EXECUTIVE SUMMARY

Hope Street Group (HSG) launched its first State Teacher Fellows program in Kentucky in 2013 and has since expanded to Arizona, Hawaii, North Carolina, Tennessee, and Utah. With the aim of amplifying teacher voice to inform state and district policies that impact educators, the program provides training, tools, resources, and support to cohorts of Teacher Fellows in each state.

In fall 2017, Arizona Hope Street Group Teacher Fellows distributed online surveys to educators across the state and held focus groups on topics related to teacher retention and school missions. Teacher Fellows held 70 focus groups with 348 participants, and an additional 471 participants responded to the online focus group questions.

This report presents findings from the five focus group questions. The following is an overview of focus group findings and associated recommendations, organized by topic area.
FINDINGS:
Arizona teachers see room for improvement in multiple areas linked to teacher retention, including teacher leadership, peer-to-peer collaboration, and school climate.

Teacher leadership duties often include leading teams or committees, serving as a chair or lead, coaching, mentoring, and knowledge sharing. Teachers are encouraged to pursue leadership when their school offers additional compensation, when others suggest that they volunteer or apply, or when asked to do so directly. Some teachers have little choice and noted they were assigned the role or required to serve as a teacher leader.

The majority of teachers have schools that provide non-instructional time for peer-to-peer collaboration. This time is frequently spent in professional learning communities or professional development, often in grade-level or department teams. During this time, teachers frequently discuss planning, curriculum and lessons, or student data. Collaboration time typically occurs weekly or more frequently, often during planning time, outside school hours, or on early release/delayed start days. Some teachers expressed concern around limited time for peer-to-peer collaboration.

Most teachers agreed that school climate influences teacher retention, and they pointed to the role of administrators and school staff in determining school climate and culture. However, some teachers suggested that low teacher pay is more likely than a negative school climate to cause teacher turnover.

RECOMMENDATIONS:
➢ Stakeholders should consider how these findings relate to recent Teaching, Empowering, Leading, and Learning (TELL) Arizona data (2017) on teacher leadership, peer-to-peer collaboration, and school climate. Both the TELL Arizona findings and the current findings suggest the need to further explore possible actions in these topic areas to improve teacher retention.

➢ Teachers are leaving the profession for various reasons, and as a result, it is important to consider a multifaceted approach toward improving teacher retention. Teacher leadership, peer-to-peer collaboration, and school climate should be components of a comprehensive teacher retention model. In developing and implementing a multifaceted model, stakeholders should consider the following suggestions, by topic area:

Teacher leadership. Individuals may be more likely to remain in teaching when they see opportunities for advancement. In developing a leadership pathway, stakeholders should consider how they can incorporate teacher suggestions, determine how they can include educators in the process, and review other state models.

Peer-to-peer collaboration. Stakeholders should consider how they can support district efforts to restructure the school day or year to provide teachers with more non-instructional time for collaboration. Stakeholders should also note the added importance of collaboration and a positive school culture to millennial teachers, who may particularly benefit from efforts to promote feelings of connectedness.

School climate. Stakeholders should note our findings are consistent with other research on teachers’ views regarding the significant impact of school culture on teacher retention. In improving school climate, stakeholders should review the most recent TELL Arizona data (2017) and share the National School Climate Standards (2013) with districts, as these offer guidance around supporting and evaluating school climate efforts.
FINDINGS:
While many teachers collaborated with other teachers and administrators to develop their school mission, usually through professional learning communities or teams, other teachers had a limited role or no role. Some teachers commented that they regularly implement the mission in their classroom, while others were unaware of their school’s mission statement.

RECOMMENDATIONS:
➢ Because some teachers had limited involvement in developing their school’s mission statement, stakeholders should suggest that districts provide teachers with a greater voice in decision-making, pursuant to local district policies. Teachers may welcome the opportunity to provide input, and greater teacher involvement in decision-making may promote higher student achievement.
INTRODUCTION

Hope Street Group (HSG) launched its first State Teacher Fellows program in Kentucky in 2013. Since then, the program has expanded to Arizona, Hawaii, North Carolina, Tennessee, and Utah. With the aim of amplifying teacher voice to inform state and district policies that impact educators, the program provides training, tools, resources, and support to cohorts of Teacher Fellows in each state.

