

**Perceptions of Early-Career Secondary Teachers Regarding Principal Leadership  
Behaviors and Retention**

Logan S. Kelim

B.S., University of Missouri - Columbia, 2012

M.S., William Woods University, 2015

Submitted to the Graduate Department and Faculty of the School of Education of  
Baker University in partial fulfillment of the requirements for the degree of  
Doctor of Education in Educational Leadership

Harold B. Frye

Harold B. Frye, EdD  
Major Advisor

James Robins

James Robins, EdD

Steve Shelton

Steve Shelton, EdD

Date Defended: August 30, 2023

Copyright 2023 by Logan S. Kelim

## **Abstract**

Schools across the nation are losing early-career teachers. The following quantitative study was designed to investigate differences in secondary early-career teacher perceptions of principal leadership behaviors between those who are remaining in the classroom and those who are leaving at the end of the 2022-2023 school year. The study involved the use of a rubric created by the Missouri Department of Elementary and Secondary Education (DESE) in 2018. Five research questions were investigated from leadership characteristics that included visionary, instructional, managerial, relational, and innovative leadership. Of these five leadership characteristics, 32 behaviors were identified from the Professional Standards for Educational Leadership. Results of the hypothesis testing indicated no statistically significant difference in secondary early-career teacher perceptions of principal leadership behaviors between those who are remaining in the classroom and those who are leaving. Also, results of the additional analysis indicated that overall secondary early-career teachers in the ABC School District agree or strongly agree that their building principal exhibited leadership behaviors with all but two behaviors in which they neither agreed or disagreed. The researcher recommends that building and district leadership continue to support best practices and locate areas for growth to improve secondary early-career teacher retention. Furthermore, building principals should continue to create opportunities to provide instructional feedback to early-career teachers also while seeking their own methods for improvement. Overall, these results can further add to the existing research on secondary early-career teacher retention.

## **Dedication**

This dissertation is dedicated to the following:

All glory and honor to GOD! This accomplishment is not my own.

To my lovely wife, Gabrielle, thank you for believing in me, motivating me, and inspiring me to be my best every day. Your support in this journey will never be forgotten. You are the cornerstone that holds our family together, I love you.

To my parents, Les and Sharon Kelim, thank you for building a legacy of service and helping others. Your passion for education inspired me to follow in your footsteps. The relationships, stories, and memories that I have made in this career are because of you. Thank you for your consistent push and unconditional love through life's ups and downs. I love you.

To my brother and extended family, thank you for believing in me, inspiring me, and pushing me to reach my goals. I love you.

## **Acknowledgments**

First, I want to extend my appreciation and gratitude to Baker University to allow me to pursue this degree. Next, I want to thank my major advisor, Dr. Harold Frye for his assistance during this research. Your service, mentorship, and leadership to this program is unforgettable. Thank you for all of your support during this program.

I want to extend my gratitude and appreciation to Dr. Peg Waterman. Thank you for your consistent pursuit of excellence in your work and for supporting this research. Thank you for your willingness to help and answer all of my questions.

Finally, I want to thank my Baker 26B Cohort. To all of my classmates, thank you for the discussions, lessons, laughs, and comments throughout this program. You all made those Tuesday nights special.

## Table of Contents

Abstract .....	ii
Dedication .....	iii
Acknowledgements .....	iv
Table of Contents .....	v
List of Tables .....	viii
List of Figures .....	xi
Chapter 1: Introduction .....	1
Background .....	2
Statement of the Problem .....	4
Purpose of the Study .....	5
Significance of the Study .....	5
Delimitations .....	6
Assumptions .....	6
Research Questions .....	7
Definition of Terms .....	8
Organization of the Study .....	10
Chapter 2: Review of the Literature .....	12
Visionary Leadership .....	13
Instructional Leadership .....	14
Managerial Leadership .....	18
Relational Leadership .....	19
Innovative Leadership .....	22

Collaborative Leadership .....	22
Recent Trends in Educator Employment .....	23
Building Leadership Regarding Retention .....	31
Early-Career Teachers .....	34
Working Conditions as Predictors of Retention .....	38
Summary .....	40
Chapter 3: Methods .....	42
Research Design.....	42
Selection of Participants .....	42
Measurement.....	43
Data Collection Procedures.....	46
Data Analysis and Hypothesis Testing .....	47
Limitations .....	55
Summary .....	56
Chapter 4: Results .....	57
Descriptive Statistics.....	58
Hypothesis Testing.....	58
Additional Analyses.....	90
Summary .....	95
Chapter 5: Interpretation and Recommendations .....	97
Study Summary.....	97
Overview of the Problem .....	97
Purpose Statement and Research Questions .....	98

Review of the Methodology.....	98
Major Findings.....	99
Findings Related to the Literature.....	101
Conclusions.....	106
Implications for Action.....	106
Recommendations for Future Research.....	109
Concluding Remarks.....	111
References.....	112
Appendices.....	125
Appendix A: Baker IRB Approval .....	126
Appendix B: ABC School District Approval .....	128
Appendix C: First Email to Participants .....	130
Appendix D: Second Email to Participants .....	132
Appendix E: Invitation to Participate Letter .....	134
Appendix F: DESE Principal Leadership Rubric .....	136
Appendix G: Survey Sent to Participants .....	149

## **List of Tables**

Table 1. Alignment of Survey Items and Hypotheses .....	45
Table 2. Descriptive Statistics for Test of H1 .....	59
Table 3. Descriptive Statistics for Test of H2.....	60
Table 4. Descriptive Statistics for Test of H3.....	61
Table 5. Descriptive Statistics for Test of H4.....	62
Table 6. Descriptive Statistics for Test of H5.....	63
Table 7. Descriptive Statistics for Test of H6.....	64
Table 8. Descriptive Statistics for Test of H7.....	65
Table 9. Descriptive Statistics for Test of H8.....	66
Table 10. Descriptive Statistics for Test of H9.....	67
Table 11. Descriptive Statistics for Test of H10.....	68
Table 12. Descriptive Statistics for Test of H11.....	69
Table 13. Descriptive Statistics for Test of H12.....	70
Table 14. Descriptive Statistics for Test of H13.....	71
Table 15. Descriptive Statistics for Test of H14.....	72
Table 16. Descriptive Statistics for Test of H15.....	73
Table 17. Descriptive Statistics for Test of H16.....	74
Table 18. Descriptive Statistics for Test of H17.....	75
Table 19. Descriptive Statistics for Test of H18.....	76
Table 20. Descriptive Statistics for Test of H19.....	77
Table 21. Descriptive Statistics for Test of H20.....	78
Table 22. Descriptive Statistics for Test of H21.....	79



Table 23. Descriptive Statistics for Test of H22.....	80
Table 24. Descriptive Statistics for Test of H23.....	81
Table 25. Descriptive Statistics for Test of H24.....	82
Table 26. Descriptive Statistics for Test of H25.....	83
Table 27. Descriptive Statistics for Test of H26.....	84
Table 28. Descriptive Statistics for Test of H27.....	85
Table 29. Descriptive Statistics for Test of H28.....	86
Table 30. Descriptive Statistics for Test of H29.....	87
Table 31. Descriptive Statistics for Test of H30.....	88
Table 32. Descriptive Statistics for Test of H31.....	89
Table 33. Descriptive Statistics for Test of H32.....	90
Table 34. Descriptive Statistics for the Results of the Additional Analysis of Visionary Leadership 1 Through Visionary Leadership 3 Using Three One-Sample $t$ Tests .....	91
Table 35. Descriptive Statistics for the Results of the Additional Analysis of Instructional Leadership 1 Through Instructional Leadership 6 Using Six One-Sample $t$ Tests .....	92
Table 36. Descriptive Statistics for the Results of the Additional Analysis of Managerial Leadership 1 Through Managerial Leadership 8 Using Eight One-Sample $t$ Tests .....	93
Table 34. Descriptive Statistics for the Results of the Additional Analysis of Relational Leadership 1 Through Relational Leadership 8 Using Eight One-Sample $t$ Tests .....	94

Table 34. Descriptive Statistics for the Results of the Additional Analysis of Innovative Leadership 1 Through Innovative Leadership 7 Using Seven One-Sample $t$ Tests	95
---	----

## **List of Figures**

Figure 1. Percentage of First-Year Teacher Retention in Missouri Public Schools from 2016-2022 .....	27
---	----

## **Chapter 1**

### **Introduction**

Classroom teachers are at the forefront of providing students with an equitable and challenging curriculum. Effective classroom instruction is essential to help increase student learning. In addition to their classroom responsibilities, teachers are asked to serve as sponsors for clubs and activities, coaches for athletic teams, and mentors for students. While juggling these many different responsibilities, teachers help prepare students to transition to a 21st-century workplace. School districts are responsible for recruiting, retaining, and increasing the quality of their teachers. However, keeping highly-qualified staff can be influenced by a number of different factors.

Schools across the nation face the challenge of retaining classroom teachers. Nationally, there has been a steady decrease in teacher retention rates and particularly, beginning teachers have the highest rates of turnover (Ingersoll et al., 2021). Of all the teachers leaving the profession, early-career teacher turnover is a critical issue (Kim, 2019). In a 2015 study of the 2007-2008 National Beginning Teacher Longitudinal Survey, Gray and Taie found that after the first year of teaching, 10% of early-career teachers leave the profession, and after teaching 4 years, 26.9% switch schools or leave the profession entirely. Also, Ingersoll et al. (2022) analysis of the Schools and Staffing Survey and a National Teacher Principal Survey between 1987-2018 found that 44% of new teachers leave the profession altogether within five years. Additionally, during the 2012-2013 school year, 16% of teachers moved to a different school or left the profession altogether (National Center for Education Statistics, 2015). In a 2022 survey of over 1,800 teachers, school leaders, and school mental health professionals, Bryant et al.

(2023) found that one-third of participants plan to leave their role by the end of the school year. More specifically, among younger teachers surveyed between the ages of 25-34, 38% stated they were planning on leaving (Bryant et al., 2023). School districts are tasked with training and keeping effective talent, but it comes with a cost. These costs are not only a human capital problem but also a financial problem. Teacher turnover rates cost districts over \$7.3 billion collectively each year (National Commission on Teaching and America's Future, 2007). Turnover costs can vary for each district, but may include separation from the district, recruitment, hiring, hiring incentives, new hire inductions, and professional development (Learning Policy Institute, 2017; Watlington et al., 2010). The burden of these costs falls on the school district, the administration, the school culture, and unintentionally impacts student performance in the classroom (Watlington et al., 2010). School districts must focus on initiating and investing in programs that will help mitigate teacher attrition. Recent studies have shown that one area that can help increase teacher retention, especially for early-career teachers, involves principal leadership.

## **Background**

Teachers leaving the occupation has increased in recent years (Ingersoll et al., 2021). Because of this lack of retention, school districts are left to find solutions to recruit and retain high-level talent for the classroom. When teachers leave the classroom, schools are faced with allocating resources to recruit and onboard new candidates. These vacancies leave schools with a financial burden, instead of allocating those resources to other areas. Instead of focusing on finding solutions to recruit new talent, schools should look inward at principal leadership. Principal leadership is the effective administration of

all aspects of schooling. Effective principal leadership increases teacher support, which can lead to an increase in all teacher retention (Brown & Wynn, 2009; Olsen & Huang, 2018). However, there is a lack of research on how principal leadership characteristics directly impact early-career teacher retention compared to other career teachers.

This study was conducted in the ABC School District during the 2022-2023 school year. The ABC School District is a suburban school district of Kansas City, Missouri. This district includes 19 elementary schools, four middle schools, three high schools, one secondary alternative school, and one technology academy. According to DESE (2022), enrollment in the Fall of 2022 was 17,541 students. At the time of this study, 12.7% of students qualified for free and reduced lunch and have an 86.8% attendance rate. On average, teachers in this district had 16.2 years of experience and made an average salary of \$64,350. Overall, 82.1% of the staff had completed advanced degrees (DESE, 2022b).

In 2014, DESE created a framework for school districts to develop and support effective school leadership (DESE, n.d.). Key stakeholders from the Missouri Leadership Development System (MLDS) identified five domains essential to a principal's effective leadership of a school (DESE, 2020). The five domains that were created by this group included visionary, instructional, managerial, relational, and innovative leadership (DESE, 2018). These five domains were then divided into leadership competencies associated with standards from the Professional Standards for Educational Leadership (DESE, 2020). The group identified 32 competencies across the five leadership domains. However, for this study, the researcher referred to these domains as characteristics and the competencies as behaviors. In this study, the five leadership characteristics and 32

behaviors were used to help identify differences in secondary early-career teacher perceptions of principals' leadership behaviors between those who were remaining in the classroom and those who were leaving at the end of the 2022-2023 school year.

### **Statement of the Problem**

Early-career teachers have been leaving the profession at an alarming rate, causing a financial and instructional strain on school districts (Olsen & Huang, 2019; Learning Policy Institute, 2017 Watlington et al. 2010). Wynn et al. (2007) found that principals can have a great influence on beginning teachers and ultimately their decisions to stay in the classroom or leave. According to the Learning Policy Institute (2017), urban districts spend upwards of \$20,000 on new hires which can be related to onboarding, recruitment, or separations from the district. These costs continue to put a financial strain on school districts, especially the most vulnerable populations such as schools in high-poverty areas, rural areas, and those with high populations of minority students.

However, this spending can be avoided with an overall investment by districts in areas such as teaching support initiatives to help increase retention. Olsen and Huang (2018) found that, on average, teachers who have a more positive perception of their school's climate normally have higher job satisfaction. Additionally, Boyd et al. (2011) found that working conditions and overall administrative support can influence retention. The results of both studies support the need for additional research to investigate specific leadership characteristics of building administration and the relationship it has on early-career teacher retention. Kim (2019) highlighted the lack of research on how different aspects of building leadership affect early-career teacher retention. More research is

necessary to understand principal leadership characteristics that impact early-career teacher retention.

