ABSTRACT

PRACTICING TEACHERS' PERCEPTIONS OF THEIR WHOLE CHILD PREPAREDNESS AND INTENT TO STAY IN THEIR CURRENT PLACEMENT

by Ashley Rae George

The role of the school has been in a state of change since its creation. The Whole Child approach turns the focus of schools from academic achievement as the only marker of student success towards multiple long-term holistic facets. Ohio's teachers are not trained to provide all facets of the Whole Child approach, despite Ohio's commitment to a Whole Child strategic plan for education. Additionally, teacher attrition and turnover rates are increasing. This study evaluated the preparedness of one Ohio university's teacher education program graduates (n = 461) to deliver the facets of the Whole Child approach in relation to their intent to stay in their current job placements. Participants indicated that they felt more prepared to provide academic content and support, and felt less prepared to deliver more non-traditional facets such as trauma-informed practices. Results of the study did not indicate a significant relationship between the respondents' Whole Child preparedness and their intention to stay in their current job placements. However, the study highlighted areas for future research, such as teacher burnout and self-efficacy in relation to Whole Child preparedness, administrative support as an indicator of turnover, and the outcomes of the long-term implementation of Whole Child education.

PRACTICING TEACHERS' PERCEPTIONS OF THEIR WHOLE CHILD PREPAREDNESS AND INTENT TO STAY IN THEIR CURRENT PLACEMENT

A Thesis

Submitted to the

Faculty of Miami University

in partial fulfillment of

the requirements for the degree of

Education Specialist

by

Ashley Rae George

Miami University

Oxford, Ohio

2021

Advisor: Dr. Kristy Brann

Reader: Dr. William Boone

Reader: Dr. Dawna Meehan

Reader: Dr. Sharon Custer

This Thesis titled

PRACTICING TEACHERS' PERCEPTIONS OF THEIR WHOLE CHILD PREPAREDNESS AND INTENT TO STAY IN THEIR CURRENT PLACEMENT

by

Ashley Rae George

has been approved for publication by

The College of Education, Health, and Society

and

Department of Educational Psychology

_____

Dr. Kristy Brann

_____

Dr. William Boone

_____

Dr. Dawna Meehan

_____

Dr. Sharon Custer

Table of Contents

List of Tables

List of Figures

Acknowledgements

I would like to sincerely thank my committee and Miami's school psychology program for supporting me through this experience. I would not have been able to finish a thesis project in a global pandemic without them. Thank you to my committee members, Dr. William Boone, Dr. Cricket Meehan, and Dr. Sharon Custer for your varied expertise and support. Thank you to Dr. Kristy Brann for chairing my committee, providing excellent accountability and feedback, and for believing I could see this process through. A final and most important thank you to my husband, Zach George, who has an unwavering belief in me that has made everything I have been able to accomplish in the last three years possible.

Introduction

The Whole Child approach to education is a model that moves away from the traditional academic achievement-only definition of success in schools and turns the focus of success to the long-term, multi-faceted development of students (Lewallen, Hunt, Potts-Datema, Zaza, & Giles, 2015). This development is achieved through a collaborative effort between students, school systems and their staff, parents and guardians, and relevant community stakeholders. Students are educated in a space that is safe, healthy, engaging, supportive, and challenging in order to become well-rounded and capable citizens upon their exit from the education system (ACSD Whole Child, 2019). The Ohio Department of Education (ODE) has adopted a Whole Child pedagogical model for education through the creation of their Ohio Strategic Plan initiative, "#EachChildOurFuture", a vision built by a multidisciplinary coalition and developed in the summer of 2017 for adoption in 2019 through 2024 (Ohio Department of Education, 2019).

Additionally, educators' lack of intent to stay in their placements is a concern plaguing schools throughout the country (Garcia & Weiss, 2019). Intent to stay can be described as a teacher's desire and planned course of action to remain in their current job placement or role. Teacher attrition, the rate of teachers leaving the teaching profession for reasons beyond health, relocation, or retirement, specifically in the early years of their career, is increasing (Gray & Taie, 2015; Ingersoll & Strong, 2011). Teachers' feelings of stress, lack of student impact, and potential placement in high-poverty areas are all factors that are not sufficiently addressed by school administration or by local, state, or federal legislation, and are contributing to low feelings of intent to stay (Rumschlag, 2017).

Given Ohio's recently adopted focus on the Whole Child approach and considering the increasing rates of teacher attrition, this study aims to identify teacher perceptions of preparedness to implement the Whole Child approach and the same teachers' intention to stay in their current job placements. It is hypothesized that teachers who feel more prepared to deliver Whole Child instruction will indicate greater intent to stay in their current teaching placements, and that teachers who feel less prepared to deliver Whole Child instruction will indicate greater intent to leave their current teaching placements. In the following literature review, I will first review the Whole Child approach, including its history, current research, and its implementation practices in Ohio. I will next discuss intent to stay, as well as teacher attrition and retention in the state of Ohio. I will then address current practices in pre-service teacher education. The conclusion of the literature review will segue into the purpose and research design of the current study.

Review of Literature

The Whole Child Approach

The Whole Child approach is an intentional shift away from the traditional and limited definition of success dominated by the sole focus on academic achievement in schools (Griffith & Slade, 2018). Rather, the Whole Child approach to education focuses on the tenets of health; a physically and emotionally safe environment; engagement in learning and the broader community; personalized learning and support from appropriately trained adults; and an academically challenging atmosphere that becomes specific to their future college or workforce plans, in order for students to become well-rounded, self-efficacious, and capable citizens ready for their unique and varied next steps upon their exit from the education system (ACSD, 2019). Schools are becoming places to address more than students' academic achievement alone. In the school setting, student behavior, health, well-being, mental health, cultural concerns, and unique academic and career goals are all able to be addressed by the various stakeholders in, and partnered with, the school system. The Whole Child approach aims to make collaborative connections between students, school staff, parents and guardians, community members, healthcare providers, and community organizations to best help students (Lewallen et al., 2015).

The tenets of the Whole Child approach are presented visually in a circular model. At the center of the model is the student, who is both a recipient of the surrounding services and a stakeholder in the model. Surrounding the student are the core tenets of the Whole Child approach, enveloping the tenets are the components necessary to achieve those tenets, and surrounding those tenets is the greater community that supports the school system and the student. The core tenets of the Whole Child pedagogy are that the student is safe, healthy, engaged, supported, and challenged (ACSD, 2019).

A safe student is one who learns in an environment that is both physically and emotionally safe for all persons in the building. A safe school environment may provide students with ample opportunities to learn and demonstrate their ability to regulate their own behavior, employs a social justice and equity focus, and encourages the respect of all persons in the school. A healthy student is one that has been taught the principles of a healthy lifestyle and is given the opportunity to actively employ those healthy principles. Schools may address this tenet by integrating health education and activities into their existing curriculum and training for both students and staff or by providing physical education opportunities with a lifetime fitness focus. A student who is engaged is active in their own learning and feels that they are connected to both the school and their community. An engaged student may be given varied options for accessing the classroom curriculum, have an age appropriate say in the direction of their education, and be given enriching experiences to complement their learning. A supported student has access to individualized learning and feels supported by teachers, school staff, and the community. A school that is supporting its students under the Whole Child approach may use appropriate assessments to gauge and document student progress, encourage parent and community relationships with the school system, and educate families on available services provided by the school or greater community. Finally, a challenged student is stimulated academically and is prepared for life beyond cursory schooling, specifically as an engaged citizen. A student who is challenged may be taught the value of education in the context of lifelong success, have access to quality and comprehensive curriculum, and be given the opportunity to engage with other cultures and contexts through extracurricular and community activities (ASCD, 2019; Lewallen et al., 2015; Morse & Allensworth, 2015). These multiple tenets are hypothesized to be achieved

with the constant collaboration and investment of students, school staff, families, and the broader community.

Whole Child History

Overall, health and education have been linked long before the advent of the Whole Child approach. The act of the student attending school and accessing the curriculum allows them to develop a sense of independence and control that is applied to their overall health, and their decisions around their health and well-being in the long term (Maier, Daniel, & Oakes, 2017). In addition, people with a greater amount of education are shown to be healthier (Crosnoe, Bonazzo, & Wu, 2015). Explicitly acknowledging student health and social-emotional wellbeing in the school setting can also address disparity. Controlling for socioeconomic status and early academic ability, themselves potential markers of academic success, a recent study found that higher levels of social-emotional competence in kindergarten was predictive of increased high school and college graduation rates (Krachman, LaRocca, & Gabrieli, 2018). Another study found that students with poor overall health and higher rates of health-related issues had lower standardized test scores in kindergarten, and showed weaker test score improvement across grades (Crosnoe, Bonazzo, & Wu, 2015). By directly addressing general student health and social-emotional wellbeing, academic gains can be made.

