UNIVERSITY GRADUATE SCHOOL BULLETIN
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Florida International University
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Doctoral Dissertation Defense

Abstract

Retention of Beginning/Novice Teachers Who Sign Out-of-Field Waivers

by

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Research investigating teacher shortage/teacher retention is well known. However, there is little research focusing on the retention outcomes of beginning/novice teachers who sign Out-of-Field Waivers. This non-experimental, quantitative research study was conducted to describe the retention outcomes of beginning/novice teachers in Miami-Dade County Public Schools, the fourth largest school district in the U.S. The project focused on three academic school years/cohorts (1,037 beginning/novice teachers). Of the 1,037 new teacher 128 of them signed Out-of-Field Waivers. The results indicated that: 1. Signing an Out-of-Field Waiver was not associated with leaving the school district. 2. Beginning/novice teachers hired in schools with higher Accountability Grades were more likely to be retained. Due to the fact that the majority of schools in M-DCPS are Title I Funded Schools, teachers who sign Out-of-Field waivers were more likely to be placed in Title 1 Funded Schools. However, Non-Title I Funded Schools outperformed Title I Funded Schools in the retention rates of beginning/novice teachers who signed Out-of-Field Waivers. Additionally, teachers who signed Out-of-Field Waivers were more likely to be placed in schools with Accountability Grade of D or F and less likely to be hired in schools with a grade of C than teachers who did not sign Out-of-Field Waivers. 3. Teachers who signed Out-of-Field Waivers and were traditionally prepared were more likely to remain in the profession/school district than those who were alternatively prepared. 4. Women who signed Out-of-Field Waivers were more likely than men to remain in school district/profession. 5. Different from other studies, teachers’ race/ethnicity was not associated with retention. Implications for policy, practice, and research are discussed.

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Time: 11:00 a.m.
Place: ZEB, Room 312

Department: Education Policy Studies
Major Professor: Dr. Ethan Kolek

https://dadeschools.zoom.us/j/86916248118?pwd=d58zMkZSSDh3MDJ4OHM2UFByemI4QT09