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The Effect of Labor Differences in Charter and Traditional Public Schools on Teacher Attitudes and Beliefs

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LOYOLA MARYMOUNT UNIVERSITY

Research Proposal:

*The Effect of Labor Differences in Charter and Traditional Public Schools
on Teacher Attitudes and Beliefs*

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March 2021

TABLE OF CONTENTS

Chapter 1: Introduction.....	4
Statement of the Problem.....	4
Significance of the Study	5
Purpose of the Study	6
Research Questions.....	6
Research Design and Methodology.....	7
Definition of Terms.....	8
Summary.....	9
Chapter 2: Review of Literature.....	11
Conceptual Framework.....	11
Labor and Organizational Differences.....	12
Job Satisfaction	14
Teacher Turnover, Attrition, and Retention.....	16
Turnover and Job Satisfaction.....	18
Summary.....	21
Chapter 3: Methodology.....	23
Design of the Study.....	23
Setting.....	24
Participants.....	24
Data Collection.....	25
Data Analysis.....	26
Limitations.....	27

Summary.....27

References.....28

Appendix A: Survey and Informed Consent.....32

Appendix B: Anticipated Interview Questions.....42

Appendix C: Experimental Subjects Bill of Rights.43

Appendix D: Human Subjects Certifications.....44

CHAPTER 1

INTRODUCTION

Introduction

From their introduction into the education system in the 1990s to 2020, charter schools have raised questions about their impact on traditional public school practices (Miron, 2017). Charter schools vary in many ways from traditional public schools. From differences in funding, government regulations, teacher certifications, and more, there is still room for inquiry on the impact of charter schools on various elements of the United States (U.S.) education system. Explicitly, how the differences in practices at charter and public schools could impact teachers, this study is interested in analyzing the disparities between charter and public schools. Specifically, this study will compare and contrast labor practices at both charter and public schools in West Contra Costa County, California (CA) to understand how labor practices' similarities and differences affect teacher attitudes and beliefs about teaching.

Statement of the Problem

California has seen the number of students attending charter schools increase from 250,000 in 2008 to nearly 600,000 in 2018. Nearly 10% of all students in CA attend a charter school (Green, 2019). The ascent of charter schools from experimental teaching labs to the forefront of national consciousness has been nothing short of meteoric as nearly \$4 billion federal dollars are spent on the 6,900 charter schools nationally, where enrollment has tripled in the last decade (Prothero, 2017). In recent years, the dichotomy between public and charter school teachers has become a burgeoning labor issue.

From the lack of union protection to the variance in expectations, teachers at a charter school are presented with a vastly different employment experience than public school

employees. Recent research suggests that charter school teachers are less satisfied with their jobs than public school employees (Roch & Sai, 2017). Furthermore, charter schools are more likely to lose their top-performing teachers to public schools, and their lowest-performing teachers tend to leave the profession altogether (Bruhn et al., 2020). This lack of labor protections and less satisfaction seems to be a function of teacher attrition (Bruhn et al., 2020).

Charter schools can differentiate themselves from traditional public schools' labor practices because they are largely exempt from most local, state, and federal regulations on education. The only caveat is that they must abide by basic regulations such as remaining tuition-free and religiously independent (Olneck-Brown, 2019). Most charter schools are run by some form of a nonprofit organization, while some states allow charter schools to be run by for-profit organizations. They are funded publicly by daily attendance for students and federal and state-based grants for charter expansion. Philanthropic investment in charter schools has contributed to their rapid expansion as millionaire investors funded or created schools (Miron, 2017).

The financial structure of maintaining and operating a school with profit and philanthropy as a centerpiece to the budget discussion further delineates the financial operation of charter schools. This fundamental difference has direct implications for teachers as their school is motivated by profit and philanthropic donations rather than answering to a school committee of some kind.

Significance of the Study

The issue of equity with charter schools has been primarily researched through the lens of student outcomes (Matsudaira & Patterson, 2017); this study will examine the ways in which charter schools deviate from standard labor practices and the effects those practices have on teachers. These effects may include attitudes, beliefs, compensation, attrition, and job

satisfaction. Several studies have looked into issues, such as the difference between attrition and retention rates in public and charter settings (Guthery & Bailes, 2019). However, few have looked at how differences in labor variables drive this difference, and even fewer have attempted to understand the relationship between school types (Roch & Sai 2017). This study will attempt to determine whether being in a charter school or public school has a predictive value of a teacher's job satisfaction and other senses of value and belonging.

Purpose of the Study

The purpose of this study is to compare and contrast labor practices at charter and public schools in order to understand the impact of those disparities on teacher attitudes and beliefs about teaching. Using a mixed-methods approach, this study will analyze differing labor practices at charter and public schools in West Contra Costa County. Using the list of elements that differ between charter and public schools, the researchers will then investigate what impact, if any, do these factors impact the attitudes and beliefs of teachers. An explanatory research design will be utilized within a mixed-methods approach in order to study the research questions. The literature review will place this study in context and will provide a foundation for our study. This study compares and contrasts the impact of disparities between charter and public schools, specifically labor practices. West Contra Costa County is of particular note due to the recent proliferation of charter schools in this region's urban areas (Booth, 2019).

