

ABSTRACT

Catherine Tomon. THE IMPACT OF PRINCIPAL LEADERSHIP ON WORKING CONDITIONS AND TEACHER RETENTION IN NORTH CAROLINA MIDDLE SCHOOLS (Under the direction of Dr. James McDowelle) Department of Educational Leadership, November, 2009.

Research indicates that administrative leadership is the most important factor in determining the climate of a school, and there are specific leadership attributes such as improving working conditions that promote retention. This study seeks to identify leadership behaviors that positively affect quality teacher retention among two particular groups (Beginning teachers with 1-3 years of experience and career teachers with 4+ years of experience) in the middle schools of North Carolina.

A Fisher's Exact Test was performed on the data that were collected from the 22 leadership questions on the 2006 North Carolina Teacher Working Conditions Survey. Ten of those questions were statistically significant at the .05 level. A Pearson Chi-Square was conducted to determine what working condition domain had the most impact on quality teacher retention for both beginning and career teachers.

According to the findings of this study, there is a relationship between principal leadership and quality teacher retention, wherein different leadership attributes can be used as predictors for quality teacher retention.

THE IMPACT OF PRINCIPAL LEADERSHIP ON WORKING CONDITIONS AND
TEACHER RETENTION IN NORTH CAROLINA MIDDLE SCHOOLS

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TEACHER RETENTION IN NORTH CAROLINA MIDDLE SCHOOLS

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TABLE OF CONTENTS

LIST OF TABLES.....	vii
CHAPTER 1: INTRODUCTION.....	1
Statement of the Problem.....	1
Purpose of the Study.....	3
Research Questions.....	3
Research Hypothesis.....	4
Significance of the Study.....	4
Limitations of the Study.....	5
Definition of Terms.....	6
Organization of the Study.....	8
CHAPTER 2: REVIEW OF LITERATURE.....	10
Introduction.....	10
Exhortatory Literature on Teacher Retention.....	10
Morale.....	10
Motivation.....	15
Engaging Teachers.....	17
Empirical Studies on Teacher Retention.....	19
Research on Beginning Teachers.....	22
Research on Career Teachers.....	26
Research on the North Carolina Teacher Working Condition Survey.....	28
Research on the Middle School.....	33

Summary.....	38
CHAPTER 3: METHODOLOGY.....	39
Introduction.....	39
Problem Statement.....	40
Research Questions.....	41
Null Hypothesis.....	41
Null Hypothesis 1.....	41
Null Hypothesis 2.....	42
Participants.....	42
Data Source.....	43
Instrumentation.....	43
Leadership Questions.....	46
Questions.....	49
Demographic Questions.....	49
Collection of the Data.....	50
Statistical Analysis of the Data.....	50
Summary.....	52
CHAPTER 4: RESULTS.....	53
Introduction.....	53
Description of the Population.....	53
Reliability of the North Carolina Teacher Working Conditions Survey.....	54

Data Analysis.....	55
Statistical Analysis of the Data.....	57
Section 1-Dicussion of Significant Results.....	60
Section 2-Working Condition Domains.....	66
Summary.....	74
CHAPTER 5: CONCLUSION.....	76
Problem Statement.....	76
Discussion of Null Hypotheses.....	77
Discussion.....	80
Implications for Education Leaders and Policymakers.....	83
Recommendations for Future Practice.....	87
Recommendations for Future Research.....	88
Summary.....	89
REFERENCES.....	91
APPENDIX A: 2006 NORTH CAROLINA TEACHER WORKING CONDITION SURVEY.....	104
APPENDIX B: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER	130

LIST OF TABLES

1. Composition of the 2006 North Carolina Teacher Working Conditions Survey.....	45
2. 22 Leadership Questions from the 2006 North Carolina Teacher Working Conditions Survey.....	47
3. Statewide Results for Stayers for Both Beginning and Career Middle School Teachers to the Statements on Leadership.....	58
4. Leadership Statements That Were Found Not to be Significant at the .05 Level.....	67
5. Statewide Results: Aspect of Work Environment Most Affecting Stayers for both Beginning and Career Middle School Teachers.....	70
6. Statewide Results: Aspect of Work Environment Most Affecting Stayers for Beginning Middle School Teachers.....	71
7. Statewide Results: Aspect of Work Environment Most Affecting Stayers for Career Middle School Teachers.....	72

CHAPTER 1: INTRODUCTION

Around the United States of America, school districts are struggling to recruit and retain enough teachers to make up for the veteran teachers who are expected to retire in the next decade.

According to a new Duke University study, beginning teachers are more likely to remain in the profession if they are satisfied with the principal's leadership. This new study shows that principal leadership and school climate deserve more attention in local school district efforts. The study also found that teachers were more likely to stay where they were satisfied with their principal's leadership and with the school climate (Wynn, Carboni, & Patall, 2006).

Statement of the Problem

Understanding why teachers leave the profession and/or the classroom is the key to successful quality teacher retention. Teachers leave when they encounter environments that lack essential professional supports. Among these are: (a) support from school leadership, (b) support from organizational structures and workforce conditions that convey respect and value for them, and (c) support in the form of induction and mentoring programs for new and career teachers (Ingersoll, 2001; Johnson, Birkeland, Kardos, Kauffman, Liu, & Peske, 2001).

Research indicates that administrative leadership is the most important factor in determining the climate of a school, and there are specific leader activities such as actively sustaining teacher morale and improving working

conditions that allow all teachers to feel supported in their work (Bateman & Bateman, 2001; Council for Exceptional Children, 2001; DiPaola & Walther-Thomas, 2003; Evans, 1999; Goor, Schwenn, & Boyer, 1997).

In his article about staff morale, school climate, and educational productivity, Miller (1981) contends that student achievement, teacher attitudes, and an environment that fosters learning are all influenced by the quality of administrative leadership. Principals can positively affect school climate, teacher morale, and ultimately increase quality teacher retention by incorporating an invitational approach that involves a generous and genuine turning toward others in empathy and respect, with the ultimate goal of collaborating with them on projects of mutual benefit (Purkey & Siegel, 2003).

The negative working conditions in many American schools, illustrated by, (a) teacher isolation, (b) professional disempowerment, and (c) a lack of visionary leadership, create barriers that accelerate teacher attrition (Ferriter & Norton, 2004). Instead, the school culture should encourage the development of collaborative communities where new teachers are supported and developed during their critical first years, where the promise of new technology and facilities is harnessed and shared, and where highly skilled veterans are encouraged to unite around a single goal of student success. Until every school establishes a working environment that maximizes teacher development and teacher and student performance, we will continue to see many thousands of new teachers abandon the profession in their first few years of service (Ferriter & Norton).

Purpose of the Study

The purpose of this study is to identify the impact principal leadership has on beginning and career teacher's retention and to determine what aspect of one's work environment most effects quality teacher retention in the middle school. This study also fills a gap in the literature by disaggregating and analyzing the data obtained from the North Carolina Working Conditions Survey. The study will identify those aspects of leadership behavior that are important to two particular groups (Beginning teachers with 1-3 years of experience, and career teachers, with 4+ years of experience). This study will be conducted using aspects of leadership behavior that are acknowledged factors in the retention of teachers as measured by the 22 leadership questions that were asked in the 2006 North Carolina Teacher Working Conditions Survey. The sample of survey respondents will consist of both beginning teachers and career teachers in North Carolina Middle Schools that participated in the 2006 NC Teacher Working Conditions Survey and had at least a 40% response rate for their schools.

Research Questions

The research will address the following questions:

1. Is there a difference between what beginning teachers and career teachers value as important to teacher retention?
2. Is there a difference between beginning teachers' and career teachers' perceptions regarding what aspect of one's work environment most effects teacher retention?

Research Hypothesis

The following hypotheses will be tested for statistical significance:

Null Hypothesis 1. There is no statistically significant difference between what beginning teachers and career teacher's value as important to teacher retention.

Null Hypothesis 2. There is no statistically significant difference between beginning teachers' and career teachers' perceptions regarding what aspect of one's work environment most affects teacher retention.

All participants in this study worked in North Carolina Middle Schools. Two different groups were included in this study, beginning teachers and career teachers.

Significance of the Study

Because teacher retention is a problem, it is essential to understand how to retain both beginning and career teachers in the profession. Large amounts of money, resources and time are invested in teachers. By identifying the key leadership behaviors important to teachers in their decision to stay with a school, the principal has a much greater chance of retaining the teacher. Using these research findings, the school leader can:

1. Identify strategies to retain quality teachers.
2. Develop a climate which encourages and facilitates greater communication between its leader and teachers.

3. Develop leadership behavior which would better retain those individuals.

Limitations of the Study

There are different leadership behaviors that attract and retain teachers. This study only addressed factors of the leader's behavior that pertain to the retention of teachers in middle schools that were in North Carolina that had at least a 40% response rate to the 2006 North Carolina Teacher Working Conditions Survey. Response to the survey was voluntary. The data included all reported responses from the 115 school districts statewide, however the range of response rates between school districts is very inconsistent ranging anywhere from 40% to 100%. Thus, the data may not be representative of all teachers in North Carolina.

The North Carolina Professional Teaching Standards Commission developed the foundation for the Teacher Working Conditions Survey in 1988. The original standards were validated by over 500 teachers who examined their content. The North Carolina Board of Education adopted these standards in 1999 and in 2001 and administered a 34 item pilot survey. The pilot survey was completed by more than 23,000 school personnel across North Carolina. Reliability studies have not been conducted for subsequent surveys.

Hirsch, Emerick, Church, and Fuller (2007) recommended that the results should not be considered separately nor as a means to voice complaints, rather they recommended that the data be used as a means to open conversations and

as a foundation for mutual understandings between teachers and principals about working conditions in their buildings.

There are many factors that affect retention. This study did not contemplate what happens if a leader leaves a school. Although leaders play a very important role in retention, though they do not control all the factors that affect the retention of teachers.

Definition of Terms

Terms used throughout this study are identified as follows:

Beginning Teachers -are teachers in a public school who have been teaching less than a total of three complete school years (Ed.gov, 2009, p. 107). This study will refer to teachers with 1-3 years of experience in the classroom.

Career Teachers – are teachers who have accomplished a certain number of years teaching and has reached a certain level of accomplishment in his or her skills (Wilkenson & Oklahoma Education Association, 1997). This study will refer to teachers with 4+ years of experience in the classroom.

Domains - refer to the 5 categories or factors that teachers responded to in the 2006 North Carolina Teacher Working Condition Survey i.e., Leadership, Time, Facilities and Resources, Professional Development and Empowerment.

Job Satisfaction - refers to fostering the aspirations of faculty and staff (Quay & Quaglia, 2005).

Leadership Behavior - is characterized by the ability of the leader to influence the activities of a group, by initiating structures (such as goal setting),

which enable the group to successfully overcome mutual problems and to achieve their group goals (Kent, 2007).

Leavers -are teachers who leave public school altogether (Johnson & Birkeland, 2002).

Middle School - a program which meets the needs of young adolescents in grades 6-8 (Middle School Online Staff Development Initiative, 2003, ¶ 2).

Morale - a feeling a worker has about his job based on how the worker perceives himself in the organization and the extent to which the organization is viewed as meeting the worker's own needs and expectations (Washington & Watson, 1976).

Motivation - the act of giving somebody a reason or incentive to do something. It is a feeling of enthusiasm, interest, or commitment that makes somebody want to do something. Taking time to acknowledge each person individually adds to his or her sense of contribution to the organization (Cooper, 2000).

North Carolina Teacher Working Condition Survey refers to the survey instrument developed to analyze the work environment in North Carolina schools (Hirsch, 2004). The results to the responses to the five domains of Time, Facilities and Resources, Leadership, Teacher Empowerment, and Professional Development will be analyzed in this study with the primary focus on Leadership.

Ripple Effects - as defined in the North Carolina Working Conditions Survey refer to a series of effects caused by a single event (Ingersoll, 2001).

Stayers - teachers who remained at the same school where they are currently teaching (Johnson & Birkeland, 2002).

Teacher Retention - teachers staying in a particular school over a given period of time (Ax, Conderman, & Stephens, 2001).

Total Leaders - leaders that inevitably influence the behaviors of teachers, the system and the community, and promote intrinsic motivation. They are leaders that foster teacher retention (Minarik, Thornton, & Perreault, 2003).

Working Conditions - according to the NC Teacher Working Conditions Survey refers to conditions in which teachers want to work and students can learn. These working conditions are defined by 5 domains that deal with time, school facilities and resources, school leadership, teacher empowerment, and professional development (Hirsch, 2006).

Work Environment - refers to the 5 domains that deal with time, school facilities and resources, school leadership, teacher empowerment, and professional development as identified in the 2006 NC Teacher Working Conditions Survey (Hirsch, 2006).

Organization of the Study

This dissertation is divided into five chapters with an introduction and background provided in chapter 1. Chapter 2 provides a review of the literature as it pertains to leadership behavior that affect quality teacher retention and teachers' job satisfaction. An explanation of the methodology used in the study and a description of the procedures used are provided in chapter 3. An analysis

of the data collected is reported in chapter 4 and chapter 5 provides a summary of the findings, conclusions, limitations and recommendations for further study.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

This review of the literature will engage two primary categories of literature. In the first section, literature will be examined that is fundamentally exhortatory rather than empirical. In much of this literature though the factors cited by the authors are based upon long and exemplary experience, their findings are not specifically supported by concrete data. Still it is important to cite this literature because many of the authors reach similar conclusions and because it comprises a major segment of the literature surrounding the question of teacher retention. It addresses the following factors that affect teacher turnover: morale, motivation, and engaging teachers. In the second section, findings supported by rigorous empirical analysis will be cited. These topics will include: research on beginning teachers, research on career teachers, research on the North Carolina Working Conditions Survey, and research on the middle school.

Exhortatory Literature on Teacher Retention

Morale

Leadership is critical to improving working conditions, but principals and teachers perceive these conditions very differently. Hunter-Boyken and Evans (1995) state that high morale does not always contribute to high productivity. It does not always follow that happy teachers are necessarily the most productive. They go on to say that high morale includes low turnover, less absenteeism, and

a better academic environment for instruction. According to them, principals are the ones who are primarily responsible for motivating teachers toward achieving their organizational goals.

It is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers (Marzano, Waters, & McNulty, 2005).

All administrators are asked to deal with issues of morale and culture in their schools. Often the issues revolve around poorly motivated teachers or teachers who disrupt the climate of the overall school. In order for administrators to manage these issues they must learn to communicate on a variety of levels. They may find themselves in the role of motivator, trying to gain the support of those around them (Snoden & Gorton, 2002).

Brendle-Corum and Haynes (2004) describe four ways to support the morale of new teachers. These suggestions are (a) create and send a care package to new teachers moving into the area; (b) invite new teachers to an open house; (c) make sure new teachers' classrooms are adequately supplied, and finally (d) establish a new teacher club. New teachers need to know that others share some of the same feelings and experiences they experience.

One source defined morale as the feeling a worker has about his job based on how the worker perceives himself in the organization and the extent to which the organization is viewed as meeting the worker's own needs and expectations (Washington & Watson, 1976). Mendel, 1987 states that morale has

been thought of variously as a feeling, a state of mind, a mental attitude, and an emotional attitude. Bentley and Rempel (1980) describe morale as the enthusiasm and professional interest that one displays towards the achievement of individual and group goals in a certain job situation.

