCHOOL DEMOGRAPHICS

Davis School District

Davis School District was the second largest district in Utah in 2022 with over 71,000 students across 96 schools. Three Davis schools were identified and included in this study. Five Layton Elementary, 7 Central Davis, and 7 Viewmont educators joined three separate focus groups.

Layton Elementary School is home to 534 students from Kindergarten through 6th Grade and has been named a Title 1 School with 26% of the student population identified as economically disadvantaged. The student population includes 22% students with a disability and 9% multi-language learners. The student population is 74% Caucasian, 21% Hispanic, 4% multi-racial, and 1% identifies as belonging to other minority groups.

Across grades 7-9, Central Davis Junior High in Layton has a total of 985 students, of which 29% are economically disadvantaged, 14% of students have disabilities, and 5% are multi-language learners. The student population is 75% Caucasian, 16% Hispanic, 5% multi-racial, 2% Black or African American, and 2% Pacific Islander.

Located in Bountiful, Viewmont High School serves 1,476 students, of which 10% of students have disabilities and 2% are multi-language learners. 85% of the students are Caucasian, 8% are Hispanic, 3% are multi-racial, and 4% identify as other minority groups.

All three schools in the Davis School District recieved a B on the Utah Report Card for the 2021-2022 school year and had teacher retention rates significantly above both district and state averages (Utah State Board of Education, 2022a).

Granite School District

Granite School District is the third largest district in the state of Utah. The district educates nearly 60,000 students across 60 elementary schools, 15 junior high schools, 8 high schools, and other special programs. One Granite District school was included in this study. Four Youth Educational Support School (YESS) educators joined a focus group.

YESS is Granite's alternative high school. Students in the YESS program are placed as a result of an interaction with law enforcement and/or the criminal justice system. YESS comprises several facilities for students in various forms of detention: some are long-term, residential facilities while others provide short-term, day programs, and still others are transitional programs. Due to the nature of the program, enrollment numbers vary widely, so demographics and academic achievement measures are not readily available, according to the Utah School Report Card. YESS teachers do follow the Utah State Standards and approved curricula. Class sizes are as small as 6-10 students, and no school grade has been assigned (Utah State Board of Education, 2022a).

Salt Lake City School District

The Salt Lake City School District is centrally located in Utah's largest city. Nearly 20,000 students are enrolled in the district's 44 public schools. The demographics of the district have changed over the past 20 years, and they are now considered a "minority majority district, meaning there are now more ethnic minority students than Caucasian students" (Salt Lake City School District Demographics). Two Salt Lake School District schools were included in this study, both of whom are rated as a B or higher (Utah State Board of Education, 2022a). Four Highland High School educators and four Unitah Elementary educators joined two separate focus groups.

Highland High School is one of 6 high schools in the Salt Lake District. It has a total enrollment of 1,983 students, of which 37% are students of color (primarily Hispanic), 31% are considered economically disadvantaged, 11% have a disability, and 9% are multi-language learners.

Two miles away from Highland High School is Uintah Elementary. Uintah hosts 414 students of which 24% are students of color (again, primarily Hispanic), 9% are considered economically disadvantaged, 10% have disabilities, and 2% are multi-language learners.

District demographic information was supplemented with information from the National Center for Education Statistics (2022) and Utah State Board of Education (2022d).

TRUST & SUPPORT

"...when teachers feel trusted as professionals and supported by their school's administration, their job satisfaction was positively impacted."

UNDERSTANDING
JOB SATISFACTION

In recent years, the strain of teaching has had a significant impact on teacher satisfaction across the nation. A January 2021 RAND survey found that nearly 25% of teachers said "they were likely to leave their jobs" by the end of that school year, citing teacher burnout, symptoms of depression, and job-related stress (Steiner & Woo, 2021). Many had little to no thoughts of leaving the profession before the pandemic began. One year later, a National Education Association (2022) survey found the number of educators thinking about leaving the profession was even higher at 55%.

Low teacher retention rates have been shown to undermine student achievement, incur significant financial costs, and contribute to the teacher shortage. High teacher turnover rates "can exacerbate hiring difficulties and undermine school improvement efforts as school leaders seek to attract new teachers year after year" (Darling-Hammond et al., 2017).