The direct connection between school and student health began with the coordinated school health (CSH) approach in 1987 (Allensworth & Kolbe, 1987), the public health model supported by the Centers for Disease Control (CDC), of which the Whole Child Initiative was born out of (Lewallen et al., 2015). In 2007, ASCD, formerly known as the Association for Supervision and Curriculum Development, launched the Whole Child Initiative, an educational approach with the aim to move the focus away from academic achievement exclusively, and rather address the multiple needs of the student to promote long-term development and multi-faceted success (Morse & Allensworth, 2015). While ASCD did not develop the term "Whole Child Education," it sought to define it as "the development of children who are healthy, safe, engaged, supported, and challenged within a sustainable approach to education and community engagement" (Association for Supervision and Curriculum Development, 2007, pg. 3). The two models operated in isolation until 2013, when together ASCD and the CDC convened an expert panel to discuss the successes and failures of each model in order to create a synthesized educational model. This synthesized model is referred to as the Whole School, Whole Community, Whole Child (WSCC) model, and includes the five Whole Child Initiative tenets as well as the ten coordinated school health components necessary to achieve those tenets for the student at the center of the model (Lewallen et al., 2015).

While the history of the Whole Child approach can be best traced through the frameworks of the CDC, ASCD, and their collaboration, it can also be considered more broadly. Due to the fact that the Whole Child approach is not a standardized curriculum or educational technology, other frameworks and curriculums that aim to address social-emotional and overall student health are often considered, or terms are used interchangeably, when discussing the Whole Child approach or education reform (Krachman, LaRocca, & Gabrieli, 2018). Some of these frameworks and curriculums include School Climate, Social Emotional Learning (SEL), Character Education, and 21st Century Skills (Griffith & Slade, 2018). For example, the Collaborative for Academic, Social and Emotional Learning (CASEL), established in 1994, has a similar concentric circular model that focuses more directly on social emotional programming for students supported by the school, family, and greater community (Collaboration for

Academic, Social, and Emotional Learning, 2019). However, as a distinction, the Whole Child approach to education does not seek separation from student academic development, but rather aims to expand what constitutes academic development as the responsibility of schools change (Slade & Griffith, 2013).

Whole Child Research and Implementation

Although there are frameworks that implement pieces of the Whole Child approach, research on the complete implementation of the Whole Child approach to education is lacking. This may be due in part to the fact that to consider and address all facets of the Whole Child approach fully is a vast undertaking for a state or school system to implement and measure, specifically in the context of the current American educational system and its intense focus on high stakes testing (Sanderse, Walker, & Jones, 2015). One public school system undertaking a comprehensive Whole Child approach is Tacoma Public Schools in the state of Washington. The Tacoma Public School System's implementation of the Whole Child Initiative, a systematic plan for Whole Child approach implementation adopted in 2012, is a project that has a ten-year timeline that has not yet been completed in order to fully assess outcomes. Preliminary outcomes collected in 2017 indicated that student social-emotional wellbeing increased 16% since initial implementation, chronic absenteeism and tardiness decreased, and teacher beliefs about behavioral issues were changing (Benner, Allen, Greenway-Cirignano, & Garcia, 2017). At a later stage in the implementation process, researchers found that student social and emotional health had continued to improve; student, parent and staff perceptions of school climate and safety were rising; student attendance had improved; and educator beliefs about trauma, behavior, and social-emotional health were changing (Benner & Garcia, 2019). Additionally, the creation of Community Schools, public schools that serve as both an educational institution and a common hub for community engagement and service provision, may also be considered as an implementation of the Whole Child approach (Institute for Educational Leadership, 2017). If implemented with fidelity, community schools and their integrated support services improve student academic outcomes, reduce absenteeism, and can contribute to the reduction of economic and racial achievement gaps (Maier, Daniel, & Oakes, 2017).

There are examples of research and implementation focusing on specific aspects of the Whole Child approach to education. One such example, the LiiNK project, aims to bridge the gap between a kindergarten or first grade student's academics and their social, emotional, and physical wellbeing through increased recess time, character development curriculum, and appropriate teacher training. Outcomes of the LiiNk project include a 30% decrease in disruptive classroom behavior, decreased body mass index (BMI) scores in participating students, an increase in student prosocial behaviors and empathy, and an increase in math and reading assessment scores (Rhea & Bauml, 2018). However, while this project addresses the student and the school system, it does not address all the tenets of the Whole Child approach and does not include or consider parents and families or the greater community in the process.

Whole Child Implementation in Ohio

A version of the Whole Child approach is currently being adopted by ODE through the "Ohio Strategic Plan: #EachChildOurFuture" initiative. The initiative is a collaborative vision developed by a group of Ohio education professionals and began in 2017 out of the office of the superintendent of public instruction and the Ohio State Board of Education, and is meant to guide the future of education in the state of Ohio (Ohio Department of Education, 2019). With

this initiative, Ohio aims to focus on five major shifts in education: honoring each student; emphasizing options; recognizing technology; addressing leadership, reasoning, and social-emotional learning; and focusing on supports (Ohio Department of Education, 2019). The initiative is a more holistic and multi-faceted approach to student development and education in Ohio schools, much in line with the overall Whole Child approach, developed due to the changing job market, a more diverse student population throughout the state, and increased student exposure to poverty, adverse experiences, and stress.

The Ohio Strategic Plan model is visually similar to the Whole Child model. Just like the Whole Child Initiative model and the WSCC model, the center of the Ohio Strategic Plan model is the student. Surrounding the student are three core principles, four learning domains, and ten priority strategies, all to achieve the goal of each year increasing the number of Ohio high school graduates who are enrolled in post-secondary education, serving in the military, earning a living wage, or employed in a meaningful vocation (Ohio Department of Education, 2019). Ohio is not the only state to adopt a Whole Child approach to education. For example, the state of California has adopted a system of supports entitled "One System Serving the Whole Child" that aims to meet the needs of the whole child "cradle to career" (California Department of Education, 2019). Additionally, the state of Tennessee has adopted the "Best for All" strategic plan that develops the whole child through addressing the academic and non-academic needs of students (Tennessee Department of Education, n.d.). Even individual school districts are adopting their own Whole Child approach focus. The Tacoma Public School system has adopted a comprehensive 10-year Whole Child Initiative that defines student success through academic excellence, safety, community partnerships, and early learning (Benner & Garcia, 2019). Although the Ohio Strategic Plan does not come with particular mandates or requirements for Ohio schools, it does outline the direction and focus of education for Ohio and highlights what current and future educators will need to know how to address. However, despite state and school district introductions and implementations of the Whole Child approach, teachers may not feel prepared to use a Whole Child approach in their classroom.

Intent to Stay

Teacher retention is a constant and ever-growing concern for educational stakeholders and school administrators. Teachers choosing to leave the profession creates unexpected shortages in the buildings and districts that they choose to leave. Rehiring and retraining teachers to fill a sudden or unplanned vacancy in a school building is an expensive and time-consuming practice for school districts (Rumschlag, 2017). Teacher shortages, caused primarily by turnover, force school systems to lower their hiring standards in order to fill teacher vacancies, which creates an influx of under-qualified teachers and lower levels of school performance (Ingersoll, 2003). Many of the vacant positions in secondary education are caused by teacher attrition—those who decide to leave teaching for at least a one-year period (Sutcher, Darling-Hammond, & Carver-Thomas, 2016; Tippens, Rickets, Morgan, Navarro, & Flanders, 2013).

While reasons such as expected retirement, moving of geographic location, or early retirement incentives are normal and expected factors in an educator's exit from the teaching profession, the number of teachers leaving the profession early for other, more preventable reasons is the issue of greater concern (Ingersoll & Strong, 2011). Rumschlag notes that there is a personal cost to the teacher when they leave the profession; their relationships with students, parents, and colleagues suffer when they exit the profession abruptly (2017). Teachers' unpreparedness to support the whole child may additionally contribute to increased turnover in

the profession. Teacher feelings of stress, burnout, and low self-efficacy can influence their lack of desire to stay in the teaching profession. In one study, researchers found that only seven percent of the participating practicing teachers reported having well-adjusted stress levels (Herman, Hickmon-Rosa, & Reinke, 2018). Often due to the immense stress of the profession, approximately half of teachers leave the field within their first five years of teaching (Ingersoll, 2002).

