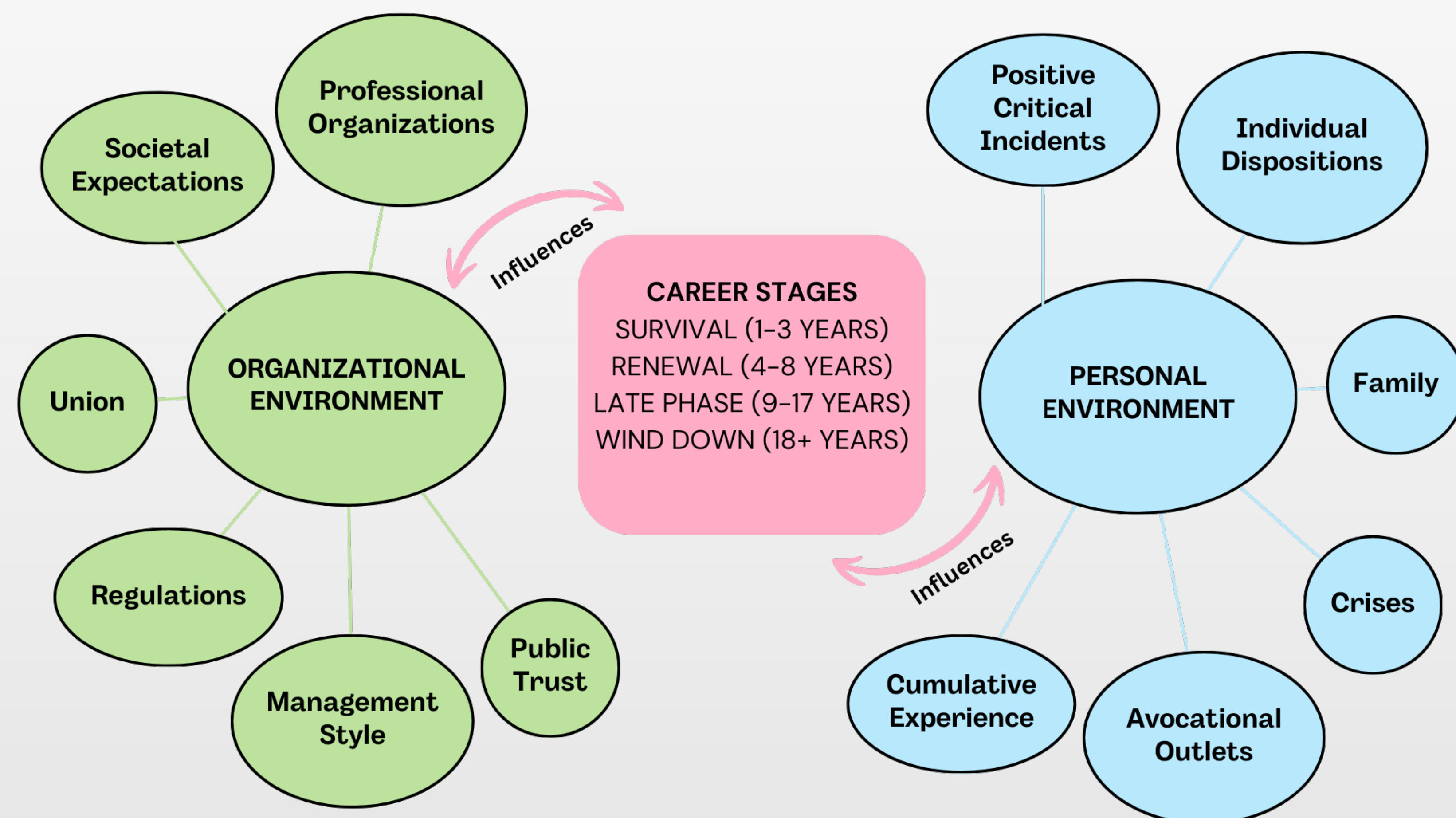


# Tracing the Turnover Intentions of SBAE Teachers by Certification Path and Career Stage

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## Introduction & Theoretical Framework

- Teaching, especially within SBAE, is a rewarding but challenging profession, with high levels of stress and burnout.
- Research has found that nearly 41% of teachers in the U.S. leave the teaching profession within the first five years (Ingersoll, 2014).
- Persistent difficulties in recruiting and retaining SBAE teachers are highlighted by National Supply and Demand figures (Foster et al., 2023)
- Added responsibilities on top of juggling numerous tasks like facility upkeep, FFA chapter management, and SAE visits have further exacerbated the attrition problem (Solomonson et al., 2018)
- Fessler & Christensen's (1992) model outlines career stages for teachers, influenced by personal and organizational factors, which is echoed in SBAE literature as factors affecting teachers' turnover intentions.



## Methodology

- **Objective:** Describe the turnover intentions of traditionally certified (TC) and alternatively certified (AC) SBAE teachers by career stage.
- **Target Population:** Cluster sampling was used, categorizing teachers by NAAE region. Random sampling was then employed to sample all SBAE teachers in a state or series of states within that cluster.
- **Data Collection:** Data was collected during October of 2023 using Qualtrics
- **Survey Instrument:** Twenty statements adapted from Sorensen (2015), assessing the turnover intentions of SBAE teachers. A five-point Likert-type scale was used to rank each statement
- **Response Rate:** 398 teachers participated, with 65.1% ( $n = 259$ ) identifying as TC and 34.9% ( $n = 139$ ) identifying as AC.