Research Questions

Using a post-positivist paradigm, this research will investigate the answers to the following questions:

1. How do labor practices differ in charter and public schools located in West Contra Costa County, CA?

1. How do differences in labor practices between public and charter schools affect teacher attitudes and beliefs?

Research Design and Methodology

To answer and investigate the research questions, this study will employ an explanatory research design that will be used within a mixed-methods framework. Quantitative data will be collected through survey data collected from the Job Satisfaction Scale (Spector, 1985). The researchers will specifically look at 6-point Likert scales to develop data on teachers such as: (a) contractual hours, (b) performed hours, (c) job satisfaction, and (d) feeling of belonging at school. In the second stage of the study, the researchers will collect qualitative data from teacher interviews. Interviews will be deductively coded for evidence of differences in labor practices and the effects of those differences.

Once all the data has been collected and quantified, bivariate data analysis will be performed using the charter and public groups as variables. The data set will be categorically separated into a traditional public-school group and a charter schoolteachers' group. The data will be analyzed to see if any difference is correlated to the teacher group. Also, the survey data will look at, any statistically significant difference between charter and public-school teachers. Finally, interviews will be conducted with selected survey participants to analyze the qualitative effects of labor differences on teachers.

Limitations

A significant limitation in the research is that we are limited to a sample size of West Contra Costa County (WCCC) schools that may not accurately represent the country's educational landscape. WCCC is uniquely situated with immense socioeconomic and racial diversity within the same district, but this is not representative of every urban center. Self-

reported data via the teacher questionnaire is potentially limited as the user-reported data can be susceptible to bias. Teachers have limited time for outside surveys, and they may feel rushed to answer the Likert scales and the interviews.

Delimitations

The researchers have decided to sample exclusively from WCCC teachers for data collection and will attempt to recruit as many subjects as possible to make the sample nationally representative. The study will collect data from teachers from various backgrounds such as race, gender, sexual orientation, language, subject matter, grade level, years of experience. The surveys and interviews will be anonymized and accommodate any needs of the teacher. Content validity will be obtained using a standardized job satisfaction survey (Spector, 1985) with a known reliability and validity level.

Definition of Terms:

- *Charter School*: Charter schools generally have these defining factors to abide by 1) they must be tuition-free, 2) they must be public-funded and publicly accountable, 3) enrollment is by school-choice rather than location-based enrollment, 4) the organization that has the charter to manage the school will operate it privately (Olneck-Brown, 2019).
- *Teacher Retention*: The term teacher retention refers to the percentage of teachers who do not resign or retire per year. The inverse of teacher retention rates is teacher turnover rates (Renzulli et al., 2011).
- *Teacher Attrition*: Attrition refers to the number or rate of teachers who leave the education profession altogether (Renzulli et al., 2011).

- *Labor Practices*: Labor practices will be defined as the collection of practices that affect the employee, such as working conditions, safety, hiring, wages, hours, termination, reassignment, disciplinary actions as well as human resources. (Bruhn et al., 2020)
- *Credential*: Teacher credentialing is a broad term referring to the qualifications a person must possess to be a teacher or remain a teacher. This may include degrees, certifications, passage of tests, and portfolios (Bruhn et al., 2020)
- *Compensation*: Compensation refers to the total dollar amount of benefits and salary educators receive from their employers.
- *Job Satisfaction*: A measure of an employee's "degree to which one is important needs for health, security, nourishment, affiliation, esteem...is fulfilled on the job or as a result of the job" (Munir & Katoon, 2015).
- *Traditional Public School*: Traditional public schools are publicly funded, free to attend schools that enroll students based on their locations/proximity to the school district. They are managed by a school district that may encompass many schools of varying sizes and levels. (Miron, 2017)

Summary

Since the emergence of charter schools, their impact on those involved in the education system has raised questions and inquiry. Some of the most critical agents in that system are teachers. This study aims to compare and contrast labor practices at charter and public schools in Contra Costa County, CA, to understand how the similarities and differences in labor practices affect teacher attitudes and beliefs about teaching. This study is significant because as the prominence of charter schools rises, teachers' impact needs to be analyzed. Teachers are some of the most critical education system members that can be negatively or positively affected by

disparities in labor practices at charter and public schools. The following chapters will review the literature, describe the study's design, explain the findings, and provide recommendations based on the research findings. Charter schools are becoming increasingly more prominent in the U.S. It is critical to study charter schools' impact on teachers to develop our education system to work as effectively as possible. The literature review demonstrates that while many studies have looked at differences between charter schools and traditional public schools, few studies have analyzed the effects of those different practices on teacher's attitudes and beliefs.

Chapter Two

Conceptual Framework

Charter schools and public schools are two different systems working towards similar goals of serving students and teachers. Although both systems are working towards similar goals, their methods and practices vary. From differences in funding, government regulations, teacher certifications, and more, there is still room for inquiry on the impact of charter schools on various elements of the United States education system. Specifically, the researchers want to study how the differences in labor practices at charter and public schools could impact teachers. Teachers are critical elements of the success of charter and traditional public schools (TPS). Understanding how teachers are impacted by working at these two different schools could illuminate how schools can best support their teachers. This could improve teacher retention and keep strong teachers in the classroom. This study will compare and contrast labor practices at both charter and public schools in West Contra Costa County, California, to understand how the similarities and differences in labor practices affect teacher attitudes and beliefs about teaching.