When teacher morale is high and a healthy school environment exists, teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs (Hoy & Miskel, 1987). Daniel Griffiths (1956) found the following:

If it can be shown that groups which achieve their goals efficiently exhibit a high degree of cohesiveness, think well of their leaders, do not fight among themselves, agree on their objectives, have confidence in their equipment, and so on, then these manifestations represent high morale, but only if a relationship to goal achievement can be shown. (p. 161)

Griffiths (1956) describes teachers with high morale as teachers: (a) that look forward to going to work in the morning and are not in a hurry to leave in the evening, (b) that exhibit concern for the direction in which the school and the programs are moving, (c) that actively participate in school functions, committees, and organizations, (d) that willingly perform various school tasks that are above and beyond their stated duties, (e) that derive satisfaction from being a member of the school system and teaching profession, and (f) that are supportive of the school, its goals and philosophy; and are actively engaged in improving school- community relations (p. 147).

Griffiths also states that administrative behavior is a highly important factor in facilitating good staff morale. Administrators can have a direct, positive impact on teacher morale by: (a) Praising and giving credit when warranted, (b) supporting the teacher in conflicts with students and parents if the teacher's position is correct, (c) giving special attention to the teacher's physical comfort and other matters, (d) assuming responsibility for their administrative actions, (e) demonstrating that they are knowledgeable about current school methods, materials, strategies and practices, and (f) encouraging the teachers' professional growth (Griffiths, 1956, p. 145).

Vail (2005, ¶ 8) states that some things about teacher morale principals can control and others they cannot. Some of the responsibility lies with the building leader. Vail lists 10 things principals can do to make schools great places to work. These included: (a) supporting new teachers, (b) cluing into climate, (c) empowering teachers and staff, (d) recognizing and rewarding teachers and staff, (e) not ignoring administrator morale, (f) dealing with student discipline, (g) treating teachers like professionals, (h) asking employees what's going on, (i) keeping facilities tidy, and (j) developing emotional intelligence. She also states that in any building where the adults are happy and productive, the children are bound to be happy and productive, too.

When morale is high, students benefit greatly. Praise that is genuine motivates and activates others to take the time to give small indications of gratitude. Great administrators set the tone for a school that recognizes

contributions to all. Most importantly, great leaders provide authentic praise and work effortlessly to implement, maintain and sustain a positive morale (Connors, 2000).

Briggs and Richardson (1992) affirm that morale is a concern in the industrial world where salaries, working conditions, employee input and management-labor relationships are areas of concern due to their impact on productivity and attitude. They state that low morale is associated with an individual's attitudes, self-esteem, and self-concept. They also state that these internal feelings such as insecurity, frustrations, and lack of confidence may result in external reactions. These reactions refer to relationships with other teachers and administrators. As a result of low morale, the educators resist change, and the school has a high rate of absenteeism.

Lumsden (1998) and Price (2003) agree that by treating teachers in ways that empower them, such as involving them in decisions about policies and practices and acknowledging their expertise, administrators can help sustain teacher morale.

Cooper (2000) takes a slightly different approach to motivation, stating that recognition of others and their accomplishments is paramount in motivating others to follow your lead. Taking the time to acknowledge each person individually adds to his or her sense of contribution to the organization.

Million (2004), NAESP Director of Public Information states that teachers' morale is not high in these No-Child-Left-Behind days. Teachers' hard work and

solid results often seem to be unnoticed or overshadowed, especially in schools that do not make *adequate yearly progress* under NCLB. In her article, she encourages principals to nominate teachers for local, state or national awards. Even if they do not win, simply being nominated can boost their self esteem.

Black (2001), Peters and Waterman (1982), and Schmoker (1999) agree publicly honoring employees and teams with simple tokens, like coffee cups or thank you cards, may be the most powerful way to influence organizational behavior. Black also states that in schools with bigger budgets, teachers might get hand-dipped chocolates and gift certificates to local restaurants or even catered meals. Clearly, building teacher morale requires more than compliments, plaques, and one-time events. In addition to token awards, researchers say, school leaders, especially principals, need to give teachers a voice in their day to day responsibilities, a strong support system, and a sense that their work is significant. Nelson (1994), and Blasé and Kirby (1992) concur that recognition for a job well done is the top motivator of employee performance both in business and in schools.

Motivation

According to The MetLife Survey of the American Teacher (2003), teachers, principals and parents all emphasize the importance of motivating teachers and students to achieve. Teachers believe that principals spend more time on reporting and compliance than on guiding and motivating teachers, but principals report that the reverse is true. The survey findings also revealed

parents, teachers and principals all agreed that motivating teachers and students is the most important characteristic of a school, the most important role of a school leader, and the most important part of a school principal's job.

Owens (2004) believes that individuals are motivated not only by their own internal perceptions, (i.e. needs and characteristics) or only by external demands, (i.e. expectations, and environmental conditions), but by an interaction of the two. He also states that the educational leader or administrator is an important part of the organizational environment with which the organization's members interact and therefore is important in determining the nature and quality of their motivation.

Hertzberg (1975) states that workers are motivated through feeling responsible for and connected to their work. In order to retain quality teachers it is important to change the climate in our schools through motivation. The findings of Hertzberg are supported by extensive and replicated research studies.

Quay and Quaglia (2005) describe eight conditions that principals can develop to motivate teachers to achieve their fullest potential. Fostering the aspirations of faculty and staff is the key to job satisfaction and increased productivity. These eight conditions included: (a) Fostering a sense of belonging, (b) establishing the principal as a hero, (c) celebrating personal growth and effort, (d) making work fun and exciting, (e) encouraging curiosity and creativity, (f) creating a spirit of adventure, (g) providing opportunities for leadership and responsibility, and (h) inspiring confidence to take action.

Fiore and Whitaker (2005) state that theories are important, but nothing replaces good old-fashioned common sense and the desire to make the work environment fun, rewarding and motivating.

Engaging Teachers

Leaders can engage all stakeholders in the process of developing the mission statement and vision for the school that provides focus and direction for all involved (DiPaola, & Walther-Thomas, 2003).

Good leaders encourage others to be leaders and help bring out those qualities. Therefore, if teachers attend a conference or workshop, they should have them share their knowledge with the rest of the staff when they return. Leaders can have career teacher's work together to solve an instructional problem (Spitz, 2003).

Good administrative leaders recognize that if we want our teachers to be successful, we need to consider the range of their needs (Hoerr, 2005). Administrators need to listen and let teachers know that they value them not only as educators but also as people.

Total leaders, leaders that inevitably influence the behaviors of teachers, the system and the community, and promote intrinsic motivation, are leaders that foster quality teacher retention. A principal who functions as a total leader expands the principal-teacher relationship from linear to multidimensional by modeling systematic approaches to decision making (Minarik et al., 2003).

A principal who listens to teachers is better able to identify both the positives and negatives in the school environment. What teachers say in one-on-one talks with the principal, what issues they bring up in staff meetings, and even snippets of teacher conversations heard in hallways provide valuable data for principals interested in keeping staff morale high. Teachers want to work in schools where they have the time and opportunity to work with other professionals and where they feel supported and appreciated by their principals. By nurturing an environment in which teachers and students can focus on learning and by providing the types of organizational support teachers say they need, principals can balance their support for both high levels of student learning and high staff morale (Protheroe, 2006).

The decisions that school leaders make and how they make them have a direct impact on working conditions. Teachers often complain that decisions affecting them are usually made without their knowledge. Leaders need to involve teachers in making decisions. For example, leaders can involve staff in (a) departmental scheduling, (b) student scheduling and (c) duty assignments (Price, 2003).

Fredericks (2001) states that although many teachers are frustrated by poor salaries and working conditions, the real deciding factor for whether a teacher stays or leaves is the administration. Administrators set the tone for a school's learning and working environment, and a principal can make or break a school. In addition to motivating the teaching staff, strong, caring administrators

provide two essential resources for today's schools: parent involvement and community business partnerships. The author identifies five ways an administrator can improve a school: (a) empower the teachers; (b) monitor the classroom; (c) praise the staff; (d) practice unity; and (e) find community business partners.

Empirical Studies on Teacher Retention

In the Philadelphia Education Fund Study, Useem (2001a) noted that schools that had a low turnover of teachers had principals that demonstrated the following skills and management styles through the implementation of a strong induction program that reflected (a) the principal's personal involvement in meeting with new teachers, (b) having his/her office open for conversations, (c) assigning new teachers classroom rosters that were not heavily weighted with challenging students, (d) providing mentors early in the school year, (e) overseeing a safe and orderly environment with active support for teachers on disciplinary issues, (f) maintaining a welcoming and respectful administrative approach toward all staff, the children, their parents, and school visitors, (g) developing the leadership skills of school staff, and (h) providing materials and supplies to teachers in a consistent, timely, and inclusive manner.

Perie and Baker (1997) analyzed data collected by the National Center for Education Statistics and found that the *most satisfied* teachers viewed their schools as supportive, safe, autonomous environments. They were also more likely to feel that staff members were recognized for a job well done, that their

administration was supportive and caring, that teachers in their schools participate in making important school decisions, that principals frequently discuss instructional practices with teachers, and that there is a great deal of cooperative effort among the staff.

According to McElroy (2005), results from the Southeast Center for Teaching Quality show that teachers also placed a high premium on ensuring schools have strong and supportive leadership from administrators and access to high-quality professional development so that staff can continually enhance their knowledge and skills.

Whitener (1997) analyzed survey data from surveys of teachers who had either left teaching due to “dissatisfaction with teaching as a career,” or who, while still teaching, had transferred due to “dissatisfaction with the previous school” (p. 4). Both groups said two factors significantly influenced their decision: inadequate support and lack of recognition from school leaders.

Johnson and Birkeland (2003) conducted a study to determine why teachers left their schools. The working conditions identified in the study that needed improvement were: (a) curriculum materials needed to be sufficient for teachers; (b) discipline plans should be school-wide and needed to focus on learning; (c) teachers needed to be assigned appropriately; (d) communication with parents was very important; (e) collaboration with colleagues is important to improving teaching skills; (f) respect and support from administrators; and (g) teachers need appropriate staff development. In this study, the teachers that

were surveyed left their schools because they were looking for better working conditions.

Buckingham and Coffman (1999) reported findings from a Gallup Poll that indicated the single most important variable in staff productivity and loyalty is the quality of the relationship between staff and their direct supervisors.

Ax et al. (2001) found that 2% of respondents cited the lack of administrative support as central to their decision to leave the field. The authors stated that principals can reduce a teacher's desire to leave by demonstrating that they understand the daily realities of teachers' work, thus providing the individualized support needed to reduce teachers' feelings of isolation, exhaustion, and burnout.

The following authors stated that surveys of teachers have long shown that working conditions play a major role in teachers' decisions to switch schools or leave the profession. They also agree that teachers' feelings about administrative support, resources for teaching, and teacher input into decision making are strongly related to their plans to stay in teaching and to their reasons for leaving (Darling-Hammond, 2003; Ingersoll, 2001; National Commission on Teaching and America's Future, 2003).

Previous quantitative research on the relationship between teacher working conditions and teacher mobility emphasize the importance of the quality of the workplace both as a mediator of the effectiveness of teachers within

classrooms and as a determinant of their willingness to remain in a school (Clotfelter, Ladd, & Vigdor, 2009).

Leithwood (2006) advises principals and administrators to develop more positive teacher working conditions as the prime strategy for minimizing voluntary teacher mobility and reducing attrition from the profession.

Research on Beginning Teachers

Ingersoll and Smith (2003) refer to the teacher retention problem as a *leaky bucket*, new teachers are recruited but they are not retained in the profession. They refer to an image of a bucket being filled constantly, yet leaking more quickly than it is filled. Much effort has been put into recruiting teachers; however, the problem does not seem to be in recruitment, but in teacher retention.

New teachers also need support. Principals should look for developmental opportunities wherein new teachers can acquire additional skills or reinforce present practices. Identifying workshops and conferences for new teachers to attend and making attendance possible are ways of demonstrating commitment to new teachers' success. Principals also need to seek out new teachers and initiate conversation about instructional matters until the new teachers develop a level of comfort to initiate contact on their own (Hope, 1999).

A study published in the *American Educational Research Journal* and conducted by Richard M. Ingersoll, an associate professor of education and sociology at Philadelphia University, concludes that educators should spend less

time on recruitment efforts and put more effort into retaining the teachers they have (Heller, 2004). Schools might have better success in retention by making improvements in job conditions, such as increasing support for teachers (Viadero, 2002).

Wasley (2005) states that successful teacher retention begins with: (a) pre-service teacher preparation, (b) teacher induction during the first two years teaching, and (c) professional development opportunities that extends throughout the teacher's career.

At the Project on the Next Generation of Teachers, Johnson and Birkeland (2003) studied the career paths of 50 new teachers in Massachusetts over the past four years. They began this project in an effort to understand what new teachers seek, what they experience, and what sustains them. By year three of the study, 3 of their original 50 teachers had been involuntarily transferred to other schools; 8 left teaching for other careers; and 3 left their public schools to teach in private school settings. Eight others, who were labeled as voluntary movers, had chosen to transfer from their original schools to other public schools. When explaining their decisions to transfer, the voluntary movers in their sample cited dissatisfaction with school administration more often than any other factor. Some found their principals dictatorial or inept. Many longed for supervision and instructional guidance from the principal while others welcomed administrators who expressed confidence in teachers.

Charlotte Advocates for Education (2004) designed a study to discover:

(a) what specific skills, training, experiences, and characteristics affect a principal's ability to be an effective leader who creates a supportive environment, (b) what specific strategies principals have implemented to impact the shaping of the working and learning environment in the schools, and (c) what support can be provided to principals in becoming more effective?

According to Carnes (2004), each year between 15% and 20% of the teachers in Charlotte-Mecklenburg Schools leave their classrooms. That percentage is even higher for teachers who have less than three years of experience. High teacher turnover rates result in the:

1. Deficit of quality teachers for every classroom and thus lower quality of instruction.
2. Loss of continuity within the school. School reforms require sustained and shared commitment by a school's staff. This is difficult to achieve with continual staff turnover.
3. Time, attention, and funds being devoted to attracting new teachers and not to the classrooms. It is estimated each turnover costs their system \$11,500 (Charlotte Advocates for Education, 2004).

In searching the national, state, and local literature, Charlotte Advocates for Education found teachers consistently cite working conditions as a major factor in determining whether they stay at a school. Principal leadership was often given as the key component in creating this positive working environment.

Charlotte Advocates for Education (2004) studied the traits and strategies of principals within Charlotte-Mecklenburg Schools, particularly in high needs schools, which had been most successful in retaining teachers while continually improving student achievement. Using pre-determined criteria, twenty principals were identified. To begin identifying principal traits and successful strategies used by them, surveys were designed and sent to these principals. Results revealed common themes. For more in-depth understanding of these common characteristics and strategies, these principals were invited to participate in a focus group centered on key issues identified in the survey results. Information from the surveys and focus groups were then analyzed.

The research results showed that these Charlotte-Mecklenburg schools did have effective principals in their schools. These principals focused on raising student achievement and retaining teachers. The following are key observations based upon the questionnaire and focus group responses were (a) principals who have been more successful in retaining teachers have characteristics of successful entrepreneurs, (b) these successful principals believe strong, instructional, operational, and strategic leadership in their school are equally important, however, operational issues dominate much of their time, leaving too little time available for instructional leadership, (c) these successful principals understand the value of people. They value teachers as individuals and sincerely want them to continue to grow. The most successful strategies for these principals are those that give direct assistance to teachers, and (d) principal

preparation and continuing professional development must include practical information, the nuts and bolts of being a principal, as well as theory.