### **Purpose of the Study**

The purpose of this quantitative study was to evaluate secondary early-career teachers' perceptions of principal leadership behaviors and whether those behaviors affect decisions to remain in the classroom or leave the classroom in the ABC School District. For this study, secondary early-career teachers are those who have between 1-5 years of experience in the classroom. These teachers can also be considered novices in the profession as other sources refer to them as beginning teachers. The five leadership domains were derived from the DESE principal evaluation assessment. The five leadership domains include visionary, instructional, managerial, relational, and innovative leadership. Of these five leadership domains, DESE (2018) divided each one into different leadership competencies, but for this study, the researcher referred to the domains as characteristics and the competencies as behaviors. Central office staff may use this rubric in the evaluation of building administration alongside the Missouri Leadership Development System (DESE, 2020).

### **Significance of the Study**

As teacher retention rates continue to decline across the nation, school districts are faced with challenges on how to effectively recruit and retain teachers. The results from this study will add to the research associated with the principal leadership behaviors that have the most significant impact on increasing secondary early-career teacher retention rates. As state educational agencies, school district leadership, and building administration grapple with this problem, these findings will add to the growing research



of practices and methods that can help increase early-career teacher retention.

Policymakers at the federal, state, and local levels can use these findings for best practice to increase early-career teacher retention. School district leadership can incorporate the findings from this study to new hire induction, onboarding, and ongoing professional development to support secondary early-career teachers.

### **Delimitations**

According to Lunenburg and Irby (2008), delimitations are boundaries that are set to fulfill the purpose of the study. The following are delimitations in the study.

- Surveys were administered to secondary early-career teachers in the ABC school district who had served 1-5 years in the profession as of March 2023. Secondary early-career teachers who have been in the profession between 1-5 years were identified through the district Human Resources department and sent an anonymous survey for their responses.
- This study included respondents who were currently teaching in secondary schools and employed by the ABC School District for the 2022-2023 school year. This study did not include teachers who had resigned prior to the study being conducted.

### **Assumptions**

“Assumptions are postulates, premises, and propositions that are accepted as operational for purposes of the research. Assumptions include the nature, analysis, and interpretation for the data” (Lunenburg & Irby, 2008, p. 135).

- Survey questions were understood and completed with honesty.

- The interpretations of the data were an accurate description of the perceptions of the participants.

### **Research Questions**

According to Creswell and Creswell (2018), quantitative research questions help to compare different variables of a study and are commonly used in survey research. The following research questions guided this study of secondary early-career perceptions towards principal leadership. The following questions provided the foundation of this study and the organization of the analysis of data.

#### ***RQ1***

To what extent do secondary early-career teachers' perceptions of principal visionary leadership affect their decision to remain in the classroom or to leave the classroom?

#### ***RQ2***

To what extent do secondary early-career teachers' perceptions of principal instructional leadership affect their decision to remain in the classroom or to leave the classroom?

#### ***RQ3***

To what extent do secondary early-career teachers' perceptions of principal managerial leadership affect their decision to remain in the classroom or to leave the classroom?

***RQ4***

To what extent do secondary early-career teachers' perceptions of principal relational leadership affect their decision to remain in the classroom or to leave the classroom?

***RQ5***

To what extent are secondary early-career teachers' perceptions of principal innovative leadership affect their decision to remain in the classroom or to leave the classroom?

**Definition of Terms**

“The purpose of the definition of terms is provide an identification of terms in order for one to understand the purpose of the research project” (Creswell & Creswell, 2018, p. 40). In order to understand the purpose of this research study, the following terms have been identified and defined with common language with how it is used in the study.

***Early-Career Teachers***

According to Kim (2019), early-career teachers are those who have between 1-5 years of teaching experience.

***Visionary Leadership***

“The principal as a visionary leader helps to develop and implement a vision for the school to guide the learning of all students” (DESE, 2018, p. 1).

### ***Innovative Leadership***

“The principal as the innovative leader continues professional growth, actively engages in reflective practice and applies new knowledge and understanding to drive appropriate change” (DESE, 2018, p. 10).

### ***Instructional Leadership***

“The principal as the instructional leader ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning” (DESE, 2018, p. 2).

### ***Managerial Leadership***

“The principal as a managerial leader implements operational systems, oversees personnel and ensures the equitable and strategic use of resources” (DESE, 2018, p. 4).

### ***Probationary Teacher***

A probationary teacher is a teacher who has been employed in the same district for less than five consecutive years and has not yet obtained tenure (MNEA, 2012). All participants in this study are considered probationary teachers and are currently on one-year contracts.

### ***Relational Leadership***

“The principal a relational leader interacts professionally with students, staff, family, and the community” (DESE, 2018, p. 7).

### ***Secondary Teachers***

Secondary teachers are referred to as those who have a current employment contract and are teaching students between grades 6-12 (University of the People, 2023). This study included teachers that teach in the middle and high school buildings. In the ABC School District, middle schools consist of grades 6-8 and high school consist of grades 9-12.

### ***Teacher Retention***

According to Meyer et al. (2019), teacher retention refers to those teachers who will plan to stay in the same position for the next school year.

### ***Tenure***

According to Barker (2018), tenure is an indefinite contract of employment by a teacher unless of a death, resignation, retirement, or evidence of procedures in the Tenure Act. Tenured teachers have continuous employment from the school district (MNEA, 2012).

### **Organization of the Study**

This quantitative study is organized into five chapters. Chapter 1 included the background information, statement of the problem, purpose of this study, the significance of the study, delimitations, assumptions, the five research questions and a definition of key terms. Next, Chapter 2 includes a review of relative literature for this study such as different leadership characteristics, recent trends in educator employment, research related to early-career teachers in the classroom, and impact of teacher working conditions as predictors of retention. Chapter 3 includes the methods of this study. Chapter 3 is divided into the research design, selection of participants, measurement, data

collection, data analysis and hypothesis testing, and the limitations of the study. Chapter 4 contains the results of the research findings which included descriptive statistics and hypothesis testing. Finally, Chapter 5 consists of the interpretation and recommendations of the study. Chapter 5 includes the study summary, findings related to the literature, implications for action, further recommendations for research and the researcher's concluding remarks.

## **Chapter 2**

### **Review of the Literature**

This chapter includes a review of literature and research on topics related to principal leadership, teacher retention, and early-career teachers. This chapter includes a survey of research related to the five research questions addressed in this study. Next, this chapter includes recent trends in educator employment, a study from Kansas, reports from DESE on teacher shortages, and the impact of building principal leadership on retention. Finally, this chapter concludes with literature on early-career teachers and teacher working conditions as predictors of retention.

Building principals are responsible for establishing a safe and effective learning environment for all students. Building principals exhibit many different leadership characteristics while leading the daily operations of a school building. However, not all leadership characteristics impact teacher satisfaction, effective instruction, or teacher retention. Historical research has seen the influence of principal leadership be attributed to school related factors such as resources, opportunities, student backgrounds, community types, organizational structures, school cultures, teacher experiences, fiscal resources, school size, and even outside bureaucratic factors (Hallinger & Heck, 1996). Recently, there has been a transition in research from factors impacting principal leadership to how principal leadership may impact these school related factors. In a study conducted in New York on the influence school administration has on teacher retention decisions, Boyd et al. (2011) found that overall, teachers' perceptions of school administrators have the greatest influence on teacher retention decisions. However, Kim

(2019) stated that there needs to be more research to show how different aspects of principal leadership can affect different types of early-career teacher retention.

In a meta-analysis of over 5,000 studies spanning from the 1970s to 2003, Waters et al. (2003) found a substantial relationship between building principal leadership and student achievement. The results of their study provided evidence that specific leadership responsibilities that had the highest impact on student learning are situational awareness, intellectual stimulation, input, change agents, and building culture (Waters et al., 2003). Grissom et al. (2021b) found three overlapping building principal skills that may create a successful school included instruction, people, and the organization. Darling-Hammond et al. (2022) found that teachers with an overall positive view of their principal's leadership experienced stronger collaboration and reported higher satisfaction in the profession. Overall, these studies highlight the influence building administration's leadership has on student learning, teacher satisfaction, and teacher retention.

### **Visionary Leadership**

In 2018, DESE defined visionary leadership as developing and implementing a vision for the school to guide the learning of all students. Principals showcase visionary leadership through defined decisions and contributions to the overall learning environment of the school building. Visionary leadership can also be referred to as strategic leadership. Ireland and Hitt (2005) highlighted the importance of strategic leadership as one's ability to anticipate, envision, and maintain flexibility for changes that will help create the future for the overall organization. Prestiadi et al. (2019) defined visionary leadership as building leaders who can formulate, communicate, and implement the effective components of running an organization. Principals that effectively



implement the overall vision and mission of the building into curricular programs while upholding the requirements for the future, demonstrate visionary leadership.

Multiple studies have been conducted regarding visionary leadership's role in education. Kurniadi et al. (2021) researched vocational teachers in Indonesia. The authors discovered that principals who exhibit visionary leadership behavior have a positive impact on teachers' performance in the classroom. Cuffe (1996) conducted a study of teachers from 37 different high schools in New Jersey and New York and found that an effective visionary leader may relate to a healthier school climate and potentially greater support from the teaching staff. Le (2020) conducted a study of middle school teachers in Texas and found that teachers are influenced to leave when principals do not have a direction and vision for the school. Also, middle school teachers were more likely to leave when the principal did not establish clear standards and expectations (Le, 2020). These studies indicate that effective visionary leadership is vital to keep teachers in the classroom.

### **Instructional Leadership**

Instructional leadership ensures a viable curriculum, guarantees successful instructional practices, and coordinates the widespread use of effective assessments while promoting overall professional learning (DESE, 2018). The instructional leadership characteristics of a building principal are vital for the success and continuation of a school building. Hallinger and Murphy (1985) outlined a building principal instructional duty includes defining the mission, managing instructional programs and promoting school climate. Furthermore, building principals ensure the school has a clear academic mission that is fully communicated to all staff, students, and stakeholders (Hallinger,

2003). The academic mission is a conduit to a school district's approved vision and mission. District leadership, families, and educational stakeholders put their faith in instructional programs and human capital to prepare students for success after graduation.

Building principals directly influence instructional leadership by allocating personnel decisions of sections, classes, and courses taught by their staff. Additionally, effective instructional leadership is responsible for the creation of instructional site-based teams. Sharif (2020) wrote that school principals should not be the only instructional leader in the building but instead create instructional leadership teams that include assistant principals, veteran teachers, and, when necessary, content experts. This group can then create policies for accountability and progress monitoring of learning.

On a building level, principals have a direct impact on student learning. Grissom et al. (2021a) suggested that previous research might have underlined the importance and value a building principal has on student achievement and other areas that extend beyond student learning. Additionally, Leithwood et al. (2019) emphasized that leadership is vital to the success of most school improvement endeavors, and the leadership's role is to build conditions that foster high-quality teaching and learning. Collectively, principals that engage in instructionally focused interactions with teachers, implement strategies to build a productive climate, help lead professional learning communities, and demonstrate effective management of resources have been shown to increase school outcomes (Grissom et al., 2021b). Also, additional benefits of leadership related to instruction and student behavior may lead to higher levels of trust between teachers and principals (Young et al., 2015).

These principal behaviors might vary from school to school. One item to help improve student learning includes building principals conducting classroom walk-throughs to provide instructional evaluations. Typically, these observations survey the teacher's performance, classroom management, and student/teacher relationships. In 2011, Missouri adopted the Network for Educational Effectiveness model. The platform and strategy for teacher evaluations was created in collaboration with practicing K-12 teachers and researchers at the University of Missouri-Columbia School of Education and Human Development (Network for Educator Effectiveness, 2022). This model is predicated on the idea of a growth mindset by improving the overall capacity of the instructional staff in order to best serve students. Classroom walk-through includes evaluations lasting no longer than ten minutes, with the focus on one or two specific strategies of effective instruction. After each walk-through, a short evaluation is conducted. Typically, the observation is followed by a meeting to debrief on the lesson and evaluation. The model also includes training, professional development, and resources for educators and principals to individualize practice and pedagogy for gaps in practice. Across Missouri, more than 250 districts utilize this platform (Network for Educator Effectiveness, 2022).

Grissom et al. (2021b) continued to emphasize the principals' role as instructional leaders by breaking their leadership skills into three areas. First, as instructional leaders, principals are solely responsible for instructional evaluations of staff and curricular programs (Grissom et al., 2021b). These evaluations must be rubric-based and centered around the continuous improvement of practice and student achievement. In conjunction with evaluation, quality instructional leaders give effective feedback based on

observations from evaluations and help improve the capacity of their staff (Grissom et al., 2021b). Finally, the principal uses data to drive decision-making in curricular programs. These decisions must drive the improvement of programs and ensure continuous performance accountability (Grissom et al., 2021b). Demirdag (2021), in a study of 306 elementary school teachers in Turkey, found that effective instructional leadership can directly predict teacher motivation. Building principals can showcase instructional leadership by addressing the needs of curricular programs, encouraging the use of continued professional development, and eliminating distractions to the learning environment (Demirdag, 2021).

Research also has highlighted the dangers of a lack of instructional leadership in building principals. Weak instructional leaders may fail to bridge the beginning teacher's current curricular and pedagogical capacity to the mission/vision of the building (Youngs et al., 2015). A lack of supporting instructional practices may reduce teachers' ability to perform in the classroom and lead to distrust between principals and staff. Additionally, new teachers may need help finding the support they need regarding curriculum, instructional strategies, or classroom management methods (Youngs et al., 2015).

Previous research has been reported on the influence of instructional leadership on teacher retention. Angelle (2006) found that building leadership that advocates strong instructional leadership through practice and policies help to mold first-year teachers into the overall school environment and teachers who worked under an effective instructional leader were more likely to remain in the classroom. Lazcano et al. (2022) study of novice teachers from Chile supports Angelle (2006) work. They found that a principal's instructional approach, which includes leadership that is directly focused on teaching and

learning, increases satisfaction and intentions to remain in their job (Lazcano et al., 2022). On the contrary, Anderson (2019) found that a principal's instructional leadership support practices did not help predict new elementary teachers' decisions to leave or remain in the teaching profession. These studies add to the collective research on the influence of instructional leadership on teacher retention.