The conceptual framework in this research will take a post-positivist approach and will use theories that demonstrate causal relationships (Creswell, 2014). This literature review will present theories that fall into two categories. One group of theories will demonstrate the causal relationship between labor practices and retention rates for teachers. The other group of theories will demonstrate that school type has a causal relationship to teacher retention.

Review of the Literature

Although there are many theories about differences between charter schools and traditional public schools, this review will focus on four themes most applicable to labor practices at charter and traditional public schools. This literature review will discuss labor and

organizational differences between traditional public schools and charter schools, job satisfaction at traditional public schools and charter schools, traditional public schools and charter school's teacher turnover, and gaps in research/avenues for future exploration.

Labor and Organizational Differences

A fundamental difference between the organizational structure of charter schools is the lack of collective bargaining. Matsudaira and Patterson (2017) explain that while unionized charter schools exist, they are far less common as TPS unions. Charter schools are uniquely positioned outside labor regulations for schools to be exempt from collective bargaining mandates, but they are not prevented from bargaining (Olneck-Brown, 2019). A common argument against educational unionization is that the union 'protects' ineffective educators from accountability, and this protection causes a decrease in student outcomes.

The reality is that TPS's tenure system leads to better teacher retention for the most effective teachers while pushing ineffective educators out of the profession. Han (2020) explains how this creates a quality filter where the heightened scrutiny of the probationary period (two years) for new educators allows districts to determine teachers' long-term success. Having an initial two-year review of a teacher allows districts to give tenure to the effective young teachers while having no obligation to continue the contracts of those proving ineffective. Tenure also provides teachers with a wide range of protections that are not afforded to them by contemporary antidiscrimination litigation (Kahlenberg, 2016). This organizational difference has a stark effect on teacher outcomes where the rate of teacher dismissal increases 6-9% and is associated with a 2-3% increase in teacher retention. For student outcomes, a 1-2% decrease in high school dropout rates and a 3-5% increase in their teachers' quality (Han, 2020). This study analyzed

nearly a decade of data and various sources to determine a relationship between unionization and several outcomes.

Han's empirical evidence was mainly based on TPS, and it would be remiss to not analyze the effects of unionization within the charter context. Matsudaira and Patterson (2017) analyzed California charter schools over the same period as Han (2020). Matsudaira and Patterson (2017) used standardized test data before and after charter schools unionized; they developed a natural experiment for unionization effects on student outcomes at charter schools. Math scores increased by .17 standard deviations in charter schools after unionization, and this increase was statistically significant at the $p < .05$ level. This suggests that the current framework surrounding labor agility benefits within charter schools may be more nuanced and complex than it would present (Matsudaira and Patterson, 2017).

Developing working conditions that support and sustain teachers' longevity in the profession will help develop a retention framework. Using adaptive conjoint analysis, Viano et al. (2020) determined that there are specific working conditions that are salient in teacher's employment decisions: "processes include consistent enforcement of discipline, consistent administrative support, school safety, small class sizes, and availability of high-quality PD" (Viano et al., 2020, p. 25). They specifically focused on malleable systems that schools can change and offer rather than structural factors that have less hope for change.

This study will strive to expand on the literature describing the labor practices of charter and public schools. While the current literature has a solidified grasp of the broader thematic differences between school types, few have analyzed the minute differences and how those differences affect focal labor attributes such as attrition, retention, and job satisfaction.

Job Satisfaction

The body of work on job satisfaction and education centers on well-established instruments to measure the totality of job satisfaction (Munir, 2015). Spector's Job Satisfaction Scale (JSS) is an industry standard for the measurement of job satisfaction and the JSS or a subsequent version influenced most studies in this area of educational research (1985).

Renzulli et al. (2011) uniquely studied teacher satisfaction regarding racial composition and organization, charter school, and TPS. The researchers theorized that race and school types would independently impact teacher satisfaction, but there could also be an intersectional effect. Renzulli et al. research methods were survey-based and utilized the 1999-2000 Schools and Staffing Survey (SASS) and the Teacher Follow-up Survey (TFS). Their dependent variable was a scale of satisfaction, and their independent variable was primarily their racial mismatch variable. Renzulli et al. conclude that as a result of more autonomy, teachers in charter schools were more satisfied than teachers in traditional public schools, and autonomy can offset the negative effect of racial mismatch on satisfaction.

Renzulli et al. provide necessary research on racial composition and school organization. This research is essential for our study because it alludes to the impact of school organization type on teacher satisfaction. Although Renzulli et al.'s research focuses on race, school type, and organization, the study is vital to consider because they found that school type is correlated with teacher satisfaction. This theory provides the current study a hypothesis based on labor practices and school type.

Moreover, Roch and Sai (2017) utilized survey data to conclude that teachers at charter schools are less satisfied when compared to teachers in TPS. Roch and Sai utilize survey data from the 2007-2008 SASS. The SASS is a "large-scale sample survey of K-12 school districts, schools, teachers, libraries, and administrators in the United States." Their dependent variable

was a scale of satisfaction. Their independent variables were the descriptions of working conditions in schools. Roch and Sai found that compared to teachers in TPS, teachers in charter schools appear less satisfied with their jobs. Their data analysis demonstrates that salary and union membership appeared to be critical working conditions that lead to lower levels of satisfaction in teachers at charter schools. However, they also found that administrative support had the most considerable effect on teachers' satisfaction levels. In traditional public schools, Roch and Sai find that the impact of working conditions can vary and do not equally influence teacher satisfaction (p. 983).