These principals are: (a) visionary leaders who possess the ability to conceptualize goals for their schools as well as the ability to operationalize the necessary plans, (b) risk takers, cautious risk takers, who value research and data, can analyze this data rapidly, synthesize important information, and make good decisions quickly, (c) self-motivators who are tenacious in doing what it takes to make their school successful, (d) problem solvers, and (e) leaders who are committed to and passionate about their profession.

Research on Career Teachers

Career teachers need a qualified group to act as a support system; experience does not make all problems in the classroom disappear (Stolpa, 2006).

Research titled *A Study of Career Special Education Teachers' Perceptions of Administrative Support* was done in South Texas. This study examined the factors related to administrator support perceived by over 200 career special education teacher in South Texas. The literature on teacher retention indicates that *lack of administrative support* as an important reason for leaving the profession. When administrators support was perceived by the special education teacher to be present, it was considered an incentive for retention. The absence of administrative support was considered a cause for leaving the profession (Otto & Arnold, 2005).

Williams (2003) conducted in-depth interviews with 12 outstanding teachers in western North Carolina who had been in the classroom for at least 15 years and on average had more than 23 years of experience. The group consisted of men and women from four counties, seven school systems (both public and private), urban and rural communities, and all grades and subject areas. These 12 long-term, exemplary teachers credit talented administrators with setting the right mix of challenge and support that enables schools to become more joyful, creative, and productive places. They believe that a good principal can both appreciate individual creativity and lead a school community to share clear goals and high standards. Effective principals value these teachers as individuals, take seriously and support their ideas for innovations, and trust them to do their jobs conscientiously without a great deal of oversight.

As indicated by an article in NEA Today, in North Carolina and a growing number of states, improving working conditions has become a science (Walker, 2007). The Teacher Working Condition Survey (TWC), singled out schools with excellent environments in both 2004 and 2006, when the school generated one of North Carolina's *REAL D.E.A.L.* awards, given to schools with *Dedicated Educators, Administrators, and Learners*. David Holland, who has taught sixth grade in a middle school for 8 of his 17 years as an educator, says his school fosters a culture of support and collaboration (Walker, p. 41).

Research on the North Carolina Working Conditions Survey

In an attempt to analyze why teachers were leaving the profession, North Carolina Governor Michael Easley administered a working condition survey to ask North Carolina teachers what they need to succeed. The Teacher Working Conditions Initiative began with a teacher working conditions survey originally developed and piloted by the North Carolina Professional Teaching Standards Commission in 2001. The Commission with the support of the State Board of Education, conducted research and focus groups to develop 30 working conditions standards for schools in five broad categories or domains:

1. Time
2. Empowerment
3. Professional development
4. Leadership
5. Facilities and resources

Focus groups with more than 500 teachers validated the categories or *domains*. The original survey was made available to every licensed public school educator in 2002, and it solicited teacher responses on 30 statements regarding working conditions in these five categories.

The findings from that survey demonstrated a level of dissatisfaction across the state with teacher working conditions, particularly related to the amount of time available for teachers to perform their jobs. The survey results indicated that the collective perception of principals was far more positive than

teachers' collective perception. Elementary teachers and teachers in smaller schools were more likely to rate their work environment positively.

The survey was conducted for a second time from April- May 2004, with some important changes. The survey was administered online, allowing teachers more time and privacy to complete the survey. The online format allowed the survey to be expanded from 39 to 72 questions on working conditions and eight demographic questions. The survey also added a series of questions that gathered information on actual conditions as well as many based on teachers' perception of their school. These questions were added to better document basic realities facing teachers such as the number of hours of professional development they receive in critical areas and the number of hours worked outside of the school day.

Upon receiving the survey results, a statistical factor analysis was conducted not only to ensure that the survey was well constructed, but also to create domain averages that included only questions that truly explained the working conditions described. To ensure that questions of greatest concern to teachers were not eliminated by the factor analysis, a stakeholder survey of 30 teachers, administrators, and policymakers was conducted. Virtually the same questions were identified by both the stakeholder survey and factor analysis as best explaining the working conditions domains. As a result, questions that may have been included in the *time* section of the survey were either included in the

time domain average, moved to another domain that they more aptly described, or entirely dropped from the construction of the domain average.

In the Teacher Working Conditions Survey report written by Eric Hirsch (2004), Vice President of Policy and Partnerships, for the Southeast Center for Teaching Quality, Hirsch indicated that 27% of educators responded that leadership was the working condition that most impacted their decision to stay at a school. This report demonstrated that working conditions are critical to increasing student achievement and retaining teachers. Teachers' responses on the Working Conditions Survey were significant and powerful predictors of whether or not schools made Adequate Yearly Progress (AYP) and performed well on the state's ABC tests both in terms of meeting student growth expectations and school designation. Teacher working conditions also help to explain teacher retention. Six primary working conditions findings are documented in the report: (a) Teacher working conditions are important predictors of student achievement; (b) teacher working conditions make a difference in teacher retention; (c) teachers' perceptions of working conditions reflect actual school conditions; (d) leadership is critical to improving working conditions, but principals and teachers perceive these conditions very differently; (e) teachers regardless of their background and expertise, view working conditions similarly; and (f) many aspects of working conditions have ripple effects, one condition that effects the other.

South Carolina used the North Carolina survey as the basis for its own initiative, with several important changes: (a) Questions were customized to fit the South Carolina context; (b) several questions were dropped due to perceived repetition and replaced with new questions of interest to the state. A majority of questions in the survey remain identical to those asked in North Carolina; (c) A separate survey form was designated for administrators to clarify that the intent of the instrument was to assess their perception of teacher working conditions, not their own conditions of work, and, most importantly; and (d) a new domain was added to the survey to assess perception of teacher induction and mentoring. Those with three years experience or less were asked six, multi-part questions on the support they received, and those who indicated that they had served as a mentor were asked similar questions.

A comparison of the North Carolina and South Carolina results from their Teacher Working Conditions Surveys revealed: (a) both North and South Carolina agreed that teacher working conditions are important predictors of student achievement; (b) teacher working conditions make a difference in teacher retention; (c) teachers' perceptions of working conditions reflect actual school conditions; (d) teachers, regardless of their background and experience, view working conditions similarly; and (e) many aspects of working conditions have *ripple effects*.

Differences in the results of the North Carolina and South Carolina Teacher Working Conditions Survey were as follows:

1. South Carolina Teachers and Principals perceive working conditions the same;
2. North Carolina Teachers and Principals perceive working conditions very differently.

Another working conditions survey was again administered in North Carolina in 2006. Emerick (2006) states in the Principal's Executive Program Leadership report, results showed that "leadership is critical in creating the conditions where teachers want to work and students can learn" (p. 6). Teachers were asked to rate five domains that affected their willingness to remain in the same school. These domains were (a) time, (b) facilities, (c) professional development, (d) empowerment and (e) leadership. Leadership was rated the highest factor that affected teachers' willingness to remain in the same school not only in North Carolina, but also in four other states where the survey was administered (Emerick, p. 6).

Also in that report, the Center for Teaching Quality Executive Director, Eric Hirsch (2006) states "The working conditions survey showed leadership is critical in creating the conditions where teachers want to work and students can learn. Principals, in particular, are critical in building trust and supporting teachers. Teachers are looking for principals who engage them in classroom and school decision-making and find them the time to enhance their knowledge and skills so they can work collaboratively. Doing it is not easy; it will require hard

conversations and new practices- but our research shows the results for kids and adults are well worth it” (Hirsch, 2006, p. 6).

Research on the Middle School

If the purpose of this study is to identify the impact principal leadership has on beginning and career teachers’ retention and to determine what aspect of one’s work environment most effects quality teacher retention in the middle school, we must first define what a middle school is.

According to The National Middle School Association, a middle school is one that provides a program which meets the needs of young adolescents. The middle school concept involves having a common group of students who are instructed by a team of teachers. The teachers and students form a “family” unit for building cohesiveness and a sense of belonging. This system allows for flexibility of scheduling and grouping of students and for “extras” such as Interdisciplinary Units that are not possible under a traditional Jr. High setting. The middle school concept encourages parent involvement (Middle School Online, 2003, ¶ 1; National Association of Secondary School Principals [NASSP], 2006).

According to (Middle School Online Staff Development Initiative, 2003, ¶2), “the middle school is a school designed to meet the special needs of students in sixth, seventh, and eighth grade. Most children of this age are entering puberty, a period of rapid growth which marks the end of childhood and the start of physical and sexual maturity. Middle schools try to help students

understand the physical, social, mental and emotional changes associated with adolescence.”

In 1989, the middle school movement gathered increasing momentum with the publication of *Turning Points: Preparing American Youth for the 21st Century* by the Carnegie Foundation’s Council on Adolescent Development. *Turning Points* presented eight major recommendations for improving the education of young adolescents, including: (a) create small communities for learning, (b) teach a core academic program, (c) ensure success for all students, (c) empower teachers and administrators to make decisions about the experiences of middle grade students, (d) staff middle schools with teachers who are expert at teaching young adolescents, (e) improve academic performance through fostering the health and fitness of young adolescents, (f) re-engage families in the education of young adolescents, (g) ensure success for all students and (h) connect schools with communities (DuFour, DuFour, Eaker, & Karhanek, 2004).

With the establishment of the Carnegie Council on Adolescent Development, the task force's goal was to design practical strategies to ensure that the educational needs of young adolescents are met, thus helping them to become successful adults. The recommendations of the Carnegie Council to provide such an educational environment for young adolescents is based on six fundamental concepts about this unique student: (a) this is a time of dramatic and uneven change, (b) education and health are inextricably related, (c)

destructive behaviors tend to occur together, as do positive behaviors, (d) many problem behaviors have common antecedents in early childhood experiences, (e) preventive interventions are more likely to be successful if they address underlying factors, and (f) the essential requirements for ensuring healthy development must be met through the cooperative efforts of the total community that shape the young adolescent's experiences (Jackson & Davis, 2000; Middle School Online Staff Development Initiative, 2003, ¶ 3).

In order to provide a safe, conducive atmosphere where the young adolescent can fully develop and enjoy successful learning experiences--an effective middle school must guarantee that five major goals are established and sustained. According to the Carnegie study, each student in middle school must: (a) succeed daily in the area of academics, physical education, or exploration, (b) have access to a qualified adult in the school who will make a special effort to promote student success, (c) experience an integrated curriculum in the areas of language arts, mathematics, science, and social studies, (d) experience a carefully planned program of physical education activities and exploratory offerings, and (e) experience the satisfaction of selecting and exploring a broad variety of activities without the fear of failure (Middle School Online Staff Development Initiative, 2003, ¶ 4).

If the young adolescent's educational community meets these goals, many of the problems facing middle level education today will be greatly diminished. The strategies used to transform the traditional junior high school into a middle

school "emphasize a: (a) child-centered program, (b) learning to learn skills, (c) creative exploration, (d) belief in oneself, (e) student self-direction under expert guidance, (f) student responsibility for learning, (g) student independence, (h) interdisciplinary teaching, (i) focus on the individual, and (j) students learning at different rates" (Tomlinson, 1992, p. 208). The middle school movement represents an effort to reshape the conventional curriculum with a program and educational atmosphere that emphasizes affective education, interdisciplinary curriculum, team teaching, and the development of personal identity and positive self-esteem (Tomlinson).

The middle school, when operationally effective, provides a program which meets the needs of young adolescent students in the in-between years, usually ages ten through fifteen, in grades five through eight. Middle school is an educational response to the requirements and characteristics of these unique students. It differs from both the elementary and secondary school and attempts to provide a secure bridge between these two phases of schooling. It is unique and should deal with both the young adolescent's intellectual and affective developmental needs (Turning Points, 2000, p. 1).

The Southern Regional Education Board (SREB) launched *Making Middle Grades Work (MMGW)* in 1997. During nearly a decade of implementation and expansion of *MMGW*, they documented both what works to prepare middle grades students for success in high school, college and a career and also what

conditions must exist for schools to make effective practices an integral part of the way they do business. Their research made it clear that middle grades schools need strong, effective principals who encourage teachers and participate with them in planning and implementing research-based improvements, including aligning and benchmarking curricula to high school standards.

A study conducted in 2001 by Dr. Ruth Neild and the University of Pennsylvania examined Philadelphia's middle schools. The findings included that teachers were more likely to transfer out of middle schools to other school levels than is the case with any other school type. New teachers at the middle schools were more likely than teachers new to high school schools to be new to the district as well. Some of the new teachers at the high schools had transferred there from district middle schools. The percentage of teachers who were in their first or second year of teaching at their current middle school jumped from 23% in the 1997-1998 period to 41% of those teaching in middle schools in 1999-2000. Very few of the new middle school teachers in Philadelphia want to be assigned to middle schools (Useem, 2001b).

Although there are many books written on principal leadership, motivation, morale and retention in middle schools, there was little empirical research found on quality teacher retention in the middle school, thus the basis for this study.

Summary

The literature identified different leadership behavior, though most of the literature did not demarcate differences among leader's behavior that supported beginning teachers, as well as career teachers.

In the Teacher Working Conditions Survey report written by Eric Hirsch (2004), Executive Director of Policy and Partnerships, for the Southeast Center for Teaching Quality, Hirsch indicated that 27% of educators responded that leadership was the working condition that most impacted their decision to stay at a school. One of the six conditions in the survey report found that teachers regardless of their background and expertise, view working conditions similarly.

The literature included findings from several research studies performed from 1997 through 2006. In all of the studies, principals' behaviors were identified to be one of the most prominent influences of teachers' job satisfaction and their decision to stay at a school.

The importance for continued research to determine the impact administrative leadership has on teacher job satisfaction was deemed necessary for quality teacher retention in a period where teachers are abandoning their profession.

CHAPTER 3: METHODOLOGY

Introduction

The purpose of this study is to identify the impact principal leadership has on beginning teachers, (1-3 years of experience) and career teachers (4+ years of experience) retention and to determine what aspect of one's work environment most effects quality teacher retention in the middle schools of North Carolina.

This study will also fill a gap in the literature by identifying the aspects of the work environment that most affect quality teacher retention for this sample. This study will be conducted using aspects of leadership behavior that are known factors in the retention of teachers as measured by the 2006 North Carolina Teacher Working Conditions Survey that was retrieved from Learn NC. The sample of survey respondents will consist of both beginning teachers and career teachers in North Carolina Middle Schools that took the 2006 NC Teacher Working Conditions Survey.

Within this chapter, the data collection procedures, the participants in the study, the limitations of the study and the data analysis will be discussed. The source or basis of the methodological study is Governor Easley's North Carolina Teacher Working Conditions Initiative which was originally developed and piloted by the North Carolina Professional Teaching Standards Commission in 2001. The survey was completed in 2002, 2004 and 2006. The data that will be analyzed for this study come from the teacher responses to the 2006 survey that was made available to every licensed public school educator in North Carolina. A

comparison of the responses will be done by the years of experience (1-3 years, and 4+ years or more) of all middle school teachers that had taken the survey.

There are many surveys found in literature regarding working conditions and climate (Ax et al., 2001; Buckingham & Coffman, 1999; Carnes, 2004; Clotfelter et al., 2009; Hertzberg, 1975; Hirsch, 2006; Johnson & Birkeland, 2003; Leithwood, 2006; Otto & Arnold, 2005; Perie & Baker, 1997; The MetLife Survey of the American Teachers, 2003; Useem, 2001a ; Whitener, 1997; Williams, 2003).

None were focused exclusively on the behaviors of the administrator towards his or her employees, and none focused specifically on surveying teachers with 1-3 years of experience or 4+ years experience in the middle schools of North Carolina.