Fall Data Collection

Arizona Hope Street Group Teacher Fellows (Appendix A) collectively held 70 focus groups with 348 participants on topics related to teacher retention and school missions (Appendix B). An additional 471 participants who were unable to attend live focus groups participated in an online option. The Teacher Fellows hosted focus groups at their schools and virtually across the state.

Analysis and Reporting

HSG secured the services of Magnolia Consulting, located in Charlottesville, Virginia, to independently analyze Teacher Fellow focus group data and to report findings. HSG and Magnolia Consulting developed figures in the body of the current report to highlight the most common themes that respondents referenced for each focus group question (Appendix C), with darker shading corresponding to themes noted by a higher number of respondents and lighter shading corresponding to themes noted by a lower number of respondents. HSG and Magnolia Consulting also collaborated to develop recommendations.

Report Layout and Design

HSG is committed to making changes to the layout and organization of this report to help stakeholders better understand and act on the data and recommendations. As such, HSG welcomes feedback on the report from stakeholders. HSG national office staff will promptly attend to any feedback.
This section provides findings related to teacher retention, including teacher leadership, peer-to-peer collaboration, and school climate.

**Relevant Focus Group Findings**

**Teacher Leadership.** In focus groups, teachers discussed how their school encourages teachers to assume leadership roles. Many teachers mentioned that compensation matters and noted that additional compensation can encourage teachers to pursue leadership roles, while limited or no compensation can discourage teachers from pursuing leadership roles. Several teachers stated that teachers have a choice and are encouraged to pursue (e.g., apply for or volunteer for) leadership opportunities based on personal interest or after receiving an administration request. Others noted that teachers have little choice and are told to assume leadership roles (Focus Group Question 1).

*Relatively darker shading indicates more commonly noted themes.*
Teachers also shared that leadership roles most often involve leading committees or teams, collaborating and sharing knowledge with peers (e.g., offering professional development, leading professional learning communities), serving as a department chair or grade-level lead, running clubs or coaching sports, and mentoring (Focus Group Question 1).

**COMPENSATION FOR LEADERSHIP ROLES MATTERS**

Teachers discussed how compensation or related incentives encourage them to assume leadership positions, and how the lack of incentives discourages them from doing so. For example, some teachers mentioned that they only take on leadership roles that include additional compensation.

“Teachers are encouraged to assume leadership roles based upon their ability to take on the extra duties. Teachers are also financially compensated which leads to more motivation to accept these roles.”

“We have a few leadership roles teachers can apply for. The issue is that we [are] asked so much, that to take on leadership roles is to take on a great deal more work for little or no pay.”

**INTERESTED TEACHERS VOLUNTERR OR ARE ENCOURAGED TO APPLY FOR POSITIONS**

Teachers shared that those who are interested volunteer for positions or are encouraged by schools to apply.

“The school encourages teachers to assume school leadership roles in school through the spirit of volunteerism. The school emphasizes the importance of the leadership role/position in the attainment of the school’s mission.”

“Our teachers are sent an email about open leadership roles and encouraged to apply. It is then up to admin on who is given the roles if more than one person applies, we are told the more qualified person gets the position.”

**TEACHERS ARE ASKED TO ASSUME LEADERSHIP ROLES**

Teachers reported that they are asked, often by administrators, to take leadership positions. Some teachers added that the invitations are optional.

“We are asked by administration at the school and district level.”

“We are not really encouraged, we are just asked to take over things, until someone takes the job…”

**TEACHERS ARE TOLD TO ASSUME LEADERSHIP ROLES**

Other teachers shared that they are told to assume leadership roles, such as by requirement or assignment to specific roles, often by administration.

“Teachers were handpicked by the administrator by invitation only to assume leadership roles.”

“Leadership is also a requirement in our evaluation, so more like an obligation then something we like to do.”
TEACHERS LEAD COMMITTEES OR LEADERSHIP TEAMS
Teachers reported that they are encouraged to lead various school or district committees or teams.

“Asked to join leadership team by administrator, requested from there to head certain committees.”

“Teachers are encouraged to join committees and also receive evaluation points based on committee participation.”

TEACHERS COLLABORATE AND SHARE KNOWLEDGE WITH PEERS
Teachers reported that they are encouraged to participate in or lead professional development or professional learning communities (PLCs) with their peers.