Teachers' Attrition and Retention in Ohio

In Ohio, the issue of teacher turnover is of even greater concern. According to the Alliance for Excellent Education (2014), Ohio's high rates of teacher attrition cost the state between $28,832,388 and $63,025,491 during the years of 2008 and 2009, with costs only increasing as more teachers choose to leave the profession early. There is an increase in Ohio teachers planning to leave the profession within the next five years, and the distinct lack of a plan to assist those teachers with their decisions and plans to leave their current education role and placement (Rumschlag, 2017). The Ohio Education Research Center brief, "Teacher Supply and Demand in Ohio" (2013) documents that, between the years of 2010 and 2011, the average county in Ohio lost 3.3% of its school jobs. Additionally, only 10 out of Ohio's 88 counties and five out of Ohio's 33 metropolitan cities increased hiring in education between 2010 and 2011.

The Ohio Department of Education is attempting to address its teacher retention issues through data collection. ODE created the Teacher Exit Survey as a way for local education agencies to assess and document the reason a teacher chooses to leave their district of employment. Districts are urged to use the tool as a way to inform future district planning surrounding teacher attrition and retention (Ohio Department of Education, n.d.). It is unclear if the data is being collected and/or used at the state level to inform future policy and practice change surrounding teacher attrition and retention. Therefore, additional data collection and local needs assessments are needed to inform decision making around teacher retention at the state and district levels in Ohio.

Preservice Teacher Training

Preservice teachers can feel the desire to leave the teaching profession even before employment, during their time enrolled in a teacher preparation program or during their time completing their student teaching requirements in the grade-school classroom (Fives, Hamman, & Oliviarez, 2007). Preservice teachers are experiencing burnout due in part to the fact that they are not receiving adequate personal and professional preparation in their university teacher education programs (Goddard & O'Brien, 2006). Without acknowledgement of the issues that educators may face in their future classroom while they are being educated in their university teacher education program, preservice teachers are being issued a disservice.

There is a documented correlation between teacher competence and the training provided to the teacher in their university teacher education program (Guyton & Farokhi, 1987). The training received in an educator's pre-service teacher education program should provide a wealth of information to draw upon when practicing in the field. Not only should preservice teachers receive training in subject content knowledge and appropriate classroom management, they should also be receiving training, and continued professional support, on how to integrate non-cognitive and relationship skills into their teaching practice (Garcia & Weiss, 2016). Additionally, teachers with less preparation by their university teacher education programs leave the profession at a two to three times higher rate than their more comprehensively prepared

counterparts (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). By attending to preservice teachers' needs while they are enrolled in university teacher education programs, and before being employed in the education field, negative feelings, such as intention to leave their job, lack of self-efficacy, and depersonalization can be addressed before they affect an employed teacher's well-being and mental health. It is necessary to evaluate if teachers are being adequately prepared to implement the facets of the Whole Child approach during their teacher education programs, as well as to evaluate if their level of Whole Child preparedness predicts their intent to stay or leave the teaching profession.

Ohio Standards

Ohio's Teaching Profession Standards document describes the requirements of a practicing teacher in the state of Ohio. Pre-service teacher education programs awarding Ohio Teaching Licensure are expected to provide pre-service teacher training that will allow a future teacher to meet these requirements. These standards have the ability to align with the facets of the Whole Child approach, but are not currently a direct reflection of them. The standards document was created in 2005, while the Ohio Strategic Plan was created in 2017. According to the Ohio Teaching Profession Standards, teachers are required to: (a) understand student learning and development and respect the diversity of the students they teach, (b) know and understand the content area for which they have instructional responsibility, (c) understand and use varied assessments to inform instruction, evaluate and ensure student learning, (d) plan and deliver effective instruction that advances the learning of each individual student, (e) create learning environments that promote high levels of learning and achievement for all students, (f) collaborate and communicate with students, parents, and other educators, administrators, and the community to support student learning, and (g) assume responsibility for professional growth, performance, and involvement as an individual and as a member of the learning community (2005).

Ohio's higher education institutions have a fair amount of freedom regarding chosen curriculum for pre-service teachers seeking licensure in the state of Ohio, but are required to meet Ohio Department of Education Standards and the accreditation standards laid out by the Council for the Accreditation of Educator Preparation, if they are a participating institution (Council for Accreditation of Educator Preparation, 2018; Ohio Department of Education, 2015). It is unclear, with the adoption of the Ohio Strategic Plan for Education in 2019, how institutions of higher education that educate pre-service teachers in Ohio are expected to respond in their curriculum choice and instruction. While Ohio's standards for the teaching profession begin to address the components of their new Whole Child-based strategic plan, they fall short of mandating them directly. Ohio colleges and universities have the ability to proactively prepare preservice teachers to implement a Whole Child approach, but the current level of Whole Child preparedness is unknown.

Synthesis

The Whole Child approach to education allows educators to shift their focus from academic-only definitions of success, to a multifaceted definition of student success that includes physical and emotional health, safety, school and community engagement, adequate challenge, and support (ACSD, 2019; Lewallen et al., 2015). Though the research on the complete implementation on the Whole Child approach is lacking, positive outcomes in the current research base such as academic gains, increased prosocial behaviors, and enhanced school

climate are encouraging for continued adoption of the approach (Benner & Garcia, 2019; Benner, Allen, Greenway-Cirignano, & Garcia, 2017; Institute for Educational Leadership, 2017; Maier, Daniel, & Oakes, 2017).

Teachers are not traditionally trained in the administration of all facets of the Whole Child approach during their pre-service teacher education, even though some states and individual school districts are moving toward adopting this model and are requiring practicing teachers to do the same in their classrooms (Benner & Garcia, 2019; California Department of Education, 2019; Ohio Department of Education, 2019; Tennessee Department of Education, n.d). Teacher preparation programs should provide teachers with the skill set and support necessary to employ the facets of the Whole Child approach in order to combat against teacher attrition and turnover (Garcia & Weiss, 2016; Goddard & O'Brien, 2006). Teachers are also expressing the desire to move from their current jobs and roles, as well as experiencing intense and increasing stress in their current placements (Herman, Hickmon-Rosa, & Reinke, 2018; Sutcher, Darling-Hammond, & Carver-Thomas, 2016; Tippens et al., 2013).

There are currently gaps in the research for evaluating the connection between Whole Child preparedness and a teacher's intent to stay in their current position. A lack of preparedness to implement the Whole Child approach may predict a teacher's intention to leave the teaching profession. It is hypothesized that teachers who do not feel prepared by their university teacher education program to address the multiple facets of the Whole Child may be more likely to leave the profession before retirement age.

Purpose

The current study aims to identify teacher perceptions of preparedness to implement a Whole Child approach from one Ohio university teacher education program, and their intent to stay in their current job placements. Previous research has focused on the importance of the Whole Child approach to student education and teacher intent to stay separately. A teacher's preparedness, or lack thereof, to implement the Whole Child approach may contribute to their decision to stay in or leave the teaching profession. Data from this study may be used to inform programmatic decisions at the local Ohio university and may highlight areas for improvement regarding teacher preparation. The training program may consider how they are preparing future teachers to teach to the whole child, as well as how to proactively improve eventual job satisfaction and reduce turnover. The proposed study will add to the literature by identifying practicing teachers' level of Whole Child approach preparedness received at the local Ohio university, identifying practicing teachers' intent to stay in their current job placement, and examining the potential relationship between their perceived levels of Whole Child preparedness and their intent to stay. Based on the review of the literature, it is hypothesized that teachers will not feel prepared by the local Ohio university to deliver the facets of the Whole Child approach, and those unprepared to do so will have an increased desire to leave the teaching profession.

Research Questions

The following research questions will guide data collection and analysis:

1. What are practicing teachers' perceptions of their preparedness to employ the facets of Whole Child Instruction?
2. To what degree do practicing teachers intend to stay in their current placement?
3. How do practicing teachers' perceptions of Whole Child preparedness predict their intent to stay in their current role?

Methods

Participants

The current study was conducted with pre-existing data. Participants in this study are graduates of an Ohio university's teacher education program who were, at the time of survey administration or had previously been, employed as educators in the kindergarten to 12th grade setting. Participants in this study were selected via a sample obtained through the university's Alumni Affairs office. The Alumni Affairs office accessed the selection of recipients from their pool of university teacher education program alumni, and sent the survey via email to the pool of 7,200 individuals. 2,163 individuals opened the survey email, while approximately 600 individuals answered at least one survey question. Participants in this research were required to be over the age of 18, though participant selection was not determined based on age, gender, or ethnicity beyond this requirement.