Unfortunately, schools with higher percentages of students from low-income families or students from a protected class are disproportionately negatively affected by attending schools with the

TEACHER JOB SATISFACTION 1970-2022
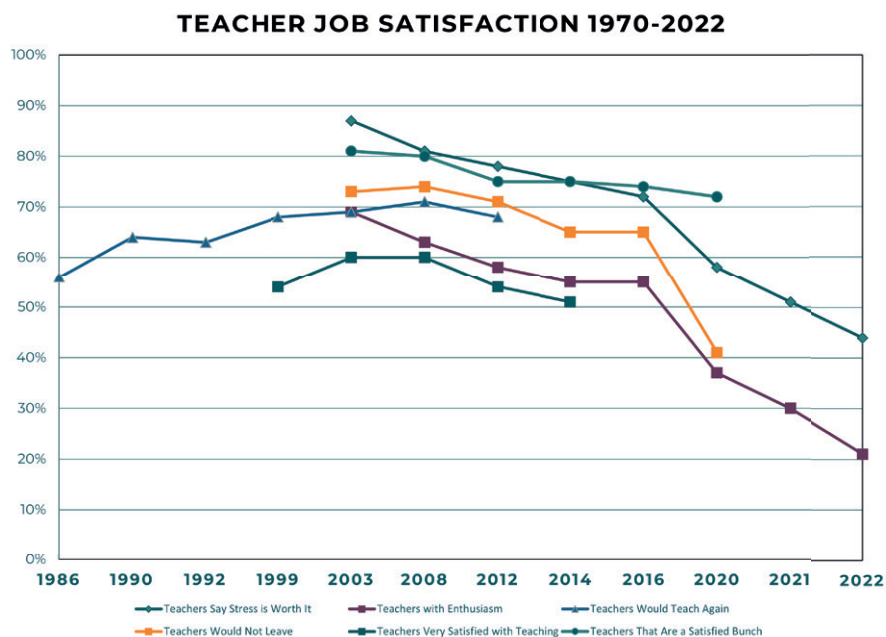
(Kraft, 2022, p. 46)

lowest teacher retention rates. The 2022 Merrimack College Teacher Survey conducted by the EdWeek Research Center and the Winston School of Education and Social Policy at Merrimack College reveals that only 12% of teachers are "very satisfied" with their jobs (Kurtz, 2022).

While satisfaction is an admittedly imperfect antecedent to retention, it is important to note that the survey also reports that 44% of teachers indicate that they are very or fairly likely to depart the profession over the next two years. One reason: fewer than half of the 1,324 respondents to the representative survey believe

that the general public respects them as professionals.

The Merrimack College Teacher Survey reveals another key factor contributing to teacher job satisfaction — teachers' level of autonomy, particularly around their schedules (Kurtz, 2022). According to survey results, teachers would be more satisfied if they had increased time to dedicated to teaching activities and less time devoted to administrative tasks, school duties, and other responsibilities ancillary to the classroom.

By contrast, 11 years earlier, 77% of teachers felt respected by the general public and only 29% of teachers said they were

very or fairly likely to depart teaching over the ensuing two years, according to the 2011 MetLife Survey of the American Teacher (Kurtz, 2022). It is not unreasonable to think that the COVID-19 pandemic contributed to the 15% increase in educators anticipating leaving the profession, but it is certainly not the only factor.

In fact, a November 2022 working paper from Brown University and University at Albany couches this data in a larger historical context. Researchers examined a series of factors contributing to the state of the US K-12 teaching profession, including job satisfaction, as well as other measures (Kraft, 2022). Their analysis reveals that every measure—including job satisfaction—declined precipitously in the 1970s, rose swiftly in the 1980s, enjoyed relative stability during the 1990s and 2000s, and then began a steady decline around 2010. They assert that "the state of the teaching profession is at or near its lowest levels in 50 years." Teacher job satisfaction

is at its lowest level in five decades because "the percent of teachers who feel the stress of their job is worth it dropping from 81% to 42% in the last 15 years."

Administrators may be the key. The National Center for Education Statistics in 2016 reported that a higher
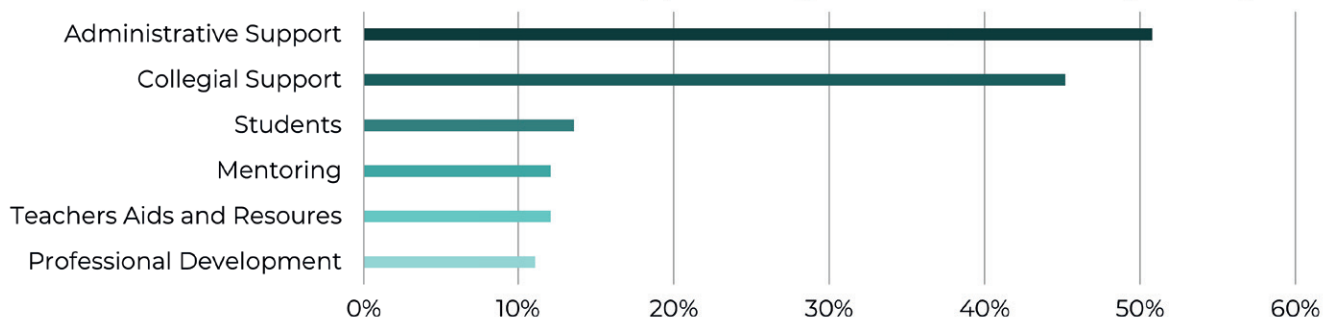
95%