“You are asked if you would like to assume a leadership role for PLCs.”

“Teachers participate in developing and delivering professional development to staff.”

TEACHERS SERVE AS A DEPARTMENT CHAIR OR GRADE-LEVEL LEADER
Teachers stated that they are encouraged to serve as a department chair or grade-level leader.

“We have admin chosen department chairs.”

“Teachers work on level teams. Usually one teacher is the level lead proposing meeting times and curriculum discussion.”

TEACHERS LEAD CLUBS OR COACH SPORTS
Teachers commented that they are encouraged to run school clubs or assume sports coaching positions.

“There are also options to create your own clubs to lead (i.e., science club or art club).”

“Taking on coaching positions or encouraged to start or run school clubs.”

TEACHERS MENTOR OTHERS
Teachers stated that they are encouraged to mentor or coach other teachers, such as mentoring novice teachers or those new to the school.

“Teachers are asked to mentor other teachers (new to teaching and/or new to the school).”

“We have mentor teachers who assist new teachers to our school.”
**Peer-to-Peer Collaboration.** In focus groups, the majority of teachers (81 percent) reported that their school uses non-instructional time for peer-to-peer collaboration (Focus Group Question 3).

Most teachers indicated that their school uses non-instructional time for peer-to-peer collaboration. 

In response to a follow-up question, teachers discussed how their school uses non-instructional time for peer-to-peer collaboration, focusing on the nature of this time and general schedule. Regarding the nature of this time, teachers commented that they spend non-instructional time in professional learning communities or professional development sessions working with their teams in the same grade level or content area. During these meetings, teachers commonly discuss planning, lessons, curricula, or student data. In the focus groups, teachers also discussed the general schedule, commonly noting that these opportunities occur weekly or more often and typically happen during planning time, before or after school, or on early release or delayed start days. Some teachers commented that while schools provide this non-instructional meeting time, teachers do not have enough time to meet and collaborate (Focus Group Question 4).
TEACHERS MEET IN PROFESSIONAL LEARNING COMMUNITIES

Teachers commonly reported that they spend non-instructional time in professional learning communities (PLCs) with their peers.

“We have PLC meetings.”

“PLC time is ‘sacred’—no other meetings are ever scheduled during this time.”

TEACHERS MEET AS TEAMS—WITHIN GRADE LEVELS OR CONTENT AREAS

Teachers shared that they use non-instructional time for collaboration with their teams, particularly other teachers in their grade level, content area, or department.

“As a grade level team we choose to do that. Not all grades do that.”
“For math, levels meet on a regular basis to discuss content, standards, goals, etc.”

TEACHERS DISCUSS PLANNING, LESSONS, OR CURRICULA
Teachers stated that they meet with peers during non-instructional time to collaborate on planning, lessons, or curricula.

“We collaborate and plan together during our prep time.”

“I think we have a lot of opportunities to interact. Our team is strong, so we help each other out and meet whenever needed to talk about lessons and activities.”

TEACHERS COLLABORATE DURING PROFESSIONAL DEVELOPMENT
Teachers commented that they collaborate with peers during professional development and professional learning opportunities.

“Even if we do have a PD, we use some of that time to collaborate with each other.”

“We participate in professional development as a staff, such as diversity training, assessment training, etc.”

TEACHERS DISCUSS STUDENT DATA DURING MEETINGS
Teachers shared that they use non-instructional time to discuss student data with peers.

“We analyze data and brainstorm.”

“Data discussions in PLCs.”

TEACHERS MEET AT LEAST WEEKLY
Teachers mentioned that their school uses non-instructional time for peers to collaborate on a weekly or more frequent basis.

“There is a block of time set aside every week for collaborative activities.”

“We meet once a week for PLC.”

TEACHERS MEET DURING PLANNING TIME
Teachers shared that they use planning or preparation periods to collaborate with their peers.

“It is done during their ‘prep’ time.”

“Grade level teams have common plan time.”
TEACHERS MEET BEFORE OR AFTER SCHOOL
Teachers commented that they collaborate with their peers before or after school.

“The staff meets before school and after school to collaborate on various initiatives.”

“We have two Wednesdays (after school) out of the month to work with peers.”

TEACHERS MEET DURING EARLY RELEASE OR DELAYED START DAYS
Teachers mentioned that they collaborate with other teachers during afternoons on early release days or mornings on delayed start days.