Measures

This study was conducted with pre-existing data from a pilot survey, referred to as the Alumni Teacher Preparedness Survey, administered through the Qualtrics survey software. The survey is presented in its entirety in Appendix A. The survey measure was collectively created by an interdisciplinary team at an Ohio university focused on the Whole Child approach and current and future educator support. The survey was created to measure multiple domains: a teacher's feeling of preparedness by the Ohio university teacher education program to implement the facets of the Whole Child approach, the level of perceived importance concerning the characteristics of the Whole Child approach, feelings of burnout, intention to stay in their current jobs, and their existing protective factors in order to inform future programmatic decisions at the university. The survey was reviewed by an expert panel of nine individuals, and was piloted by two volunteers before being administered to the survey participants.

The survey consisted of the following items to gather demographic data: age, ethnicity, gender, university graduation year, major/thematic sequence, years employed as a teacher, current school setting, grade-range taught, highest level of education, and job title. Demographic items were presented in multiple choice or open-ended response form. The open-ended questions included the options within race/ethnicity, gender, and graduation year from the university's Teacher Education Program items. No explicitly identifying information was collected. The survey measure also included a Whole Child approach preparedness scale, a Whole Child approach perceived importance scale, a burnout scale, the Mayfield and Mayfield Intentions to Stay Scale (2007), a protective factors scale, and concluded with open-ended response questions addressing the respondents understanding of the Whole Child approach and their opinions of the university's success or failure at preparing them to implement the facets of the Whole Child approach in their teaching practice. The survey measure took participants approximately ten minutes to complete. The scales taken from this survey and used in the presented research will be explained below.

Whole child preparedness. Participating teacher education alumni were first presented with a list of ten characteristics of the Whole Child approach to instruction. Participants then ranked on a five-point Likert Scale how well the university prepared them to address each facet in the presented list. For example, participants were presented with the statement "engage with

the broader community", a characteristic of the Whole Child Approach, and responded with an answer ranging from 1 (*extremely well*) to 5 (*not well at all*).

Intent to stay. The Mayfield and Mayfield Intentions to Stay Scale is a seven item measure whose purpose is to measure an employee's intent to stay at their current place of employment (Mayfield & Mayfield, 2007). The Mayfield and Mayfield Intentions to Stay Scale contains two subscales: positive response and negative response. There are three positive response items and four negative response items. The responses to all intent to stay items are in a six point Likert scale response form that includes options ranging from 1 (*strongly agree*) to 6 (*strongly disagree*). The Mayfield and Mayfield Intentions to Stay Scale has a reliability (Cronbach's Alpha) of 0.77 for the positive subscale, and 0.66 for the negative subscale, as well as evidence of validity through significant loadings of the items on their respective subscales (Mayfield & Mayfield, 2007). Additionally, those survey respondents who answered that they were currently retired were not presented with this scale.

Procedures

The survey instrument first received IRB approval. This approval ensures the adequate protection of human subjects. The survey was created and distributed through the Qualtrics Survey Software. Names, IP addresses, email addresses, and personally identifiable information were not collected, nor stored. Participation in the survey measure was voluntary. Survey participants were able to skip questions, should they have elected to do so. The survey began with a survey consent form that introduced: the study, the researcher(s), the purpose of the study, potential risks and benefits, estimated length of completion time, information about data confidentiality and storage, contact information for potential questions and/or follow-up, and agreement to participate. Participants were required to provide consent before completing the survey.

The survey measure itself began with demographic questions. The survey then proceeded to the Whole Child approach preparedness items, followed by the items addressing teacher burnout. The survey next proceeded to the questions of the Mayfield and Mayfield Intent to Stay Scale, and then to the protective factors scale. The survey items concluded with the open-ended response questions concerning university Teacher Education program preparedness. The survey took respondents approximately ten minutes to complete. The survey concluded by thanking participants for their time and input, and allowed them to leave their contact information (email address) in a separate window disconnected from the survey instrument for random entry into an incentive raffle conducted through the university Alumni Affairs Office. Identifying information was not collected and was removed if inadvertently included.

Data Analysis

Quantitative data was obtained through the Alumni Teacher Preparedness Survey administered through the Qualtrics survey software. Completed surveys were exported from Qualtrics into SPSS (Statistical Package for the Social Sciences) version 27 for analysis. The data was screened for identifiable information and was eliminated if found. Demographic data was analyzed using descriptive statistics.

The first research question was analyzed with descriptive statistics and examined the respondents' level of Whole Child approach preparedness for each response category, with percentages for each characteristic reported via frequency tables. Participants reported

preparedness in each of the 13 characteristics of the Whole Child approach on a five-point Likert Scale, ranging from 1 (*extremely well*) to 5 (*not well at all*). Additionally, Rasch analysis (Linacre, 2019) of the scale was conducted to determine the difficulty or ease of answering each question within the preparedness scale and was reported via Wright Map (Lunz, 2010).

The second research question, regarding survey respondents' intent to stay in their current placement, was analyzed using descriptive statistics with percentages reported via a frequency table. Participants reported their intention to stay by responding to the provided questions on a seven-point Likert scale, ranging from 1 (*strongly agree*) to 6 (*strongly disagree*). Additionally, Rasch analysis (Linacre, 2019) of the scale was conducted to determine the difficulty or ease of answering each question within the intent-to-stay scale and was reported via Wright Map (Lunz, 2010).

The data analysis for research question three examined the relationship between variable A (reported Whole Child approach preparedness) and Variable B (intent to stay measured by the Mayfield and Mayfield Intent to Stay Scale items). Rasch person measures were calculated for each respondent for both the Whole Child preparedness scale and the intent to stay scale. Data was then tested for normal distribution. The data was found not to be normally distributed. A Spearman's Rank Order Correlation was conducted with created Rasch person measures in order to analyze the relationship. The Spearman's Rank Order Correlation is intended to measure the strength and direction of linear relationships between pairs of continuous variables in non-parametric data. This test produced a correlation coefficient, r. If a p-value indicated that a statistically significant relationship was found, a regression model would be explored for further analysis with Whole Child approach preparedness serving as the predictor variable and intent to stay operating as the outcome variable.

Rasch Analysis

Rasch analysis was used in order to measure individual survey item difficulty and to conduct the correlational test for research question three. The Rasch model was developed in order to address the difficulty inherent in analyzing raw categorical data. This model of analysis enables better understanding of the measured variables. The Rasch model can be used in order to better evaluate and analyze respondent choice in rating scale data (Boone, 2016). Rasch person measures, which express the performance of each respondent on the scale, were created for each survey participant in each of the measured scales (Whole Child preparedness, intent to stay) based on their responses. These person measures were used to conduct the correlational test in order to answer the third research question. Wright maps displaying each scale's individual survey item difficulty were also created using Rasch analysis (Lunz, 2010). Additionally, during the Rasch analysis item functioning was first checked for both measured scales. A survey item in the intent-to-stay scale was removed due to its unusual behavior in the analysis. Item 2 on intent-to-stay scale, "I would change jobs if I could find a position that pays as well as my current one", was removed due to the fact that it was misfit.

Results

Demographic Information

A total of 461 graduates of an Ohio university's teacher education program completed the survey online, providing an answer to at least one outcome-variable question. At the beginning of the survey, respondents were asked to provide information about their gender, ethnicity, age, school setting, graduation year, level of education, job title, and years employed. This demographic information is provided in the table and narrative below.

Table 1.

Demographic Frequencies

Variable	*n* (%)
Gender	
Male	87 (18.9%)
Female	369 (80%)
Prefer Not to Answer/Self Describe	3 (<1%)
Total	459
Ethnicity	
Black or African American	7 (1.5%)
White	432 (93.7%)
Hispanic or Latino	3 (<1%)
Native American or American Indian	2 (<1%)
Asian/Pacific Islander	8 (1.7%)
Prefer Not to Answer/Self Identify	7 (1.6%)
Total	459
Age	
18-24	62 (13.4%)
25-34	173 (37.5%)
35-44	92 (20%)
45-54	58 (12.6%)
55-64	28 (6.1%)
65-74	33 (7.2%)
75-84	14 (3%)
85 or older	1 (<1%)
Total	461

When it came to school setting, 46.6% (n = 215) of respondents reported working in a suburban setting, 25.8% (n = 119) reported working in an urban setting, 15.2% (n = 70) reported working in a rural setting, and 9.1% (n = 42) reported working in a town setting. Sixty-two percent (n = 286) of respondents reported graduating after the year 2000, while 35.8% (n = 165) reported graduating before the year 2000. Respondents who reported their highest level of

education as a Bachelor's Degree equaled 37.3% (n = 172); one respondent reported that they were currently pursuing their Bachelor's degree. Respondents who reported their highest level of education as a Master's Degree equaled 27.3% (n = 126). Twenty-nine percent (n = 134) of respondents answered that Master's Plus was their highest level of education, while 5.9% (n = 27) answered that they had earned a Doctorate or Education Specialist degree.