of teachers who felt supported by administrators were satisfied with their job

percentage of teachers who believed their administrative leaders were supportive of them were satisfied with their jobs (Musu-Gillette, 2016). Of the teachers who felt their administration was supportive, 95% were satisfied with their jobs—a 30% increase over those

who did not feel supported by their administration. While poor job satisfaction is not the sole reason Utah educators leave the profession, it is certainly a powerful one. The Utah State Board of Education's 2022 Educator Exit Survey Summary Report reveals that among departing educators, emotional exhaustion, burnout, and job-specific stress were the most influential factors in their decisions to leave (Utah State Board of Education, 2022b). Emotional exhaustion was indicated as a major influence for 47.5% of departing educators, while job-specific stressors was a major influence for 37.5%.

Utah's Exit Survey written responses reveal that unrealistic workload expectations from administrators and parents as well as a lack of recognition are major contributors to exhaustion and burnout. Also noteworthy is the fact that elementary teachers are leaving the profession at more than twice the rate of secondary teachers.

Utah Teacher Response to "What supports do you have that make you stay?"

Support	Percentage
Administrative Support	~51%
Collegial Support	~45%
Students	~14%
Mentoring	~12%
Teachers Aids and Resoures	~12%
Professional Development	~11%

0%　10%　20%　30%　40%　50%　60%

(Legislative Auditor General, 2021)

The Utah State Board of Education's 2022 Educator Engagement Survey Qualitative Data Summary Report provides broader context to the job satisfaction of 13,000 Utah educators. Utah educators expressed increased demoralization due to recent political events and waning public respect for teachers (Utah State Board of Education, 2022c). Combined with a perception that teachers work harder than comparable professions and are paid less, a running theme is a desire to be treated as professionals.

On the other hand, Utah State Board of Education survey results indicate that increased pay (39.3%), less stressful job responsibilities (29.8%), and more time for planning (24.8%) were factors with the greatest potential to influence educators to remain in their position (Utah State Board of Education, 2022).

It is important for educational leaders to identify positive practices that lead to greater job satisfaction among teachers and act on those practices. Utah is no different. Fortunately, there are schools within the state of Utah who are excelling in this area. While it is unclear if administrators enacted the practices outlined in this report in response to specific concerns about teacher job satisfaction, the result of these practices is the same: a high percentage of teacher retention.

"According to survey results, teachers would be more satisfied if they had increased time to dedicate to teaching activities and less time devoted to administrative tasks, school duties, and other responsibilities ancillary to the classroom" (Kurtz, 2022).

PRACTICE THEMES

Data gathered illustrated that when teachers feel trusted as professionals and supported by their school's administration, their job satisfaction was positively impacted. This trust and support looked different at each school, but teachers most often reported three key themes that led to high job satisfaction:

Trust Teachers Administrators communicated trust in the teachers' professional judgment and expertise by giving them autonomy to make professional decisions in their classrooms and latitude with their planning and teaching approach.

Value Teachers' Time Administrators actively protected the teachers' time by shielding teachers from excess outside demands and unnecessary meetings.

Mediate Positively Administrators supported teachers as professionals and as individuals when difficult situations arose with parents and/or students.

PRACTICE IN ACTION

Focus groups with six different schools demonstrated that while there aren't specific curricula or programs that administrators can follow to improve job satisfaction among teachers, there are principles and practices that lead to significant teacher trust and job satisfaction.

Theme 1: Trust teachers as professionals

A common thread among teachers interviewed was the value of administrative trust. When administrators trust their faculty members, teachers feel increased autonomy, ownership, and creativity. Teachers felt supported by their administrators when the administrator asked clarifying questions, spent time face-to-face with them, made choices that demonstrated a belief that teachers' time was valuable, and recognized their success. Teachers felt trusted when administrators refrained from micromanagement and did not interfere with their day-to-day instructional decisions.