Problem Statement

As mentioned in the first chapter, understanding why teachers leave the profession and/or the classroom is the key to successful quality teacher retention. Teachers leave when they encounter environments that lack essential professional supports. Among these are: (1) support from school leadership, (2) support from organizational structures and workforce conditions that convey respect and value for them, and (3) support in the form of induction and mentoring programs for new and career teachers (Ingersoll, 2001; Johnson et al., 2001).

Research indicates that administrative leadership is the most important factor in determining the climate of a school, and there are specific leadership behaviors such as actively sustaining teacher morale and improving working conditions that allow all teachers to feel supported in their work (Bateman & Bateman, 2001; Council for Exceptional Children, 2001; DiPaola & Walther-Thomas, 2003; Evans, 1999; Goor et al., 1997).

Research Questions

The research will address the following questions:

1. Is there a difference between what beginning teachers and career teachers' value as important to teacher retention?
2. Is there a difference between beginning teachers' and career teachers' perceptions regarding what aspect of one's work environment most effects teacher retention?

Null Hypothesis

The following null hypotheses are specified to address the research questions for this study. If the result of the test reveals statistically significant outcomes, then the null hypothesis is rejected and the correspondent research hypothesis is accepted.

Null Hypothesis 1

There is no statistically significant difference between what beginning and career teachers value as important to teacher retention.

Null Hypothesis 2

There is no statistically significant difference between beginning teachers' and career teachers' perceptions regarding what aspect of one's work environment most affects teacher retention.

Null hypotheses are statements which indicate that "an observed result for a sample is a change finding" (Gall, Gall, & Borg, 2005).

Participants

The participants that will be used for this study will come from the 2006 North Carolina Teacher Working Condition Survey (Hirsch & Emerick, 2007). Out of those educators that submitted a completed survey, middle school educator responses were then separated for this study.

The sample of survey respondents consisted of both beginning teachers and career teachers in North Carolina Middle Schools that had taken the survey and had at least a 40% response rate for their school. For an individual school to have its study validated, at least 40% of its teachers had to respond to the survey. The time period for completing the survey on-line was from March 27-May 1, 2006. According to Hirsch (2006) from The Center of Teacher Quality, more than 75,000 educators participated statewide. Only survey respondents in North Carolina middle schools with a 40% response rate will be used for this study.

Data Source

The North Carolina Professional Teaching Standards Commission developed three surveys. The original survey in 2002 was made available to every licensed public school educator in North Carolina, and it solicited teacher responses on 39 statements regarding working conditions. In 2004, a second survey was made available to every licensed public school educator in North Carolina; however this time it solicited responses on 72 questions on working conditions and eight demographic questions. A third survey completed in 2006 solicited 85 questions on working conditions with 22 responses focusing on leadership. In 2006, 66% of school-based licensed educators (more than 75,000) responded to the voluntary North Carolina Teacher Working Conditions Survey. More than 85% of the state's schools (1,985) reached the minimum response rate (40%) necessary to have valid data, providing information needed to gauge the successes and areas of concerns in their own school and communities. The data from the 2006 survey dealing with the domain on leadership will be used in the study (Hirsch & Emerick, 2006).

Instrumentation

Responses to the North Carolina Teacher Working Condition Survey from 2006 provided the data for this study. The survey incorporates a five point Likert scale with responses including 1 ("Strongly agree"), 2 ("Agree"), 3 ("Neither agree nor disagree"), 4 ("Disagree") to 5 ("Strongly disagree"). The survey is divided into five domains (Time, Facilities and Resources, Leadership, Empowerment,

and Professional Development) which are addressed using the following composition: Time-9 questions, Facilities and Resources-8 questions, Leadership-22 questions, Empowerment-14 questions, and Professional development-32 questions. This study will focus on the Leadership domain and how it affects teacher retention.

The participants will be grouped by beginning teachers (1-3 years) and career teachers (4+ years). Only those respondents that answered continue teaching at my current school for the question which describes your future intentions for your professional career and only responses by middle schools teachers that took the 2006 NC Teacher Working Conditions Survey will be used in the data.

A chi-square analysis will be performed to examine differences between beginning teachers and career teachers regarding what aspect of one's work environment most affects teacher retention as measured by their intent to stay. Responses will be combined into 2 categories. The strongly agree responses and the agree responses will be combined to indicate agreement while the strongly disagree and disagree responses combined constitutes lack of agreement. Other neutral responses will be excluded from the analysis. The leadership domain will then be compared against the other 4 domains to determine if leadership had the most impact on teacher retention.

The number of statements and questions used to address each of these five domains are shown in Table 1.

Table 1

Composition of the 2006 North Carolina Teacher Working Conditions Survey

Domain	# of items
Time During the Work Day	9
School Facilities and Resources	8
School Leadership	22
Teacher Empowerment	14
Professional Development	32

Individual statements from the five domains were analyzed by (Hirsch & Emerick, 2007) of The Center for Teaching Quality to assess their internal reliability using Cronbach's Alpha.

Cronbach's alpha is a measure of internal consistency. It is a means of testing reliability that requires a single test administration to provide a unique estimate of the reliability for a given test in the absence of being able to conduct a test-retest method, which is impractical in many cases. Alpha is the average value of the reliability coefficients one would obtain for all possible combinations of scaled items when split into two half-tests. The internal consistency estimates attempt to determine how consistently individuals respond to the items measured on a scale. The more consistent within-subject responses are, and the greater the variability between subjects in the sample, the higher the Alpha produced. Alphas in the 0.90s are excellent, 0.80s are very good and 0.70s are the acceptable cutoff. However, it is important to note that Cronbach's alpha does not provide reliability for single survey items (Eric Hirsch, personal communication, November 15, 2008).

Leadership Questions

For purposes of this study, the domain of Leadership was used. Table 2 provides the middle school teacher responses to the 22 survey questions included with this domain.

Table 2

*22 Leadership Questions from the 2006 North Carolina Teacher Working
Conditions Survey Leadership Domain*

Domain

There is an atmosphere of trust and mutual respect within the school.

The faculty is committed to helping every student learn.

The school leadership communicates clear expectations to students and parents.

The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.

The school leadership consistently enforces rules for student conduct.

The school leadership support teachers' efforts to maintain discipline in the classroom.

Opportunities are available for member of the community to actively contribute to this school's success.

The school leadership consistently supports teachers.

The school improvement team provides effective leadership at this school.

The faculty and staff have a shared vision.

Teachers are held to high professional standards for delivering instruction.

Teacher performance evaluations are handled in an appropriate manner.

The procedures for teacher performance evaluations are consistent.

Teachers receive feedback that can help them improve teaching.

The school leadership makes a sustained effort to address teacher concerns about facilities and resources.

Table 2

*22 Leadership Questions from the 2006 North Carolina Teacher Working
Conditions Survey Leadership Domain (continued)*

Domain

The school leadership makes a sustained effort to address teacher concerns about the use of time in my school.

The school leadership makes a sustained effort to address teacher concerns about professional development.

The school leadership makes a sustained effort to address teacher concerns about empowering teachers.

The school leadership makes a sustained effort to address teacher concerns about leadership issues.

The school leadership makes a sustained effort to address teacher concerns about new teacher support.

Overall, the school leadership in my school is effective.

What position best describes the person who most often provides instructional leadership at your school?

Questions

Two other questions from the 2006 North Carolina Teacher Working Conditions Survey will be used in this study. The first one is: What best describes your future intentions for your professional career? This question will identify those teachers that plan to continue teaching at one's current school. The only response to this question that will be used is: continue teaching at my school. Thus, teacher responses for each of the analyses will only include those respondents that indicated they would continue teaching at my school. Using the responses to the leadership domain from the 2006 North Carolina Teacher Working Conditions Survey and after compiling the results of the responses to the questions addressed in Null Hypothesis 1, questions dealing with leadership behavior and Null Hypothesis 2, questions dealing with work environment, an analysis of the data will be done to see if there is a significant difference in the responses based on the years of experience of the teachers responding to the surveys and the impact the responses have on teacher retention based on the reported leadership behaviors from the survey at a school.

Demographic Questions

The study will also be looking at the demographics dealing with how many years they have been employed as an educator. To gather this information, the first two responses, (First year and 2-3 years), will be combined to create the beginning teachers variable and then the remaining 4 responses, (4-5 years, 7-

10 years, 11-20 years, and 20+ years) will be combined to create the career teachers variables.

Collection of the Data

Information and data regarding the 2006 North Carolina Teacher Working Condition Survey were retrieved from Learn NC. Retrieval of the data occurred following approval of this study by the Institution Review Board (IRB) at East Carolina University. Documentation supporting approval by IRB is provided (see Appendix B).

Statistical Analysis of the Data

For Null Hypothesis 1, a Fisher's Exact Test, (Sheskin, 2007) will be performed to examine differences between beginning teachers and career teachers perceptions regarding the 22 Leadership questions from the 2006 North Carolina Teacher Working Conditions Survey that most affects teacher retention as measured by their intent to stay. A Fisher's Exact Test computes the exact probability of outcomes in a 2x2 table. In this research, the Fisher exact test of significance will be used in place of the chi-square test. It tests the probability of getting a result as strong as the observed cell frequencies or stronger simply due to the chance of sampling, where "strong" is defined by the proportion of cases on the diagonal with the most cases (Sheskin). This research will be computed as a one-tailed test. Responses will be combined into 2 categories. Strongly agree response and agree responses will be combined to indicate agreement while strongly disagree and disagree responses will be combined to constitute

lack of agreement. Neutral responses will be excluded from the analysis. For null hypothesis 1, only teachers who intended to stay at their current school will be selected.

For Null Hypothesis 2 a Pearson's chi-square test will be performed to examine differences between beginning teachers and career teachers intending to stay at their current school regarding what aspect of one's work environment most affects teacher retention as measured by their intent to stay and was significant at the 0.5 level. Responses will be combined into 2 categories. The strongly agree responses and the agree responses will be combined to indicate agreement while the strongly disagree and disagree responses will be combined to constitute lack of agreement. Neutral responses will be excluded from the analysis. The leadership domain will then be compared against the other 4 domains: Empowerment, Facilities, Time, and Professional Development to determine if leadership has the most impact on teacher retention.

A chi-square test is an appropriate measure of association to apply to a contingency table. The chi-square test applies to the whole table and measures the association between the domains and the two types of teachers.

The analysis examines the difference between the observed and expected frequencies across the rows and columns to determine if the differences are greater than what was expected by chance. Contingency tables compute the number of times a value occurs with at least one or more dimensions used to categorize the value (Salkind, 2004). In this study, crosstabs will be used to

determine the degree of agreement of the five domains of Time, Facilities and Resources, Empowerment, Leadership and Professional Development and beginning teachers and career teacher's responses. The analysis tool for these tests will be SPSS.

Summary

This chapter described the research method used for this study and included the hypotheses statements, the research design, the instrumentation, data collection procedure, and the data analysis. The study will be quantitative in design exploring the impact leadership has on teacher retention and decisions to continue teaching at their present school.

CHAPTER 4: RESULTS

Introduction

Chapter 4 presents the findings of this study. The study examined the relationship between beginning teachers and career teachers' perceptions of principal leadership and teacher retention.

The purpose of this study, as described in chapter 1, was to identify the impact principal leadership has on beginning and career teacher retention and to determine what aspect of one's work environment most effects teacher retention in the middle school.

More than 75,000 teachers across North Carolina completed the 2006 North Carolina Teacher Working Conditions Survey. Information found in this study will not include the responses of all 75,000 teachers, but will be limited to the 9351 middle school teachers that took the 2006 North Carolina Teacher Working Conditions Survey, had a 40% response rate in their school, and answered "continue teaching at my current school" on Core question 8.6 (Which best describes your future intentions for your professional career?)

Description of the Population

The study identified those aspects of leadership behavior that are important to beginning teachers 1-3 years experience, and career teachers, 4+ years experience. The study was conducted using aspects of leadership behavior that are acknowledged factors in the retention of teachers as measured by the 22 leadership questions that were asked in the 2006 North Carolina

Teacher Working Conditions Survey. The population of survey respondents consisted of both beginning teachers and career teachers in North Carolina Middle Schools that participated in the 2006 North Carolina Teacher Working Conditions Survey, had at least a 40% response rate for their schools and planned on continuing teaching at their current school.

In the second section of this study, beginning teachers and career teachers provided input on the impact the five domains of Time, Facilities and Resources, Teacher Empowerment, Leadership, and Professional Development had on their decision to remain teaching at their current school. Leadership will be compared with the other four domains in this study. A total of 9,351 teachers responded to this study. A draft copy of the 2006 North Carolina Teacher Working Condition Survey can be found in Appendix A.

Reliability of The North Carolina Teacher Working Conditions Survey

Hirsch et al. (2007) states that reliability refers to the consistency of measurement. Analyses were conducted measuring the reliability (consistency) of the North Carolina Teacher Working Conditions Survey for measuring the presence of various components of teaching conditions. Reliability was assessed for subscales within the survey on both the five identified factors and the original five sections of the survey.

In order to test the internal consistency of the five domains utilized in the North Carolina TWC report (time, facilities and resources, school leadership, empowerment and professional development), Cronbach's alphas were run. An

alpha coefficient ranges from 0 to 1 with higher coefficients indicating higher levels of instrument consistency. All five domains are reliable with alphas above 0.8. The school leadership factor had an excellent level (0.929) of internal consistency. The four remaining factors all had very good levels of reliability: professional development (0.866), facilities and resources (0.852), educator leadership (0.841), and time (0.810).

In order to test the internal consistency of the major survey sections (time, facilities and resources, leadership, empowerment, and professional development), Cronbach's alphas were again run. All five survey sections are reliable with alphas above 0.8. The leadership section had an excellent level (0.947) of internal consistency; the professional development (0.854), facilities and resources (0.852), educator leadership (0.841) and time (0.810) sections all had very good levels of reliability.

The internal consistency estimates attempt to determine how consistently individuals respond to the items measured on a scale. The more consistent within-subject responses are, and the greater the variability between subjects in the sample, the higher the Alpha produced. Alphas in the 0.90s are excellent, 0.80s are very good and 0.70s are the acceptable cutoff reported (Hirsch et al., 2007).

Data Analysis

The survey instrument used in this study incorporated a five point Likert scale for each question. The 2006 North Carolina Teacher Working Conditions

Survey responses included: 1 (“Strongly agree”), 2 (“Agree”), 3 (“Neither agree nor disagree”), 4 (“Disagree”) to 5 (“Strongly disagree”). The survey is divided into five domains (Time, Facilities and Resources, Leadership, Empowerment, and Professional Development) which are addressed using the following composition: Time-9 questions, Facilities and Resources-8 questions, Leadership-22 questions, Empowerment-14 questions, and Professional development-32 questions. This study will focus on the Leadership domain and how it affects teacher retention. The Statistical Package of the Social Sciences (SPSS) will be used to analyze the data in this study.

The participants were grouped by beginning teachers (1-3 years) and career teachers (4+ years). Only those respondents that answered continue teaching at my current school for the question which describes your future intentions for your professional career and only responses by middle schools teachers that took the 2006 NC Teacher Working Conditions Survey will be used in the data.

In the first section, the survey results are summarized below according to the 22 statements found under the section on Leadership of the 2006 North Carolina Teacher Working Conditions Survey. Responses were combined into 2 categories. The strongly agree responses and the agree responses were combined to indicate agreement while the strongly disagree and disagree responses combined constitutes lack of agreement. Neutral responses were excluded from the analysis.