“Half days we get to learn more from teachers who are presenting on an area of expertise.”

“Early release time dedicated to PLC time weekly.”

TEACHERS DO NOT HAVE ENOUGH TIME TO MEET
Some teachers commented that they have non-instructional time to meet with peers but expressed a need for additional collaboration time. Other teachers mentioned difficulties in scheduling common, protected time for teachers.

“We are expected to meet and plan during a daily 40-minute prep time. However, due to meetings, copying, and individual classroom prep, the team really only meets 1-2 days a week. There is never enough time.”

“Lots of dedicated teachers but no time to do what is necessary. Only get a ½ day one time per month and even then, someone is reading to us from a PowerPoint in some mandated meeting.”

School Climate. In focus groups, teachers discussed how school climate contributes to teacher retention. Teachers often noted that school climate is a big factor in teacher retention and that a negative school climate can lead to high turnover. Teachers also discussed how school administration sets an overall tone for school climate, which then impacts teacher retention. Some teachers emphasized that other school staff are important as well, noting that positive, supportive, and collaborative relationships among staff help to foster a positive school culture. Finally, some teachers mentioned that poor compensation has a greater impact on teacher attrition than a negative school climate does (Focus Group Question 5).
SCHOOL CLIMATE SIGNIFICANTLY IMPACTS TEACHER RETENTION

Teachers agreed that school climate significantly impacts teacher retention and is often the main reason that a teacher will remain at or leave a school. Some teachers added that a negative school climate can result in high rates of turnover.

“Climate is the number one factor in retention. Teachers will stay anywhere if they have a positive school climate.”

“I think the climate has EVERYTHING to do with the retention rates. If the teachers aren’t happy they will find a new place that could potentially fit their needs.”

SCHOOL ADMINISTRATION SETS THE OVERALL TONE

Teachers commented that school administration sets the tone for school climate. For example, teachers noted that administrators can create a positive or negative climate, which then impacts teacher retention and turnover.

*Relatively darker shading indicates more commonly noted themes.
“When teachers feel undervalued, unappreciated, or micromanaged by their principal, they tend to leave.”

“It has a significant impact. My administration is supportive and has open communication with staff. They are approachable when we have issues.”

**POSITIVE RELATIONSHIPS WITH FELLOW STAFF IMPACT CULTURE**

Teachers shared that positive, supportive, and collaborative relationships with fellow teachers and other school staff are important in fostering a positive school culture. Several teachers described this type of collaborative relationship as a “family” atmosphere.

“My teacher coworkers who support me are the reason I stay.”

“Our school culture is why teachers stay. I’ve been to a lot of sites to observe and teachers here are more welcome to help. We are a tight knit group and feel invested as a family invested in lives outside of work. We make connections with each other and genuine friendships.”

**COMPENSATION IMPACTS RETENTION MORE THAN CLIMATE DOES**

Some teachers suggested that compensation generally has a greater impact on teacher retention than school climate does, noting that poor compensation causes teachers to leave. Some teachers added that when transferring teachers leave their school for a higher salary elsewhere, it can be demoralizing to teachers who stay.

“The biggest factor in teacher retention here is salary. Our district pays better than all of our neighboring districts, so teachers rarely leave unless they retire, move away, or decide to stay home with their children.”

“The climate is great, but the pay tends to give much turn over to the nearby state that pays much better.”
Summary

In summary, Arizona teachers see room for improvement in multiple areas linked to teacher retention (e.g., Education Commission of the States, 2016; Schaffhauser, 2016; Veritas, 2017), including teacher leadership or advancement, peer-to-peer collaboration, and school climate.

**Teacher Leadership.** Teacher leadership duties often include leading committees or teams, sharing knowledge with fellow teachers, serving as a department chair or grade-level lead, running clubs, coaching sports, and mentoring. Teachers are encouraged to pursue leadership roles when their school offers additional compensation for these opportunities, when others suggest that they volunteer or apply, or when they are asked directly to assume these roles. Some teachers mentioned having little choice in the decision and noted that they were told to take on the additional responsibilities.