Roch and Sai's research provides insight on job satisfaction at charter and traditional public schools. Insights on job satisfaction and working conditions illuminate this research topic and open up several new research avenues. For example, one of Roch and Sai's study's limitations is that their conclusions were generalized due to gaps in the charter school data set. Expressly, the sample size was limited with concern to Education Management Organizations (EMO) and Charter Managed Organizations (CMO). Roch and Sai also state,

"Any of these relationships should be viewed as associative rather than causal. When we examine the effects of more concrete characteristics, such as differences in income across teachers, we are more likely to make the assumption that they cause varying levels of satisfaction (p. 984)".

Our study aims to determine a causal relationship within our sample size and include more specific variables. The trend of working conditions having a significant relationship with teacher job satisfaction is not uniquely an American trend as Toropova et al. (2019) demonstrated similar results in Sweden. Using a regularly occurring survey of teachers, they were able to determine that the factor contribution to positive work environments were how much work the teacher had,

and the amount of collaboration they had with their school staff. This will be paramount to consider in terms of satisfaction and also teacher retention.

Teacher Turnover: Attrition and Retention

A major concern adjacent to total job satisfaction is the rate at which teachers leave or stay in the profession. Borman and Dowling's (2017) meta-analysis of attrition and retention data demonstrated that likelihood to leave the profession was influenced heavily by working conditions. They define attrition as leaving the profession and retention as remaining in education as a credentialed teacher or administrator. Bringing this theory to school types has ramifications for the working theory of factors that relate to job satisfaction and retention.

Texas has seen a meteoric rise in charter school funding and the proliferation of alternative teaching licensure programs (Guthery & Bailes, 2019). Guthery and Bailes found that after looking at over 175,000 teacher's careers from 2000-2015, even when controlling for credentialing status, the probability of teacher retention after five years is well below the retention rate for public school teachers (2019). Among traditional licenses, the probability of retention for public school teachers was 67.5% compared to the charter school retention rate of 55.9%. For alternative credentialing, the retention gap was 60.6% and 48.4% for public and charter schools, respectively. This study concludes that the "strongest predictors of new teacher persistence are traditional certification and initial placement in a traditional public-school setting" (p. 17).

Similarly, Gulosino and Rorrer (2019) examined the variations between Utah charter schools and TPS, finding significant differences between teachers' grade level and mobility out of the teaching profession. Gulosino and Rorrer found that charter school teachers in secondary schools had higher turnover rates than TPS teachers, but turnover rates were lower for charter

school teachers than TPS teachers. This study is essential for researchers because it highlights a correlation between school type and teacher retention. This correlation between school type and teacher retention continues to be a trend in the literature analyzed for this study; however, there are discrepancies because various studies differ on which school type has the higher attrition and retention rates.

Nguyen et al. (2019) conduct a comprehensive meta-analysis to study teacher attribution and retention, and one of their findings concludes that teachers' turnover rate in a charter school is higher than teachers in traditional public schools. Nguyen et al. conducts a meta-analysis where they took thousands of studies and used code to consolidate the findings of those studies. The results from the meta-analysis that are relevant include the conclusions that the turnover rates for charter school teachers are higher than teachers in TPS and teachers are less likely to leave schools with stable working conditions. After finding that various school organization characteristics are directly correlated to lowering teacher attrition, the researchers came to these conclusions. Precisely, Nguyen et al. name improving the school's work environment and having prominent support from the school's administration as direct factors that can reduce teacher attrition (2019).

The findings and theories in Nguyen et al. (2019) provide insight for our working theory on teacher attrition and retention in our study. This study informs the researchers that school type can have a causal relationship to teacher attrition and retention. Moreover, this study also highlights the correlation between school organization characteristics and lower teacher attrition. Nguyen et al. (2019) demonstrate the connection between school organization practices and the impact on teacher attrition and retention. These findings from Nguyen et al. have contributed to

building the conceptual framework for this study and building on this study's theory that school type has a relationship to teacher retention and satisfaction.

Organizational Turnover and Job Satisfaction.

When considering the effects of the different labor practices between TPS and charter schools, an intersectional lens of analysis will be an effective method towards delineating the data. An analysis of New York City teachers of color found that charter schools with weak labor protections and who rely on inexperienced teachers have higher turnover rates for teachers of color (White, 2018). The charter schools with the lowest turnover rate were unionized and hired teachers from the community rather than hiring from alternative programs which source teachers nationally. White contends that one school's dependency on the first year alternatively credentialed teachers create a disincentive for improving working conditions for teachers of color. The same study found that charter school's focus on test scores, private donors, and rigidity was a causing factor for black teacher attrition in the sector (White, 2018). White suggests that community-based schooling and staffing may be a potential protective factor for teachers of color in charter environments.