Some specific examples of trust-building practices include the following:

• A teacher helped her principal interview new teachers. When asking about the interview schedule,

the principal responded, "You do what works for your schedule because I need happy employees." The teacher understood that her principal had a "people first" mentality and supported her teachers.

• During new teacher interviews, a veteran teacher noticed the principal said one of the most important qualities in a new teacher was "someone who is going to fit in our school culture and criteria." The teacher felt this communicated the administrator's trust in teachers and belief that the culture the teachers had built was powerful and something to grow upon.

• A principal took time to speak to teachers face-to-face about specific things they did well, taking time out of her day to recognize and praise teachers. During the holidays, the administrator gave each teacher a jacket

with a handwritten card and a personal note. These gestures felt meaningful and individualized to the teachers which strengthened a sense of mutual respect.

• At one school, teachers felt empowered to be creative in how they built school culture and relationships. A committee planned socials for the teachers several times a year including "Soups and Hoops" and a murder mystery game.

Theme 2: Value teachers' time

Teachers feel satisfied in their job when administration shielded them from unnecessary tasks and excessive demands, including unnecessary meetings.

Teachers reported that their desire to be trusted with their time directly connected to their job satisfaction. These teachers reported being validated when burdens are too high and compensated for extra time worked.

Some specific examples of practices that shield teachers from unnecessary tasks and demands include the following:

- Teachers at one school commented that a meeting procedure was cumbersome. Administrators removed the expectation of following a prescribed format and teachers expressed increased effectiveness in those meetings and appreciated

that administrators trusted them to use the time as they needed.

- Teachers reported that while their administrator had high expectations, he didn't micromanage their time and gave teachers time to carry out those expectations. Teachers didn't feel like their principal was "breathing down their necks" and making them report every meeting. Instead, they were given intentional collaboration time where teachers felt they could be creative in planning curriculum. Teachers felt confident, competent, and believed that their principal trusted them to use their time well.

- At one high school, teachers knew their principal was careful with their time and didn't initiate unnecessary meetings or tasks. If tasks required time outside of contract time, they were given a stipend for that extra work. One teacher

commented that this "helped me feel validated, especially because we did not even have to ask for it; he just gave it to us to compensate us for the extra time."

- One administrator canceled faculty meetings if she noticed that teachers were feeling burned out and the information could be disseminated in an email. Teachers felt that their administrator understood that excessive meetings are a burden on teachers' time. Conversely, this choice communicated that when a meeting was held, they could be assured that it was carefully considered and meaningful.

> **"**
> it helped me feel validated, expecially because we did not even have to ask

Theme 3: Mediate conflict positively

Teachers' practices, actions, and decisions are often called into question by parents and students. Teachers with high job satisfaction reported feeling supported and validated when administrators took the time to get to know them and their practice so that when decisions are called into question, they have a supportive defense. Teachers appreciate when administrators are directly involved and take the time to mediate and work directly with the parent, student and teacher.

> **"**Researchers note that principals' ability to both develop and demonstrate a sense of caring for the teachers in the building can be a factor in positive relationship development…principals who retain teachers at higher rates offer proactive support…**"**
>
> (Grissom et al., 2021, p. 56)

Examples of positive mediation:

- Parents were upset by something they were told a high school teacher said in class. The parent reported the incident to the administrator. Instead of doling out an immediate consequence or judgment, the administrator expressed trust and faith in the teacher. Upon further investigation, it was discovered that the ordeal was a misunderstanding. The teacher reflected that they felt trusted, supported, and respected by their administrator in this instance.

- An elementary teacher expressed appreciation that their administrator took time to sit in on a difficult parent meeting and expressed verbal support of the teacher in that meeting. The teacher reported how much that meant to them and how supported they felt in their work.

- A teacher had a student with significant needs who required extra support. The vice principal showed up every day to sit in the class with the student and help until the district could provide the support needed.

- Teachers at one school commented that their administrators did not take parents' first words as truth, but always investigated thoroughly in collaboration with the teacher and then communicated findings with respect and support.

The above practices are only examples of what is possible. This is not an exhaustive list and is not a guarantee for job satisfaction. However, these themes were prominent across multiple schools with high retention rates across three districts. The teachers in the focus groups shared many examples of ways that they felt "trusted," "supported," "validated," "respected.," and enjoyed increased "autonomy" and "creativity." Teachers cited these themes as major contributing factors to their decisions to remain in the profession and at their specific school.