### **Managerial Leadership**

DESE (2018) described principal managerial leadership as implementing operational systems, overseeing personnel, and ensuring the equitable and strategic use of resources. School leaders oversee the administration of duties and responsibilities to lead a school while upholding the district's vision and mission for educational success. Ucar and Dalgic (2021), while researching principal's leadership characteristics and commitment levels in Turkey, found a positive correlation between the school's strategic leadership and teachers' commitment. Grissom et al. (2021b) reported that effective principals exhibit strategic or managerial leadership through the allocation of resources to support teaching. These resources may include fiscal and human resources. By advocating for student learning, principals take on the role of strategic leadership by hiring effective teachers and allocating them to the correct positions (Grissom et al., 2021b).

Managerial leadership includes the effective management of learning environments and spaces of instruction. Teachers feel supported by the administration when the principal upholds classroom management decisions. Principals help alter teacher job satisfaction due to their ability to discipline students and hold them accountable for their actions in the classroom (Jarrett, 2021). Anderson's (2019) study

also analyzed strategic operations of building principals on the retention of new elementary teachers in Texas. Anderson (2019) adds that operational support practices such as allocation of resources, maximizing learning time, and other strategic operations within a school are influential to new elementary teachers. These support practices are similar to DESE's description of managerial leadership as previously mentioned.

Anderson (2019) found that strategic operation support practices can predict the retention of new elementary teachers in Texas. These findings demonstrate the importance of managerial leadership in supporting teachers in the classroom and effectively managing the learning environment.

### **Relational Leadership**

The principal, as a relational leader, interacts professionally with all stakeholders such as students, staff, family, and community (DESE, 2018). Grissom et al. (2021b) wrote that effective leadership helps build a positive school culture. Building principals as relational leaders invest in people by building and maintaining positive relationships with staff, community members, and various stakeholders (Grissom et al., 2021b).

Additionally, relational leaders are caring, exhibit good communication skills, and empower teachers and students to feel safe, valued, and respected (Grissom et al., 2021a).

A principal with relational attributes involves the community and district stakeholders. Supporting the local communities' values, beliefs, cultures, languages, and traditions are all techniques that effective relational leaders exhibit (Grissom et al., 2021b). Leithwood et al. (2019) provided further evidence of the effective practice of relational leadership. Leaders build relationships and capacity by providing support and consideration for individual staff members, modeling effective values and practices, building trusting

relationships with staff, students, and parents, and productive working relationships with unions and teacher organizations (Leithwood et al., 2019). Principals are responsible for establishing positive relationships with their building, staff, students, and community. These positive relations help to establish a caring and trusting environment that can increase teacher retention.

Effective relational leadership can impact teacher retention. Bowman (2021) studied principal leadership characteristics in Pennsylvania during the early stages of the COVID-19 global pandemic and found that principals exhibit relational leadership through building trust and celebrating successes as a school community. Bowman's (2021) findings help showcase the value of relational leadership during unprecedented times. Shaw and Newton (2014) conducted a study regarding the impact of servant leadership on retention. Servant leadership is a leadership style where leaders make serving their subordinates or staff their main priority (Shaw & Newton, 2014). The authors uncovered a strong correlation between a principal's servant leadership style to teacher's satisfaction and retention (Shaw & Newton, 2014). Barnett (2017), while studying principal leadership practices in urban-hard-to-staff schools, wrote that shared leadership and principal-teacher relationships are essential for teacher retention. In addition, principal-teacher relationships are important for early-career teachers. Abitabile (2020) wrote that relational leadership traits such as visibility, honesty, approachability, and encouragement increase job satisfaction and retention. These qualities are vital to building positive relationships with staff. Ramos-Beban (2013) conducted a case study to analyze a data-driven approach to principal leadership. Ramos-Beban concluded that when principals utilize relational leadership to build trust through methods such as

professional development, showcasing respect, and involving teacher voice in decision-making, teachers are more likely to be involved in school reform (2013). Hughes et al. (2015) further highlighted relational leadership's role in hard-to-staff schools. They encourage leaders to increase principal and teacher relationships through open forums, discussions, meetings, and reviews to increase retention in hard-to-staff schools (Hughes et al., 2015). These findings highlight the influence that relational leadership has in building relationships with stakeholders, communication, and teacher retention.

While the requirements for collaboration and communication increase, school principals are called to focus on building and developing effective relationships with various stakeholder groups (Lasater, 2016). School leaders today are required to support consistent communication with students, staff, and stakeholders through multiple outlets such as social media, school websites, newsletters, and other electronic communications. Because of the many forms of communication with district stakeholders, school leaders must have the ability to effectively communicate with the entire school community. Lasater (2016) wrote that rapport, trust, and communication are three areas that school leaders should continue to focus on to help improve their relational leadership. However, Lasater (2016) emphasized that these three items should not be used exclusively but are interdependent to one another. Cunliffe and Ericksen (2011) found that relational leaders understand the importance of resolving problems and influencing strategic direction and practical actions. Building positive relationships with students, staff, parents, community members, and stakeholders is a vital component of relational leadership.



### **Innovative Leadership**

As an innovative leader, a principal can drive change by continuing professional growth, engaging in reflective practices, and applying new knowledge (DESE, 2018). Principals can evaluate their personal innovative leadership attributes by assessing their skills and self-identifying those areas for growth and development (Clifford, 2015). By performing self-reflections, principals can lead their staff through reflective practices to help build collective capacity of the staff. Clifford (2015) continued to outline the benefit of these evaluations by establishing a common set of standards, performance targets, and goals. Additionally, principals can exemplify innovative leadership, administering a needs assessment survey to staff, as well as involving others in collective decision-making. Ariyani et al. (2021) studied innovative and entrepreneurial leadership with the overall impact on student learning. Through a qualitative study to target the value of a principal's innovative leadership, the authors found that when principals support vision building, overall staff development, and restructuring organizational systems, innovative leaders can create a comfortable and fun learning environment for all (Ariyani et al., 2021).

### **Collaborative Leadership**

One of the most important characteristics of effective principals is the focus on collaborative leadership. Principals showcase collaborative leadership by creating a culture predicated on the collective responsibility of data-driven decision-making. This type of leadership involves the consistent effort to bring everyone together for a singular purpose. Principals can advocate for a collaborative environment by providing common time for instructional teams and establishing expectations of professional learning

communities (Grissom et al., 2021b). Collaborative instructional leadership is also vital to an educational system's overall success. Collaborative team building and instructional leadership are both important characteristics of effective principal leaders (Rodin, 2014). Rodin (2014) reported that effective principals that serve in predominately minority schools must create collaborative teams that solely focus on student achievement.

McKenzie (2005) researched the importance of collaborative leadership on a school climate. She highlighted four outcomes of effective collaborative leadership in schools. These outcomes include helping to increase faculty capacity through the following methods: collaborative learning community events, an effective system to support professional growth and goals of faculty members, a collective strategic plan with created action steps for achievement, and by providing opportunities with teachers and administration to collectively overcome challenges (McKenzie, 2005). Collaborative leadership continues to reinforce the collective capacity of the organization. School leaders who embrace this style may see an increased commitment to the school environment.

### **Recent Trends in Educator Employment**

Nationwide enrollment data have indicated that between 1988-2016, K-12 national enrollment increased by 22%, while the teacher workforce increased by 54% (Ingersoll et al., 2021). For the last decade, teacher retention rates across the nation have declined. During the same timeframe, over 44% of new teachers left the profession within the first 5 years (Ingersoll et al., 2021). This national trend has impacted early-career, veteran, and teachers of color (Olsen and Huang, 2018).

Carver-Thomas and Darling-Hammond (2017) analyzed survey data from the 2012 Schools and Staffing survey, as well as the 2013 follow-up survey report on national retention rates, and found that teachers in mathematics, science, special education, English Language Learners, and foreign language are more likely to leave the profession than those who teach other subjects. In addition, Title I schools may see turnover rates as high as 50% of all teachers, with over 70% turnover rates for mathematics and science teachers, compared to non-Title I schools (Carver-Thomas & Darling-Hammond, 2017). Lastly, they found schools that experienced the highest rates of teacher turnover are schools that mostly serve students of color, while teachers of color leave the profession at 19% compared to 15% of White teachers (Carver-Thomas & Darling-Hammond, 2017). In a policy brief, Fuller et al. (2018) warned of the dangers of national teacher retention rates by emphasizing the negative impact on student outcomes such as achievement, overall student engagement, and even graduation rates. They also found that teacher turnover negatively impacts curricular cohesiveness, interrupts student-teacher relationships, disrupts the implementation of a collective school vision, and may lead to many more inexperienced teachers (Fuller et al., 2018). Ronfeldt et al. (2013), in an eight-year observation study of over 850,000 4th and 5th-grade students in New York City, found that teacher turnover negatively impacts student achievement in both math and English. They also concluded teacher turnover has a significant impact of achievement in schools with large populations of students of color (Ronfeldt et al., 2013). However, the loss of teachers can have a positive impact. Ineffective teachers who leave the classroom can positively affect school culture and students if and only if there is an adequate supply of effective teachers attracted to the position (Fuller et al., 2018). These

studies demonstrate the current trends in the profession. Missouri is following the same trend.

In January 2022, Paul Katnik, an employee in the Office of Educator Quality at DESE, released teacher workforce data for Missouri. This presentation included employee data for the state. During the 2019-2020 school year, 10,034 individuals enrolled in an educator preparation program, while 3,651 individuals completed the requirements for an educator preparedness program (Katnik, 2022). These figures are dramatically lower than the 2010-2011 enrollment data, which included 14,139 enrollees and 4,795 completers (Katnik, 2022). According to Katnik (2022) report, Missouri's educational programming enrollees are declining.

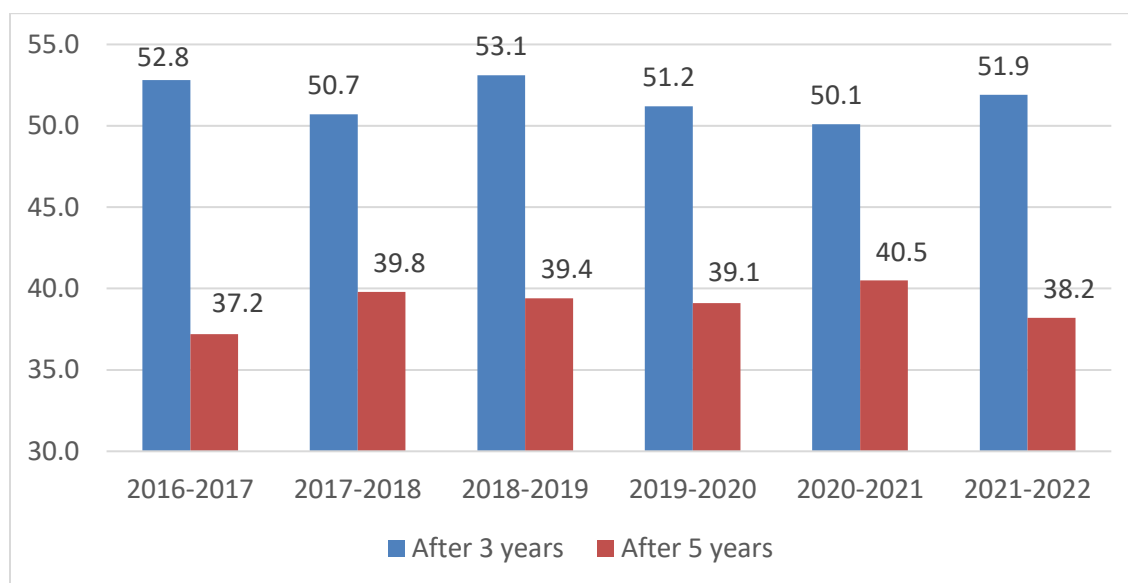
Missouri's overall retention rates for all teachers have remained steady between the 2015-2016 school year through the 2020-2021 school year at an average of 85.8% retention (Katnik, 2022). However, over half of all new hires in Missouri between 2015-2021 have been first-year teachers. Between the 2015-2016 school year and the 2020-2021 school year, 54.2% of new hires were first-year teachers, with 39.9% hired from another district (Katnik, 2022). Over half of all teachers hired in Missouri public schools between 2015 and 2021 are new to the career which further emphasizes the importance of purposeful methods to retain. These trends demonstrate the recent trends of early-career teachers into Missouri schools.

Additionally, a December 2022 report to the Missouri General Assembly outlined recruitment and retention of teachers in Missouri (DESE,2022c). First-year teacher retention is included in this report. During 2016-2017, 52.8% teachers were still in the same position after year three, and 37.2% after five school years. The gap narrowed

during the 2017-2018 school year, with 50.7% of new teachers remaining after three years, with 39.8% after five. The next school year, 2018-2019 included an increase from the previous year, with 53.1% remaining after three years with 39.4% after five years. The 2019-2020 school year followed with 51.2% of new hires remaining after three years, with 39.1% after five. Furthermore, during the 2020-2021 school year, 50.1% remained after three years and 40.5% after five, respectively (DESE, December 2022c). Finally, during the 2021-2022 school year, 51.9% remained after three years, with 38.2% after year five. See Figure 1 for a visual representation of first-year teacher retention in Missouri. These numbers highlight the importance of research needed to help improve retention rates across Missouri. With over half of new hires being first-year teachers, and less than 50% of them staying in the same district that hired them after year five, districts must implement strategies to improve retention.

**Figure 1**

*Percentage of First-Year Teacher Retention in Missouri Public Schools from 2016-2022.*



*Note.* Adapted from *Recruitment and Retention of Teachers in Missouri Public Schools: A Report to the Missouri General Assembly*, by Missouri Department of Elementary and Secondary Education, 2022c., p. 10 (<https://dese.mo.gov/media/pdf/recruitment-and-retention-report>).