Statistical Analysis of the Data

For Null Hypothesis 1, a Fisher's Exact Test, (Sheskin, 2007) was performed to examine differences between beginning teachers and career teachers perceptions regarding the 22 Leadership questions from the 2006 North Carolina Teacher Working Conditions Survey that most affects teacher retention as measured by their intent to stay. A Fisher's Exact Test computes the exact probability of outcomes in a 2x2 table. In this research, the Fisher exact test of significance was used in place of the chi-square test. It tests the probability of getting a result as strong as the observed cell frequencies or stronger simply due to the chance of sampling, where "strong" is defined by the proportion of cases on the diagonal with the most cases (Sheskin). This research was computed as a one-tailed test. Responses were combined into 2 categories. Strongly agree response and agree responses were combined to indicate agreement while strongly disagree and disagree responses combined to constitute lack of agreement. Neutral responses were excluded from the analysis. For null hypothesis 1, only teachers who intended to stay at their current school were selected. Table 3 contains the results for only those measures that were significant at the .05 level and shows that there were more career teachers than beginning teachers that intended to stay at their current school.

Table 3

*Statewide Results for Stayers for Both Beginning and Career Middle School**Teachers to the Statements on Leadership*

Leadership questions	# Beginning Agree	Beginning Agree	# Career Agree	Career Agree	Exact Significance (1-sided)
There is an atmosphere of trust and mutual respect within the school.	1151	86.7%	5635	82.2%	.000
The school improvement team provides effective leadership at this school.	972	89.5%	8123	85.1%	.000
The faculty and staff have a shared vision.	1172	90.6%	5938	88.7%	.020
Teachers are held to high professional standards for delivering instruction.	1421	97.3%	7064	95.3%	.000
Teachers receive feedback that can help them improve teaching	1342	96%	6459	92.3%	.000
The school leadership makes a sustained effort to address teacher concerns about facilities and resources.	1179	92.2%	6123	90.3%	.016

Table 3

*Statewide Results for Stayers for Both Beginning and Career Middle School**Teachers to the Statements on Leadership (continued)*

Leadership questions	# Beginning Agree	Beginning Agree	# Career Agree	Career Agree	Exact Significance (1-sided)
The school leadership makes a sustained effort to address teacher concerns about the use of time in my school.	1114	88.6%	5668	85.3%	.001
The school leadership makes a sustained effort to address teacher concerns about professional development.	1227	93.9%	6142	90.4%	.000
The school leadership makes a sustained effort to address teacher concerns about empowering teachers.	1142	91.2%	5453	84.8%	.000
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	1115	91.1%	5348	84.6%	.000
Overall, the school leadership in my school is effective	1192	87.1%	5823	83%	.000

Note. $P < .05$.

Section 1-Discussion of Significant Results

Leadership Statement 1 - There is an atmosphere of trust and mutual respect within the school. Eight thousand one hundred and eighty seven teachers responded to this question. Eighty eight teachers did not respond to this statement. Eighty six point seven percent of all beginning teachers agreed that an atmosphere of trust and mutual respect was important while 82.2% of all career teachers agreed. The perception that an atmosphere of trust and mutual respect within the school was important for both beginning and career teachers. A Fisher's Exact Test was significant at the .05 level, therefore, the null hypotheses was rejected that there was no difference between beginning and career teachers who intend to continue teaching at their current school.

Leadership Statement 2 - The school improvement team provides effective leadership at this school. Seven thousand one hundred six teachers responded to this question. Seventy five teachers did not respond to this statement. Eighty nine point five percent of all beginning teachers agreed that the school improvement team provides effective leadership at their school while 85.1% of all career teachers agreed. The perception that the school improvement team provides effective leadership at this school was important for both beginning and career teachers. A Fisher's Exact Test was significant at the .05 level, therefore, the null hypotheses was rejected that there was no difference between beginning and career teachers who intend to continue teaching at their current school.

Leadership Statement 3 - The faculty and staff have a shared vision. Seven thousand nine hundred eighty nine teachers responded to this question. Eighty teachers did not respond to this statement. Ninety point six percent of all beginning teachers agreed that the faculty and staff have a shared vision while 88.7% of all career teachers agreed. The perception that the faculty and staff have a shared vision was important for both beginning and career teachers. A Fisher's Exact Test was significant at the .05 level, therefore, the null hypotheses was rejected that there was no difference between beginning and career teachers who intend to continue teaching at their current school.

Leadership Statement 4 - Teachers are held to high professional standards for delivering instruction. Eight thousand eight hundred seventy six teachers responded to this question. One hundred one teachers did not respond to the statement. Ninety seven point three percent of all beginning teachers agreed that teachers are held to high professional standards for delivering instruction, while 95.3% of all career teachers agreed. The perception that teachers are held to high professional standards for delivering instruction was important to both beginning and career teachers. A Fisher's Exact Test was significant at the .05 level, therefore, the null hypotheses was rejected that there was no difference between beginning and career teachers who intend to continue teaching at their current school.

This statement had the highest agreed percentage for both beginning and career teachers who intend to continue teaching at their current school compared to all other leadership questions.

Leadership Statement 5 - Teachers receive feedback that can help them improve teaching. Eight thousand three hundred ninety eight teachers responded to this question. Ninety teachers did not respond to the statement. Ninety six percent of all beginning teachers agreed that teachers receive feedback that can help them improve teaching, while 92.3% of all career teachers agreed. The perception that teachers receive feedback that can help them improve teaching was important to both beginning and career teachers. A Fisher's Exact Test was significant at the .05 level, therefore, the null hypotheses was rejected that there was no difference between beginning and career teachers who intend to continue teaching at their current school.

Leadership Statement 6 - The school leadership makes a sustained effort to address teacher concerns about facilities and resources. Eight thousand sixty three teachers responded to this question. Eighty seven teachers did not respond to this statement. Ninety two point two percent of all beginning teachers agreed that the school leadership makes a sustained effort to address teacher concerns about facilities and resources, while 90.3% of all career teachers agreed. The perception that school leadership makes a sustained effort to address teacher concerns about facilities and resources was important to both beginning and career teachers. A Fisher's Exact Test was significant at the .05 level, therefore,

the null hypotheses was rejected that there was no difference between beginning and career teachers who intend to continue teaching at their current school.

Leadership Statement 7 - The school leadership makes a sustained effort to address teacher concerns about the use of time in my school. Seven thousand nine hundred two teachers responded to this question. Eighty teachers did not respond to this question. Eighty eight point six percent of all beginning teachers agreed that the school leadership makes a sustained effort to address teacher concerns about the use of time in my school, while 85.3% of all career teachers agreed. The perception that school leadership makes a sustained effort to address teacher concerns about the use of time in my school was important to both beginning and career teachers. A Fisher's Exact Test was significant at the .05 level, therefore, the null hypotheses was rejected that there was no difference between beginning and career teachers who intend to continue teaching at their current school.

Leadership Statement 8 - The school leadership makes a sustained effort to address teacher concerns about professional development. Eight thousand one hundred one teachers responded to this question. Eighty nine teachers did not respond to this statement. Ninety three point nine percent of all beginning teachers agreed that the school leadership makes a sustained effort to address teacher concerns about professional development, while 90.4% of all career teachers agreed. The perception that the school leadership makes a sustained effort to address teacher concerns about professional development was

important to both beginning and career teachers. A Fisher's Exact Test was significant at the .05 level, therefore, the null hypotheses was rejected that there was no difference between beginning and career teachers who intend to continue teaching at their current school.

Leadership Statement 9 - The school leadership makes a sustained effort to address teacher concerns about empowering teachers. Seven thousand six hundred eighty four teachers responded to this question. Eighty teachers did not respond to this statement. Ninety one point two percent of all beginning teachers agreed that the school leadership makes a sustained effort to address teacher concerns about empowering teachers, while 84.8% of all career teachers agreed. The perception that the school leadership makes a sustained effort to address teacher concerns about empowering teachers was important to both beginning and career teachers. A Fisher's Exact Test was significant at the .05 level, therefore, the null hypotheses was rejected that there was no difference between beginning and career teachers who intend to continue teaching at their current school.

Leadership Statement 10 - The school leadership makes a sustained effort to address teacher concerns about leadership issues. Seven thousand five hundred forty nine teachers responded to this question. Seventy eight teachers did not respond. Ninety one point one percent of all beginning teachers agreed that the school leadership makes a sustained effort to address teacher concerns about leadership issues, while 84.6% of all career teachers agreed. The

perception that the school leadership makes a sustained effort to address teacher concerns about leadership issues was important to both beginning and career teachers. A Fisher's Exact Test was significant at the .05 level, therefore, the null hypotheses was rejected that there was no difference between beginning and career teachers who intend to continue teaching at their current school.

Leadership Statement 11 - Overall, the school leadership in my school is effective. Eight thousand three hundred eighty seven teachers responded to this question. Seventy nine teachers did not respond. Eighty seven point one percent of all beginning teachers agreed that their school is effective, while 83% of all career teachers agreed. The perception that the school leadership in their school is effective was important to both beginning and career teachers. A Fisher's Exact Test was significant at the .05 level, therefore, the null hypotheses was rejected that there was no difference between beginning and career teachers who intend to continue teaching at their current school.

Out of 9,351 middle school teachers that took the survey and had a 40% response rate at their school, the test showed that for those who were going to stay at the current school, more stayers than expected by chance were career level teachers for these leadership questions. The percentages show all beginning teachers and all career teachers that agreed with each of the leadership statements. The number of beginning teachers and career teachers are only the teachers that had a 40% response rate at their school, and plan to continue teaching at their current school.

It is important to note that one of the 22 questions under Leadership will not be used in the data analysis. *Which position best describes the person who most often provides instructional leadership at your school?* Although this question focuses on leadership, it does not necessarily focus on the principal as the instructional leader. While the principal is essential, many other educators play critical roles in different aspects of school leadership (Hirsch & Emerick, 2006).

The following 10 leadership statements were found not to be significant at the .05 level (see Table 4).

Section 2- Working Condition Domains

For Null Hypothesis 2, there is a statistically significant difference between beginning teachers' and career teachers' perceptions regarding what aspect of one's work environment most affects teacher retention. A Pearson's chi-square test was performed to examine differences between beginning teachers and career teachers intending to stay at their current school regarding what aspect of one's work environment most affects teacher retention. The Pearson's chi-square test was significant at the .05 level. Responses were combined into 2 categories. The strongly agree responses and the agree responses were combined to indicate agreement while the strongly disagree and disagree responses combined constitutes lack of agreement. Neutral responses were excluded from the analysis. The leadership domain was then compared against the other 4 domains to determine if leadership had the most impact on teacher retention (see

Table 4

Leadership Statements That Were Found Not to be Significant at the .05 Level

Leadership questions	# Beginning Agree	Beginning Agree	# Career Agree	Career Agree	Exact Significance (1-sided)
The faculty is committed to helping every student learn.	1382	95.6%	6963	94.8%	.105
The school leadership communicates clear expectations to students and parents.	1245	90.4%	6268	88.9%	.058
The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.	1004	78.7%	5307	78%	.297
The school leadership consistently enforces rules for student conduct.	968	73.7%	4929	72.2%	.132
The school leadership support teachers' efforts to maintain discipline in the classroom.	1145	85.7%	6004	86.1%	.381
Opportunities are available for members of the community to actively contribute to this school's success.	1176	94.3%	6394	94.4%	.482

Table 4

Leadership Statements That Were Found Not to be Significant at the .05 Level

(continued)

Leadership questions	# Beginning Agree	Beginning Agree	# Career Agree	Career Agree	Exact Significance (1-sided)
The school leadership consistently supports teachers.	1182	89.3%	6055	88%	.095
Teacher performance evaluations are handled in an appropriate manner	1347	94.5%	6814	94%	.253
The procedures for teacher performance evaluations are consistent.	1306	93.8%	6517	92.7%	.092
The school leadership makes a sustained effort to address teacher concerns about new teacher support.	1134	87.6%	5607	87.2%	.344

Note. $P < .05$.

Table 5). Information in Table 5 refers to Core Question 8.1. “Which aspect of your work environment most affects teacher’s willingness to keep teaching at your current school?”

Table 6 provides the number of responses to Core Question 8.1, “Which aspect of your work environment most affects teacher’s willingness to keep teaching at your current school?” by beginning teachers that plan to stay at their current school.

Table 7 provides the number of responses to Core Question 8.1, “Which aspect of your work environment most affects teacher’s willingness to keep teaching at your current school?” by career teachers that plan to stay at their current school.

In both Table 6 and Table 7, each of the domains were ranked within the level of type of teacher to see the relative importance. Both beginning and career teachers ranked leadership as the most important domain that influenced their decision to stay at their current school. Empowerment, Facilities, Time, and Professional Development followed in the same ranking position for both beginning and career teachers that plan to stay at their current school.

Out of 9,351 teachers, more beginning and career teachers responded that Leadership was the domain that influenced their staying at their current school.

Table 5

Statewide Results: Aspect of Work Environment Most Affecting Stayers for both Beginning and Career Middle School Teachers

Domains	Beginning Teacher % and # of Responses	Career Teacher % and # of Responses	Total
Time	15.3% (248)	84.7% (1,375)	100% (1,623)
Facilities	15.7% (272)	84.3% (1,465)	100% (1,737)
Leadership	15.6% (582)	84.4% (3,142)	100% (3,724)
Empowerment	18.5% (350)	81.5% (1,538)	100% (1,888)
Prof. Development	24.5% (93)	75.5% (286)	100% (379)

Note. Pearson Chi-square =28.130, p=.000.

Table 6

*Statewide Results: Aspect of Work Environment Most Affecting Stayers for
Beginning Middle School Teachers*

Domains	Beginning Teacher # of Responses
Leadership	582
Empowerment	350
Facilities	272
Time	248
Prof. Development	93

Table 7

*Statewide Results: Aspect of Work Environment Most Affecting Stayers for
Career Middle School Teachers*

Domains	Career Teacher # of Responses
Leadership	3,142
Empowerment	1,538
Facilities	1,465
Time	1,375
Prof. Development	286

A chi-square test is an appropriate measure of association to apply to a contingency table. The chi-square test applies to the whole table and measures the association between the domains and the two types of teachers.

The analysis examines the difference between the observed and expected frequencies across the rows and columns to determine if the differences are greater than what was expected by chance. Contingency tables compute the number of times a value occurs with at least one or more dimensions used to categorize the value (Salkind, 2004). In this study, crosstabs were used to determine the degree of agreement of the five domains of Time, Facilities and Resources, Empowerment, Leadership and Professional Development and beginning teachers and career teacher's responses. The analysis tool for these tests was SPSS.

Time During the Working Day Domain: There is a significant difference between beginning and career teachers who intend to stay at their current school in regards to what aspect of their work environment most affects teacher's willingness to keep teaching at your current school.

School Facilities and Resources Domain: There is a significant difference between beginning and career teachers who intend to stay at their current school in regards to what aspect of their work environment most affects teacher's willingness to keep teaching at your current school.

School Leadership Domain: There is a significant difference between beginning and career teachers who intend to stay at their current school in

regards to what aspect of their work environment most affects teacher's willingness to keep teaching at your current school.

Teacher Empowerment Domain: There is a significant difference between beginning and career teachers who intend to stay at their current school in regards to what aspect of their work environment most affects teacher's willingness to keep teaching at your current school.

Professional Development Domain: There is a significant difference between beginning and career teachers who intend to stay at their current school in regards to what aspect of their work environment most affects teacher's willingness to keep teaching at your current school.

A Pearson's Chi-Square was significant at the .05 level overall for the five domains, therefore, the null hypotheses was rejected.