Respondents that identified their current job title as "Teacher" equaled 64.2% (n = 296). Twenty-one and a half percent (n = 99) identified their job title as "Other". "Administration" was the third most frequent job title response, with 6.7% (n = 31) of respondents choosing that option as their job title. This was followed by 4.1% (n = 19) identifying their job title "Intervention Specialist", and <1% each identifying their job title as "Aid/Paraprofessional" (n = 4). "Related Service Provider" (n = 4), and "Support Staff" (n = 4). Forty-four percent (n = 202) of respondents reported working for ten or more years, 12.4% (n = 57) reported working for 7 to 10 years, 17.1% (n = 79) reported working for 4 to 6 years, and 13.7% (n = 63) reported working for 1-3 years. Those working less than a year (n = 35) totaled 7.6%, while 5% (n = 23) of respondents reported being retired.

Research Question 1: Whole Child Preparedness

Research question 1 examined practicing teachers' perceptions of their preparedness to employ facets of Whole Child Instruction. Survey respondents indicated their level of preparedness to employ each of the 13 different facets of the Whole Child approach. For these categories, participants ranked their level of preparedness on a 5-point Likert scale ranging from *not well at all* to *extremely well* prepared. The below frequency table provides a rough estimate of respondent's feelings of preparedness for each characteristic of the Whole Child approach to education.

Table 2.

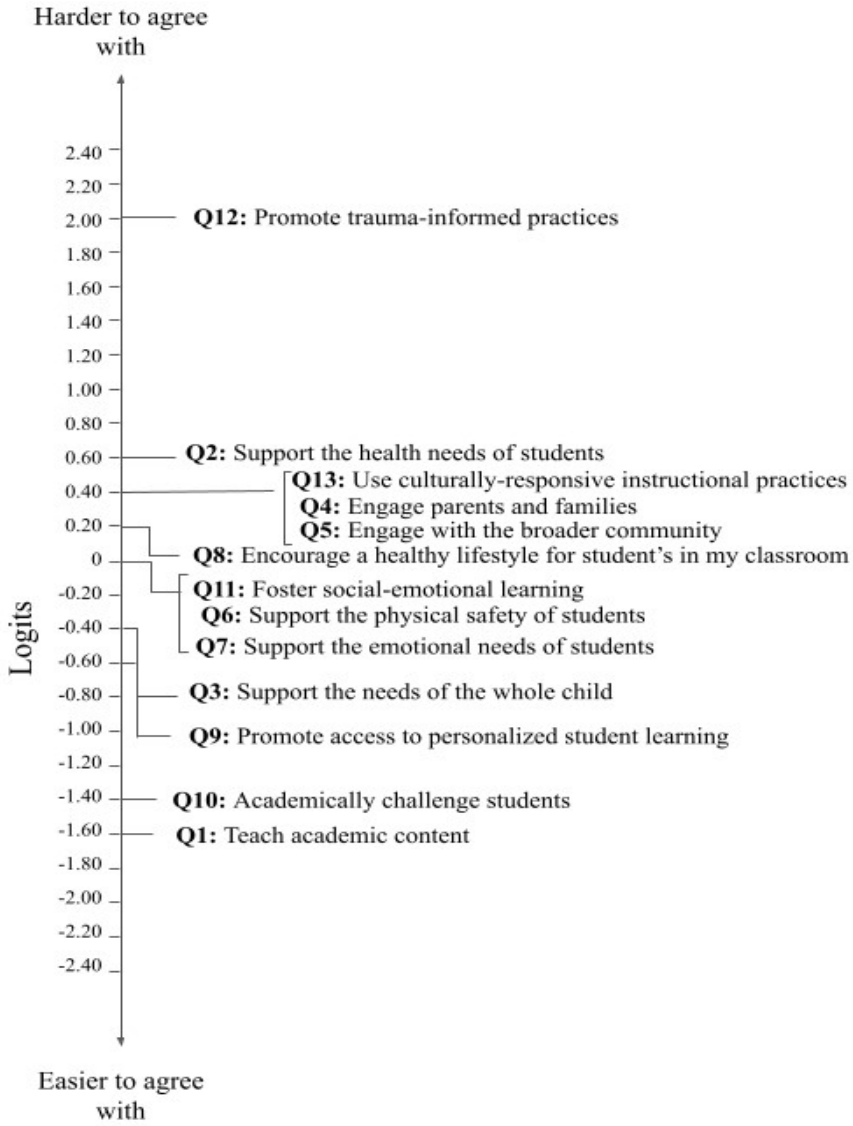
Preparedness Frequencies

Characteristic	Extremely Well	Very Well	Moderately Well	Slightly Well	Not Well at All
Teach Academic Content (n = 459)	176 (38%)	177 (39%)	86 (19%)	17 (4%)	3 (<1%)
Support the Health Needs of Students (n = 456)	52 (11%)	125 (27%)	162 (36%)	83 (18%)	34 (7%)
Support the Needs of the Whole Child (n = 456)	105 (23%)	168 (37%)	120 (26%)	51 (11%)	12 (3%)
Engage Parents/Families (n = 456)	78 (17%)	135 (30%)	131 (29%)	82 (18%)	30 (6%)
Engage with the Broader Community (n = 457)	78 (17%)	133 (29%)	142 (31%)	77 (17%)	27 (6%)
Support the Physical Safety of Students (n = 457)	91 (20%)	140 (31%)	144 (31%)	62 (14%)	20 (4%)
Support the Emotional Needs of Students (n = 454)	90 (20%)	147 (32%)	132 (29%)	68 (15%)	17 (4%)
Encourage a Healthy Lifestyle for Students (n = 451)	72 (16%)	142 (31%)	138 (31%)	68 (15%)	31 (7%)
Promote Access to Personalized Student Learning (n = 453)	124 (27%)	159 (35%)	109 (24%)	38 (8%)	23 (5%)
Academically Challenge Students (n = 455)	157 (35%)	187 (41%)	84 (18%)	16 (4%)	11 (2%)
Foster Social-Emotional Learning (n = 451)	84 (19%)	142 (31%)	141 (31%)	64 (14%)	24 (5%)
Promote Trauma-Informed Practices (n = 451)	26 (6%)	51 (11%)	138 (31%)	115 (25%)	121 (27%)
Use Culturally-Responsive Practices (n = 454)	82 (18%)	121 (27%)	129 (28%)	79 (17%)	43 (10%)

Overall, respondents indicated that they felt more prepared by the university to deliver academic content (77% indicating Extremely Well or Very Well prepared), challenge students academically (76% indicating Extremely Well or Very Well prepared), and provide personalized student learning (62% indicating Extremely Well or Very Well prepared). Participants indicated less preparedness for non-academic items such as promote trauma-informed practices (17% indicating Extremely Well or Very Well prepared), support the health needs of students (37% indicating Extremely Well or Very Well prepared), use culturally-responsive practices (45% indicating Extremely Well or Very Well prepared), or engage parents and families (47% indicating Extremely Well or Very Well prepared).

A Rasch Analysis of the preparedness data provided information regarding the ease or difficulty of answering each question within the preparedness scale.

Figure 1. *Whole Child Preparedness Wright Map*.



Note. Characteristics closer to + 2.40 are harder to agree with, characteristics closer to – 2.40 are easier to agree with.

This data suggests that respondents felt more prepared to provide academic content and support, and felt less prepared for non-academic content such as employing trauma-informed practices and supporting the physical health needs of students. Additionally, respondents felt less prepared to engage with the broader community, parents, and families than they did to promote access to personalized student learning and support the needs of the whole child.

Research Question 2: Intent to Stay

Research question 2 examined the degree to which practicing teachers intend to stay in their current placement. Survey respondents indicated their level of intention to stay in their current job placements through their answers to the seven-item scale. For these items, participants ranked their intention to stay on a 6-point Likert scale ranging from *strongly agree* to *strongly disagree*. The below frequency table provides a rough estimate of respondent's intention to stay in their current job placements.

Table 3.