## Results

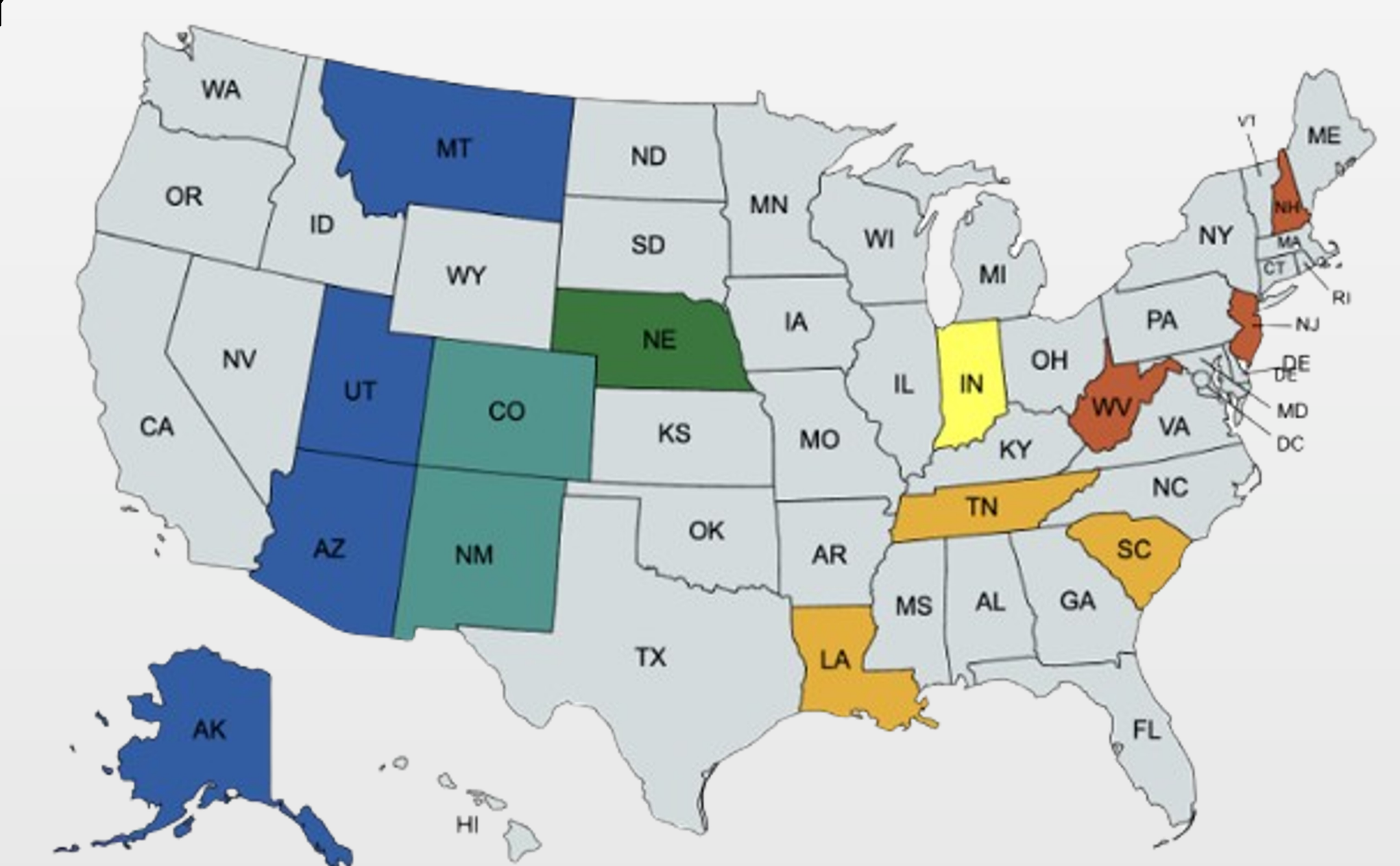
### Turnover Intentions of Traditionally & Alternatively Certified SBAE Teachers by Career Stage

Career Stage	Traditionally Certified		Alternatively Certified	
	M	SD	M	SD
Survival (1-3 years)	2.87	0.29	2.78	0.28
Renewal (4-8 years)	2.89	0.31	2.94	0.38
Late Phase (9-17 years)	2.96	0.31	2.87	0.33
Wind Down (18+ years)	2.86	0.50	3.04	0.48

Note: Construct variable scale, 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

- Both cohorts of early career teachers (Survival Stage) have the lowest turnover intentions.
- In contrast, those in the later stages, particularly alternatively certified teachers in the Wind Down phase, display greater turnover intentions.

### Surveyed States by NAAE Region



## Conclusions/Recommendations

- SBAE teachers' turnover intentions are intricately linked to their career stage and certification path, resonating with Fessler and Christensen's (1992) model.
- For early career teachers, the focus should be on providing support systems and professional development opportunities that help them transition effectively into the profession.
- For more experienced teachers, particularly those in the Wind down phase, the strategies should include recognition of their contributions, opportunities for career advancement, and flexible work arrangements.
- Tailoring retention efforts in this manner acknowledges the evolving professional development needs of SBAE teachers and fosters a more supportive teaching environment, potentially reducing turnover in the long term.