**Peer-to-peer collaboration.** The majority of respondents reported that their school uses non-instructional time for peer-to-peer collaboration. Teachers noted that this time is often spent in professional learning communities or professional development sessions, working with grade-level or department teams. During this time, teachers commonly discuss planning, curriculum and lessons, or student data. Non-instructional time for peer-to-peer collaboration tends to occur weekly or more frequently, typically during planning time, before or after school, or on early release or delayed start days. Some teachers expressed concern that they do not have enough non-instructional time to meet and collaborate with their peers.

**School climate.** Teachers largely agreed that school climate influences teacher retention and pointed to the large role that administrators and school staff play in determining school climate and culture. However, some teachers suggested that low teacher pay is more likely than a negative school climate to cause teacher turnover.
Stakeholders should consider how these findings relate to recent TELL Arizona results (2017) on teacher leadership, peer-to-peer collaboration, and school climate. For example, on the TELL Arizona survey:

- Approximately 1 in 5 teachers reported that they are not recognized as educational experts or trusted to make sound professional decisions about instruction, suggesting the potential for growth in teacher leadership involvement.
- 31 percent of teachers reported no time to collaborate with colleagues, and 49 percent of teachers reported insufficient non-instructional time for teachers in their school, suggesting the need for improvement in the scheduling of non-instructional time.
- Statewide, 30 percent of teachers disagreed that their school has an atmosphere of trust and respect, and 31 percent of teachers reported being uncomfortable about raising issues or concerns, suggesting a need to further explore individual school climates through TELL Arizona results or additional conversations.

These findings, when considered in tandem with our findings, suggest the need to further explore possible actions in these areas to improve teacher retention.

As noted in recent reports from the Learning Policy Institute (2016) and the Arizona Department of Education (2016), teachers are leaving the profession for various reasons (e.g., lack of collaboration and support, poor school climate, lack of career options). As a result, it is important for stakeholders to consider a multifaceted approach toward improving teacher retention in the state. Teacher leadership opportunities, scheduled time for peer-to-peer collaboration, and positive school climates should be pieces of a teacher retention model. In developing and implementing a multifaceted approach toward improving teacher retention, stakeholders should consider the following suggestions, by topic area:

**Teacher Leadership.** Individuals may be more likely to remain in the teaching profession when they see opportunities for advancement (e.g., Education Commission of the States, 2016). In developing a leadership pathway, stakeholders should suggest that districts incorporate teacher suggestions, such as providing additional compensation for teacher leadership efforts, offering teachers a choice in whether they want leadership responsibilities, and involving teachers in the development process.

Several states and districts have created leadership pathways and provide resources online, which might be helpful for districts to review. For example:

- **Pittsburgh Public Schools** created career ladders for effective teachers. These teachers have the opportunity to engage in leadership through six different roles: clinical resident instructor, learning environment specialist, promise-readiness corps, K–8 instructional teacher leader, secondary instructional teacher leader, and turnaround teacher.
- **Baltimore City Public Schools** has four different levels of teacher leadership—standard pathway, professional pathway, model pathway, and lead pathway.
- The Kentucky Department of Education (2017) Teacher Leadership model includes the following six areas of teacher leadership: (a) Leading from the Classroom, (b)
Leading through Modeling and Coaching, (c) Leading Groups and Teams, (d) Leading to Increase Teacher Voice and Influence, (e) Leading to Professionalize Teaching, and (f) Leading to Connect to Larger Community and World. This resource also provides introductory videos to Kentucky’s Teacher Leadership Framework and Educator Career Pathways.

- The New Mexico Public Education Department model (2017) uses a differentiated approach with various teacher leadership roles—teacher liaisons, a teacher leadership network, a teaching policy framework, and a collaborative group of teachers who create lesson plans (i.e., dream team).

Finally, stakeholders should suggest that districts consider developing a model based on a teacher leadership toolkit from Leading Educators (2016). The toolkit offers a synopsis of teacher leadership initiatives, including challenges and lessons learned across multiple states. It also provides a planning and implementation framework that involves three phases: (a) identifying rationale and goals, (b) choosing and implementing strategies, and (c) driving continuous improvement.