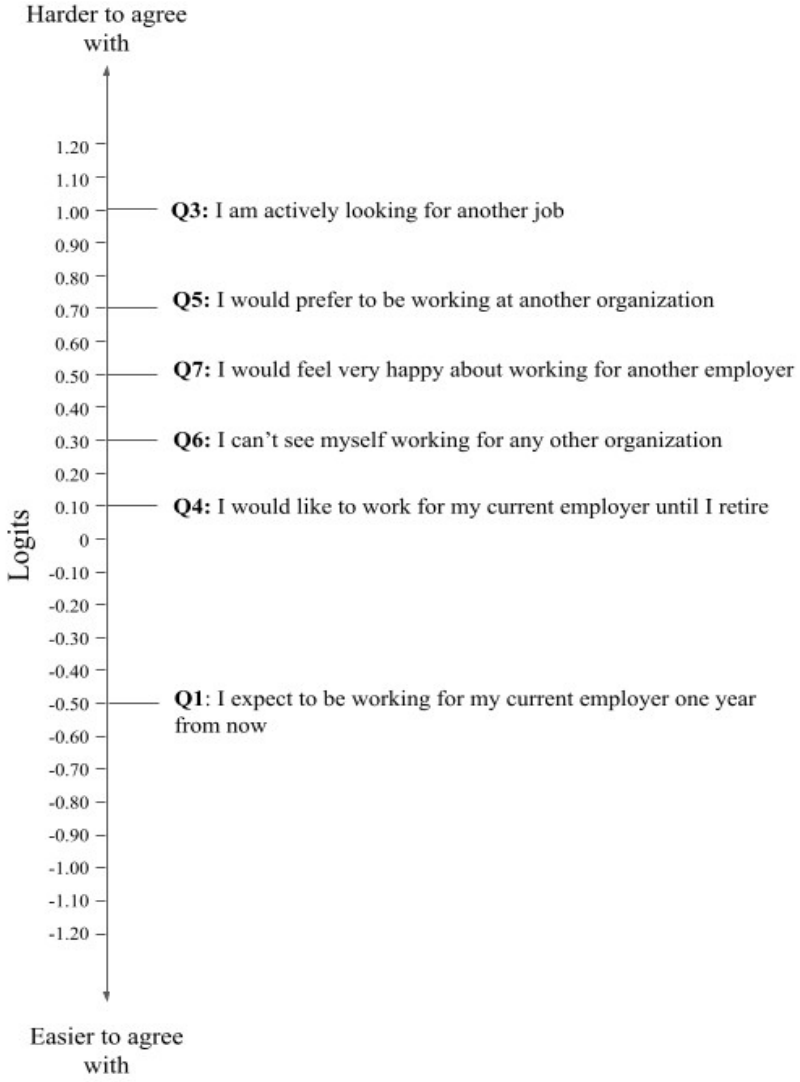
Intent to Stay Frequencies

Statement	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I expect to be working for my current employer one year from now ($n = 420$)	222 (53%)	105 (25%)	35 (8%)	15 (4%)	17 (4%)	26 (6%)
I would change jobs if I could find a position that pays as well as my current one ($n = 419$)	50 (12%)	44 (10%)	57 (14%)	40 (9%)	121 (29%)	107 (26%)
I am actively looking for another job ($n = 420$)	28 (7%)	19 (5%)	33 (8%)	32 (8%)	124 (29%)	183 (43%)
I would like to work for my current employer until I retire ($n = 416$)	100 (24%)	85 (20%)	90 (22%)	56 (13%)	50 (12%)	35 (9%)
I would prefer to be working at another organization ($n = 416$)	25 (6%)	33 (8%)	70 (17%)	61 (15%)	126 (30%)	101 (24%)
I can't see myself working for any other organization ($n = 418$)	50 (12%)	69 (17%)	74 (18%)	85 (20%)	86 (20%)	54 (13%)
I would feel very happy about working for another employer ($n = 415$)	21 (5%)	40 (10%)	115 (28%)	89 (21%)	97 (23%)	53 (13%)

Respondents most strongly agreed with the statement that they expected to be working for their current employer one year from now (78% indicating Strongly Agree or Agree). Respondents most strongly disagreed with the statement that they were actively looking for another job (72% indicating either Disagree or Strongly Disagree).

A Rasch Analysis of the preparedness data provided information regarding the ease or difficulty of answering each question within the intent-to-stay scale.

Figure 2. *Intent-to-Stay Wright Map*



Note. Statements closer to + 1.20 are harder to agree with, statements closer to – 1.20 are easier to agree with.

This data suggests that respondents found it easiest to agree to the statement that they would be working for their current employer one year from now, and found it hardest to agree to the statement that they were actively looking for another job. Respondents found it increasingly difficult to agree with the statements, "I would like to work for my current employer until I retire", "I can't see myself working for any other organization", "I would feel very happy about working for another employer", and "I would prefer to be working at another organization".

Research Question 3: Preparedness Prediction of Intent to Stay

Research question 3 examined the relationship between respondent's perceptions of their Whole Child preparedness and their intention to stay in their current job role. Following a Spearman's Rank Order Correlation coefficient test using each respondent's created person measures for each scale (Whole Child preparedness, intent-to-stay) via the Rasch analysis, there

was no statistically significant relationship ($r = .051$, $p = 0.290$). This suggests that, in the current study, a respondent's level of Whole Child preparedness does not relate to their intention to stay in their current job placement. This lack of relationship may be due in part to the fact that career placement and choice is influenced by many factors beyond preparedness.

Discussion

The current study explored the preparedness of one Ohio university's teacher education alumni to provide the facets of Whole Child education, as well as their intention to stay in their current job placements and their relationship to one another. In the context of the current research regarding Whole Child education implementation, preparedness through undergraduate education, and teacher attrition, this study aimed to provide more information regarding the areas of the Whole Child model where teachers felt their preparation by their university teacher education program was lacking and where it was sufficient, as well as their short- and long-term employment plans.

Research Questions 1 and 2: Rasch Results

Regarding their feelings of preparedness in each characteristic of the Whole Child approach to education, respondents found it more difficult to agree with the items that inquired about preparedness in the less traditional facets of education. For instance, respondents found it most difficult to answer the questions "How well did University prepare you to promote trauma-informed practices?" and "How well did University prepare you to support the physical health needs of students?". This information can aid in future curriculum choice for pre-service teacher education programs; areas where teachers feel least prepared can be addressed early and before they enter the workforce. Regarding their intent to stay, respondents found it most difficult to answer the question, "I am actively looking for another job". This information can help to inform future research into teacher attrition and turnover, as research on this topic must account for the complexities of job choice and movement.

Those items that respondents found it easiest to agree to when it came to their Whole Child preparedness by their university teacher education program were those facets most traditionally associated with the education profession. For example, respondents had the easiest time answering the questions, "How well did University prepare you to teach academic content?" and "How well did University prepare you to academically challenge students?". This information indicates that respondent's feelings of greatest preparedness align with the current Ohio Standards for the Teaching Profession focus on student learning, academic content, assessment, instruction, and learning environment in standards one through five, but not with the Ohio Strategic Plan that calls for the implementation of multiple facets of the Whole Child model (Ohio Department of Education, 2005, Ohio Department of Education, 2019). Regarding their intent to stay, respondents found it easiest to agree with the statement "I expect to be working for my current employer one year from now". This information may influence future research into the more unknown long-term career plans of educators.

Research Question 3

Overall, the level of respondents Whole Child preparedness did not predict their intent to stay in their current role. The relationship between the two variables was not significantly correlated. This lack of relationship may be due in part to the fact that multiple factors beyond preparedness may influence teacher intent to stay at any one time. Considerations such as administrative support, principal effectiveness, teacher workloads, the role of high-stakes testing, and student behavior have been shown to have an influence on teacher retention (Brill & McCartney, 2008; Grissom & Bartanen, 2019). Continued research into the factors that influence teacher retention and attrition is warranted.

Contextualization Within the Prior Literature

The Whole Child approach to education allows educators to expand their teaching and care of students beyond the traditional academics-only focus of compensatory education. The multi-faceted Whole Child approach includes measures of student success beyond academics that include: physical and emotional health, safety, school and community engagement, adequate challenge and support (ACSD, 2019; Lewallen et al., 2015). Though some states and individual school districts throughout the country are adopting Whole Child education models and strategic plans, teachers are not traditionally trained in the administration of all facets of the Whole Child model (Benner & Garcia, 2019; California Department of Education, 2019; Ohio Department of Education, 2019; Tennessee Department of Education, n.d). The results of the current study show that respondents feel more prepared to provide the traditional facets of education such as teaching academic content, making content academically challenging, and providing personalized student learning, as opposed to the more holistic and less traditional facets such as trauma-informed care and physical wellbeing. Undergraduate teacher education programs need to provide trainees with the skills and knowledge necessary to provide the whole spectrum of the Whole Child approach to education.

Additionally, teachers are expressing the desire to move from their current jobs and roles or leave the teaching profession indefinitely, as well as experiencing intense and increasing stress in their current teaching placements (Herman, Hickmon-Rosa, & Reinke, 2018; Sutcher, Darling-Hammond, & Carver-Thomas, 2016; Tippens et al., 2013). The current study's results show that respondents found it most difficult to agree with the statement "I am actively looking for another job", but found it easiest to agree with the statement "I expect to be working for my current employer one year from now". These results clarify the complexity of teacher attrition and the need for continued research into the reasons why teachers leave the profession.