While this study does not include research questions focusing on demographic data, the researcher included demographic data for Missouri teachers. The reader may find this data useful. Katnik's (2022) presentation also included current demographic information on Missouri's teacher workforce. During the 2020-2021 school year, 78.6% of all teachers were female, while 21.4% were male. The teacher candidate enrollees are also similar during the same period, 77.9% of females enrolled in an educator preparation program, with 21.8% male. The 2020-2021 school year had 93% of its total employees identify as White/Caucasian while 5% as African American, and 2% identify as others. These numbers were slightly different for 2020 enrollees at 85.6% white/Caucasian, 5.7% African American, and 8.7% other (Katnik, 2022).

The state of Kansas has been experiencing issues in teacher retention that follow national trends. In a 2022 study of 18,427 educators across Kansas, Church and Simmering analyzed current retention trends. Their study involved measuring, understanding, interpreting, and analyzing the factors of overall teacher retention across Kansas. The researchers used a Likert-type scale to measure educator satisfaction with aspects of being an educator, general engagement as an educator in the State of Kansas, and the likelihood of leaving the field of education (Church & Simmering, 2022). According to the researchers, educator engagement in the current environment has consistently been a driver of relevant outcomes of teachers' decisions to remain or leave the classroom (Church & Simmering, 2022). Their findings are consistent with other relevant research on retention. Relationships with colleagues within the school, relationships with the principal, opportunities to receive feedback to assist in professional growth, the district's attention and approach to support mental/emotional health, and levels of safety the students feel, at school are the five strongest perceived retention factors most closely related to engagement (Church & Simmering, 2022). Bryant's et al. (2023) study adds additional information to factors that retain teachers to the profession. They found in a 2022 survey of over 1,800 educators, school leaders, and school mental health professionals that the top factors for retention were meaningful work, colleagues, compensation, geography and community (Bryant et al., 2023).

Next, Church and Simmering (2022) surveyed retention of the teacher's likeliness of leaving their current role. Their findings showed that nearly 30% of total respondents are "more likely than not" or "very likely" to either retire in the next three years or leave public education. With decreasing national trends of enrollees and completers in

educational preparedness programs, these numbers are alarming to the future of education. Additionally, Church and Simmering's (2022) analysis of satisfaction and high retention drivers found that location of teaching, relationships with colleagues, size of the district, the opportunity to work with diverse student populations, and the relationships with the principal are strong predictors of retention and overall positive educator perceptions (Church & Simmering, 2022). Their recent study adds to the research on factors that impact teacher retention and the impact of teacher's relationships with their principal.

In March 2022, DESE published the Educator Vacancy Survey, which gathered responses from districts that serve 82.4% of the state's students. DESE (2022a) reported that elementary education, mild/moderate cross categorical, and physical education have the largest vacancies across the state. Additionally, these three areas increased in teachers considered less than fully certified, to step in and fill these vacant positions (DESE, 2022a). After the three previously mentioned areas of need, Language Arts, Early Childhood Education, English, Secondary Math, and Art are the next five highest-need areas for certified teachers (DESE, 2022a). Not only is the state struggling to retain teachers after five years, but there are many districts in desperate need of highly-qualified educators.

In October 2022, The Blue Ribbon Commission reported on teacher recruitment and retention in Missouri to the State Board of Education. The report stated that Missouri ranks 50th in the nation with an average starting teaching salary of \$32,970, while overall teaching salaries in Missouri have decreased by 6.3% since the 2009-2010 school year (Blue Ribbon Commission, 2022). Missouri also has eight percent of its total teaching



openings either vacant or currently being filled with individuals who are not qualified for the job (Blue Ribbon Commission, 2022). These deficiencies in teacher benefits demonstrate the desperation education currently faces. As part of the Blue Ribbon Commission to address retention, they suggest a few immediate policy changes. The first recommendation is to invest in teacher salaries and increase the average base salary across the state (Blue Ribbon Commission, 2022). This recommendation coincides with a committee dedicated to reviewing salaries nationwide to stay on pace with other states. In addition, the commission recommended that districts across the state create Grow Your Teacher programs while the state continues to fund grants that invest in future educators (Blue Ribbon, 2022). The final recommendation from Blue Ribbon encourages districts to adopt a team-based teaching model to create capacity amongst beginning and novice teachers while supporting continued collaborative decision-making and leadership (Blue Ribbon Commission, 2022).

Furthermore, the commission recommended other short-term priorities to improve retention. The commission mentioned that the General Assembly must provide funding for local education authorities to make decisions about pay increases, provide additional funding and support for overall teacher well-being and support, and increase teacher tuition assistance (Blue Ribbon Commission, 2022). They also suggest more long-term priorities, such as salary supplements for high-need positions and salary stipends for National Board-Certified teachers (Blue Ribbon Commission, 2022). Individually, these recommendations will not save the profession, but the profession may be restored with an investment in teachers.

As of the Fall of 2022, three Kansas City metropolitan districts had taken different approaches to increase teacher retention. In August 2022, voters in the Hickman Mills C-1 School District approved a 1.35 tax levy increase to help fund salary increases for all staff by 25% on average (Holwick, 2022). The increases made the district one of the highest-paying districts in the Kansas City metro. Next, the North Kansas City School District planned to provide \$2,500 stipends to student teaching candidates in the spring of 2023, increasing to \$5,000 to candidates in the fall of 2023 and spring of 2024 (North Kansas City Schools, 2022). Their goal has been to fully invest in pre-service teachers with the likelihood that they return to the district. Finally, in December 2022, the Independence School District voted to adopt a four-day school week starting in the Fall of 2023 to help retain teachers and attract high-quality staff to the district (Porter, 2022). All three of these district initiatives demonstrate that they have recognized the dangers of current retention trends and have been taking steps to advocate for the profession.

### **Building Leadership Regarding Retention**

Overall, the effectiveness of building leadership can have a direct impact on teacher retention (Fuller et al., 2018). Brown and Wynn (2009) found that when principals are aware of the issues impacting new teachers and take a proactive approach to support and address those issues, they are found to retain teachers at a higher rate than their peers. By helping to address these issues, principals create trust between themselves and their staff. Carver-Thomas and Darling-Hammond (2017) reported that the most predictive indicator of teacher retention is a lack of administrative support. Administrative support may include creating a clear vision, mentoring opportunities, and support during induction (Carver-Thomas & Darling-Hammond, 2017). Like Carver-

Thomas and Darling-Hammond (2017), Barnett (2017) study focused on building leadership support practices. Barnett (2017) while studying principal leadership practices and retention in urban, hard-to-staff schools, found that perceived administration support was the most important factor in teacher retention. Also, while studying teacher perceptions of administrative support in elementary schools in Texas, Peronto (2013) found that administration support practices impact teachers' decisions to leave the classroom. Additionally, when coupled with the proper support, candidates who have been certified through a traditional route are more likely to stay in the classroom (Peronto, 2013).

In a policy brief by Becker and Grob (2021), the authors emphasized five areas for building principals to take on the role of teacher retention, which include a shared vision developer, an instructional leader, relational trust between staff and administration, a safety officer, and a bureaucratic shield. Fuller et al. (2018) agreed with Becker and Grob's findings (2021) but add characteristics such as practicing effective communication, involving teachers in decision-making, establishing predictive and effective environments, and providing consistent and useful feedback. These characteristics can be considered specific job duties and abilities of building leaders to help improve teacher retention. Additionally, Brown and Wynn (2009) wrote about specific leadership strategies that help impact teacher satisfaction, morale, and commitment:

Principals provide conditions and resources needed to support new teachers in their continuous learning, growth, and professional development. Shared decision-making with new teachers on substantive issues, work collaboratively

with others to help reach shared goals and expand teacher leadership capacity.

They model high expectations for all and keep the vision of student learning alive and at the forefront of all decisions. They maintain an open door and a visible presence throughout their schools. ... they encourage and support collegiality among all teachers and provide nurturance, guidance, and leadership when needed. ... they foster unofficial professional learning communities that reduce teacher isolation and increase teacher responsibility. (p. 58)

The authors explained the importance of quality leadership in improving teachers' working conditions.

In a 2006 study, Grantham wrote that the levels of support are related to the number of years of teaching experience. Grantham (2006) found that first-year teachers perceived the greatest need for support from various sources, such as district personnel, building leadership, and colleagues. Furthermore, other examples of help often sought by first-year teachers include orientation of the school, grading, lesson planning, collegial relationships with administrators, support from peers, and support from administrators (Grantham, 2006). After the first year of teaching, the need for support by administration slightly changed. During years three through eight of teaching, teachers' perceived supports include the continual relationship with administrators, support from other veteran teachers, support from peers, and continual professional relationships with teachers (Grantham, 2006).

Using data from the Tennessee Educator Acceleration Model (TEAM) between 2011-2012 through 2016-2017, Grissom and Bartanen (2019) found that high-performing teachers are less likely to leave buildings with more effective principals, while lower-

performing teachers are more likely to leave buildings with more effective principals. The study also emphasized the importance of principals conducting effective classroom observations to determine the overall effectiveness of teachers (Grissom & Bartanen, 2019). These findings indicate that building principals must take on the role of instructional leadership to help increase the capacity of teachers. However, the authors' work further exemplified the importance of rubric-based, frequent teacher evaluations to ensure students are receiving the best instruction possible.

Principal leadership styles may impact retention. In a qualitative study in South Africa, Van der Vyver et al. (2020) found that transformational and transaction leadership can positively contribute to overall teacher wellbeing, which may increase teacher retention. Additionally, they found that laissez-fair leadership can decrease teacher wellbeing (Van der Vyver et al., 2020). In a 2021 quantitative study in Tennessee of 100 certified elementary teachers, Mitchell found that transformational leadership may impact teacher retention. Mitchell's study revealed that specific leadership styles may influence an elementary teacher's decision to stay or leave the classroom (2021).

### **Early-Career Teachers**

Early-career teachers are vital to continuing education policies nationwide. Recent graduates of educational induction programs, alternative certification recipients, and promotion candidates (those that go from paraprofessional to certified teacher) all fall into the category of early-career teachers. Ingersoll et al. (2021) found that during the 2017-2018 school year, there were 300,000 first-year public school teachers and roughly 1.8 million educators with fewer than ten years of experience. School districts must be prepared for the increasing number of younger, more inexperienced teachers.

Buchanan et al. (2013) studied specific strategies to help increase the retention and attrition of early-career teachers. They found that early-career teachers are initially not prepared for overall classroom management because they lack experience in student engagement and behavioral management. Their findings demonstrate that preservice opportunities lack proper experiences to prepare early-career teachers. Kim's (2019) study supports Buchanan et al. (2013). Kim (2019) found that principal leadership directly impacts early-career teachers' retention. More specifically, principal leadership related to student-behavior management had the largest association with the turnover of early-career teachers and additionally, overall support given by principals can improve retention (Kim, 2019). Kim (2019) further recommended that school districts continue to invest in both school systems and early-career teachers themselves to continue to create lasting impacts to increase retention. Additionally, Meister and Melnick (2003) researched new teacher perceptions from student teaching to employment. They found that new teachers need more direct school experience and support in student discipline, time management, and communication skills. Both of these studies demonstrate the importance of the preservice experience to prepare early-career teachers for employment. Also, to help ease this transition, experienced colleagues are needed as mentors to share expertise, resources, and techniques to help early-career teachers cope with classroom management. The support for early-career teachers can increase morale and capacity in the classroom. Increased morale and capacity in the classroom may give early-career teachers more confidence in the profession and help them stay in their current positions. To help prepare early-career teachers, Buchanan et al. (2013) suggested that teacher

preparedness programs continue to focus on resilience, reflection, and responsiveness to students in various learning environments.

The results by Knobloch and Whittington (2002) support preparedness programs' role in early-career teachers. They wrote that overall collective efficacy (teacher's shared belief in the overall value of collaboration to produce student success), a student teaching experience, and teacher preparation quality have the closest association with the first 10-week efficacy of novice teachers (Knobloch & Whittington, 2002). Additionally, they found that overall collective efficacy has the most influence on teacher efficacy in that period (Knobloch & Whittington, 2002). These findings suggest that culture, teacher collaboration, and collegial relationships greatly influence early-career teachers.

Kelly and Northrop (2015) utilized data from the 2007-2008 Beginning Teacher Longitudinal Survey and the Schools and Staffing Survey administered by the National Center for Education Statistics. They found that among beginning teachers as a whole, their perceptions of school problems and support are associated with job satisfaction and burnout while overall career satisfaction are important factors in predicting attrition (Kelly & Northrop, 2015). They recommended that both district policymakers and building leadership should provide early-career teachers who work in stressful environments with counseling or coping strategies to improve attrition (Kelly & Northrop, 2015).

Henry et al. (2011) studied novice teachers in North Carolina public schools by investigating their efficacy throughout their first five years compared to those teachers that ended up leaving the profession. They concluded that novice teachers' efficacy increases during their second year in the profession (Henry et al., 2011). This may be

explained by novice teachers having more confidence in the classroom after completing at least one year. They also found those novice teachers can improve their efficacy at a higher rate than other years of experience (Henry et al., 2011). Additionally, teachers that ended up staying in the profession for at least five years were considered significantly more effective in the classroom than those who decided to leave prior (Henry et al., 2011). These findings continue to reinforce the need for support for early-career teachers through those first five years in the profession to help early-career teachers reach their full potential in the classroom.

In a study of 132 early-career teachers, Miller et al. (2020) found that person-organization professional fit was associated with early-career teachers' decisions to stay or leave their current school. Person-organization professional fit is the idea of the match between employees and the collective values of their work environment (Miller et al., 2020). The authors wrote that an individual's characteristics and features of their environment impact retention decisions more than previously believed. Miller et al. (2020) further recommend that building leadership implement policies to build stronger collegial relationships and emphasize a building's culture. This study highlights the importance of collegial relationships within departments, the school building, and overall school culture.

