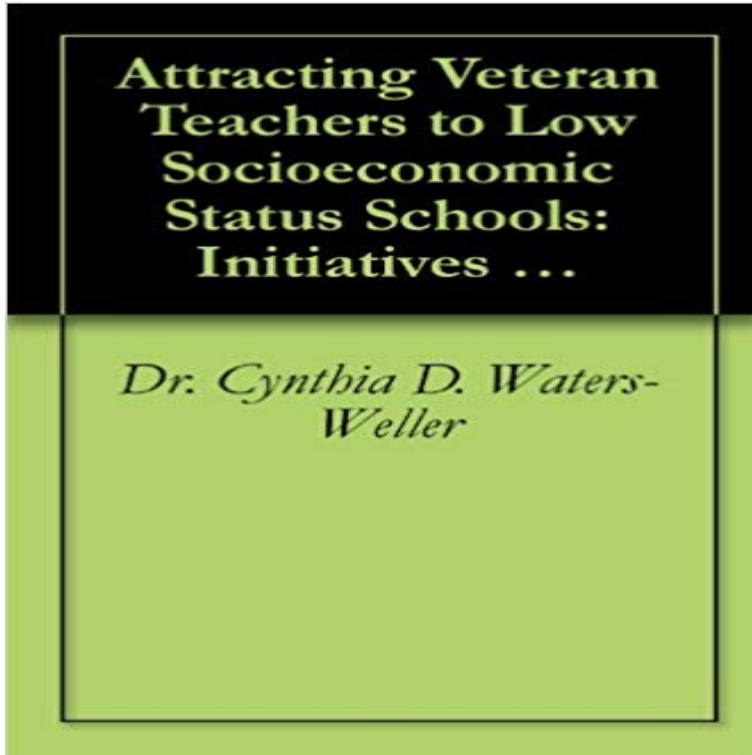


Attracting Veteran Teachers to Low Socioeconomic Status Schools: Initiatives and Considerations



Previous research clearly illustrates that low socioeconomic status (LSES) schools employ the highest numbers of new teachers due to high turnover rates; and consequently these schools instructional plans suffer from lack of experienced teachers. Although the No Child Left Behind (NCLB) Act seeks to ensure the nations neediest children are provided equitable instruction, little is currently known about how specific incentives combine with individual attitudes to enhance teacher retention to support this goal. Consequently, the purpose of this exploratory descriptive research was to uncover the considerations and initiatives that might reverse this trend. A survey was developed to examine (1) the relationship between the socioeconomic status (SES) of a school and the number of teacher resignations, (2) the demographics and attitudes of teachers towards LSES schools, and (3) the initiatives and considerations that may help to retain experienced teachers in the LSES schools. Chi-square analyses of data from 1,017 surveys returned from two urban school systems in Virginia confirmed a significant link between the SES of a school and teacher retention. Further descriptive analyses yielded demographic profiles of teachers who intended to remain in the LSES schools as tenured individuals over 30 years old with 6 or more years of experience. Frequency analyses of these same data revealed that the top three incentives to remain in LSES assignments were reductions in class size/teaching load, planning time and retention bonuses respectively; whereas the top three disincentives were student behavior/attitude, poor pay and lack of administrative support respectively. This study supports positive social change by informing decision making of policymakers and administrators to successfully recruit and retain veteran

teachers for service in LSES schools. In turn, creating a reliable foundation of experience within LSES schools would add to an improved curriculum to help provide the nations neediest children with an equitable education.

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