PRACTICE OUTCOMES

Davis School District

The three Davis School District schools included in this study were identified because of their higher-than-average teacher retention rate and their overall performance with each earning a B on the state school report card.

Layton Elementary has one of the highest elementary teacher retention rates in the district, and 87% of the teachers at the school have over seven years of experience while 13% have 4-6 years of experience. The majority (89%) of teachers have taught at Layton for three years or more.

Central Davis Junior High has the highest teacher retention rate of all junior high schools in Davis School District at 81%. 70% of teachers have taught for more than 7 years, 24% have taught 4-6 years, and just 6% are within their first three years of teaching.

Viewmont High School boasts an 85% teacher retention rate with 81% of the teachers having taught more than 7 years, 13% having taught 4-6 years, and only 6% within their first three years of teaching.
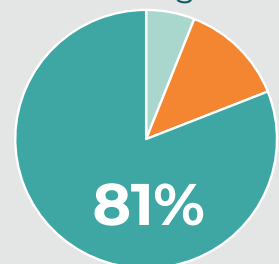
Teacher Experience
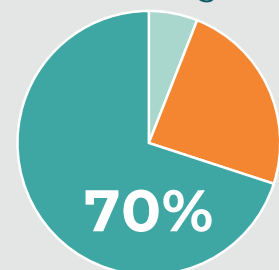
- 0 to 3 Years
- 4 to 6 Years
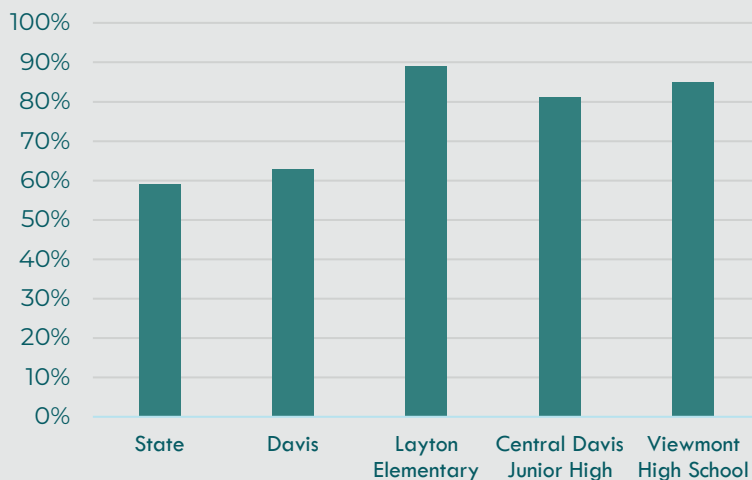- 7+ Years

Layton Elementary

87%

Viewmont High School

81%

Central Davis Junior High

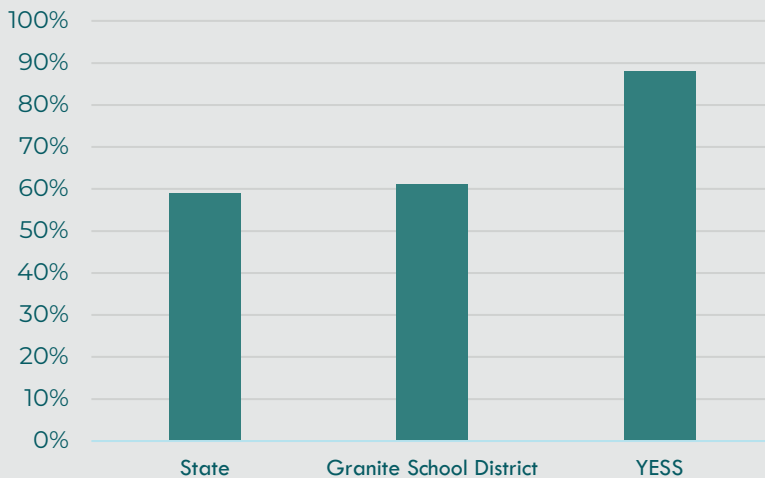**70%**
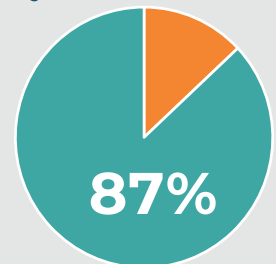
Teacher Retention