**Peer-to-peer collaboration.** To address teacher concerns about limited time, stakeholders should consider how they might support districts in restructuring the school day or year to provide teachers with more non-instructional time for peer-to-peer collaboration. If restructuring is not possible, stakeholders should consider encouraging school administrators to examine current time use in their school and should work with them to identify opportunities for protected time for peer-to-peer collaboration (Kaplan, Chan, Farbman, & Novoryta, 2014). For additional guidance related to extended teacher planning time, stakeholders should review “Time for Teachers: Leveraging Expanded Time to Strengthen Instruction and Empower Teachers,” which provides examples of 17 high-performing schools that restructured their schedules to provide teachers with more protected time (Kaplan et al., 2014). Education Resource Strategies also has a wealth of resources for districts and schools to support restructuring school schedules, including school scheduling tools for elementary, middle, and high schools, and district scheduling tools through School Designer.

Stakeholders and districts should also note the importance of collaboration and a positive culture to millennials, who may feel isolated in individual classrooms and may therefore be less likely to stay in the teaching profession (e.g., Lancaster, 2017; Veritas, 2017). For teacher retention purposes, schools and districts should consider promoting in-person or virtual professional learning communities to promote feelings of connectedness (Lancaster, 2017).

**School climate.** Stakeholders should note that our findings are consistent with other research on teachers’ views regarding the significant impact of school culture on teacher retention (O’Brennan & Bradshaw, 2013; Schaffhauser, 2016; TELL Arizona, 2018; Veritas, 2017). To improve school climate, stakeholders should suggest that schools and districts review the most recent TELL Arizona (2017) results to identify areas for change. Stakeholders should also share the National School Climate Standards (2013) with districts, as these offer guidance on supporting and evaluating school climate efforts.
Relevant Focus Group Findings

In focus groups, teachers discussed their role in developing the school mission. Teachers commonly mentioned collaborating with other teachers and administrators on the school mission, often through PLCs or teams. Some teachers shared, however, that they had little or no role in developing their school’s mission, because district officials, administrators, or other teachers developed it. Another group of teachers commented that they support their school’s mission by implementing it in the classroom, and some teachers did not know their school’s mission statement (Focus Group Question 2).

*Relatively darker shading indicates more commonly noted themes.*
TEACHERS COLLABORATE WITH SCHOOL STAFF ON THE MISSION

Teachers commented that they developed their school’s mission in collaborative efforts with school staff, including fellow teachers and administrators. Several teachers added that they collaborated through professional learning communities, committees, or teams.

“The mission was written in part as a teacher body, directed by the principal.”

“We created a mission as a staff collaborative team. Everyone had input since it began in small groups and eventually became an agreed upon statement by the entire staff.”

TEACHERS HAVE LITTLE OR NO ROLE IN DEVELOPING THE MISSION

Other teachers commented that they had a limited role or no role in developing the school’s mission statement. Some teachers specified that district officials, school administration, or other teachers had a major role in creating the school’s mission, and other teachers noted that teachers were not invited or involved in the process.

“I did not play a role. We were told that it was created using the districts mission and a group of teachers from the school used it to create our school mission.”

“The school’s mission was already made when I started working there.”

TEACHERS IMPLEMENT THE MISSION

Some teachers noted that they support the school’s mission by implementing it. For example, teachers mentioned having posters of the mission in classrooms and actively carrying out philosophies and expectations from the school’s mission (e.g., cultivating a positive environment).

“I approach my time in and out of the classroom to ensure a focus on an integrated curriculum as per our school’s philosophy. Relevant and rigorous lessons that make a connection to other subjects, to each other as well as to the real world.”

“This is my first year in the district, so the mission was already developed, but we say it every morning before instruction and before every meeting.”

TEACHERS DO NOT KNOW THE MISSION

Some teachers commented that they are unaware of their school’s mission statement.

“I don’t know my mission statement without looking it up.”

“I don’t even think we have a mission statement at my school. If we do, I don’t know about it. I guess I’ll have to check the website. I don’t think I’ve seen one there. Sometimes I miss stuff at our site when I go to preschool trainings, so maybe they’ve been talking about it and I missed it.”
In summary, many teachers collaborated with other teachers and administrators on the school mission, usually through PLCs or teams, while others had limited or no role in its development. Some teachers commented that they regularly implement the school mission in their classroom, while others were unaware of their school’s mission statement.