Summary

This study included an analysis of respondent data of teachers from middle schools across North Carolina that plan to continue teaching at their school. Information for these analyses was retrieved from the 2006 North Carolina Teacher Working Conditions Survey.

When examining the perceptions of beginning teachers and career teachers that plan to stay at their current school regarding the 22 leadership questions that most affects teacher retention as measured by their intent to stay, evidence throughout the survey indicates that teachers with positive perceptions about their working conditions are much more likely to stay at their current school

particularly in the area of leadership. Both beginning teachers and career teachers that plan to continue teaching at their current school believe that school leadership is working to improve the following conditions and responded that building an atmosphere of trust and mutual respect, having a shared vision between faculty and staff, receiving feedback that can improve instruction, addressing teacher concerns on facilities and resources, protecting instruction time, offering staff development, and empowering teachers had an impact on their decision to continue teaching at their current school.

When asked the core question “Which aspect of your work environment most affects your willingness to keep teaching at your school?” Of the nine thousand three hundred fifty one respondents, 582 beginning teachers and 3,142 career teachers for a total of 3,724 teachers responded that Leadership was the domain that most affected their decision to continue teaching at their current school.

Responses from the data as seen in Tables 5, 6 and 7 in regards to Core Question 8.1, “*Which aspect of your work environment most affects teacher’s willingness to keep teaching at your current school?*” found that the domain of Leadership was consistently highlighted as the aspect of the work environment that most affected teachers’ future plans or willingness to continue teaching at their school for both beginning and career teachers.

CHAPTER 5: CONCLUSION

The purpose of this study, as described in chapter 1, was to identify the impact principal leadership has on beginning and career teachers' retention and to determine what aspect of one's work environment most effects quality teacher retention in the middle school. Chapter 2 had a review of both exhortatory and empirical literature. The methods, research questions, and procedures were explained in chapter 3, while chapter 4 included the data and the data analysis. Chapter 5 includes a restatement of the problem, a summary of the data and the procedures utilized for the study. This chapter will also define the findings and conclusions for each research hypothesis. Recommendations for further research will also be discussed in chapter 5.

Problem Statement

Understanding why teachers leave the profession and/or the classroom is the key to successful quality teacher retention. Teachers leave when they encounter environments that lack essential professional supports. Among these are: (a) support from school leadership, (b) support from organizational structures and workforce conditions that convey respect and value for them, and (c) support in the form of induction and mentoring programs for new and career teachers (Ingersoll, 2001; Johnson et al., 2001).

Research indicates that administrative leadership is the most important factor in determining the climate of a school, and there are specific leader activities such as actively sustaining teacher morale and improving working

conditions that allow all teachers to feel supported in their work (Bateman & Bateman, 2001; Council for Exceptional Children, 2001; DiPaola & Walther-Thomas, 2003; Evans, 1999; Goor et al., 1997).

This study was quantitative in design and used data from the 2006 North Carolina Teacher Working Conditions Survey. Data was taken from the 22 Leadership questions as well as from the 5 domains of Time, Facilities and Resources, Teacher Empowerment, Leadership, and Professional Development.

The purpose of this study was to identify the impact principal leadership had on beginning teacher and career teacher retention and to determine what aspect of one's work environment most effects quality teacher retention in middle school.

The respondents consisted of both beginning teachers and career teachers in North Carolina Middle Schools that had taken the survey, had at least a 40% response rate for their school and planned on continuing teaching at their current school.

Discussion of Null Hypotheses

According to the data analysis, there is a relationship between teachers' perceptions of principal leadership and quality teacher retention. The Pearson Chi-Square indicated that there were statistically significant differences between each of the five domains in regards to teachers' intent to remain teaching in their current school for both beginning and career teachers. Leadership was consistently highlighted as the aspect of the work environment that most affected

teachers' future plans or willingness to continue teaching at their school. Time, Facilities and Resources, and Teacher Empowerment were also important to quality teacher retention.

The findings in this study in regard to time validates the research previously discussed (Hirsch, 2005). Effective principal leaders will provide adequate planning time for their teachers and will protect the teacher's time during teaching so they can do their jobs more effectively. When time is protected, teachers are more likely to remain teaching in their current school.

There was a significant relationship between beginning and career teachers' perceptions of issues concerning school facilities and resources and their intent to remain at their current school. Findings by (Stallings, 2008) suggest that the physical conditions of the facility in which teachers work and the availability of resources can have an influence on teacher job satisfaction, and may be part of the reason teachers decide to stay or leave their profession. These findings are consistent with findings in other settings (Buckley, Schneider, & Yi, 2004).

Research overpoweringly supports the idea that school leadership affects teacher retention (Beck-Frazier, 2005; Bogler, 2001; Carroll, 2003; Chauncey, 2005; Deal & Peterson, 2003; Hirsch, 2005; Hirsch & Emerick, 2007; Knoop, 1981; Oakley & Krug, 1991). The findings of this study support the research cited. According to the data, there was a statistically significant relationship between school leadership and teacher retention. Trusting relationships is a

critically important aspect for instructional improvement and culture building.

Such leadership development efforts will contribute to the long-term retention of their teachers (Sparks, 2002). If principals create these relationships, perhaps teachers will perceive their roles in the school as important and remain teaching at their current schools.

The results of the Fisher's Exact Test indicated that there is a relationship between beginning and career teachers' perceptions of the importance of principal leadership and teacher retention. The findings of this study support the research cited. There was a statistically significant relationship between school leadership and teacher retention.

Research by Hirsch et al. (2007) as reported in the overview of the 2006 North Carolina Teacher Working Condition Survey was highlighted in this study. Analysis of the responses of teachers who chose Leadership as their primary domain when addressing their reason to remain teaching at their current school provided data beyond the Hirsch study.

The data analyzed in this study supported the research previously cited with a statistically significant relationship between beginning and career teachers' perceptions of the importance of professional development on teacher retention. (Johnson & Birkland, 2003; Marzano et al., 2005; Sparks, 2002). Principals must make sure that professional development is available for both beginning and career teachers.

Discussion

There are several factors that contribute to quality teacher retention. Bogler (2001) examined the effects of principals' leadership style and teachers' occupation perceptions on teacher satisfaction from the job. Principals' transformational leadership affected teachers' satisfaction both directly and indirectly through their occupation perceptions. Brendle-Corum and Haynes (2004) report that principals can positively affect school climate and teacher morale and ultimately increase quality teacher retention. This study focused on the impact leadership had on teacher job satisfaction and quality teacher retention. The findings suggest that leadership can have an impact on teacher job satisfaction and may be part of the reason for teachers deciding to leave their work place in North Carolina Middle Schools. These findings are consistent with findings in other settings (Buckley et al., 2004; Hirsch et al., 2007). Thornton (2005) points out that the major predictor of teacher retention is job dissatisfaction related to a lack of materials and resource, lack of parental support, lack of administrative support, student misbehavior, time pressures, limited input into decisions and low salaries.

Leithwood (2006), states that principals play an important role in teacher retention. He believes that empowering principal leadership practices, or what he describes as transformational leadership practices, are found to have a significant impact on teachers' collective efficacy and both direct and indirect

effects on teacher commitment to school. Practices empirically associated with collective teacher efficacy are:

1. Seeking creative ways to improve instruction
2. Listening to teachers
3. Promoting innovative teaching
4. Engaging teachers in school improvement decisions
5. Creating a positive and supportive school climate
6. Identifying those perceived to be instructional leaders
7. Identifying those perceived to be influential with superiors

Job satisfaction have been variously defined as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience”; “a state of mind determined by the individual’s anticipation of the extent of satisfaction of those needs which he or she perceives as significantly affecting his or her work situation”; and the “degree to which an employee has positive emotions toward work.” Considerable evidence indicates that job satisfaction has a strong direct effect on teacher retention.

Currently there is limited information regarding the impact leadership has on teacher retention in the state other than the North Carolina Teacher Working Conditions Survey. This survey gathers teachers perceptions of their work environment based on the questions in this survey, but does not allow teachers to elaborate on specific qualities of leadership that impact teacher retention. Perhaps an open ended question would allow teachers to be more specific on

what leadership qualities impact their decision to remain teaching at their current school.

According to the data from this research study:

1. There was a significant difference between beginning and career teachers who intend to stay at their current school in regard to what aspect of their work environment most affects teacher's willingness to keep teaching at their current school. This relationship was significant in regards to time during the work day. Principals need to protect the time during the day of the teachers.
2. When analyzing beginning and career teachers' responses in regard to facilities and resources, there was a significant difference between beginning and career teachers who intend to stay at their current school in regard to what aspect of their work environment most affects teacher's willingness to keep teaching at their current school. This relationship was significant in regards to facilities and resources. Principals need to assess how they distribute materials, supplies and resources, in an equitable manner.
3. The data revealed that there was a statistically significant difference between beginning and career teachers who intend to stay at their current school in regards to what aspect of their work environment most affects teachers willingness to keep teaching at their current

school. This relationship was significant in regards to school leadership.

4. According to the data analyzed, there is a significant difference between beginning teachers and career teachers who intend to stay at their current school in regards to what aspect of their work environment most affects teacher's willingness to keep teaching at their current school. The relationship was significant in regards to teacher empowerment.
5. The data indicated that there is a statistically significant difference between beginning and career teachers who intend to stay at their current school in regards to what aspect of their work environment most affects teacher's willingness to keep teaching at their current school. This relationship was significant in regards to professional development.

Implications for Education Leaders and Policymakers

The research evidence in support of the impact on teacher retention of any single factor related to working conditions is modest, at best. Still, there is sufficient research to indicate the working conditions of teachers should be an important policy concern. One measure likely to be helpful, though not discussed robustly in the research literature, is to provide teachers with strong administrative support and adequate autonomy. The fact that "adequate autonomy" is a somewhat subjective determination suggests the importance of

considering teachers' perceptions of their working conditions, as well as more objective measures, in setting policy (Allen, 2005).

According to the hypothesized findings in this study, time, facilities and resources, leadership, and professional development are all important issues to teachers when determining to remain teaching at their current school. If principals provide teachers with strong administrative support in these areas, teachers will likely remain at their current school.

However, in the state of North Carolina, Emerick and Hirsch (2006), state that only through statewide initiatives can sufficient data be gathered to make valid connections to student achievement and teacher retention and ensure an accurate picture of working conditions throughout the state. The results are helping policymakers consider appropriate policies and programs to address the most pressing concerns of the teachers in their respective states. They concluded that policymakers should commit to documenting working conditions statewide and also consider the types of policies, resources and supports most necessary for improving working conditions.

In Emerick and Hirsch's (2006) report on Reforming State Policy to create Positive Teaching and Learning Environments, the following state efforts were recommended for state agencies to be considered.

1. States should provide funding for the design, dissemination, and analysis of a Working Conditions Survey in order to provide data that

can be used by principals to implement change in their schools in order to retain quality teachers

2. Consider policy reforms that directly address teachers' greatest concerns about their working conditions.
3. Invest in high quality leaders who can empower teachers to be included in decision making about instruction and create learning communities that help all students succeed
4. Align state working conditions efforts with other related education initiatives in the state.
5. Treat teacher working conditions as a recruitment tool for hard-to-staff schools

In order to make informed policy decisions, it is important to collect data that can be disaggregated at all levels and in a timely manner. Policymakers should recognize that improving teaching quality requires an accurate and systematic assessment of teacher working conditions.

Policy makers should commit to documenting working conditions statewide and also consider the types of policies, resources, and support necessary to improve working conditions.

The districts as well as the state currently collects annual data regarding teacher retention, however it is not possible to compare the results of the district data with the Teacher Working Conditions Survey because a large amount of variables are not consistent in both sets of data.

In 2006, Emerick and Hirsch recommended that states should consider the possibility of making teacher working condition measures part of the evaluation process for school leadership across the state.

In 2009, the North Carolina Teacher Working Conditions Survey became a part of the new Principal and Teacher Evaluation Instrument. It is vital that the data provide a clear and concise overview of the results.

School leaders on both the state and district level need to continue to address the importance that school leadership has on quality teacher retention. Additional survey questions regarding leadership would provide additional information and discussion topics as leaders in education dialogue with local and state leaders on the need to select strong leaders in order to retain our teachers. To impact the retention of quality teachers in our middle schools in North Carolina, it is vital that we get input from as many teachers as possible to what is the driving factor for them staying at their current school. With the teacher working conditions survey serving as a legitimate instrument to determine job satisfaction and teacher retention and its part in the new principal and teacher evaluation instrument for North Carolina, it seems necessary to include additional questions that would address other qualities of leadership behavior that have an impact on quality teacher retention.

Few studies looked at the cost and benefits of teacher retention. This is an important policy question and should be looked at more thoroughly.

Recommendations for Future Practice

For educational leaders and policymakers, several issues should be addressed. These issues include:

1. Revise the current Teacher Working Conditions Survey to include a more in-depth list of questions that allow teachers to provide a clear picture of their perception of the impact leadership has on their decision to remain teaching at their current school.
2. Questions in the Teacher Working Conditions Survey should be consistent from year to year. This will establish a baseline set of data. Questions need to be consistent so that principals can compare the results of the survey over a period of time.
3. The North Carolina Teacher Working Conditions Survey should be published on a yearly basis. As principals are transferred, the data should align with the principal's position.
4. Questions on the North Carolina Teacher Working Conditions Survey and the North Carolina Teacher Turnover Report questions should be consistent from year to year. In addition, the voluntary status of the Teacher Working Conditions Survey should be reconsidered.

Recommendations for Future Research

Rebora (2005) reports on The Project on the Next Generation of Teachers which concludes that there is not a clear consensus on which working conditions matter most to teachers or have the most impact on retention. This is an area where more research is needed.

The researcher was surprised by the scarcity of research relating to the impact leadership had on teacher retention. There were some very high-quality studies but they were few in number. This is one reason why this study was done; to identify what is known and suggest areas for future research.

Educational leaders and policy makers of North Carolina need to obtain data that is relevant to teacher working conditions in relation to administrative leadership and the impact these conditions have on teacher retention. The state should examine the preparation, induction and support of school leaders and ensure that all principals understand the important role of teacher working conditions and have the knowledge and skills to make their schools places where all teachers want to learn.

Additional research could be done within the district to examine the relationship between the North Carolina Teacher Working Conditions Survey and the rate of teacher retention in the district. Future studies could focus on a more narrative survey to allow for more in-depth analysis of this issue. Focus groups could be conducted with school and district leaders about local and state policies that influence teacher working conditions.

Additional research is needed regarding the impact leadership has on teacher retention. It is difficult to determine that the single reason for them remaining to teach at their current school was that of leadership. Other factors could have played into this decision, such as family finances, location of home, a spouse's job and family commitment.

This study could also be expanded to include results in other middle schools throughout the United States. Over a dozen states such as: Maine, Kansas, Alabama, West Virginia, South Carolina, Massachusetts, and Illinois are now implementing a form of the North Carolina Teacher Working Conditions Survey.

By evaluating the results in other states, more insight could be gained on the perception of principal leadership has on teacher retention. This would disclose what principals perceive as the most important issues to teachers in regards to their decisions to remain teaching at their current school. Teachers' intentions and actual decisions about continuing teaching in their current school is particularly important due to the concern about teacher shortages and turnover. Identifying the working conditions influencing such decisions should help determine how to go about retaining our quality teachers.

Summary

This study found that leadership had an impact on teacher retention in the middle schools of North Carolina that had a 40% or more response rate to the North Carolina Teacher Working Conditions Survey. The research results in this

study were consistent with the results that were identified in the 2006 North Carolina Teacher Working Conditions Survey by all teachers that responded to the 2006 North Carolina Working Conditions Survey in schools with a 40% response rate.