Granite School District

The Youth Educational Support School has an 88% teacher retention rate, which is 27% higher than the Granite School District average, making it the third-highest teacher retention rate in the district. This is particularly striking because of the difficulties students in the YESS system face and the program's relationship with the criminal justice system and court system. As described by teachers, YESS students have faced incredibly difficult circumstances and are often in the midst of challenging legal, emotional, and logistical struggles. However, YESS teachers expressed intense pride in their work with several teachers having spent decades at YESS, as evidenced by their high teacher retention rate. Their admiration for and enthusiasm about their principal was particularly apparent in the YESS participant responses.
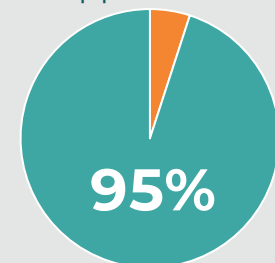

Teacher Retention

Teacher Experience

- 4 to 6 Years
- 7+ Years

Youth Educational Support School

95%

Salt Lake City School District

Both schools included from the Salt Lake School District have above average teacher retention rates for their district. Uintah Elementary boasts a 90% retention rate, which is 23% greater than the district average, and their 2022 School Grade was an A. While Highland High has a lower retention rate of 69%, it is one of the highest for high schools in the district. Teachers at both schools expressed, directly and indirectly, the impact their administration has on their overall teaching experience by trusting them and valuing their time.
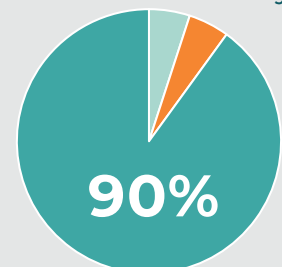
Teacher Experience
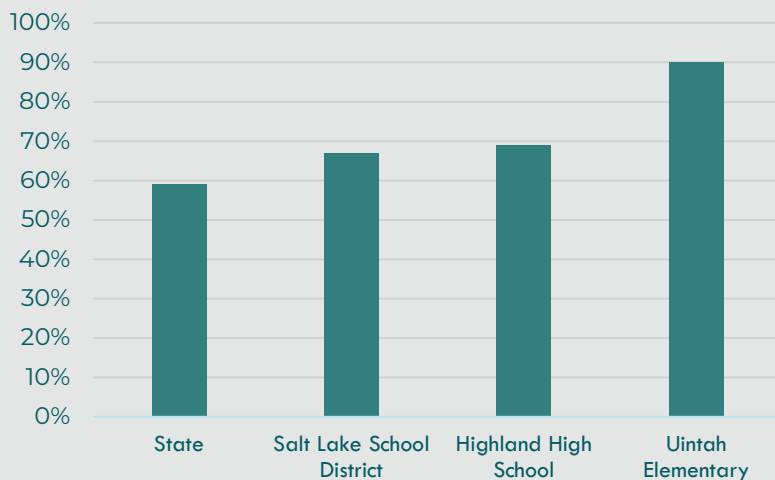
- ■ 0 to 3 Years
- ■ 4 to 6 Years
- ■ 7+ Years

Highland High School

74%

Uintah Elementary

90%
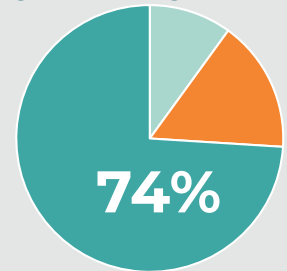
Teacher Retention

PRACTICE REPLICATION

"a meaningful sense of being valued outweighed the difficulties of teaching"

Considerations

Job satisfaction can be amorphous and difficult to measure, as it encompasses many aspects of an educator's professional wellbeing. Even teacher retention rates don't fully paint a picture of job satisfaction per se, as a teacher might leave a job for a fully justifiable reason distinct from their satisfaction. Retention rates are merely a helpful proxy, so while schools for this study were selected due to their above-average teacher retention, it is important to remember that retention is only a piece of the complex puzzle of job satisfaction.

Scale

A focus on administrative practice as it relates to teacher satisfaction has equal applicability across rural, urban, or suburban schools and applies to elementary and secondary settings. Teachers at every level will benefit from an increased focus from leadership on valuing teacher time, treating teachers as professionals, and mediating conflict positively. These principles contribute to a positive work environment among teachers and a meaningful sense of being valued, which outweighed the difficulties of teaching, scheduling, grading, class size, compensation, and behavior issues.

Limitations

Implementation is dependent on administrative buy-in and must account for personality and philosophical differences. The themes outlined in this report are exactly that: themes. The specifics of how these themes are realized will and should vary according to the needs of a particular school and administrative capacity.