Support, induction, and relationships are all vital to the success of early-career teachers, but Ponnock et al. (2018) studied motivational differences throughout a teacher's career. They found that pre-service and early-childhood teachers have the highest motivation levels while early-career teachers experienced the lowest, while middle-career and late-career teachers have no significant differences. This study



demonstrates that motivation for teaching might not be dependent on the teacher's classroom experience. Overall, district policymakers and building administration should be aware of issues that early-career teachers face to ensure they are prepared to overcome the obstacles during the first five years.

### **Working Conditions as Predictors of Retention**

Effective working conditions can influence retention at all levels of teacher experience. Borman and Dowling (2008), in a meta-analysis of studies related to teacher attrition and retention, found that working conditions such as salaries, instructional resources, organizational attributes of schools, and characteristics of the school student population predict teacher attrition. Next, the state of North Carolina has conducted a Teacher Working Conditions survey to all teachers and administrators from 2002 in two-year cycles (Ladd, 2011). Ladd (2011), Burkhauser (2017), and Berry et al. (2019) all conducted studies using survey data to investigate the impact of teacher working conditions in North Carolina. First, Ladd's (2011) analysis of 2005-2006 survey data indicated that overall working conditions of schools are highly-predictive of all teachers' decisions to either remain or leave their schools. Burkhauser (2017) expanded on Ladd's (2011) study but used survey data from four survey collection cycles from 2005-2006 through 2011-2012. Burkhauser (2017) concluded that a building principal "can play a key role in improving teachers' perceptions of their school environment which have been shown to affect their leaving decisions" (p. 140). Furthermore, Berry et al. (2019), in collaboration with the Education Policy Initiative at Carolina, used the survey data from the 2015- 2016 survey, focus groups of 30 teachers from high and low poverty schools, and interviews from site visits to four North Carolina schools to study working conditions

with teacher retention and student success. Berry et al. (2019) analysis indicated “teacher and school leadership, professional learning and collaboration, community support and parent involvement, teacher’s collective efficacy, time for teaching, and student conduct are all positively associated with teacher retention” (p. 7). These three studies demonstrate the role of working conditions in education.

In another study utilizing a statewide school working conditions survey, Johnson et al. (2011) discovered teachers plan to stay longer in environments with a positive work environment. Additionally, other factors related to teacher satisfaction and retention include school culture, principal leadership, and relationships with colleagues (Johnson et al., 2011). Next, Ingersoll et al. (2019) conducted a review of the National Center for Educational Statistics and Schools and Staffing Survey and Teacher Follow-up survey between 1987-2012. Ingersoll et al. (2019) found that working conditions have an influence in retention of minority teachers. Additionally, collective decision-making and instructional autonomy alongside organizational structures were strongly related to minority teachers leaving their positions (Ingersoll et al., 2019). Both Johnson et al. (2011) and Ingersoll et al. (2019) add to the research on working conditions related to retention of teachers.

Moore (2012) studied the school environments through the 2007-2008 School and Staffing Survey administered through the National Center for Education Statistics. Moore (2012) found that school environments can influence teacher’s dissatisfaction in the profession and a positive school environment alongside teacher autonomy in the classroom, decrease dissatisfaction. Moore (2012) explained that a positive school environment included “supportive administration, enforcement of rules by the principal

and other teachers, shared beliefs and values, effective communication, cooperation among staff, recognition of achievement, satisfaction in salary, and a belief in the management of the school” (p. 10). Additionally, Hughes (2012) conducted a study of 782 teacher surveys from an undisclosed southern state to analyze teacher characteristics, school characteristics, organizational characteristics, and teacher efficacy. Hughes (2012) found that socioeconomic status (SES) of a school district may impact retention. Hughes (2012) writes “teachers in schools with the highest levels of SES were less likely to remain in teaching than those from the lowest SES schools” (p. 254). Both Moore (2012) and Hughes (2012) studies focus on the influence of school conditions on retention.

Teacher job duties and demands impact retention as well. Perryman and Calvert (2020) conducted a study in the United Kingdom by collecting data from five years of graduates from the UCL Institute of Education in London. The purpose of the study was to explore the motivations of teachers and their decision to leave teaching. The researchers found that teacher workload and work/life balance were the two most cited reasons for leaving teaching (Perryman & Calvert, 2020). Furthermore, they found that those considering leaving attributed the high volume of the workload, wanting to improve work/life balance, and not feeling valued in the profession (Perryman & Calvert, 2020).

### **Summary**

This literature review provided research on topics related to principal leadership, early-career teachers, and retention. Five different principal leadership behaviors used in the research study were reviewed along with their influence in the school buildings, impact on school culture, and teacher retention. Also, included in the review is a recent teacher retention study of 18,427 teachers from Kansas, recent trends in educator

employment and recommendations to help improve teacher retention rates throughout Missouri from the Blue Ribbon Commission. Finally, the review included recent research on early-career teacher trends and the overall impact that working conditions may have on teacher retention.

## **Chapter 3**

### **Methods**

The purpose of this quantitative study was to evaluate secondary early-career teachers' perceptions of principal leadership behaviors and whether those behaviors affect decisions to remain in the classroom or leave in the ABC School District. This chapter contains the research design of this study, selection of participants, measurement, the survey instrument, data collection procedures, data analysis and hypothesis testing, and limitations of this study.

#### **Research Design**

According to Creswell and Creswell (2018), "A survey design provides a quantitative description of trends, attitudes, and opinions of a population, or tests for associations among variables of a population, by studying a sample of that population" (p. 147). This study was completed using a quantitative descriptive research design using a survey research method. The variables of interest in this research study were secondary early-career teachers' perceptions of principal leadership characteristics and secondary early-career teachers' decisions to remain in the classroom or leave.

#### **Selection of Participants**

Lunenburg and Irby (2008) defined purposive sampling as "selecting a sample based on the researcher's experience or knowledge of the group to be sampled" (p. 175). Teachers selected to participate were employed by the ABC School District during the 2022-2023 school year. The group included secondary teachers having between 1- and 5-years' experience in the classroom. This group may include teachers new to the career such as recent college graduates, those who have switched from a previous career, new

teachers to the district and or graduates of alternative certification programs. These individuals were given the option to participate in this anonymous survey and no individualized or personal data was collected for identification.

### **Measurement**

The researcher created a survey by using components from the DESE Principal Standards Rubric created in May 2018 (See Appendix F). This rubric was created by DESE in collaboration with stakeholders statewide. The Missouri Leadership Development System is an on-going process involving over 3,500 current and new administrators throughout Missouri (DESE, n.d.). In 2014, key stakeholders from MLDS identified five domains essential to a principal's effective leadership of a school (DESE, 2020). The five domains that were created by this group include visionary, instructional, managerial, relational, and innovative leadership (DESE, 2018). These five domains were then divided into leadership competencies associated with their Professional Standards for Educational Leadership (DESE, 2020).

The author of the current study, with the guidance of an expert in Administrative Leadership, used the 2018 DESE Principal Standards Rubric for Principal Evaluation which included the five leadership domains (DESE, 2018) as the survey instrument for this study. Of these five leadership domains, DESE (2018) divided each one into different leadership competencies, but for this study, the researcher referred to these domains as characteristics and the competencies as behaviors. These 32 leadership behaviors were used to evaluate the effectiveness of principal leadership and its impact on secondary early-career teacher retention. The variables of interest in this study are the secondary early-career teachers' perceptions of principals' leadership behaviors and teachers'

decisions to remain in the classroom or leave. The teachers' perceptions of principal leadership are measured using a Likert-type scale that ranges between 1 and 5, with 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, and 5 = *strongly agree*. The item that measured early-career secondary teachers' decision to remain in the classroom or leave was answered with a yes or no. The online survey consists of 32 items that measure secondary early-career teachers' perceptions of 32 principal's leadership behaviors and one item that measures their decision if they would be teaching in this district next year (see Appendix G). The alignment of each of the survey items with a hypothesis is presented in Table 1.

**Table 1***Alignment of Survey Items and Hypotheses*

Survey Item	Hypotheses
<b>Visionary Leadership</b>	
Develops a clear, measurable, and shared vision	H1
Communicates the vision to stakeholders	H2
Collects, analyzes and interprets data to evaluate results for continuous school improvement	H3
<b>Instructional Leadership</b>	
Engages and supports staff to vertically and horizontally align curriculum to state/district standards	H4
Supports staff use of a variety of research-based practices appropriate to the intended content	H5
Observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response	H6
Supports teacher use of formative, summative, and other assessments	H7
Analyzes multiple sources of student, school, and district-level data to improve student learning	H8
Develops a culture of continuous professional learning	H9
<b>Managerial Leadership</b>	
Provides oversight of the school facility and grounds	H10
Establishes routines, procedures, and schedules to maximize learning time	H11
Recruits, selects and inducts effective personnel	H12
Communicates expectations, guidelines, and procedures	H13
Provides intervention and support for improvement	H14
Maintains personnel records and reports	H15
Manages fiscal resources to support school goals and priorities	H16
Manages non-fiscal resources to support school goals and priorities	H17



Survey Item	Hypotheses
<b>Relational Leadership</b>	
Promotes a learning environment that addresses needs of all students	H18
Advocates for the welfare of all students	H19
Establishes positive relationships with students	H20
Builds positive relationships with staff	H21
Ensures a culture of support and respect among staff	H22
Develops teacher leaders	H23
Builds positive relationships with families	H24
Establishes positive relationships with other community stakeholders	H25
<b>Innovative Leadership</b>	
Collects knowledge, skills, and best practices for improving teaching and learning	H26
Engages in a professional network as a means for growth	H27
Demonstrates self-awareness and a commitment to ongoing growth and development	H28
Seeks feedback to improve performance	H29
Maintains a focus on high priorities	H30
Develops and acts on well-reasoned beliefs based on new knowledge and understanding	H31
Constructively manages and adapts to change	H32
Will you be teaching in this district next year?	H1-H32

### **Data Collection Procedures**

Before collecting the data, the researcher submitted the Institutional Review Board (IRB) form to Baker University on March 2, 2023. The IRB was approved on March 7, 2023. (see Appendix A). The researcher also submitted an IRB Request to the ABC School District on January 25, 2023 and the research was approved on February 16,

2023 (see Appendix B). A condition of the approval from the ABC School District was to have the Director of Professional Development send out this survey to the participants who were teaching in the district and defined as secondary early-career teachers. This email was sent on March 13, 2023 (see Appendix C). The email included a consent to participate section and information with a description that completing this survey did indicate voluntary consent to participate in the study (see Appendix E). In the consent to participate letter, the survey participants were assured that their responses were anonymous, that no emails were collected, no information gathered from their survey would be used to identify their position in the district, nor will any information be shared with anyone outside of the involvement of this research. The email included a link to the survey (See Appendix G) along with the researcher's and research advisor's contact information. A reminder email was sent by the Director of Professional Development on March 20, 2023 (See Appendix D). Once the survey closed on March 24, 2023, the data was downloaded from a Google sheet into an Excel file. The data was then inputted from the Excel file into IBM SPSS 28. SPSS was used to calculate the means, standard deviations, degrees of freedom  $p$  values and  $t$  statistics for the hypothesis testing.

### **Data Analysis and Hypothesis Testing**

Data gathered from the survey respondents were analyzed to address the research questions and hypotheses. Addressing the five research questions involved the testing of 32 hypotheses. H1-H32 were tested using 32 individual independent-samples  $t$  tests. Each research question is listed below with the hypotheses that were tested to answer the question, followed by a paragraph that explains the hypothesis test.

***RQ1***

To what extent do secondary early-career teachers' perceptions of principal visionary leadership affect their decision to remain in the classroom or to leave the classroom?

**H1.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal develops a clear, measurable and shared vision between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H2.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal communicates the vision to the stakeholders between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H3.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal collects, analyzes and interprets data to evaluate results for continuous school improvement between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

***RQ2***

To what extent do secondary early-career teachers' perceptions of principal instructional leadership affect their decision to remain in the classroom or to leave the classroom.

**H4.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal engages and supports staff to vertically and

horizontally align curriculum to state/district standards between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H5.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal supports staff use of a variety of research-based practices appropriate to the intended content between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H6.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H7.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal supports teacher use of formative, summative and other assessments between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H8.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal analyzes multiple sources of student, school and district-level data to improve student learning between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H9.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal develops a culture of continuous professional learning between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

***RQ3***

To what extent do secondary early-career teachers' perceptions of principal managerial leadership affect their decision to remain in the classroom or to leave the classroom?

**H10.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal provides oversight of the school facility and grounds between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H11.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal establishes routines, procedures and schedule to maximize learning time between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H12.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal recruits, selects and inducts effective personnel between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H13.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal communicates expectations, guidelines and

procedures between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H14.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal provides intervention and support for improvement between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H15.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal maintains personnel records and reports between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H16.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal manages fiscal resources to support school goals and priorities between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H17.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal manages non-fiscal resources to support school goals and priorities between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

#### ***RQ4***

To what extent do secondary early-career teachers' perceptions of principal relational leadership affect their decision to remain in the classroom or to leave the classroom?

**H18.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal promotes a learning environment that addresses needs of all students between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H19.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal advocates for the welfare of all students between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H20.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal establishes positive relationships with students between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H21.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal builds positive relationships with staff between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H22.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal ensures a culture of support and respect among staff between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H23.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal develops teacher leaders between

secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H24.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal builds positive relationships with families between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H25.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal establishes positive relationships with other community stakeholders between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

### ***RQ5***

To what extent do secondary early-career teachers' perceptions of principal innovative leadership affect their decision to remain in the classroom or to leave the classroom?

**H26.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal collects knowledge, skills and best practices for improving teaching and learning between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H27.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal engages in a professional network as a means for growth between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.



