**Working Conditions & Teachers**

**What we know:**

* First 3 years of teaching is particularly challenging (Billingsley, Griffin, Smith, Kamman, & Israel, 2009; Wang, Odell, & Schwill, 2008)
* Novices rely on social resources to help them improve and to meet the challenges of their classroom (Billingsley et al., 2009; Jones, Youngs, & Frank, 2013; Kraft & Papay, 2014; Mathews et al., in press)
* Teachers “sort” unevenly across and within schools, with more qualified teachers providing instruction to higher achieving, less poor, and less culturally/linguistically diverse students (Clotfelter et al., 2006; Kalogrides & Loeb, 2013; Kalogrides, Loeb, Beteille, 2013)
* Special educators leave classroom at higher rates than their general education colleagues (Boe et al. 1998)

**Challenge:**

What can we learn about teacher sorting or working conditions from social media and/or websites? Are there characteristics of schools and/or learners that may contribute to teacher attrition? Are classroom/student characteristics identifiable in online sources? If so, what are the policy or practical implications?

To answer these questions, attempt to develop a dataset from social media or other websites that could use be used for network analysis, text analysis, or other means. Looks for novel ways to identify who should be “counted” as a teacher more broadly, or as a special educator more specifically. Are there mechanisms for identifying where (location or school/classroom type) or who (race/ethnicity, disability, language) that could help further the analysis?

**Goal of the Dataset:**

I’m hoping the collected data will provide a way to understand the more nuanced factors that contribute to teachers (especially special educators) leaving the classroom. Currently, researchers rely heavily on extent, secondary data sources (such as the Schools and Staffing Survey conducted by the National Center for Education Statistics) to connect dots between student/school characteristics, teacher qualifications, and working conditions. These sources provide broad stroke clues to teacher-decision making, but leave administrators and policymakers without more detailed observations of contributing factors.

I anticipate using this dataset to further my research agenda and would be willing to continue working with any student(s) who are interested!

Good luck & thanks for assisting me with this!

Thanks-

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