JOB SATISFACTION CONCLUSION

Job satisfaction among teachers is waning nationwide. While some may point to increasing teacher pay, shrinking class size, or revamping statewide curriculum as panaceas, focus groups in Utah show that the greatest factor contributing to professional teacher satisfaction is not in the hands of legislators or district personnel. It is in the hands of building administrators.

The positive effect of principals on teacher statisfaction has been proven in other high quality studies. A synthesis of these studies found that when teachers rate their administrators highly, they also report higher levels of job statisfaction and have less turnover (Grissom et al., 2021).

The Wallace Foundation review of 20 years of evidence on principals concludes that principal effect extends beyond teacher satisfaction and "if a school district could invest in improving the performance of just one adult in a school building, investing in the principal is likely the most efficient way to affect student achievement" (Grissom et al., 2021, p. 40).

Teachers desire, above all, to be treated as professionals and granted appropriate levels of respect and autonomy from leadership. Schools where administrators 1) trust teachers as professionals, 2) value teachers' time, and 3) mediate conflict positively enjoy high teacher retention and express excited, passionate responses in focus groups. While the rates of each school's teacher retention varied, all schools included in this project were above their district average, even while many supported diverse and, in the case of YESS, particularly challenging student populations.

Refining administrative practice demands few monetary resources, but it does require social capital and will. Luckily, the three themes outlined can be enacted in a variety of ways, leaving ample room for differing personalities and leadership styles to adapt them to any school setting.
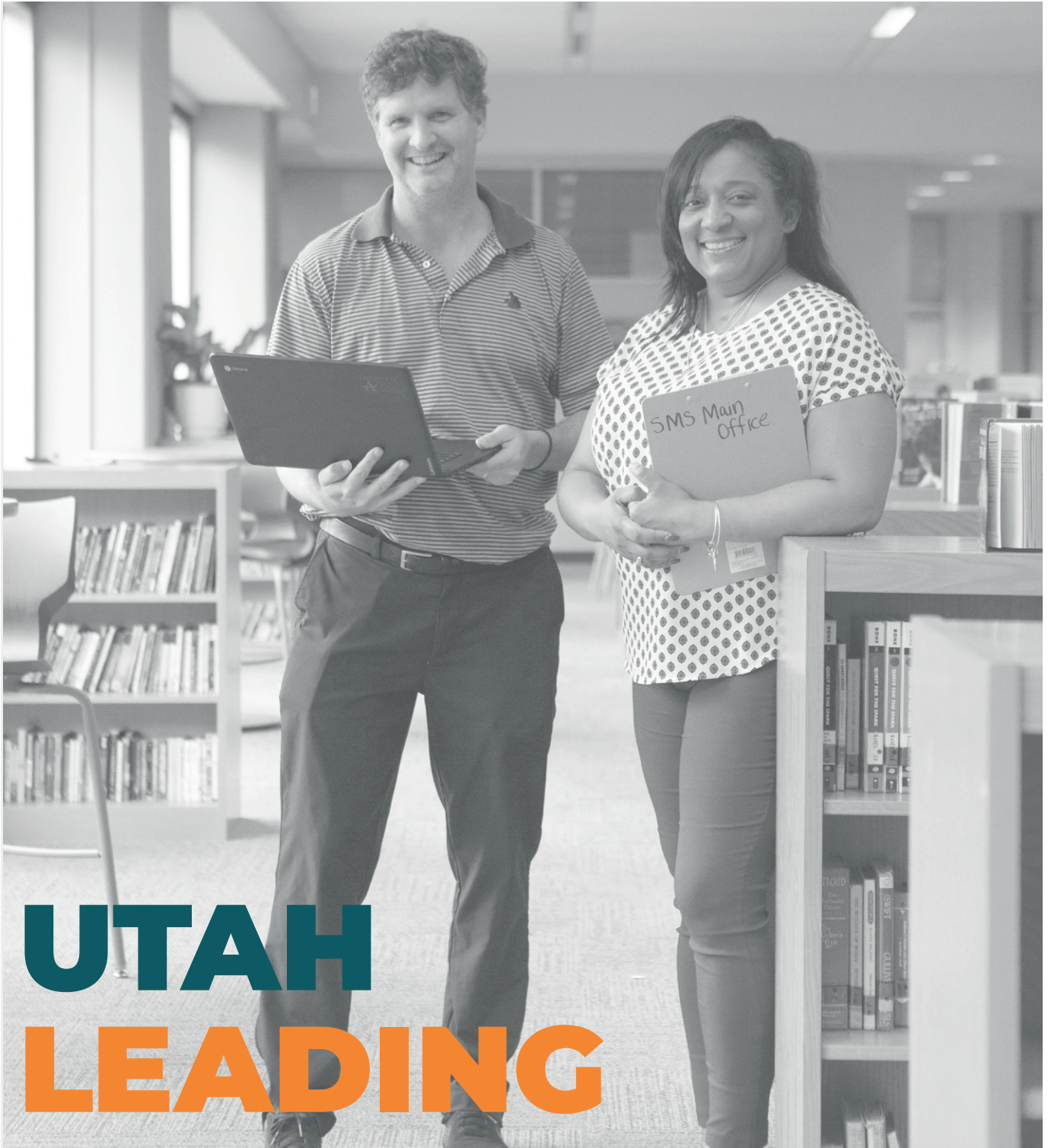
~**1700**