**H28.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal demonstrates self-awareness and a commitment to ongoing growth and development between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H29.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal seeks feedback to improve performance between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H30.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal maintains a focus on high priorities between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H31.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal develops and acts on well-reasoned beliefs based on new knowledge and understanding between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

**H32.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal constructively manages and adapts to change between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

To test H1-H32, 32 independent-samples *t* tests were conducted. The independent-samples *t* test was chosen for the hypothesis testing because this test consisted of an analysis of two separate independent groups and the means were calculated for numerical values. For this study, secondary early-career teachers' perceptions of their principals' specific leadership characteristics were compared between secondary early-career teachers' who said they would be teaching next year and those who will not be teaching in the classroom next year. The level of significance for each hypothesis was set at .05. When appropriate, an effect size, as defined by Cohen's *d*, is reported.

### **Limitations**

Lunenburg and Irby (2008) stated, "Limitations are factors that may have an effect on the interpretation of the findings or on the generalizability of the results" (p. 133). Potential limitations for this study included:

- Surveys were administered to secondary early-career teachers in March 2023 and data collection closed on March 24, 2023. Contract decisions for the 2023-2024 school year are not required until April 2023.
- Study participants might be influenced by other teachers' decisions to leave or remain in the classroom.
- Additional factors that could influence teachers' decisions to leave are also limitations.

### **Summary**

Chapter 3 included an overview of the methods of this research study. This section included the research design, selection of participants, measurement of the study, data collection procedures, the data analysis and hypothesis testing, and the study limitations. The participants in this study were secondary early-career teachers in the ABC School District. The survey instrument used is referenced as Table 1 in this chapter. This chapter included the five research questions along with 32 hypotheses and included the data analysis for each research hypothesis. Chapter 4 includes the results of this study. The chapter includes descriptive statistics of the study and the results of the hypothesis testing for each research question.

## **Chapter 4**

### **Results**

The overall purpose of this quantitative research study was developed to evaluate secondary early-career teachers' perceptions of principal leadership behaviors and whether those behaviors affect decisions to remain in the classroom or leave in the ABC School District. To address this purpose, five research questions were created of the five leadership characteristics specified by the DESE Principal Evaluation Assessment. Of these five leadership standards, DESE (2018) divided each one into different leadership competencies, but for this study, the researcher referred to these competencies as behaviors. Additionally, the five research questions, 32 hypotheses were tested and the results of those hypothesis tests are included in this chapter. The findings from this study are presented in this chapter which includes each research question, each hypothesis that correlates with the research question, tables of findings, and analysis of data. There are two sections included in this chapter which are descriptive statistics and hypothesis testing. The descriptive statistics include the number of individuals eligible to participate, dates of survey range, total collected responses, completion rate, and the software used to complete the statistical analysis. The hypothesis testing section includes the research questions, hypotheses posed to address the research questions, and the analysis methods for the hypothesis testing and results of the testing.

## **Descriptive Statistics**

For this study, 76 secondary early-career teachers in year 1 to year 5 in the profession and employed in the ABC School District during the 2022-2023 school year were eligible to participate. The survey was first sent out to eligible participants on March 13, 2023 and survey collection was closed on March 24, 2023. Of the survey participants, this study received 31 responses. Of the 31 responses, one individual responded to all 32 of the survey items, but did not respond to the question on retention. Another survey participant only responded to the retention item but failed to complete any items related to principal behaviors. Both of these survey responses were omitted from the data analysis for the purpose of this study. In total, 24 individuals stated they would be returning to the classroom for the next school year while 5 individuals will be leaving the classroom at the end of the 2022-2023 school year. It is important to note that 17.24% of these respondents said they were leaving after the 2022-2023 school year. Overall, this survey had a 40.78% completion rate.

## **Hypothesis Testing**

To test H1-H32, 32 independent-samples *t* tests were conducted. The independent-samples *t* test was chosen for the hypothesis testing because this test consisted of an analysis of two separate independent groups and the means were calculated for numerical values. Each research question is listed along with the corresponding hypotheses. The results for the testing of each hypothesis are included with a table of descriptive statistics. The level of significance for each hypothesis test was set at .05. When appropriate, an effect size, as defined by Cohen's *d*, is reported.

***RQ1***

To what extent do secondary early-career teachers' perceptions of principal visionary leadership affect their decision to remain in the classroom or to leave the classroom?

**H1.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal develops a clear, measurable and shared vision between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H1 indicated no statistically significant difference between the two means,  $t(27) = 0.889, p = .382$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.83$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.40$ ). H1 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal develops a clear, measurable and shared vision do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 2**

*Descriptive Statistics for Test of H1*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.40	0.89	5
Remain	3.83	1.01	24

**H2.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal communicates the vision to the stakeholders between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples  $t$  test used to test H2 indicated no statistically significant difference between the two means,  $t(27) = 0.282, p = .780$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.75$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.60$ ). H2 was not supported. On average, secondary early-career teacher perceptions of the extent the principal communicates the vision to the stakeholders do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 3**

*Descriptive Statistics for Test of H2*

Decision	$M$	$SD$	$N$
Leave	3.60	0.55	5
Remain	3.75	1.15	24

**H3.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal collects, analyzes and interprets data to evaluate results for continuous school improvement between secondary early-career teachers who

have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples  $t$  test used to test H3 indicated no statistically significant difference between the two means,  $t(27) = 1.059$ ,  $p = .299$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.71$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.20$ ). H3 was not supported. On average, secondary early-career teacher perceptions of the extent the principal collects, analyzes, and interprets data to evaluate results for continuous school improvement do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 4**

*Descriptive Statistics for Test of H3*

Decision	$M$	$SD$	$N$
Leave	3.20	0.84	5
Remain	3.71	1.00	24

## ***RQ2***

To what extent do secondary early-career teachers' perceptions of principal instructional leadership affect their decision to remain in the classroom or to leave the classroom?



**H4.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal engages and supports staff to vertically and horizontally align curriculum to state/district standards between secondary early-career teacher who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples  $t$  test used to test H4 indicated no statistically significant difference between the two means,  $t(27) = 1.822, p = .080$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.71$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 2.80$ ). H4 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal engages and supports staff to vertically and horizontally align curriculum to state/district standards do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 5**

*Descriptive Statistics for Test of H4*

Decision	$M$	$SD$	$N$
Leave	2.80	0.45	5
Remain	3.71	1.08	24

**H5.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal supports staff use of a variety of research-based

practices appropriate to the intended content between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples  $t$  test used to test H5 indicated no statistically significant difference between the two means,  $t(27) = 0.890, p = .381$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.88$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.40$ ). H5 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal supports staff use of a variety of research-based practices appropriate to the intended content do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 6**

*Descriptive Statistics for Test of H5*

Decision	$M$	$SD$	$N$
Leave	3.40	0.89	5
Remain	3.88	1.12	24

**H6.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples  $t$  test used to test H6 indicated no statistically significant difference between the two means,  $t(27) = -0.027, p = .979$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 2.58$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 2.60$ ). H6 was not supported. On average, secondary early-career teacher perceptions of the extent the principal observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 7**

*Descriptive Statistics for Test of H6*

Decision	$M$	$SD$	$N$
Leave	2.60	0.55	5
Remain	2.58	1.35	24

**H7.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal supports teacher use of formative, summative and other assessments between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples  $t$  test used to test H7 indicated no statistically significant difference between the two means,  $t(27) = -0.025$ ,  $p = .981$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.58$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.60$ ). H7 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal supports teacher use of formative, summative, and other assessments do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 8**

*Descriptive Statistics for Test of H7*

Decision	$M$	$SD$	$N$
Leave	3.60	0.89	5
Remain	3.58	1.44	24

**H8.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal analyzes multiple sources of student, school and district-level data to improve student learning between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples  $t$  test used to test H8 indicated no statistically significant difference between the two means,  $t(27) = 1.059$ ,  $p = .299$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.71$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.20$ ). H8 was not supported. On average, secondary early-career teacher perceptions of the extent the principal analyzes multiple sources of student, school, and district-level data to improve student learning do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 9**

*Descriptive Statistics for Test of H8*

Decision	$M$	$SD$	$N$
Leave	3.20	0.45	5
Remain	3.71	1.04	24

**H9.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal develops a culture of continuous professional learning between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples  $t$  test used to test H9 indicated no statistically significant difference between the two means,  $t(27) = -0.948, p = .351$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.92$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 4.40$ ). H9 was not supported. On average, secondary early-career teacher perceptions of the extent the principal develops a culture of continuous professional learning do not differ between those who have decided remain in the classroom and those who have decided to leave the classroom.

**Table 10**

*Descriptive Statistics for Test of H9*

Decision	$M$	$SD$	$N$
Leave	4.40	0.55	5
Remain	3.92	1.10	24

### ***RQ3***

To what extent do secondary early-career teachers' perceptions of principal managerial leadership affect their decision to remain in the classroom or to leave the classroom?

**H10.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal provides oversight of the school facility and grounds between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples  $t$  test used to test H10 indicated no statistically significant difference between the two means,  $t(26) = 0.271, p = .789$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.91$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.80$ ). H10 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal provides oversight of the school facility and grounds do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 11**

*Descriptive Statistics for Test of H10*

Decision	$M$	$SD$	$N$
Leave	3.80	0.84	5
Remain	3.91	0.85	23

**H11.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal establishes routines, procedures and schedule to maximize learning time between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples  $t$  test used to test H11 indicated no statistically significant difference between the two means,  $t(27) = -0.180, p = .858$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.92$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 4.00$ ). H11 was not supported. On average, secondary early-career teacher perceptions of the extent the principal establishes routines, procedures and schedule to maximize learning time do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 12**

*Descriptive Statistics for Test of H11*

Decision	$M$	$SD$	$N$
Leave	4.00	0.71	5
Remain	3.92	0.97	24

**H12.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal recruits, selects and inducts effective personnel between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples  $t$  test used to test H12 indicated no statistically significant difference between the two means,  $t(27) = 1.314, p = .200$ . The sample mean for secondary early-career teachers who have decided to remain in the



classroom ( $M = 3.96$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.40$ ). H12 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal recruits, selects and inducts effective personnel do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 13**

*Descriptive Statistics for Test of H12*

Decision	$M$	$SD$	$N$
Leave	3.40	1.52	5
Remain	3.96	0.69	24

**H13.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal communicates expectations, guidelines, and procedures between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples  $t$  test used to test H13 indicated no statistically significant difference between the two means,  $t(27) = 0.252$ ,  $p = .803$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.75$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.60$ ). H13 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal communicates expectations, guidelines, and procedures do not differ between those who

have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 14**

*Descriptive Statistics for Test of H13*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.60	1.14	5
Remain	3.75	1.22	24

**H14.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal provides intervention and support for improvement between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H14 indicated no statistically significant difference between the two means,  $t(27) = -0.337$ ,  $p = .739$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.42$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.60$ ). H14 was not supported. On average, secondary early-career teacher perceptions of the extent the principal provides intervention and support for improvement do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 15***Descriptive Statistics for Test of H14*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.60	0.55	5
Remain	3.42	1.18	24

**H15.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal maintains personnel records and reports between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H15 indicated no statistically significant difference between the two means,  $t(27) = -0.381$ ,  $p = .706$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.83$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 4.00$ ). H15 was not supported. On average, secondary early-career teacher perceptions of the extent the principal maintains personnel records and reports do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 16***Descriptive Statistics for Test of H15*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	4.00	0.71	5
Remain	3.83	0.92	24

**H16.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal manages fiscal resources to support school goals and priorities between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H16 indicated no statistically significant difference between the two means,  $t(26) = -0.407$ ,  $p = .687$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 4.04$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 4.20$ ). H16 was not supported. On average, secondary early-career teacher perceptions of the extent the principal manages fiscal resources to support school goals and priorities do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 17***Descriptive Statistics for Test of H16*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	4.20	0.84	5
Remain	4.04	0.77	23

**H17.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal manages non-fiscal resources to support school goals and priorities between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H17 indicated no statistically significant difference between the two means,  $t(26) = -1.055$ ,  $p = .301$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.78$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 4.20$ ). H17 was not supported. On average, secondary early-career teacher perceptions of the extent the principal manages non-fiscal resources to support school goals and priorities do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 18***Descriptive Statistics for Test of H17*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	4.20	0.84	5
Remain	3.78	0.80	23

**RQ4**

To what extent do secondary early-career teachers' perceptions of principal relational leadership affect their decision to remain in the classroom or to leave the classroom?

**H18.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal promotes a learning environment that addresses needs of all students between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H18 indicated no statistically significant difference between the two means,  $t(27) = 1.050$ ,  $p = .303$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.92$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.40$ ). H18 was not supported. On average, secondary early-career teacher perceptions of the extent the principal promotes a learning environment that addresses needs of all students do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 19***Descriptive Statistics for Test of H18*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.40	0.89	5
Remain	3.92	1.02	24

**H19.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal advocates for the welfare of all students between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H19 indicated no statistically significant difference between the two means,  $t(27) = 1.802, p = .083$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 4.13$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.20$ ). H19 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal advocates for the welfare of all students do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 20***Descriptive Statistics for Test of H19*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.20	0.84	5
Remain	4.13	1.08	24

**H20.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal establishes positive relationships with students between early-career secondary teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H20 indicated no statistically significant difference between the two means,  $t(27) = 0.587, p = .562$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.75$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.40$ ). H20 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal establishes positive relationships with students do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.



**Table 21***Descriptive Statistics for Test of H20*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.40	1.52	5
Remain	3.75	1.15	24

**H21.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal builds positive relationships with staff between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H21 indicated no statistically significant difference between the two means,  $t(27) = -0.938$ ,  $p = .357$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.67$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 4.20$ ). H21 was not supported. On average, secondary early-career teacher perceptions of the extent the principal builds positive relationships with staff do not differ between those who have decided remain in the classroom and those who have decided to leave the classroom.

**Table 22***Descriptive Statistics for Test of H21*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	4.20	1.10	5
Remain	3.67	1.17	24

**H22.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal ensures a culture of support and respect among staff between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H22 indicated no statistically significant difference between the two means,  $t(27) = -0.154$ ,  $p = .879$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.71$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.80$ ). H22 was not supported. On average, secondary early-career teacher perceptions of the extent the principal ensures a culture of support and respect among staff do not differ between those who have decided remain in the classroom and those who have decided to leave the classroom.