➢ Because some teachers had limited involvement in developing their school’s mission statement, stakeholders should suggest that districts provide teachers with a greater voice in decision-making, pursuant to local district policies. Teachers might welcome the opportunity to provide input, as 41 percent of Arizona teachers recently reported that teachers in their school do not have an appropriate level of influence on school-level decision-making (TELL Arizona, 2017). Furthermore, greater teacher involvement in decision-making may promote greater student achievement. A recent study by Ingersoll, Dougherty, and Sirinides (2017) that examined multiple years of TELL data and state standardized assessment scores found that schools with higher levels of teacher input in decision-making (e.g., school improvement planning, school vision, student discipline approaches) had higher student achievement in mathematics and English language arts.
Appendix Description

The following pages provide additional information on the Arizona Hope Street Group Teacher Fellows, focus group questions, focus group analysis, number of respondents referencing each theme, and Teacher Fellows' responses to an initial draft of the recommendations.
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Appendix A

This appendix provides a list of the Arizona Hope Street Group Teacher Fellows and their affiliations.

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<thead>
<tr>
<th>Teacher Fellows</th>
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<tr>
<td>Misti Andrews</td>
<td>Paradise Valley Unified Schools</td>
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<td>Aidan Balt</td>
<td>Maricopa Unified School District</td>
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<tr>
<td>Amy Casaldi</td>
<td>Gilbert Public Schools</td>
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<td>Susan Collins</td>
<td>Kingman Unified School District</td>
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<td>Audra Damron</td>
<td>Tolleson Elementary School District</td>
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<td>Siobhan Daniel</td>
<td>Tucson Unified School District</td>
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<td>Louise Durant</td>
<td>Williams Unified School District</td>
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<td>Joy Hallet</td>
<td>Balsz School District</td>
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<td>Stephanie Hayes</td>
<td>Amphitheater Public Schools</td>
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<td>Jess Ledbetter</td>
<td>Deer Valley School District</td>
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<td>Cheryl Martin</td>
<td>Dysart Unified School District</td>
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<td>Rebecca McComish</td>
<td>Vail School District</td>
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<td>Joshua Meibos</td>
<td>Balsz School District</td>
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<td>August Merz</td>
<td>Tucson Unified School District</td>
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<td>Alistair Mountz</td>
<td>Casa Grande Union High School District</td>
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<tr>
<td>Karla Palafox</td>
<td>Chandler Unified School District</td>
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<td>Anthony Perez</td>
<td>Cartwright School District</td>
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<td>Kristin Roberts</td>
<td>Phoenix Union High School District</td>
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<td>Petra Schmid-Riggins</td>
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<td>Nicole Wolff</td>
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<tr>
<td>Cheryl Wylie</td>
<td>Lake Havasu Unified School District</td>
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<tr>
<td>Tammy Yonnie</td>
<td>Window Rock Unified School District</td>
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Appendix B

This appendix provides a copy of the focus group questions in Arizona.
AZ Fall 2017 Focus Group Questions

Hope Street Group, as an independent nonprofit, is facilitating the collection of data from teachers in Arizona in order to create an advisory brief that will be shared with key stakeholders and policy makers to help develop policies that will strengthen our schools and the education our students receive. All responses are collected anonymously. Your willingness to respond to these questions is appreciated.

How are teachers encouraged to assume school leadership roles in your school? (These may include compensated and uncompensated opportunities to share professional expertise with other staff members and colleagues).

What role do you play in the development of your school’s mission? (These may include collaboration with administration, teacher teams, parent groups, a PLC. etc.)

Does your school use non-instructional time for peer-to-peer collaboration? ( ) Yes ( ) No

How does your school use non-instructional time for peer-to-peer collaboration?

How does school climate contribute to teacher retention at your school?

Thank you for completing this survey. Your input is valued. If you have questions about the State Teacher Fellowship, please contact: tabitha@hopestreetgroup.org. If you would like to be contacted about how you can contribute to the work of the State Teacher Fellowship, visit: http://hsg.270strategies.com/pln-signup.htm.
Appendix C

This appendix provides information on the focus group analysis and the total number of respondents by most common themes.

HSG collected qualitative responses from an online survey hosted on SurveyGizmo and from in-person focus groups. HSG then sent the results to Magnolia Consulting for analysis. After receiving the focus group data, Magnolia Consulting cleaned and prepared them for coding in ATLAS.ti, a qualitative data analysis software. ATLAS.ti allows users to divide data into segments, attach codes to the segments, and find and display all instances of similarly coded segments for analysis (Miles & Huberman, 1994).1 This enables efficient data organization and analysis. Next, Magnolia Consulting conducted a content analysis of the data, which involved identifying, organizing, and categorizing recurring themes (Patton, 2015).2 Magnolia Consulting staff regularly met to review codes and establish raters’ agreement on recurring themes. The total number of respondents who referenced each theme is located in Tables C1–C5.