Practical Implications

Given the findings of the current study, there need to be specific curricular recommendations to this Ohio university regarding their teacher education program and curricula. Future curriculum changes and adoptions may focus on all facets of Whole Child education as states across the nation, and Ohio specifically, implement Whole Child focused plans for public education (Ohio Department of Education, 2019). Specifically, the recommended curriculum may focus on the facets where survey respondents felt least prepared: promoting trauma-informed practices, supporting the health needs of students, using culturally-responsive practices, and engaging parents and families. This could be done with access to ongoing mentoring and training, or through implementation of a scaffolded training approach for new skills and concepts such as "Teach-Practice-Apply" (Reinhartz & Reinhartz, 1988), or a learning hierarchy model to provide pre-service teachers with supported practice. Additionally, pre-service teachers could be provided with connections to community programs and services while still receiving their university training, in order to feel more prepared to make connections with families and the broader community at their future placements.

While there was not found to be a statistically significant relationship between respondent's intention to stay and their feelings of Whole Child preparedness in the current study, it will be vital going forward to continue research into the various factors that influence teacher attrition and intent-to-stay, in addition to preparedness, with the ultimate goal of keeping teachers in the profession long-term.

Limitations

While the findings from this study are informative to the education field, it is important to consider that the sample is limited to participating alumni from one Ohio university teacher education program. Additionally, the sample consisted of those teacher education alumni electing to receive email correspondence from the alumni affairs office at the university; this may be considered a potential sampling bias as these respondents may feel more connected to their alma mater, which provided the training on which they indicated their levels of preparedness. Due to the fact that survey respondents graduated between the years of 1956 and 2019, they received varied program content from university. The curriculum taught at the university underwent various iterations; meaning that different respondents may have received varied levels of preparation in each measured facet depending on their time of attendance. Respondents also answered how prepared they felt to deliver the facets of Whole Child education by their university, not how prepared they felt to deliver each facet overall. Respondents may feel more prepared in these areas based on additional professional development and education outside of their undergraduate teacher education training. Another limitation includes the complexity of a respondent's intention to stay at or leave a current job. While it was hypothesized that preparedness may be related to this decision, many other factors can influence the decision to stay at or leave a job including salary, geographic location, work-life balance, and most notably, administrative support (Hicks, 2020). Additionally, while the sample size is robust, all survey respondents are from one Ohio university, which may limit the generalizability of the findings across other universities and geographic regions.

Directions for Future Research

The current study provides information about respondent's preparedness by their university to provide the facets of Whole Child education, as well as information about their intention to stay in their current job placement. Future research should focus on the overall preparedness of educators to provide the facets of Whole Child education, accounting for additional training they may have received outside of their university education. Future research should also explore other factors that may be influenced by Whole Child education preparedness aside from intent-to-stay at a job, such as teacher burnout and teacher self-efficacy. It may also be prudent to focus future research on pre-service teacher preparation and stress, as future teachers are feeling burnout before even entering the workforce (Goddard & O'Brien, 2006). Additionally, other factors influencing teacher attrition such as student impact and behavior, placement in high poverty areas, and administrative support may be studied to better understand the various factors that may influence a teacher's intention to stay in their job placement (Herman, Hickmon-Rosa, & Reinke, 2018; Hicks, 2020; Rumschlag, 2017). Continued long-term research on Whole Child education implementation in public school systems and their outcomes, such as the Tacoma Public School Systems' Whole Child Initiative that is on a ten-year implementation timeline, is vital to understanding the long-term student, teacher, and system impact of Whole Child education implementation (Benner & Garcia, 2019; Benner, Allen, Greenway-Cirignano, & Garcia, 2017).

Finally, future research can increase the breadth of information gathered by including qualitative data and analysis, expansion of the questioning on the facets of Whole Child education and intent-to-stay, and an exploration of differential item functioning. Qualitative data collection and expansion of Whole Child and intent to stay questioning could provide additional information about each area of Whole Child preparedness, as well as additional and anecdotal

information about job choice, satisfaction, support, salary and other reasons that may influence a respondent's intent-to-stay in their current job placement and the teaching profession overall. An exploration of differential impact for this survey and the measured scales may reveal that the instrument functions differently for different samples of respondents; such as teachers in different school settings, different graduation years, and by gender (Finger, 2012). Specifically, differential item functioning could be used to consider respondent graduation year and the scope and sequence of the curriculum received at the university at that time; as well as preparedness in relation to the introduction and ubiquity of Whole Child models and education.

Conclusion

In conclusion, due to the fact that schools are increasingly becoming places where students receive services and care beyond academic instruction only, it is essential to continue to explore how prepared teachers and other education professionals are to provide these varied services, and how this may affect their feelings of job satisfaction. Future research in these areas may help to inform policy, practice, and curriculum changes that could influence teacher retention and attrition rates, as well as what is taught in undergraduate teacher education programs. The current study aimed to provide information on one Ohio university's alumni level of preparedness to provide the facets of the Whole Child approach, as well as their intention to stay in their current job placements. Respondents were found to feel more prepared to provide traditional academic content, as opposed to the more non-traditional facets of Whole Child Education, such as the implementation of trauma-informed practices. While results indicate that there were no statistically significant findings regarding the relationship between respondent's intention to stay and their feelings of Whole Child preparedness in the current study, future research in these areas is warranted in order to better prepare educators and combat teacher attrition.

References

Alliance for Excellent Education. (2014). *On the path to equity: Improving the effectiveness of beginning teachers.* Washington, DC.

Allensworth, D. D. & Kolbe, L. J. (1987). The comprehensive school health program: Exploring an expanded concept. *Journal of School Health, 57*(10), 409-412.

ASCD. (2019). Whole child initiative. Retrieved from: http://www.ascd.org/whole-child.aspx Association for Supervision and Curriculum Development. (2007). The learning compact redefined: A call to action. A report of the commission on the whole child. Alexandria, VA.

Benner, J. G., Allen, L., Greenaway-Cirignano, K., & Garcia, J. J. (2017). Sustainable system for building resilience: Preliminary outcomes of the Tacoma whole child initiative. *Curriculum in Context*, *43*(1).

Benner, J. G. & Garcia, J. J. (2019). Comprehensive trauma informed care for the whole community: The Whole Child Initiative model. *Educational Considerations, 44*(2).

Boone, W. J. (2016). Rasch analysis for instrument development: When, why, and how?. *CBE: Life Sciences Education*, 15(4).

Brill, S. & McCartney, A. (2008). Stopping the revolving door: Increasing teacher retention. *Politics & Policy*, *36*(5).

Council for Accreditation of Educator Preparation (2018). *CAEP Accreditation Handbook*. Washington, DC: Council for the Accreditation of Educator Preparation.

Collaboration for Academic, Social, and Emotional Learning. (n.d.). Schoolwide guide to SEL. Retrieved from: https://schoolguide.casel.org/

California Department of Education. (2019). California one system serving the whole child. Retrieved from: https://www.cde.ca.gov/eo/in/onesystem.asp

Crosnoe, R., Bonazzo, C., & Wu, N. (2015). Healthy learners: A whole child approach to reducing disparities in early education. New York: Teachers College Press.

Finger, R. P., Fenwick, E., Pesudovs, K., Marella, M., Lamoureux, E. L., & Holz, F. G. (2012). Rasch analysis reveals problems with multiplicative scoring in the macular disease quality of life questionnaire.Ophthalmology, 119, 2351-2357. doi:10.1016/j.ophtha.2012.05.031

Fives, H., Hamman, D., & Oliviarez, A. (2007). Does burnout begin with student teaching? Analyzing efficacy, burnout and support during the student-teaching semester. *Teaching and Teacher Education, 23(6)*, 916-934.

Garcia, E. & Weiss, E. (2016). *Making Whole Child education the norm.* Washington, DC: Economic Policy Institute.

Garcia, E. & Weiss, E. (2019). *U.S. schools struggle to hire and retain teachers*. Washington, DC: Economic Policy Institute.

Gray, L. & Taie, S. (2015). Public school teacher attrition and mobility in the first five years: Results from the first through fifth waves of the 2007–08 beginning teacher longitudinal study (NCES 2015-337). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from http://nces.ed.gov/pubsearch

Griffith, D. & Slade, S. (2018). A whole child umbrella. *Educational Leadership, 76*(2).

Goddard, R. & O'Brien, P. (2006). Preservice teacher education and beginning teacher burnout. Retrieved from: https://www.researchgate.net/publication/251534439_Pre-service_teacher_education_and_beginning_teacher_burnout.