White's (2018) study is relevant to this research because it finds a correlation between working conditions and teacher turnover. This study is inquiring about whether working conditions and labor practices impact teacher turnover. White's study concludes that certain conditions impact teacher turnover regardless of school type. This study aims to expound on these findings and find if these working conditions and labor practices that impact teacher turnover are found most often at charter and TPS. Farinde-Wu and Fitchett studied a large data set of job satisfaction information for Black teachers (2016). Through data analysis, they were able to conclude that Black female teachers are most satisfied with their jobs in public urban

districts. These findings compound White's conclusion about the effect of charter schools on Black teacher retention (2018). Although White and Farinde-Wu and Fitchett both solely focus on race in regard to job satisfaction, their findings will be directly related to the analysis of job satisfaction by school type.

Moreover, Stuit and Smith (2010) explain key findings of teacher turnover in charter schools. The study in this source used data from two surveys, National Center for Education Statistics (NCES) Schools and Staffing Survey (SASS) and the Teacher Follow up Survey (TFS), in order to compare teacher turnover at TPS and charter schools. Specifically, they looked at school organization as one of the primary explanations for the differences in turnover. This study found that teachers at traditional public schools have significantly lower turnover rates than charter school teachers. Teachers at charter schools were 76% more likely to move to another school and 130% more likely to leave the teaching profession than teachers at TPS (Stuit and Smith, 2010). Furthermore, Stuit and Smith describe dissatisfaction with charter schools' working conditions as a critical indicator for voluntary teacher mobility. For example, 47% of charter school teachers that changed to another school reported dissatisfaction with workplace conditions or lack administrative support as the reason for leaving the charter school. This is in conflict with Cowen and Winter's findings that the determinant of charter teacher attrition is more likely to be related to teacher effectiveness rather than working conditions (2013). They studied student test scores from 2002-2008 and related it to the respective teacher's test scores. By studying cohorts of teachers and scores, they were able to generalize the trend that effective teachers seem to persist and remain in the profession while the less effective teachers left at higher rates. Stuit and Smith's trend (2010) and Cowen and Winter's findings (2013) will need to be considered as the theory of what drives retention develops.

The findings in Stuit and Smith (2010) are significant to this study because the study highlights the correlation between dissatisfaction with workplace conditions and higher levels of turnover. These findings help build the working theories for this research. Specifically, this study emphasizes the correlation between workplace conditions and teacher turnover. This study aims to expand on this finding and connect workplace conditions and practices to school types to explain teacher turnover. Like Stuit and Smith (2010), the researchers for this study point towards charter school and TPS organizational practices and workplace conditions as directly correlated to teacher turnover and satisfaction.

Further, the study conducted by Beabout and Gil (2015) highlights labor practices and organizational issues at charter schools as decisive motivators for teachers unionizing. Beabout and Gil use various forms of data collection for their study. This case study used teacher and school administrator interviews analyzed for recurring themes and were then compared to information in documents about the unionization efforts. The study found two of the main reasons teachers were organizing at this charter school in New Orleans due to inequality in pay and confusion around staff retention policies. The leading cause of unionization was the inequality of pay. The charter school got to select how much they paid teachers and often individually negotiated salaries.

Furthermore, staff was unclear on their job security and retention. The charter school was not clear on policies and often fired teachers abruptly. During debates for unionizing, teachers requested pay increases, improved health care benefits, and pay equity. This study highlights the organizational issues at charter schools that are leaving teachers there dissatisfied.

The study above is related to this research because it highlights the variations of labor practices and working conditions at charter schools that directly impact teacher satisfaction in the

short term and teacher turnover and attrition in the long term. The inequity of pay and unclear policies are common issues at charter schools that lead to dissatisfaction and possibly turnover (Stuit and Smith, 2010). This study's findings add to our working theory that charter schools have organizational issues and labor practices that lead to teacher turnover and dissatisfaction. Unlike TPS, charter schools do not rely on the school district to mandate and be transparent about workplace conditions and labor practices. This can lead to teachers at charter schools moving to TPS or leaving the profession altogether. This study is responding to the call by Beabout and Gil (2015) to do further research on charter school organization and labor practices for teachers at charter schools.

Summary

This study will compare and contrast labor practices at both charter and public schools in West Contra Costa County, California, to understand how the similarities and differences in labor practices affect teacher attitudes and beliefs about teaching. The theories discussed in this literature review built the conceptual framework for this research. This literature review analyzed theories in four categories: labor and organizational differences between traditional public schools and charter schools, job satisfaction at traditional public schools and charter schools, traditional public schools and charter school's teacher turnover, and gaps in research/avenues for future exploration. Moreover, this literature review also presented theories that were organized into two categories for the conceptual framework. One group of theories demonstrates the causal relationship between labor practices and retention rates for teachers. The other group of theories demonstrates that school type has a causal relationship to teacher retention. The casual relationship examined in these theories supports this research taking a post-positivist approach to research a causal relationship between labor practices at TPS and charter schools and teacher

attitudes and beliefs. Given the research studied in this literature review, the following chapter discusses the methods for this research. This research will use a mixed-methods approach to research a causal relationship between labor practices at TPS and charter schools and teacher attitudes and beliefs.

Chapter Three

Methodology

Design of the Study

This study wants to investigate how labor practices differ in charter and public schools located in West Contra Costa County, CA. The researchers will explore how differences in labor practices between public and charter schools affect teacher attrition and retention. In chapter two, contemporary research has demonstrated apparent differences in charter schools and public schools nationally. The literature review also demonstrates evidence of a relationship between school type and job satisfaction. This study will contribute to this body of literature and pursue an understanding of any relationship between the variables in West Contra Costa County. Data will be collected on collective bargaining and working conditions to align this study with previous work on this topic.

