

Abstract

This exploratory pilot study utilizes in-depth interviews to gain baseline information in anticipation of a larger, mixed methods study examining North Carolina teacher perceptions of school turnaround efforts. Results of the pilot study indicate that teachers do in fact feel conflicting signals, complain of insufficient planning time, intervention knowledge gaps and burdensome administrative work associated with school turnaround efforts. Despite certain negative feedback, the pilot study teachers indicated an interest in receiving help and bettering their practice as educators. Future research should work to expand this research by implementing large scale survey methodologies and incorporating analysis of school principal management and communication strategies.