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FG1. How are teachers encouraged to assume school leadership roles in your school? (These may include compensated and uncompensated opportunities to share professional expertise with other staff members and colleagues.)

Table C1

<table>
<thead>
<tr>
<th>Theme</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation for leadership roles matters</td>
<td>202</td>
</tr>
<tr>
<td>Interested teachers are encouraged to apply or volunteer</td>
<td>159</td>
</tr>
<tr>
<td>Teachers are asked to assume leadership roles</td>
<td>140</td>
</tr>
<tr>
<td>Teachers are told to assume leadership roles</td>
<td>126</td>
</tr>
<tr>
<td>Teachers lead committees or leadership teams</td>
<td>176</td>
</tr>
<tr>
<td>Teachers collaborate and share knowledge with peers</td>
<td>117</td>
</tr>
<tr>
<td>Teachers serve as a department chair or grade-level lead</td>
<td>62</td>
</tr>
<tr>
<td>Teachers lead clubs or coach sports</td>
<td>60</td>
</tr>
<tr>
<td>Teachers mentor others</td>
<td>60</td>
</tr>
</tbody>
</table>

FG2. What role do you play in the development of your school’s mission? (These may include collaboration with administration, teacher teams, parent groups, a PLC, etc.)

Table C2

<table>
<thead>
<tr>
<th>Theme</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers collaborate with school staff on the mission</td>
<td>241</td>
</tr>
<tr>
<td>Teachers have little or no role in developing the mission</td>
<td>215</td>
</tr>
<tr>
<td>Teachers implement the mission</td>
<td>88</td>
</tr>
<tr>
<td>Teachers do not know the mission</td>
<td>62</td>
</tr>
</tbody>
</table>

FG3. Does your school use non-instructional time for peer-to-peer collaboration?

Table C3

<table>
<thead>
<tr>
<th>Theme</th>
<th>Survey Count</th>
<th>Survey Percentage</th>
<th>Focus Group Count</th>
<th>Focus Group Percentage</th>
<th>Total Count</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>368</td>
<td>81%</td>
<td>634</td>
<td>81%</td>
<td>1,002</td>
<td>81%</td>
</tr>
<tr>
<td>No</td>
<td>84</td>
<td>19%</td>
<td>149</td>
<td>19%</td>
<td>233</td>
<td>19%</td>
</tr>
</tbody>
</table>
FG4. How does your school use non-instructional time for peer-to-peer collaboration?

Table C4

<table>
<thead>
<tr>
<th>Theme</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers meet in professional learning communities</td>
<td>274</td>
</tr>
<tr>
<td>Teachers meet as teams—within grade levels or content areas</td>
<td>247</td>
</tr>
<tr>
<td>Teachers discuss planning, lessons, or curricula</td>
<td>95</td>
</tr>
<tr>
<td>Teachers collaborate during professional development</td>
<td>84</td>
</tr>
<tr>
<td>Teachers discuss student data during meetings</td>
<td>64</td>
</tr>
<tr>
<td>Teachers meet at least weekly</td>
<td>190</td>
</tr>
<tr>
<td>Teachers meet during planning time</td>
<td>98</td>
</tr>
<tr>
<td>Teachers meet before or after school</td>
<td>91</td>
</tr>
<tr>
<td>Teachers meet during early release or delayed start days</td>
<td>81</td>
</tr>
<tr>
<td>Teachers do not have enough time to meet</td>
<td>59</td>
</tr>
</tbody>
</table>

FG5. How does school climate contribute to teacher retention at your school?

Table C5

<table>
<thead>
<tr>
<th>Theme</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>School climate significantly impacts teacher retention</td>
<td>207</td>
</tr>
<tr>
<td>School administration sets the overall tone</td>
<td>169</td>
</tr>
<tr>
<td>Positive relationships with fellow staff impact culture</td>
<td>106</td>
</tr>
<tr>
<td>Compensation impacts retention more than climate does</td>
<td>91</td>
</tr>
</tbody>
</table>