**Table 23***Descriptive Statistics for Test of H22*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.80	1.30	5
Remain	3.71	1.20	24

**H23.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal develops teacher leaders between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H23 indicated no statistically significant difference between the two means,  $t(27) = 0.509$ ,  $p = .615$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.46$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.20$ ). H23 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal develops teacher leaders do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 24***Descriptive Statistics for Test of H23*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.20	0.84	5
Remain	3.46	1.06	24

**H24.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal builds positive relationships with families between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H24 indicated no statistically significant difference between the two means,  $t(26) = 0.575$ ,  $p = .570$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.83$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.60$ ). H24 was not supported. On average, secondary early-career teacher perceptions of the extent the principal builds positive relationships with families do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 25***Descriptive Statistics for Test of H24*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.60	0.55	5
Remain	3.83	0.83	23

**H25.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal establishes positive relationships with other community stakeholders between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H25 indicated no statistically significant difference between the two means,  $t(27) = 0.730, p = .472$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.92$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.60$ ). H25 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal establishes positive relationships with other community stakeholders do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 26***Descriptive Statistics for Test of H25*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.60	0.55	5
Remain	3.92	0.93	24

**RQ5**

To what extent do secondary early-career teachers' perceptions of principal innovative leadership affect their decision to remain in the classroom or to leave the classroom.

**H26.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal collects knowledge, skills and best practices for improving teaching and learning between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H26 indicated no statistically significant difference between the two means,  $t(27) = -0.109$ ,  $p = .914$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.75$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.80$ ). H26 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal collects knowledge, skills, and best practices for improving teaching and learning do not differ

between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 27**

*Descriptive Statistics for Test of H26*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.80	0.45	5
Remain	3.75	0.99	24

**H27.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal engages in a professional network as a means for growth between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H27 indicated no statistically significant difference between the two means,  $t(26) = -1.805$ ,  $p = .083$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.57$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 4.40$ ). H27 was not supported. On average, secondary early-career teacher perceptions of the extent the principal engages in a professional network as a means for growth do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 28***Descriptive Statistics for Test of H27*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	4.40	0.55	5
Remain	3.57	0.99	23

**H28.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal demonstrates self-awareness and a commitment to ongoing growth and development between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H28 indicated no statistically significant difference between the two means,  $t(26) = 0.016$ ,  $p = .988$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.61$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.60$ ). H28 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal demonstrates self-awareness and a commitment to ongoing growth and development do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.



**Table 29***Descriptive Statistics for Test of H28*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.60	1.14	5
Remain	3.61	1.12	23

**H29.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal seeks feedback to improve performance between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H29 indicated no statistically significant difference between the two means,  $t(27) = 0.389$ ,  $p = .700$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 2.88$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 2.60$ ). H29 was not supported. On average, secondary early-career teacher perceptions of the extent the principal seeks feedback to improve performance do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 30***Descriptive Statistics for Test of H29*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	2.60	1.52	5
Remain	2.88	1.42	24

**H30.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal maintains a focus on high priorities between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H30 indicated no statistically significant difference between the two means,  $t(27) = 0.885$ ,  $p = .384$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.46$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.00$ ). H30 was not supported. On average, secondary early-career teacher perceptions of the extent the principal maintains a focus on high priorities do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 31***Descriptive Statistics for Test of H30*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.00	1.41	5
Remain	3.46	0.98	24

**H31.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal develops and acts on well-reasoned beliefs based on new knowledge and understanding between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H31 indicated no statistically significant difference between the two means,  $t(27) = -0.789$ ,  $p = .437$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.38$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.80$ ). H31 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal develops and acts on well-reasoned beliefs based on new knowledge and understanding do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 32***Descriptive Statistics for Test of H31*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.80	0.84	5
Remain	3.38	1.13	24

**H32.** There is a statistically significant difference in secondary early-career teacher perceptions of the extent the principal constructively manages and adapts to change between secondary early-career teachers who have decided to remain in the classroom and those who have decided to leave the classroom.

The results of the independent-samples *t* test used to test H32 indicated no statistically significant difference between the two means,  $t(27) = -0.337$ ,  $p = .739$ . The sample mean for secondary early-career teachers who have decided to remain in the classroom ( $M = 3.42$ ) was not different from the sample mean for secondary early-career teachers who have decided to leave the classroom ( $M = 3.60$ ). H32 was not supported. Overall, secondary early-career teacher perceptions of the extent the principal constructively manages and adapts to change do not differ between those who have decided to remain in the classroom and those who have decided to leave the classroom.

**Table 33***Descriptive Statistics for Test of H32*

Decision	<i>M</i>	<i>SD</i>	<i>N</i>
Leave	3.60	1.14	5
Remain	3.42	1.10	24

**Additional Analyses**

After completing the 32 independent-samples *t* tests, the researcher continued the data analysis to include an analysis of secondary early-career teachers' perceptions of their principals' behaviors. The researcher conducted 32 one-sample *t* tests to investigate teacher overall perceptions of observed principal leadership behaviors. For each test the sample mean agreement level of all secondary early-career teachers who completed the survey was compared to a reference value of 3 (neutral). The level of significance was set at .05. The results are organized by research question and are presented below.

***Visionary Leadership***

The results of the first three one-sample *t* tests indicated that the mean for secondary early-career teacher agreement with each of the three items that measured principal visionary leadership was higher than the reference value (3). See Table 34 below for the results of the *t* tests and the descriptive statistics for the three items on the survey that addressed visionary leadership behaviors. For all three behaviors, participants agreed or strongly agreed that their principals exhibited visionary leadership behaviors.

**Table 34**

*Descriptive Statistics for the Results of the Additional Analysis of Visionary Leadership 1 Through Visionary Leadership 3 Using Three One-Sample  $t$  Tests*

Visionary	$M$	$SD$	$N$	$t$	$p$
1	3.70	1.02	30	3.751	.001
2	3.67	1.09	30	3.340	.002
3	3.57	1.01	30	3.084	.004

### ***Instructional Leadership***

The results of the six one-sample  $t$  tests indicated that the mean for secondary early-career teacher agreement with each of the six items that measured principal instructional leadership behaviors was higher than the reference value (3) except for two of the items. Secondary early-career teacher perceptions of the extent the principal observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response (Instructional Leadership 3,  $M = 2.53$ ) indicated that they were neutral. Secondary early-career teacher perceptions of the extent the principal supports teacher use of formative, summative, and other assessments (Instructional Leadership 4,  $M = 3.50$ ) indicated they were neutral or agreed. See Table 35 below for the results of the  $t$  tests and the descriptive statistics for the six items on the survey that addressed instructional leadership behaviors. For four of the six behaviors, participants agreed or strongly agreed that their principals exhibited instructional leadership behaviors.

**Table 35**

*Descriptive Statistics for the Results of the Additional Analysis of Instructional Leadership 1 Through Instructional Leadership 6 Using Six One-Sample  $t$  Tests*

Instructional	$M$	$SD$	$N$	$t$	$p$
1	3.50	1.07	30	2.548	.016
2	3.73	1.11	30	3.612	.001
3	2.53	1.25	30	-2.041	.050
4	3.50	1.41	30	1.945	.062
5	3.57	1.01	30	3.084	.004
6	3.93	1.08	30	4.731	.000

### ***Managerial Leadership***

The results of eight one-sample  $t$  tests indicated that the mean for secondary early-career teacher agreement with each of the eight items that measured principal managerial leadership was higher than the referenced value (3). See Table 36 below for the results of the  $t$  tests and the descriptive statistics for the eight items on the survey that measured managerial leadership behaviors. For all eight behaviors, participants agreed or strongly agreed that their principals exhibited managerial leadership behaviors.

**Table 36**

*Descriptive Statistics for the Results of the Additional Analysis of Managerial Leadership 1 Through Managerial Leadership 8 using Eight One-Sample  $t$  Tests*

Managerial	$M$	$SD$	$N$	$t$	$p$
1	3.90	0.82	29	5.910	.000
2	3.83	1.05	30	4.334	.000
3	3.83	0.87	30	5.221	.000
4	3.77	1.19	30	3.516	.001
5	3.43	1.07	30	2.213	.035
6	3.83	0.87	30	5.221	.000
7	4.10	0.77	29	7.697	.000
8	3.86	0.79	29	5.881	.000

### ***Relational Leadership***

The results of the eight one-sample  $t$  tests indicated that the mean for secondary early-career teacher agreement with each of the eight items that measured principal relational leadership was higher than the referenced value of (3) except for the extent the principal develops teacher leaders (Relational Leadership 6,  $M = 3.37$ ) indicated that they were neutral or agreed. See Table 37 below for the results of the  $t$  tests and the descriptive statistics for the eight items on the survey that addressed relational leadership behaviors. For seven of the eight behaviors, participants agreed or strongly agreed that their principals exhibited relational leadership behaviors.



**Table 37**

*Descriptive Statistics for the Results of the Additional Analysis of Relational Leadership 1 Through Relational Leadership 8 Using Eight One-Sample  $t$  Tests*

Relational	$M$	$SD$	$N$	$t$	$p$
1	3.73	1.11	30	3.612	.001
2	3.90	1.12	30	4.382	.000
3	3.63	1.22	30	2.850	.008
4	3.67	1.24	30	2.942	.006
5	3.67	1.21	30	3.010	.005
6	3.37	1.03	30	1.943	.062
7	3.76	0.79	29	5.196	.000
8	3.80	0.92	30	4.738	.000

### ***Innovative Leadership***

The results of the seven one-sample  $t$  tests indicated that the mean for secondary early-career teacher agreement with each of the seven items that measured principal innovative leadership behaviors was higher than the referenced value (3) except for three of the items. Secondary early-career teacher perceptions of the extent the principal seeks feedback to improve performance (Innovative Leadership 4,  $M = 2.77$ ) indicated that they were neutral. Secondary early-career teacher perceptions of the extent the principal maintains a focus on high priorities (Innovative Leadership 5,  $M = 3.37$ ) indicated that they were neutral or agreed. Secondary early-career teacher perceptions of the extent the principal constructively manages and adapts to change (Innovative Leadership 7,  $M = 3.40$ ) indicated they were neutral or agreed. See Table 38 below for the results of the  $t$

tests and the descriptive statistics for the seven items on the survey that addressed principal innovative leadership behaviors. For four of the seven behaviors, participants agreed or strongly agreed that their principals exhibited innovative leadership behaviors.

**Table 38**

*Descriptive Statistics for the Results of the Additional Analysis of Innovative Leadership 1 Through Innovative Leadership 7 Using Seven One-Sample  $t$  Tests*

Innovative	$M$	$SD$	$N$	$t$	$p$
1	3.70	0.95	30	4.026	.000
2	3.66	1.01	29	3.494	.002
3	3.59	1.09	29	2.906	.007
4	2.77	1.43	30	-0.893	.379
5	3.37	1.03	30	1.943	.062
6	3.43	1.07	30	2.213	.035
7	3.40	1.10	30	1.989	.056

### Summary

This chapter contained the results of the hypothesis testing and additional analyses of secondary early-career teachers' perceptions of their principals' leadership behaviors. The hypothesis testing was conducted to investigate differences in secondary early-career teachers who were remaining in the classroom or leaving. The additional analyses were conducted to evaluate secondary early-career teachers' perceptions of their principals' leadership behaviors. The results of 32 independent  $t$  tests were included along with the data analysis. Additionally, the calculated variable means, standard

deviations, degrees of freedom,  $p$  values, and  $t$  statistics are located in this chapter. The next chapter includes the overall interpretation and recommendations of this study. Chapter 5 is divided into the study summary, findings related to research, and the conclusions.

## **Chapter 5**

### **Interpretation and Recommendations**

Chapter 5 includes the following sections: study summary, findings related to the literature, and conclusions of this study. The summary of the study includes the overview of the problem, purpose statement and research questions, review of methodology, and major findings from the study. Next, findings related to the literature are included. Finally, this chapter concludes with the implications for action, recommendations for future research, and concluding remarks.

#### **Study Summary**

This section is a summary of this study. The study included an overview of the rates early-career teachers are leaving the profession and the need to investigate secondary early-career perceptions of principal leadership behaviors and whether their perceptions of behaviors affect decisions to remain in the classroom or leave the classroom in the ABC School District. The summary includes an overview of the problem, the purpose statement and research questions, a review of the methodology, and major findings of this study.

#### ***Overview of the Problem***

Early-career teachers are leaving the profession at an alarming rate, which then causes a financial and instructional strain on the school district (Olsen & Huang, 2019; Learning Policy Institute, 2017 Watlington et al. 2010). Also, Boyd et al. (2011) reported that working conditions and overall administrative support can influence retention. With the increased rates of early-career teachers leaving the classroom, further research is needed to investigate factors related to them leaving. While school districts continue to

find new ways to recruit, onboard, and retain high-quality staff, attention should be given to the influence that a building principal's behavior has on the retention of early-career teachers.

### ***Purpose Statement and Research Questions***

The purpose of this quantitative study was to evaluate secondary early-career teachers' perceptions of principal leadership behaviors and whether those behaviors affect decisions to remain in the classroom or leave the classroom in the ABC School District. To guide this study, five research questions were posed and 32 hypotheses were then tested. The five research questions were constructed from the DESE Principal Evaluation Assessment. The five leadership characteristics were visionary, instructional, managerial, relational, and innovative leadership. These five leadership characteristics were used to create the five research questions. Of these five research questions, 32 hypotheses were then tested.