Grissom, J. A. & Bartanen, B. (2019). Strategic retention: Principal effectiveness and teacher turnover in multiple-measure teacher evaluation systems. *American Educational Research Journal 56*(2).
Guyton, E. & Faroki, E. (1987). Relationships among academic performance, basic skills, subject matter knowledge, and teaching skills of teacher education graduates. *Journal of Teacher Education, 38*(5), 37-42.
Hicks, M. A. (2020). Keeping teachers: The factors influencing intent to stay. Retrieved from: https://cardinalscholar.bsu.edu/handle/123456789/202276.
Ingersoll, R. (2002). The teacher shortage: A case of wrong diagnosis and wrong prescription. *NASP Bulletin, 86*(631).
Ingersoll, R. (2003). Is there really a teacher shortage? Retrieved from: https://repository.upenn.edu/gse_pubs/133
Ingersoll, R. & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Education Research*. *81*(2), 201-233. doi: 10.3102/0034654311403323
Institute for Educational Leadership. (2017). *Community schools: A Whole Child framework for school improvement.* Washington, DC.
Krachman, S. B., LaRocca, R., & Gabrieli, C. (2018). Accounting for the Whole Child. *Educational Leadership, 75*(5).
Lewallen, T. C., Hunt, H. , Potts-Datema, W. , Zaza, S. and Giles, W. (2015). The whole school, whole community, whole child model: A new approach for improving educational attainment and healthy development for students. *J School Health*, 85, 729-739. doi:10.1111/josh.12310
Linacre, J.M. (2019). Winsteps® (Version 4.4.2) [Computer Software]. Beaverton, Oregon: Winsteps.com. Retrieved January 1, 2019. Available from https://www.winsteps.com/
Lunz, M. E. (2010). Using the very useful Wright map. Retrieved from http://www.rasch.org/mra/mra-01-10.htm
Maier, A., Daniel, J., & Oakes, J. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Palo Alto, CA: Learning Policy Institute.
Mayfield, J., & Mayfield, M. (2007). Intentions to Stay Scale [Database record]. Retrieved from PsycTESTS. doi: http://dx.doi.org/10.1037/t63366-000
Mayfield, J., & Mayfield, M. (2007). The effects of leader communication on a worker's intent to stay: An investigation using structural equation modeling. *Human 108 Performance, 29*(2), 85-102. doi:10.1080/08959280701332018
Morse, L. L. & Allensworth, D. D. (2015). Placing students at the center: The Whole School, Whole Community, Whole Child model. *Journal of School Health, 85*(11): 785-94.
Ohio Department of Education. (n.d.). Teacher Exit Survey [PDF document]. Retrieved from: http://education.ohio.gov/Topics/Teaching/Educator-Equity/Teacher-Exit-Survey
Ohio Department of Education. (2005). Ohio Standards for the Teaching Profession [PDF document]. Retrieved from: http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/TeachingProfessionStandards.pdf.aspx?lang=en-US
Ohio Department of Education. (2015). Guidelines and Procedures for Academic Program Review. [PDF document] Retrieved from: https://www.ohiohighered.org/sites/default/files/Academic-Program-Review-Guidelines_FINAL_042915

Ohio Department of Education. (2019). Each child our future Ohio strategic plan for education: 2019-2024 [PDF file]. Retrieved from: http://education.ohio.gov/About/EachChildOurFuture

Ohio Education Research Center. (2013). *Teacher supply and demand in Ohio.* Columbus, OH.

Reinhartz, J. & Reinhartz, D. (1988). *Teach-practice-apply: The TPA instruction model, 7-12*. National Education Association of the United States.

Rhea, D. & Bauml, M. (2018). An innovative Whole Child approach to learning: The LiiNK Project. *Childhood Education, 94*(2), 56-63.

Rumschlag, K. E. (2017). Teacher burnout: A quantitative analysis of emotional exhaustion, personal accomplishment, and depersonalization. *International Management Review, 13(1)*.

Sandrese, W., Walker, D. I., & Jones, C. (2015). Developing the Whole Child in an age of academic measurement: Can this be done according to U.K. teachers?. *Teaching and Teacher Education, 47*, 195-203.

Slade, S. & Griffith, D. (2013). A Whole Child approach to student success. *KEDI Journal of Educational Policy, Special Issue*, 21-35.

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.*. Palo Alto, CA: Learning Policy Institute.

Tippens, A., Ricketts, J. C., Morgan, A. C., Navarro, M., and Flanders, F. B. (2013). Factors related to teachers intention to leave the classroom early. *Journal of Agricultural Education, 54(4),* 58-72.

Tennessee Department Of Education. (n.d.). Best for All [PDF document]. Retrieved from: https://www.tn.gov/education/about-tdoe/best-for-all-strategic-plan.html

Appendix

Alumni Teacher Preparedness Survey

By clicking "I Consent" below, you are indicating that you understand your participation is voluntary, that your responses will be kept anonymous, and that you are at least 18 years of age.
I consent
I do not consent

Demographics
What is your age?
18 - 24
25 - 34
35 - 44
45 - 54
55 - 64
65 - 74
75 - 84
85 or older

What is your ethnicity?
Black or African American
White
Hispanic or Latino
Native American or American Indian
Middle Eastern or North African
Asian / Pacific Islander
Prefer Not to Answer
Prefer to Self-Describe

What is your gender?
Male
Female
Prefer not to answer
Prefer to Self-Describe

Training and Background
Please list the degree(s) that you obtained at University

What was your University undergraduate graduation year?
19 (input last two digits)
20 (input last two digits)

What was your major/thematic sequence and/or graduate degree at University?

How many years have you been employed in the field of education?

Less than 1 year
1 to 3 years
4 to 6 years
7 to 10 years
10 + years

Which option best describes your current school setting or last school setting if retired?
Rural
Urban
Suburban
Town

What grade range do you most often work with? (select all that apply)
Early Elementary (Kindergarten-2nd grade)
Late Elementary (3rd grade-5th grade)
Middle School/Junior High (6th grade-8th grade)
Early High School (9th-10th grade)
Late High School (11th-12th grade)

What is your highest level of education?
Currently pursuing a Bachelor's degree
Associate/ Technical degree
Bachelor's degree
Master's degree
Master's Plus
Doctoral/ Educational Specialist degree

What is your job title?
Teacher
Aid/Paraprofessional
Intervention Specialist/Special Education Teacher
Related Service Provider
Administrator
Support Staff
Other

Preparedness
How well did University prepare you to:
Extremely well
Very well
Moderately well
Slightly well
Not well at all
Teach academic content
Support the health needs of students
Support the needs of the whole child

Engage parents/families
Engage with the broader community
Support the physical safety of students
Support the emotional needs of students
Encourage a healthy lifestyle for students in my classroom
Promote access to personalized student learning
Academically challenge students
Foster Social-Emotional Learning
Promote Trauma-Informed Practices
Use Culturally Responsive Instructional Practices

It is important for teachers to be trained in:
Strongly Agree
Agree
Somewhat Agree
Somewhat Disagree
Disagree
Strongly Disagree
Relevant academic content
Promoting physical well-being
Supporting the needs of the whole child
Engaging parents and/families
Engaging the community
Promoting the physical safety of students
Promoting the emotional needs of students
Educating students on healthy living
Using personalized student learning
Academically challenging students
Creating opportunities for social-emotional learning
Using trauma- informed practices
Using culturally responsive instructional practices

Burnout
Please indicate your level of agreement to the following statements:
Strongly Agree
Agree
Somewhat Agree
Somewhat Disagree
Disagree
Strongly Disagree
I feel emotionally exhausted by my work.
I feel negative/cynical towards students or colleagues
I feel a sense of personal accomplishment from my work.

Intent to Stay
Please indicate your level of agreement to the following statements:

Strongly Agree
Agree
Somewhat Agree
Somewhat Disagree
Disagree
Strongly Disagree
I expect to be working for my current employer one year from now.
I would change jobs if I could find a position that pays as well as my current one.
I am actively looking for another job.
I would like to work for my current employer until I retire.
I would prefer to be working at another organization.
I can't see myself working for any other organization.
I would feel very happy about working for another employer.

Protective Factors
Extremely Often
Often
Sometimes
Rarely
Never
Self-care can be defined as activities performed to achieve, maintain, or promote maximum personal health; such as exercise, meditation, and time with family and friends. How often do you engage in healthy self-care practices?

Collaboration involves working with others with a focus on cooperation and compromise. How often do you collaborate with other school professionals in your school building?

How often do you seek the advice of leadership in your school building?

How often do you participate in meaningful professional development?

Open Ended Questions
If asked, "How do you teach the "whole child?", how would you answer?

In what ways were you **not** prepared for your current role by the X University Teacher Education Program? (please do not include identifying information)

How do you feel the X University Teacher Education Program prepared you for your current role? (please do not include identifying information)