This study's methodological framework is an explanatory sequential approach (Creswell 2014) that will seek to survey teachers in the county about variables such as job satisfaction, compensation, credential status, contractual hours, performed hours, and frequency of professional development. After using standard metrics such as Spector's Job satisfaction questionnaire (1985) and six-point Likert-scales for survey items, the research will analyze the preliminary data. Once completed, the researchers will use an interview protocol to query teachers on their school's labor practices, beliefs and attitudes towards school type, and their personal decisions to stay in education.

Setting

All schools in the survey data set are charter or traditional public schools located in West Contra Costa County (WCCC). For public schools, they all belong to West Contra Costa Unified School District (WCCUSD), and for charter schools, we limited the sample to schools that compete for students in WCCUSD. West Contra Costa County is diverse in student backgrounds and socioeconomic status, and this diversity is reflected in student enrollment in both school types. This county was selected for study due to two factors. The researchers have proximity to this region which facilitates access to data collection. The second factor is the rising number of charter schools in this county and ongoing district and county conflicts with charter schools. This presents a unique opportunity to gain contemporary insights into policy and practice as they unfold in WCCC.

Participants

The study will be conducted with teachers who teach in WCC. The only teacher group excluded are teachers who work at private or independent schools as the study did not focus on this school type. Particular focus will be given to any teacher who worked at both charter and public schools as they would be ideal participants for the interview portion of the study. The initial survey will be sent on social media, professional teaching networks, and directly to charter and public schools in WCC. Within this survey, we asked participants at the end of the survey to participate in the study's interview section. They provided their email in the survey to verify employment, and that will be used to contact potential teachers that also agree to be interviewed.

Data Collection

The data collection process will start with an initial survey. This survey includes several metrics, including the job satisfaction questionnaire (Spector, 1985) and self-reported data on teacher's working conditions, attitudes, and beliefs. Teachers answered demographic questions at the end of the survey to avoid activating stereotype threat or biases about school type (refer to Appendix A). This addresses the first research question about fundamental differences between school types in WCC. Further survey questions concerning teachers' salaries, hours, and future/past decisions to leave a school site were included to provide insights into the second research question. Coupling self-reported teacher data with publicly available data sets about attrition and retention for each school surveyed will create a data set that hopes to answer the second research question. All research questions regarding attitudes and beliefs were six-point Likert scales. The five options were: 1 (Disagree Very Much), 2 (Disagree Moderately), 3 (Disagree Slightly), 4 (Agree Slightly), 5 (Agree Moderately), 6 (Agree Very Much). The researchers were able to synthesize attitudes and beliefs per school type based on this data. Data about the number of hours worked was surveyed using a sliding scale that allowed participants to estimate their hours numerically.

After data analysis, the themes from the data set will inform the development of the interview questions. Using teachers who selected that they were open to being interviewed, the researchers will use a standardized open interview protocol based on the survey data trends. The interviews will be included to address the second research question about how working conditions relate to job satisfaction and attrition. Interviews will be transcribed and deductively coded for themes concerning the two questions of interest. The following themes are expected to

emerge working conditions, labor practices, collective bargaining, hours worked, attitudes about work/teaching, likelihood to leave the profession, past experiences at other schools.

Data Analysis

Quantitative Analysis. Once the survey data is collected and compiled, the data set will be separated by Group 0 (Traditional Public School Teachers) and Group 1 (Charter School Teachers). A possible threat to internal validity would be selection bias due to existing groups of charter and public school teachers. This threat will be mitigated by randomization and large sample size in both groups. Another possible threat is an interaction threat because of the politically charged nature of charter schools; however, this threat will be minimized by asking survey respondents only questions about their school environment. Furthermore, to minimize the testing threat, the survey does not ask respondents about their school type until the end of the survey to prevent the priming of the emotional charge between charter and public school teachers. Content validity will be obtained by a multifaceted survey informed by existing literature to cover the multidimensional nature of differing beliefs, attitudes, and practices of teachers in public and charter schools.

The internal reliability of the survey data will be measured via Cronbach's alpha. A correlational analysis will be performed to see what differences, if any, are statistically significant. The correlation analysis will demonstrate which variables are driving job satisfaction and provide a springboard for interview question development.

Qualitative Analysis. Interviews will be coded through thematic analysis, and researchers will discuss how themes in interviews relate to quantitative findings.

There exists a potential for self-selection threat as teachers have to choose to participate in the study. This threat can be mitigated by having the survey widely available and distributed at many

different school sites. Location threat is also a potential concern as we focus on a limited part of a Californian county. However, the researchers argue that the region's diversity (socioeconomically, immigration status, ethnicity, race) is representative of urban environments in the United States.

Limitations

There is minimal risk to the participant, and the maximum burden is 45 minutes if they complete the survey and the interview. All interviews will be conducted through Zoom to mitigate any potential in-person risk of the ongoing COVID-19 pandemic.