Hirsch et al. (2007) states in the North Carolina Teacher Working Conditions Survey Interim Report that the importance of leadership and its connection to retention was noted throughout the survey. When asked to select which of the working conditions studied most influenced your willingness to keep teaching at your school, leadership was by far most important factor, selected as most important by 38% of educators.

Although additional studies are needed in this area, assuring that we have strong instructional leaders in our schools is one strategy for improving quality teacher retention.

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APPENDIX A: 2006 NORTH CAROLINA TEACHER
WORKING CONDITION
SURVEY

**North Carolina Teacher Working Conditions
2005-2006 Survey Draft**

Thank you in advance for your time and willingness to share your views on working conditions in your school.

Research has demonstrated that teacher working conditions are critical to increasing student achievement and retaining teachers. North Carolina policymakers and education stakeholders have expressed great interest in using your collective responses on this survey to help improve working conditions in schools and districts across the state.

Please know that your anonymity is guaranteed.

No one in your school, the district or state will be able to view individual surveys, and reports on the results will not include data that could identify individuals. You are being asked demographic information to learn whether teachers from different backgrounds and different characteristics look at working conditions differently.

Access Code

You have been assigned an anonymous access code to ensure that we can identify the school in which you work and to ensure the survey is taken only once by each respondent. The code can only be used to identify a school, and not an individual. The effectiveness of the survey is dependent upon your honest completion.

Please indicate your position:

- Teacher (including intervention specialist, vocational, literacy specialist, special education teacher, etc.) 1
- Principal 2
- Assistant Principal 3
- Other Education Professional (school counselor, school psychologist, social worker, library media specialist, etc.) 4

Q2.1

Time

Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

Please indicate your level of agreement with the following statements.

		Strongly Disagree	1	Disagree	2	Neither Disagree Nor Agree	3	Agree	4	Strongly Agree	5
Q3.1a	a. Teachers* have reasonable class sizes, affording them time to meet the educational needs of all students.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q3.1b	b. Teachers have time available to collaborate with their colleagues.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q3.1c	c. Teachers are protected from duties that interfere with their essential role of educating students.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q3.1d	d. School leadership tries to minimize the amount of routine administrative paperwork required of teachers.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q3.1e	e. The non-instructional time* provided for teachers in my school is sufficient.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
N3.3	<i>**Teachers" means a majority of teachers in your school.</i>										
N3.4	<i>**Non-instructional time" refers to any structured time during the work day to work individually or collaboratively on instructional issues.</i>										

Time cont.

In an average week of teaching, how many hours do you have for non-instructional time during the regular school day?

- | | | |
|------|---|---|
| | <input type="checkbox"/> None | 1 |
| | <input type="checkbox"/> Less than 3 hours | 2 |
| | <input type="checkbox"/> More than 3 hours but less than or equal to 5 hours | 3 |
| | <input type="checkbox"/> More than 5 hours but less than or equal to 10 hours | 4 |
| Q3.2 | <input type="checkbox"/> More than 10 hours | 5 |

In an average week of teaching, how much non-instructional time do teachers have available?

- | | | |
|------|---|---|
| | <input type="checkbox"/> None | 1 |
| | <input type="checkbox"/> Less than 3 hours | 2 |
| | <input type="checkbox"/> More than 3 hours but less than or equal to 5 hours | 3 |
| | <input type="checkbox"/> More than 5 hours but less than or equal to 10 hours | 4 |
| Q3.3 | <input type="checkbox"/> More than 10 hours | 5 |

Of those hours, how many are available for individual planning?

- | | | |
|------|---|---|
| | <input type="checkbox"/> None | 1 |
| | <input type="checkbox"/> Less than 3 hours | 2 |
| | <input type="checkbox"/> More than 3 hours but less than or equal to 5 hours | 3 |
| | <input type="checkbox"/> More than 5 hours but less than or equal to 10 hours | 4 |
| Q3.4 | <input type="checkbox"/> More than 10 hours | 5 |

Time cont.

And how many hours are available for structured collaborative planning?

- | | | |
|------|---|---|
| | <input type="checkbox"/> None | 1 |
| | <input type="checkbox"/> Less than 3 hours | 2 |
| | <input type="checkbox"/> More than 3 hours but less than or equal to 5 hours | 3 |
| | <input type="checkbox"/> More than 5 hours but less than or equal to 10 hours | 4 |
| Q3.5 | <input type="checkbox"/> More than 10 hours | 5 |

In an average week of teaching, how many hours do you spend on school related activities outside the regular school work day (before or after school, and/or on the weekend)?

- | | | |
|------|---|---|
| | <input type="checkbox"/> None | 1 |
| | <input type="checkbox"/> Less than 3 hours | 2 |
| | <input type="checkbox"/> More than 3 hours but less than or equal to 5 hours | 3 |
| | <input type="checkbox"/> More than 5 hours but less than or equal to 10 hours | 4 |
| Q3.6 | <input type="checkbox"/> More than 10 hours | 5 |

In an average week of teaching, how many hours do teachers spend on school-related activities outside of the regular school work day?

- | | | |
|------|---|---|
| | <input type="checkbox"/> None | 1 |
| | <input type="checkbox"/> Less than 3 hours | 2 |
| | <input type="checkbox"/> More than 3 hours but less than or equal to 5 hours | 3 |
| | <input type="checkbox"/> More than 5 hours but less than or equal to 10 hours | 4 |
| Q3.7 | <input type="checkbox"/> More than 10 hours | 5 |

Facilities and Resources

Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

		Strongl y Disagr ee	1	Disagre e	2	Neither Disagre e Nor Agree	3	Agree	4	Strongl y Agree	5
Q4.1a	a. Teachers have sufficient access to appropriate instructional materials* and resources.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q4.1b	b. Teachers have sufficient access to instructional technology, including computers, printers, software, and internet access.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q4.1c	c. Teachers have sufficient access to communications technology, including phones, faxes, email, and network drives.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q4.1d	d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q4.1e	e. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q4.1f	f. Teachers have adequate professional space to work productively.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q4.1g	g. Teachers and staff work in a school environment that is clean and well maintained.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q4.1h	h. Teachers and staff work in a school environment that is safe.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
N4.3	<i>*Instructional materials include items such as textbooks, curriculum materials, content references, etc.</i>										

Teacher Empowerment

Please rate how strongly you agree or disagree with the following statements about teacher empowerment in your school.

Please rate your level of agreement with the following statements.

		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
Q5.1a	a. Teachers are centrally involved in decision making about educational issues.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Q5.1b	b. Teachers are trusted to make sound professional decisions about instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Q5.1c	c. The faculty has an effective process for making group decisions and solving problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Q5.1d	d. In this school we take steps to solve problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Q5.1e	e. Opportunities for advancement within the teaching profession (other than administration) are available to me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please indicate how large a role teachers at your school have in each of the following areas:

		No role at all	Small role	Moderate role	Large role	The primary role
Q5.2a	a. Selecting instructional materials and resources.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Q5.2b	b. Devising teaching techniques.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Q5.2c	c. Setting grading and student assessment practices.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Q5.2d	d. Determining the content of in-service professional development programs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Q5.2e	e. Hiring new teachers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Q5.2f	f. Establishing and implementing policies about student discipline.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Q5.2g	g. Deciding how the school budget will be spent.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Q5.2h	h. School improvement planning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Members of the school improvement team are elected.

	<input type="checkbox"/> Yes	1
	<input type="checkbox"/> No	2
Q5.3	<input type="checkbox"/> Don't know	3

Leadership

Please rate how strongly you agree or disagree with the following statements about leadership in your school.

Please rate your level of agreement with the following statements.

		Strongly Disagree	1	Disagree	2	Neither Disagree Nor Agree	3	Agree	4	Strongly Agree	5
Q6.1a	a. There is an atmosphere of trust and mutual respect within the school.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.1b	b. The faculty are committed to helping every student learn.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.1c	c. The school leadership communicates clear expectations to students and parents.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.1d	d. The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.1e	e. The school leadership consistently enforces rules for student conduct.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.1f	f. The school leadership support teachers' efforts to maintain discipline in the classroom.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.1g	g. Opportunities are available for members of the community to actively contribute to this school's success.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.1h	h. The school leadership consistently supports teachers.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.1i	i. The school improvement team provides effective leadership at this school.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.1j	j. The faculty and staff have a shared vision.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.1k	k. Teachers are held to high professional standards for delivering instruction.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.1l	l. Teacher performance evaluations are handled in an appropriate manner.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.1m	m. The procedures for teacher performance evaluations are consistent.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.1n	n. Teachers receive feedback that can help them improve teaching.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5

Leadership cont.

The school leadership makes a sustained effort to address teacher concerns about:

		Strongl y Disagr ee	1	Disagre e	2	Neither Disagre e Nor Agree	3	Agree	4	Strongl y Agree	5
Q6.2a	a. facilities and resources	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.2b	b. the use of time in my school	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.2c	c. professional development	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.2d	d. empowering teachers	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.2e	e. leadership issues	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q6.2f	f. new teacher support.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5

Overall, the school leadership in my school is effective.

	<input type="checkbox"/> Strongly Disagree	1
	<input type="checkbox"/> Disagree	2
	<input type="checkbox"/> Neither Disagree Nor Agree	3
	<input type="checkbox"/> Agree	4
Q6.3	<input type="checkbox"/> Strongly Agree	5

Which position best describes the person who most often provides instructional leadership at your school?

	<input type="checkbox"/> principal or school head	1
	<input type="checkbox"/> assistant or vice principal?	2
	<input type="checkbox"/> department chair or grade level chair	3
	<input type="checkbox"/> school-based curriculum specialist	4
	<input type="checkbox"/> director of curriculum and instruction or other central office based personnel	5
	<input type="checkbox"/> Other teachers	6
Q6.4	<input type="checkbox"/> None of the above.	7

Professional Development

Please rate how strongly you agree or disagree with the following statements about your own professional development and professional development in **your school**.

Please indicate your level of agreement with the following statements.

		Strongly Disagree	1	Disagree	2	Neither Disagree Nor Agree	3	Agree	4	Strongly Agree	5
Q7.1a	a. Sufficient funds and resources are available to allow teachers to take advantage of professional development activities.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q7.1b	b. Teachers are provided opportunities to learn from one another.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q7.1c	c. Adequate time is provided for professional development.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q7.1d	d. Teachers have sufficient training to fully utilize instructional technology.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Q7.1e	e. Professional development provides teachers with the knowledge and skills most needed to teach effectively.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5

Professional Development cont.

In which of the following areas, if any, do you believe teachers need additional support to effectively teach students?

- | | |
|---|---|
| <input type="checkbox"/> Special education (students with disabilities) | 1 |
| <input type="checkbox"/> Special education (academically gifted students) | 2 |
| <input type="checkbox"/> Limited English Proficiency (LEP) | 3 |
| <input type="checkbox"/> Closing the achievement gap | 4 |
| <input type="checkbox"/> Your content area | 5 |
| <input type="checkbox"/> Methods of teaching | 6 |
| <input type="checkbox"/> Student assessment | 7 |
| <input type="checkbox"/> Classroom management techniques | 8 |
| <input type="checkbox"/> Reading strategies | 9 |

Q7.2

Professional Development cont.

In which of the following areas, if any, do you need additional support to effectively teach your students? Check all that apply.

- Q7.3
- | | | |
|--------------------------|--|---|
| <input type="checkbox"/> | Special education (students with disabilities) | 1 |
| <input type="checkbox"/> | Special education (academically gifted students) | 2 |
| <input type="checkbox"/> | Limited English Proficiency (LEP) | 3 |
| <input type="checkbox"/> | Closing the achievement gap | 4 |
| <input type="checkbox"/> | Your content area | 5 |
| <input type="checkbox"/> | Methods of teaching | 6 |
| <input type="checkbox"/> | Student assessment | 7 |
| <input type="checkbox"/> | Classroom management techniques | 8 |
| <input type="checkbox"/> | Reading strategies | 9 |

In the past 2 years, have you had 10 hours or more of professional development in any of the following areas? Check all that apply.

- Q7.4
- | | | |
|--------------------------|--|---|
| <input type="checkbox"/> | Special education (students with disabilities) | 1 |
| <input type="checkbox"/> | Special education (academically gifted students) | 2 |
| <input type="checkbox"/> | Limited English Proficiency (LEP) | 3 |
| <input type="checkbox"/> | Closing the achievement gap | 4 |
| <input type="checkbox"/> | Your content area | 5 |
| <input type="checkbox"/> | Methods of teaching | 6 |
| <input type="checkbox"/> | Student assessment | 7 |
| <input type="checkbox"/> | Classroom management techniques | 8 |
| <input type="checkbox"/> | Reading strategies | 9 |

Professional Development cont.

	Did the professional development you received in special education for students with disabilities provide you with strategies that you have incorporated into your instructional delivery methods?	
	<input type="checkbox"/> Yes	1
Q7.5a	<input type="checkbox"/> No	2
	Did the professional development you received in special education for academically gifted students provide you with strategies that you have incorporated into your instructional delivery methods?	
	<input type="checkbox"/> Yes	1
Q7.5b	<input type="checkbox"/> No	2
	Did the professional development you received in LEP provide you with strategies that you have incorporated into your instructional delivery methods?	
	<input type="checkbox"/> Yes	1
Q7.5c	<input type="checkbox"/> No	2
	Did the professional development you received in closing the achievement gap provide you with strategies that you have incorporated into your instructional delivery methods?	
	<input type="checkbox"/> Yes	1
Q7.5d	<input type="checkbox"/> No	2
	Did the professional development you received in your content area provide you with strategies that you have incorporated into your instructional delivery methods?	
	<input type="checkbox"/> Yes	1
Q7.5e	<input type="checkbox"/> No	2
	Did the professional development you received in methods of teaching provide you with strategies that you have incorporated into your instructional delivery methods?	
	<input type="checkbox"/> Yes	1
Q7.5f	<input type="checkbox"/> No	2
	Did the professional development you received in student assessment provide you with strategies that you have incorporated into your instructional delivery methods?	
	<input type="checkbox"/> Yes	1
Q7.5g	<input type="checkbox"/> No	2
	Did the professional development you received in classroom management techniques provide you with strategies that you have incorporated into your instructional delivery methods?	
	<input type="checkbox"/> Yes	1
Q7.5h	<input type="checkbox"/> No	2
	Did the professional development you received in reading strategies provide you with strategies that you have incorporated into your instructional delivery methods?	
	<input type="checkbox"/> Yes	1
Q7.5i	<input type="checkbox"/> No	2

Professional Development cont.

