

INTRODUCTION:

Retaining beginning teachers is a critical component of school success. Recently, national studies have suggested that beginning teachers' perceptions of success are a key component in whether they will stay in the classroom and excel. This report summarizes findings from an assessment of beginning teachers in Public School System. The report also discusses the findings with implications for the school system.

Our nation recognizes that its well-being depends on a well-educated public. Retaining and respecting teachers is central to this enterprise. Unfortunately, too many good beginning teachers leave the profession in the first three years of teaching. Retaining these beginning teachers requires an integrated effort by school systems and policymakers that accounts for beginning teachers' perceptions of success. Why? We now know that there is an important correlation between beginning teachers' perceptions of success across a number of key school factors and their willingness to stay in the classroom and excel.

In other words, as a community and as a school system, efforts must be made to increase beginning teachers' perceptions of success among the key factors related to new teacher retention. Any County has a school system where students, teachers, administrators, and the community are committed to succeed. This report summarizes results from the Perceptions of Success Inventory for Beginning Teachers (PSI-BT) which was administered to 82.2% of the beginning teachers in Any County School System (n=70). As well, it provides recommendations for school leaders and community partners.

Any County is receiving data on the 54 items assessed on the PSI-BT. Each item was assessed using two prompts:

- 1) This is my current experience in my school;
- 2) This is essential for effective teaching.

Beginning teachers responded to each item on a six point Likert scale as follows:

<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4	5	6