Summary

This study will focus on comparing and contrasting labor practices at both charter and public schools in West Contra Costa County, California (CA), to understand how the similarities and differences in labor practices affect teacher attitudes and beliefs about teaching. After reviewing existing literature, the researchers have determined that contemporary research has demonstrated apparent differences in charter schools and public schools nationally, and there is evidence of a relationship between school type and job satisfaction. This research strives to contribute to the body of literature that examines causal relationships between different variables in WCCC. This research will be a mixed-methods approach that will survey teachers in the county about variables such as job satisfaction, compensation, credential status, contractual hours, performed hours, frequency of professional development. After using standard metrics such as Spector's Job satisfaction questionnaire (1985) and six-point Likert-scales for survey items, the research will transition to the preliminary data analysis. Once completed, the researchers will use an interview protocol to query teachers on their school's labor practices, beliefs and attitudes towards school type, and their personal decisions to stay in education.

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[1/White_JTLPS7.1.pdf](https://www.csus.edu/coe/academics/doctorate/jtlps/issues/7-1/White_JTLPS7.1.pdf)

APPENDIX A:

Survey attached in following pages

Survey

* Required

Informed Consent

Loyola Marymount University
Informed Consent Form

TITLE: The Effect of Labor Differences in Charter and Traditional Public Schools on Teacher Attitudes and Beliefs

INVESTIGATOR: Brendan Henrique and Daisy Altamirano, Urban Education, Graduate School of Education, 5083692117

ADVISOR: Maryann Krikorian, Urban Education, Graduate School of Education, (310) 338-4272

PURPOSE: You are being asked to participate in a research project that seeks to investigate the working conditions and experiences of teachers in West Contra Costa County. You will be asked to complete a questionnaire about your attitudes about your school and working conditions. At the end of the survey, you can elect to be included in a second pool of participants who elect to be interviewed as well.

RISKS: Risks associated with this study include: There are no foreseeable risks with the survey or interview. All interviews will be conducted virtually to ensure safety with the ongoing COVID-19 pandemic.

BENEFITS: This study will help describe the differences in teachers' attitudes and how their working conditions can shape their attitude.

INCENTIVES: You will receive no gifts/incentives for this study. Participation in the project will require no monetary cost to you.

CONFIDENTIALITY: Your name will not be collected in the survey. Demographic and background data such as school district, years of experience, race and ethnicity will be collected. Your sensitive information will never be used in any public dissemination of these data (publications, presentations, etc.). All demographic data will be reported aggregated to anonymize the data. All research materials and consent forms will be stored in an encrypted online database. Only the researcher and their faculty advisor, Dr. Maryann Krikorian, will have access to this database. When the research study ends, any identifying information will be removed from the data, or it will be destroyed. All of the information you provide will be kept confidential.

RIGHT TO WITHDRAW: Your participation in this study is voluntary. You may withdraw your consent to participate at any time without penalty. Your withdrawal will not influence any other services to which you may be otherwise entitled, your class standing or relationship with Loyola Marymount University.

SUMMARY OF RESULTS: A summary of the results of this research will be supplied to you, at no cost, upon request. Results are expected to be complete by July 2021, to request a copy email Brendan Henrique, bhenrig2@lion.lmu.edu.

VOLUNTARY CONSENT: I have read the above statements and understand what is being asked of me. I also understand that my participation is voluntary and that I am free to withdraw my consent at any time, for any reason, without penalty. If the study design or use of the information is changed I will be informed and my consent reobtained. On these terms, I certify that I am willing to participate in this research project.

I understand that if I have any further questions, comments or concerns about the study or the informed consent process, I may contact Dr. David Moffet, Chair, Institutional Review Board,

Loyola Marymount University, 1 LMU Drive, Los Angeles, CA 90045-2659
or by email at David.Moffet@lmu.edu.

1. Do you wish to participate in this survey? *

Mark only one oval.

Yes

No *Skip to section 10 (Declined to Participate)*

Part 1

2. Please circle the one number for each question that comes closest to reflecting your opinion about it. *

Mark only one oval per row.

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much
I feel I am being paid a fair amount for the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is really too little chance for promotion on my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is quite competent in doing his/her job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not satisfied with the benefits I receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I do a good job, I receive the recognition for it that I should receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many of our rules and procedures make doing a good job difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel my job is meaningless.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications seem good within this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please circle the one number for each question that comes closest to reflecting your opinion about it. *

Mark only one oval per row.

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much
Raises are too few and far between.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Those who do well on the job stand a fair chance of being promoted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is unfair to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The benefits we receive are as good as most other organizations offer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel that the work I do is appreciated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My efforts to do a good job are seldom blocked by red tape.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find I have to work harder at my job because of the incompetence of people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like doing the things I do at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals of this organization are not clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please circle the one number for each question that comes closest to reflecting your opinion about it. *

Mark only one oval per row.

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much
I feel unappreciated by the organization when I think about what they pay me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People get ahead as fast here as they do in other places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor shows too little interest in the feelings of subordinates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The benefit package we have is equitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are few rewards for those who work here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have too much to do at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy my coworkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel that I do not know what is going on with the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of pride in doing my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select 'agree slightly' for this question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please circle the one number for each question that comes closest to reflecting your opinion about it. *

Mark only one oval per row.