STATEWIDE SCHOOL ADMINISTRATORS (FTE)

~**30,000**

STATEWIDE K-12 TEACHERS (FTE)

UTAH
LEADING

REFERENCES

Carver-Thomas, D., & Darling-Thomas, L. (2019). The trouble with teacher turnover: How teacher attrition affects students and schools. Education Policy Analysis Archives, 27(36). http://dx.doi.org/10.14507/epaa.27.3699

Darling-Hammond, L., Sutcher, L., & Carver-Thomas, D. (2017, November 13). Why addressing teacher turnover matters. Learning Policy Institute. https://learningpolicyinstitute.org/blog/why-addressing-teacher-turnover-matters

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). How principals affect students and schools: A systematic synthesis of two decades of research. The Wallace Foundation. https://www.wallacefoundation.org/knowledge-center/Documents/How-Principals-Affect-Students-and-Schools.pdf

Kurtz, H. (2022, June 9). A profession in crisis: Findings from a national teacher survey. EdWeek Research Center. https://www.edweek.org/research-center/reports/teaching-profession-in-crisis-national-teacher-survey

Kraft, M. & Lyon, M. (2022, November). The rise and fall of the teaching profession: Prestige, interest, preparation, and satisfaction over the last half century. (EdWorkingPaper: 22-679). Annenberg Institute at Brown University. https://doi.org/10.26300/7b1a-vk92

Legislative Auditor General. (2021). Teacher interview summary [Dashboard]. https://public.tableau.com/app/profile/utah.legislative.auditor.general.s.office/viz/TeacherInterviewsSummary/DashboardTeacherInterview

McFeely, S. (2018, March 27). Why your best teachers are leaving and 4 ways to keep them. Gallup. https://www.gallup.com/education/237275/why-best-teachers-leaving-ways-keep.aspx

Musu-Gillette, L. (2016, July 20). High job satisfaction among teachers, but leadership matters. National Center for Education Statistics. https://nces.ed.gov/blogs/nces/post/high-job-satisfaction-among-teachers-but-leadership-matters

National Center for Education Statistics. (n.d). U.S. Department of Education, Institute of Education Sciences. http://nces.ed.gov

National Education Association. (2022, October). Elevating the education profession: Solving educator shortages by making public education an attractive and competitive career path. https://www.nea.org/sites/default/files/2022-09/solving-educator-shortage-report-final-9-30-22.pdf

Salt Lake City School District. (2022). Ethnicity report 2022-2023. https://www.slcschools.org/schools/district-demographics

Steiner, E.D. & Woo, A. (2021). Job-related stress threatens the teacher supply: Key findings from the 2021 state of the U.S. teacher survey. RAND Corporation. https://www.rand.org/pubs/research_reports/RRA1108-1.html

Utah State Board of Education. (2022a). 2020-2021 Utah school report card. https://utahschoolgrades.schools.utah.gov

Utah State Board of Education. (2022b). 2022 Educator exit survey summary report. https://www.schools.utah.gov/file/a0430a36-a611-4882-aceb-d012ffd4bdf1

Utah State Board of Education. (2022c). Educator Engagement Survey Qualitative Data Summary Report. https://www.schools.utah.gov/file/c923f2f1-b488-45b7-8a94-e23fa457d8a5

Utah State Board of Education. (2022d). USBE data gateway 2020-2021 student proficiency. https://datagateway.schools.utah.gov/Assessment/StudentProficiency/2022

Walker, T. (2022, February 01). Survey: Alarming number of educators may soon leave the profession. National Education Association. https://www.nea.org/advocating-for-change/new-from-nea/survey-alarming-number-educators-may-soon-leave-profession

Images are licensed under Creative Commons with source attribution. All photographs included are attributed to Allison Shelley for Edu Images. http://images.all4ed.org

July 2023