	Were these strategies you learned in your professional development in special education for students with disabilities useful for your efforts to improve student achievement?	
	<input type="checkbox"/> Yes	1
Q7.6a	<input type="checkbox"/> No	2
	Were these strategies you learned in your professional development in special education for academically gifted useful for your efforts to improve student achievement?	
	<input type="checkbox"/> Yes	1
Q7.6b	<input type="checkbox"/> No	2
	Were these strategies you learned in your professional development in LEP useful for your efforts to improve student achievement?	
	<input type="checkbox"/> Yes	1
Q7.6c	<input type="checkbox"/> No	2
	Were these strategies you learned in your professional development in closing the achievement gap useful for your efforts to improve student achievement?	
	<input type="checkbox"/> Yes	1
Q7.6d	<input type="checkbox"/> No	2
	Were these strategies you learned in your professional development in your content area useful for your efforts to improve student achievement?	
	<input type="checkbox"/> Yes	1
Q7.6e	<input type="checkbox"/> No	2
	Were these strategies you learned in your professional development in methods of teaching useful for your efforts to improve student achievement?	
	<input type="checkbox"/> Yes	1
Q7.6f	<input type="checkbox"/> No	2
	Were these strategies you learned in your professional development in student assessment useful for your efforts to improve student achievement?	
	<input type="checkbox"/> Yes	1
Q7.6g	<input type="checkbox"/> No	2
	Were these strategies you learned in your professional development in classroom management techniques useful for your efforts to improve student achievement?	
	<input type="checkbox"/> Yes	1
Q7.6h	<input type="checkbox"/> No	2
	Were these strategies you learned in your professional development in reading strategies useful for your efforts to improve student achievement?	
	<input type="checkbox"/> Yes	1
Q7.6i	<input type="checkbox"/> No	2

Professional Development cont.

In the past two years, have you enrolled or participated in any of the following professional development activities?

		Yes		No	
Q7.7a	online learning opportunities	<input type="checkbox"/>	1	<input type="checkbox"/>	2
Q7.7b	local in-service program	<input type="checkbox"/>	1	<input type="checkbox"/>	2
Q7.7c	state-sponsored in-service program	<input type="checkbox"/>	1	<input type="checkbox"/>	2

Was the Online learning opportunity required?

	<input type="checkbox"/> Yes		1
Q7.8	<input type="checkbox"/> No		2

The Online learning opportunities activities I participated in were effective.

	<input type="checkbox"/> Strongly Disagree		1
	<input type="checkbox"/> Disagree		2
	<input type="checkbox"/> Neither Agree Nor Disagree		3
	<input type="checkbox"/> Agree		4
Q7.9	<input type="checkbox"/> Strongly Agree		5

Was the local in-service program required?

	<input type="checkbox"/> Yes		1
Q7.10	<input type="checkbox"/> No		2

Professional Development cont.

- The local in-service program activities I participated in were effective.**
- | | | |
|-------|---|---|
| | <input type="checkbox"/> Strongly Disagree | 1 |
| | <input type="checkbox"/> Disagree | 2 |
| | <input type="checkbox"/> Neither Agree Nor Disagree | 3 |
| | <input type="checkbox"/> Agree | 4 |
| Q7.11 | <input type="checkbox"/> Strongly Agree | 5 |
- Was the state-sponsored in-service program required?**
- | | | |
|-------|------------------------------|---|
| | <input type="checkbox"/> Yes | 1 |
| Q7.12 | <input type="checkbox"/> No | 2 |
- The state-sponsored in-service program activities I participated in were effective.**
- | | | |
|-------|---|---|
| | <input type="checkbox"/> Strongly Disagree | 1 |
| | <input type="checkbox"/> Disagree | 2 |
| | <input type="checkbox"/> Neither Agree Nor Disagree | 3 |
| | <input type="checkbox"/> Agree | 4 |
| Q7.13 | <input type="checkbox"/> Strongly Agree | 5 |

Professional Development cont.

	Do you teach students who have an Individualized Education Plan or 504 Plan?	
	<input type="checkbox"/> Yes	1
Q7.14	<input type="checkbox"/> No	2
	Do you teach students who are Limited English Proficient?	
	<input type="checkbox"/> Yes	1
Q7.15	<input type="checkbox"/> No	2

Core Questions

- Q8.1** Which aspect of your work environment most affects your willingness to keep teaching at your school?
- | | | |
|--------------------------|---------------------------------|---|
| <input type="checkbox"/> | Time during the work day | 1 |
| <input type="checkbox"/> | School facilities and resources | 2 |
| <input type="checkbox"/> | School leadership | 3 |
| <input type="checkbox"/> | Teacher empowerment | 4 |
| <input type="checkbox"/> | Professional Development | 5 |

- Q8.2** Which aspect of your school's work environment most affects teachers' willingness to keep teaching at your school?
- | | | |
|--------------------------|---------------------------------|---|
| <input type="checkbox"/> | Time during the work day | 1 |
| <input type="checkbox"/> | School facilities and resources | 2 |
| <input type="checkbox"/> | School leadership | 3 |
| <input type="checkbox"/> | Teacher empowerment | 4 |
| <input type="checkbox"/> | Professional Development | 5 |

- Q8.3** Which aspect of working conditions is most important to you in promoting student learning?
- | | | |
|--------------------------|---------------------------------|---|
| <input type="checkbox"/> | Time during the work day | 1 |
| <input type="checkbox"/> | School facilities and resources | 2 |
| <input type="checkbox"/> | School leadership | 3 |
| <input type="checkbox"/> | Teacher empowerment | 4 |
| <input type="checkbox"/> | Professional Development | 5 |

- Q8.4** Overall, my school is a good place to teach and learn
- | | | |
|--------------------------|----------------------------|---|
| <input type="checkbox"/> | Strongly Disagree | 1 |
| <input type="checkbox"/> | Disagree | 2 |
| <input type="checkbox"/> | Neither Agree Nor Disagree | 3 |
| <input type="checkbox"/> | Agree | 4 |
| <input type="checkbox"/> | Strongly Agree | 5 |

Core Questions cont.

At this school, we utilize results from the Teacher Working Conditions survey as a tool for improvement

- | | | |
|------|---|---|
| | <input type="checkbox"/> Strongly Disagree | 1 |
| | <input type="checkbox"/> Disagree | 2 |
| | <input type="checkbox"/> Neither Agree Nor Disagree | 3 |
| | <input type="checkbox"/> Agree | 4 |
| Q8.5 | <input type="checkbox"/> Strongly Agree | 5 |

Which BEST DESCRIBES your future intentions for your professional career?

- | | | |
|------|---|---|
| | <input type="checkbox"/> Continue teaching at my current school | 1 |
| | <input type="checkbox"/> Continue teaching at my current school until a better opportunity comes along. | 2 |
| | <input type="checkbox"/> Continue teaching but leave this school as soon as I can. | 3 |
| | <input type="checkbox"/> Continue teaching but leave this district as soon as I can. | 4 |
| Q8.6 | <input type="checkbox"/> Leave the profession all together. | 5 |

Demographics

Please tell us more about yourself. No demographic information that could be used to identify individual educators will be shared. All questions in this section are optional.

Please indicate your ethnicity.

- | | | |
|------|---|---|
| | <input type="checkbox"/> American Indian or Alaska Native | 1 |
| | <input type="checkbox"/> Asian or Pacific Islander | 2 |
| | <input type="checkbox"/> Black or African American | 3 |
| | <input type="checkbox"/> Hispanic | 4 |
| | <input type="checkbox"/> White | 5 |
| | <input type="checkbox"/> Mixed or multiple ethnicity | 6 |
| Q9.1 | <input type="checkbox"/> Some other race or ethnicity | 7 |

Please indicate your gender.

- | | | |
|------|---------------------------------|---|
| | <input type="checkbox"/> Female | 1 |
| Q9.2 | <input type="checkbox"/> Male | 2 |

Demographics cont.

	How did you train to become an educator?	
	<input type="checkbox"/> Bachelor's degree	1
	<input type="checkbox"/> Master's degree	2
Q9.3	<input type="checkbox"/> Alternative route	3
	Highest degree attained	
	<input type="checkbox"/> Bachelor's	1
	<input type="checkbox"/> Master's	2
	<input type="checkbox"/> Doctorate	3
Q9.4	<input type="checkbox"/> Other	4
	Are you certified by National Board for Professional Teaching Standards (NBPTS)?	
	<input type="checkbox"/> Yes	1
Q9.5	<input type="checkbox"/> No	2

Demographics cont.

How many years have you been employed as an educator?

- | | | |
|------|--|---|
| | <input type="checkbox"/> First Year | 1 |
| | <input type="checkbox"/> 2 - 3 Years | 2 |
| | <input type="checkbox"/> 4 - 6 Years | 3 |
| | <input type="checkbox"/> 7 - 10 Years | 4 |
| | <input type="checkbox"/> 11 - 20 Years | 5 |
| Q9.6 | <input type="checkbox"/> 20+ Years | 6 |

How many years have you been employed in the school in which you are currently working?

- | | | |
|------|--|---|
| | <input type="checkbox"/> First Year | 1 |
| | <input type="checkbox"/> 2 - 3 Years | 2 |
| | <input type="checkbox"/> 4 - 6 Years | 3 |
| | <input type="checkbox"/> 7 - 10 Years | 4 |
| | <input type="checkbox"/> 11 - 20 Years | 5 |
| Q9.7 | <input type="checkbox"/> 20+ Years | 6 |

Have you served as a mentor in North Carolina schools in the past five years?

- | | | |
|------|------------------------------|---|
| | <input type="checkbox"/> Yes | 1 |
| Q9.8 | <input type="checkbox"/> No | 2 |

Mentoring

Have you been formally assigned a mentor in your first AND second year teaching in North Carolina?

	<input type="checkbox"/> Yes		1
Q10.1	<input type="checkbox"/> No		2

Answer questions for a formal mentor assigned at the school where you now work. If you had multiple years of formal mentors, answer questions for your most recent mentor experience.

My mentor was effective in providing support in the following areas

		Of no help at all	1	Has helped a little	2	Has helped some	3	Has helped a lot	4	Help was critical	5
Q10.2a	a. Instructional strategies	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Q10.2b	b. Curriculum and the subject content I teach	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Q10.2c	c. Classroom management/discipline strategies	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Q10.2d	d. School and/or district policies and procedures	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Q10.2e	e. Completing products or documentation required of new teachers	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Q10.2f	f. Completing other school or district paperwork	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Q10.2g	g. Social support and general encouragement	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Q10.2h	h. Other	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Please indicate whether each of the following were true for you and your mentor

		Yes		No	
Q10.3a	a. My mentor and I were in the same building(or school)	<input type="checkbox"/>	1	<input type="checkbox"/>	2
Q10.3b	b. My mentor and I taught in the same content area	<input type="checkbox"/>	1	<input type="checkbox"/>	2
Q10.3c	c. My mentor and I taught the same grade level	<input type="checkbox"/>	1	<input type="checkbox"/>	2

Mentoring cont.

On average, how often did you engage in each of the following activities with your mentor?

		Never	Less than once per month	Once a month	Several times a month	Once a week	Almost daily
Q10.4a	a. Planning during the school day with my mentor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Q10.4b	b. Being observed teaching by my mentor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Q10.4c	c. Observing my mentor's teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Q10.4d	d. Planning instruction with my mentor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Q10.4e	e. Having discussions with my mentor about my teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Q10.4f	f. Meeting with my mentor outside of the school day	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

How important has your mentoring experience been in your decision to continue teaching at this school?

	<input type="checkbox"/> Made no difference at all	1
	<input type="checkbox"/> Only slightly important	2
	<input type="checkbox"/> Somewhat important	3
	<input type="checkbox"/> Important	4
Q10.5	<input type="checkbox"/> Very important	5

Mentoring

If you have served as mentor in the past three years, please answer the following questions for YOUR MOST RECENT mentoring experience

	Are you a full time mentor?	
	<input type="checkbox"/> Yes	1
Q10.6	<input type="checkbox"/> No	2
	How many teachers did/do you mentor?	
	<input type="checkbox"/> 1	1
	<input type="checkbox"/> 2	2
	<input type="checkbox"/> 3	3
	<input type="checkbox"/> 4 - 6	4
	<input type="checkbox"/> 7- 10	5
Q10.7	<input type="checkbox"/> 10 +	6
	On average, how often did/do you meet with your mentee(s)	
	<input type="checkbox"/> Never	1
	<input type="checkbox"/> Less than once per month	2
	<input type="checkbox"/> Once a month	3
	<input type="checkbox"/> Several times a month	4
	<input type="checkbox"/> Once a week	5
Q10.8	<input type="checkbox"/> Almost daily	6

Mentoring cont.

Please indicate which best describes you and your mentee(s)

		None of them	1	Some of them	2	All of them	3
Q10.9a	a. My mentor and I were in the same building	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3
Q10.9b	b. My mentor and I taught in the same content area	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3
Q10.9c	c. My mentor and I taught the same grade level	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3

On average, how often did you engage in each of the following activities with your mentee(s)?

		Never	1	Less than once per month	2	Once a month	3	Sever at times a month	4	Once a week	5	Almost daily	6
Q10.10a	a. Planning during the school day with my mentee(s)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6
Q10.10b	b. Observing my mentee(s)' teaching	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6
Q10.10c	c. Being observed by my mentee(s)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6
Q10.10d	d. Planning instruction with my mentee(s)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6
Q10.10e	e. Having discussions with my mentee(s) about teaching	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6

Please indicate which of the following kinds of support, if any, you received as a formally assigned mentor. (Check all that apply).

	<input type="checkbox"/> Release time to observe your mentee(s)	1
	<input type="checkbox"/> Release time to observe other mentors	2
	<input type="checkbox"/> Reduced teaching schedule	3
	<input type="checkbox"/> Reduced number of preparations	4
	<input type="checkbox"/> Common planning time with teachers you are mentoring	5
	<input type="checkbox"/> Specific training to serve as a mentor (e.g. seminars or classes)	6
	<input type="checkbox"/> Regular communication with principals, other administrator or department chair	7
Q10.11	<input type="checkbox"/> Other	8

Thank you for sharing your valuable time, thoughts and perspectives on this survey. We value the work you do to provide a quality education to the children of NC.

Survey results will be available at
<http://www.northcarolinatwc.org>
 by June 1, 2006.

APPENDIX B: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER



University and Medical Center Institutional Review Board
East Carolina University • Brody School of Medicine
600 Moyer Boulevard • Old Health Sciences Library, Room 1L-09 • Greenville, NC 27834
Office 252-744-2914 • Fax 252-744-2284 • www.ecu.edu/irb
Chair and Director of Biomedical IRB: L. Wiley Nifong, MD
Chair and Director of Behavioral and Social Science IRB: Susan L. McCammon, PhD

TO: Cathy Tomon, 401 Waverly Ct., Newport, NC 28570
FROM: UMCIRB
DATE: June 29, 2009
RE: Human Research Activities Determined to Meet Exempt Criteria
TITLE: "The Impact of Principal Leadership on Working Conditions and Teacher Retention"

UMCIRB #09-0521

This research study has undergone IRB review on 6.19.09. It is the determination of the IRB Chairperson (or designee) that these activities meet the criteria set forth in the federal regulations for exemption from 45 CFR 46 Subpart A. These human research activities meet the criteria for an exempt status because it is a research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. *NOTE: 1) This information must be existing on the date this IRB application is submitted. 2) The data collection tool may not have an identifier or code that links data to the source of the information.*

The Chairperson (or designee) deemed this **unfunded** study **no more than minimal risk**. This research study does not require any additional interaction with the UMCIRB unless there are proposed changes to this study. Any changes must be submitted to the UMCIRB for review prior to implementation to allow determination that proposed changes do not impact the activities eligibility for exempt status. Should it found that a proposed change does require more substantive review, you will be notified in writing within five business days.

The following items were reviewed in determination exempt certification:

- Internal Processing Form (dated 5.21.09)

It was furthermore determined that the reviewer does not have a potential for conflict of interest on this study.

The UMCIRB applies 45 CFR 46, Subparts A-D, to all research reviewed by the UMCIRB regardless of the funding source. 21 CFR 50 and 21 CFR 56 are applied to all research studies that fall under the purview of Food and Drug Administration regulations. The UMCIRB follows applicable International Conference on Harmonisation Good Clinical Practice guidelines.