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much
I feel satisfied with my chances for salary increases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are benefits we do not have which we should have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have too much paperwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't feel my efforts are rewarded the way they should be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my chances for promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much bickering and fighting at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job is enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work assignments are not fully explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Background Information

6. Estimating, how many hours a week (Sunday- Saturday) do you actually work as a teacher? Include any prep or grading as well. *

Mark only one oval.

- Less than 35 hours
- ~35 Hours a Week
- ~45 Hours a Week
- ~55 Hours a Week
- ~65 Hours a Week
- ~75 Hours a Week
- ~85 Hours a Week
- 85+ Hours

7. How many years have you been a classroom teacher? *

8. In five years from now... *

Mark only one oval per row.

	Agree Very Much	Agree Moderately	Agree slightly	Disagree Slightly	Disagree Moderately	Disagree Very Much
I expect to be a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be teacher at the same school as today	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be a school administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will leave the teaching profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. What is your annual salary as a teacher? *

Final Questions

10. What best describes your employer? *

Mark only one oval.

- A traditional public school district (WCCUSD, BUSD)
- A charter school
- A private or independent school

11. Does your school have a union? *

Mark only one oval.

- Yes
- No
- I'm not sure

Demographic Data

12. What is your gender? *

Mark only one oval.

- Female
- Male
- Nonbinary
- I prefer not to say
- Other: _____

13. Which categories describe you? Select all that apply to you: *

Check all that apply.

- American Indian or Alaska Native—For example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community
- Asian—For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese
- Black or African American—For example, Jamaican, Haitian, Nigerian, Ethiopian, Somalian
- Hispanic, Latino or Spanish Origin—For example, Mexican or Mexican American, Puerto Rican, Salvadoran, Cuban
- Middle Eastern or North African—For example, Lebanese, Iranian, Egyptian, Syrian, Moroccan,
- Native Hawaiian or Other Pacific Islander—For example, Native Hawaiian, Samoan, Tongan, Fijian, Marshallese,
- White—For example, German, Irish, English, Italian, Polish, French
- Some other race, ethnicity, or origin
- I prefer not to say

Other: _____

Request for Interview

14. If you are willing to be interviewed by the researchers please attach your email below. This interview will be no longer than 30 minutes. Your email will be unlinked from your survey results to preserve confidentiality.

Declined to Participate

You have declined to participate, simply close this tab in your browser.

This content is neither created nor endorsed by Google.

Google Forms

Appendix B: Anticipated Interview Questions

Interview Questions

Introductory Questions:

- How are you doing?
- How is your school dealing with Covid19?

CATEGORY: Communication Satisfaction

1. How would you describe communication at your school?
2. How did your school handle a move to Asynchronous learning due to covid?
3. How did you feel during that process?
4. Did your work expectations change?
 - a. Extra: How does your administration communicate with you? students?

CATEGORY: Coworker/Staff Satisfaction

5. Can you describe staff culture at your schools?
6. How well does your school staff work together?
7. How often do you collaborate with other teachers at your school?
 - a. Extra: How would you describe the collaboration? (i.e. What for, is it effective, why?)
8. Is there anything your school could do that would make you more satisfied with your job?

CATEGORY: Contingent Rewards

9. Do you or your school measure goals? For students, for professional growth, for the entire student body?
 - a. Extra: If you do have school goals, how are you rewarded for meeting these goals?
10. What motivates you to accomplish goals in your professional practice?

Appendix C

Experimental Subjects Bill of Rights

Pursuant to California Health and Safety Code §24172, I understand that I have the following rights as a participant in a research study:

1. I will be informed of the nature and purpose of the experiment.
2. I will be given an explanation of the procedures to be followed in the medical experiment, and any drug or device to be utilized.
3. I will be given a description of any attendant discomforts and risks to be reasonably expected from the study.
4. I will be given an explanation of any benefits to be expected from the study, if applicable.
5. I will be given a disclosure of any appropriate alternative procedures, drugs or devices that might be advantageous and their relative risks and benefits.
6. I will be informed of the avenues of medical treatment, if any, available after the study is completed if complications should arise.
7. I will be given an opportunity to ask any questions concerning the study or the procedures involved.
8. I will be instructed that consent to participate in the research study may be withdrawn at any time and that I may discontinue participation in the study without prejudice to me.
9. I will be given a copy of the signed and dated written consent form.
10. I will be given the opportunity to decide to consent or not to consent to the study without the intervention of any element of force, fraud, deceit, duress, coercion, or undue influence on my decision.

Appendix D

Human Subjects Certifications on Following Pages



Completion Date 20-Sep-2020
Expiration Date 19-Sep-2025
Record ID 38409633

This is to certify that:

Daisy Altamirano

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher (Curriculum Group)
Social & Behavioral Research - Basic/Refresher (Course Learner Group)
1 - Basic Course (Stage)

Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report).

Under requirements set by:

Loyola Marymount University



Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify?w0d30dfa5-05da-4887-8e18-f25149a6ffec-38409633



Completion Date 31-Aug-2020
Expiration Date 30-Aug-2025
Record ID 38169473

This is to certify that:

Brendan Henrique

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher (Curriculum Group)
Social & Behavioral Research - Basic/Refresher (Course Learner Group)
1 - Basic Course (Stage)

Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report).

Under requirements set by:

Loyola Marymount University



Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wffff904b9-5093-46e6-816f-61dff46983e9-38169473