### ***Review of the Methodology***

A quantitative research design was used for this research. For this study, 76 secondary early-career teachers in year 1 to year 5 in the profession and employed in the ABC School District during the 2022-2023 school year were eligible to participate. Eligible participants were sent an email with an invitation to participate letter. The letter included the purpose of the survey, assurance of the anonymous results, no identifying factors were collected, the researcher's contact information, and the survey link. Of the 76 eligible participants, 31 participants returned the survey for a 40.78% return rate. Of those 31 returned surveys, two surveys were not completed and were not included in the hypothesis testing or the additional analyses. Of the 29 responses that were included, 24

teachers indicated they would be coming back to the classroom for the 2023-2024 school year and 5 teachers said they would not be returning. It is important to note that 17.24% of these respondents would be leaving after the 2022-2023 school year. These perceptions were measured using a Likert-type scale. The results were downloaded into a Google Sheet and the researcher imported the data into IBM SPSS 28 software. IBM SPSS 28 software was used to calculate the means, standard deviations, degrees of freedom,  $p$  values and  $t$  statistics for the hypothesis testing. The results of the individual independent-samples  $t$  tests and one-sample  $t$  tests from the additional analyses were included in Chapter 4.

### ***Major Findings***

This section includes the major findings of the analyses that addressed the five research questions and the additional analyses of observed principal leadership behaviors from this study. Overall, teachers' perceptions of their principal leadership behaviors are favorable. The results of this study indicated no statistically significant difference in teacher perceptions of principal leadership behaviors between secondary early-career teachers' who have decided to remain in the classroom or leave. In addition to the hypothesis testing, an additional analysis was conducted to investigate the five leadership characteristics and how the secondary early-career teachers perceived each of their principals' leadership behaviors. The following sections contain a summary of the results for each research question and the hypotheses tested to answer it, followed by the results of the additional analysis that was conducted to further investigate secondary early-career teacher perceptions.

**Principal Visionary Leadership.** RQ1 and H1-H3 examined secondary early-career teacher's perceptions of principal visionary leadership behaviors. Those behaviors did not differ between teachers who are remaining in the classroom and teachers who are leaving the classroom. The results of the additional analysis indicated that survey respondents either agreed or strongly agreed that the principal exhibited visionary leadership.

**Principal Instructional Leadership.** RQ2 and H4-H9 examined secondary early-career teacher's perceptions of principal instructional leadership behaviors. Such behaviors did not differ between teachers who are remaining in the classroom and teachers who are leaving the classroom. The results of the additional analysis indicated of the six instructional leadership behaviors, participants agreed or strongly agreed with their principal instructional behaviors except for I3. Participants neither agreed or disagreed on I3, which measures the extent the principal observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response.

**Principal Managerial Leadership.** RQ3 and H10-H17 examined secondary early-career teacher's perceptions of principal managerial leadership. Those behaviors did not differ between teachers who are remaining in the classroom and teachers who are leaving the classroom. The results of the additional analysis indicated that survey respondents either agreed or strongly agreed that the principal exhibited managerial leadership.

**Principal Relational Leadership.** RQ4 and H18-H25 examined secondary early-career teacher's perceptions of principal relational leadership. Such behaviors did not differ between teachers who are remaining in the classroom and teachers who are leaving

the classroom. The results of the additional analysis indicated that survey respondents either agreed or strongly agreed that the principal exhibited relational leadership.

**Principal Innovative Leadership.** RQ5 and H26-H32 examined secondary early-career teacher's perceptions of principal innovative leadership. Those behaviors did not differ between teachers who are remaining in the classroom and teachers who are leaving the classroom. The results of the additional analysis tested seven innovative leadership behaviors, participants agreed or strongly agreed with their principal instructional behaviors except for I4. Participants neither agreed or disagreed on I4, which measures the extent the principal seeks feedback to improve performance.

None of the hypotheses were supported, but the results do suggest that secondary principals in the ABC School District are primarily exhibiting visionary, instructional, managerial, relational, and innovative leadership behaviors. This study will add to the body of research on factors impacting early-career teacher retention and the influence of their building principal's leadership behaviors.

### **Findings Related to the Literature**

As a part of the study, a review of literature was completed to gather relevant literature on principal visionary, instructional, managerial, relational, and innovative leadership. In addition, recent trends in educator employment, literature on secondary early-career teachers, and the influence of working conditions on retention were included. This section includes a connection between the results of the current study related to existing findings. This study found no statistically significant difference in secondary early-career teacher perceptions of principal visionary, instructional, managerial,



relational, or innovative leadership between those who have decided to remain the classroom and those who have decided to leave the classroom.

It is important to note that this study will still add to the collection of research on secondary early-career teacher retention. The results in this study contradict Boyd et al.'s (2011) findings that teachers' perceptions of school administration have the greatest influence on teacher retention decisions. While this study did not indicate differences between those who have decided to remain in the classroom and those who have decided to leave, it will add to the collection of research on secondary early-career teacher retention.

The first research question evaluated potential differences in secondary early-career teacher perceptions of principal visionary leadership. The results of the hypothesis testing did not indicate a difference in secondary early-career teachers' perceptions of principal visionary leadership between those who have decided to remain in the classroom and those who decided to leave. The additional analysis conducted for this study indicated that secondary early-career teachers agreed or strongly agreed that their principal exhibited visionary leadership. The results of the analysis that addressed the first research question does not support Le's (2020) findings. Le (2020) conducted a study of middle school teachers in Texas and found that teachers are influenced to leave when principals do not have a direction and vision for the school. Building principals that establish a direction and communicate clear standards exhibit visionary leadership. This study adds to the body of research on principal visionary leadership.

The second research question evaluated potential differences in secondary early-career teacher perceptions of principal instructional leadership. The results of this study

did not indicate a difference in secondary early-career teachers' perceptions of principal instructional leadership between those who have decided to remain in the classroom and those who decided to leave. The additional analysis conducted for this study indicated that secondary early-career teachers agreed or strongly agreed that their principal exhibited all of the specified instructional leadership behaviors except one. Secondary early-career teachers neither agreed or disagreed that their principal observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response. The results of the analysis that addressed the second research question support Anderson's (2019) findings. Anderson (2019) found that principal's instructional leadership support practices did not help to predict new elementary teachers' decisions to leave or remain in the teaching profession. While both studies focus on early-career teachers, it is important to differentiate between Anderson's (2019) study included elementary teachers while the current study focused on secondary teachers. Also, the results of this study contradict Angelle (2006) and Lazcano et al. (2022). Angelle (2006) found that teachers who work under effective instructional leaders are more likely to stay in the classroom, while Lazcano et al. (2022) found that a principal's instructional approach increases teacher satisfaction and intentions to remain in their job. This study adds to the collection of research on building instructional leadership as it relates to early-career teachers remaining in the classroom or leaving.

In regard to the additional analysis findings, previous research has stressed the importance of building instructional leadership on early-career teachers. Youngs et al. (2015) warned of the dangers in a lack of instructional leadership in preparing beginning teachers' curricular and pedagogical capacity to the mission and vision of a school

building. Furthermore, Grissom et al. (2021b) emphasized the principal's role as an instructional leader is the responsibility to conduct instructional evaluations of staff and curricular programs. The results of this study indicated that secondary early-career teachers neither agreed or disagreed that their building principal observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response. These aforementioned studies advocate the importance of principal instruction leadership behaviors on early-career teachers.

The third research question evaluated potential differences in secondary early-career teacher perceptions of principal managerial leadership. The results of the analysis that addressed the third research question did not indicate a difference in secondary early-career teachers' perceptions of principal managerial leadership between those who have decided to remain in the classroom and those who decided to leave. The additional analysis conducted for this study indicated that secondary early-career teachers agreed or strongly agreed that their principal exhibited managerial leadership. Anderson (2019) further investigated principal operation support practices. As mentioned in the literature review, these practices include allocation of resources, maximizing learning time, and other strategic operations which relate to DESE's description of managerial leadership. Anderson (2019) found that strategic operations support practices can predict the retention of new elementary teachers in Texas, which contradicts with the findings of this current study. As previously mentioned, while both studies focus on early-career teachers, it is important to differentiate between Anderson's (2019) study included elementary teachers while the current study focused on secondary teachers. Both studies

will add to the research of the principal managerial leadership and early-career teacher retention.

The fourth research question evaluated potential differences in secondary early-career teacher perceptions of principal relational leadership. The results of the analysis for the fourth research question did not indicate a difference in secondary early-career teachers' perceptions of principal relational leadership between those who have decided to remain in the classroom and those who decided to leave. The researcher found that secondary early-career teachers agreed or strongly agreed that their principal exhibited relational leadership. The results of this study do not support Abitabile's (2020) findings. Abitabile (2020) found that relational leadership traits such as visibility, honesty, approachability, and encouragement increase job satisfaction and retention. This study adds to the collection of research on principal managerial leadership.

The fifth research question evaluated potential differences in secondary early-career teacher perceptions of principal innovative leadership. The results of the hypothesis testing did not indicate a difference in secondary early-career teachers' perceptions of principal innovative leadership between those who have decided to remain in the classroom and those who decided to leave. The additional analysis conducted for this study indicated that secondary early-career teachers agreed or strongly agreed that their principal exhibited all of the specified innovative leadership behaviors except for one. Secondary early-career teachers neither agreed or disagreed that their principal sought feedback to improve performance. While early-career teachers were neutral that their principal sought feedback to improve performance, Clifford (2015) emphasized the importance of principals performing self-reflections to lead their staff through reflective

practices to build capacity. Clifford encouraged principal to further their innovative leadership practices to administer a needs assessment survey to staff and involving others in collective decision making (2015). This study adds to the body of research on principal innovative leadership.

## **Conclusions**

This section includes the conclusions from this study on secondary early-career teacher perceptions of principal leadership behaviors between those who have decided to remain in the classroom and those who have decided to leave the classroom in the ABC School District. This section may be helpful to district and building leadership to continue to monitor the impacts of their leadership on secondary early-career teacher retention. As previously mentioned in Chapter 1, Gray and Taie (2015) found that 10% of early-career teachers leave the profession after the first year, and after teaching 4 years, 26.9% switch schools or leave the profession entirely. In addition, Ingersoll et al. (2022) analysis of data between 1987-2018 found that 44 percent of new teachers leave the professional altogether within five years. If this trend continues, decreased retention of secondary early-career teachers will impact student learning, school culture, and the financial health of school districts. This study adds to the body of research on secondary early-career teacher retention. This section includes implications for action, recommendations for future research, and overall concluding remarks from the researcher.

## ***Implications for Action***

The results of this study have implications for district and building leadership of secondary early-career teachers to improve retention. As mentioned in Chapter 1, Wynn

et al. (2007) found that principals can have a great influence on beginning teachers' decisions to remain in the classroom and those who decided to leave. District and building leadership may use the findings from this study to support practices or locate areas for growth to improve. The following implications are divided by research question.

Building leadership should continue exhibiting visionary leadership behaviors to their staff. The results of this study indicated that secondary early-career teachers agreed or strongly agreed with their principal's visionary leadership behaviors. These results may suggest that leadership in the ABC School District is doing well to create and support the overall mission and vision of the school. District leadership can use these findings to reinforce practice of building leadership while advocating for the importance of visionary leadership behaviors.

Findings from this study may benefit district and building leadership while evaluating current instructional leadership practices. While no difference was found between secondary early-career teachers who were remaining in the classroom and those who were leaving, the additional analysis did find that secondary early-career teachers were neutral on instructional feedback. Additionally, secondary early-career teachers fall into the probationary teacher category. Probationary teachers' contracts are approved every year in Missouri until they start their sixth consecutive year in the same district before they can reach tenure (MNEA, 2012). Depending on the school district, early-career teachers may receive more classroom observations than their tenured colleagues. The results from this study may suggest that of these more frequent observations than their tenured colleagues, secondary early-career teachers are looking for timely feedback to improve their instructional practices in the classroom. School district leadership may

use these findings to evaluate current practice of building instructional leadership behaviors. If secondary early-career teachers are being evaluated on their instructional techniques in the classroom, building leadership should prioritize these follow-up feedback sessions to improve capacity in their buildings. This may result in an increase in early-career teacher capacity, their confidence, and may lead to secondary early-career teachers' willingness to remain in the classroom and the profession.

Next, district and building leadership should continue to extend the work in supporting principal managerial and relational leadership behaviors. Survey respondents agreed or strongly agreed that their building principal exhibited both managerial and relational leadership behaviors. The effective management and building relationships with students, staff, and stakeholders are vital responsibilities of building leadership. District leadership can use the findings to continue to support building leaders' managerial and relational leadership behaviors to lead secondary early-career teachers.

District and building leadership should continue to support innovative leadership. The additional analysis conducted for this study indicated that secondary early-career teachers agreed or strongly agreed that their principal exhibited all of the specified innovative leadership behaviors except for one. Secondary early-career teachers neither agreed or disagreed that their principal sought feedback to improve performance. District leadership can use these findings to evaluate building principal expectations for self-reflection and supporting areas of growth.

This study suggests that overall, building leaders in the ABC School District are demonstrating visionary, instructional, managerial, relational, and innovative leadership. District leadership can take the results from this study to continue to support practices

and techniques being used and look for areas of growth. Additionally, school administration preparation programs may use this study to reinforce leadership behaviors that might influence early-career teacher retention. If current trends are predictors of future outcomes, district leadership will continue to be faced with an increasing number of secondary early-career teachers leaving the profession. These results may shed light on factors that relate to secondary early-career teachers' retention. The findings in this study will add to the collection of research on early-career teacher retention.

### ***Recommendations for Future Research***

The current study focused on secondary early-career teacher perceptions of principal leadership behaviors, but additional research is needed to further investigate secondary early-career teacher retention. Recent declining trends in teacher retention led the researcher into investigating this topic. These future recommendations can be implemented to add to the collection of research on the retention of secondary early-career teachers.

The first recommendation for future research is to broaden the study to include multiple school districts or school districts in different geographical areas. This study only included secondary early-career teachers between years 1-5 in the ABC School District which had 76 eligible participants. A future researcher would benefit from a larger and more diverse sample of respondents.

A second recommendation for future research is to change the research method. While this study was quantitative, a future researcher could create a qualitative study to investigate secondary early-career perception through focus groups and or interviews. The qualitative method might give the researcher an opportunity to further investigate the



impact of principal leadership behaviors on secondary early-career teacher retention and possible other factors not considered in this study. Additionally, a future researcher could create a mixed-methods study to include both qualitative and quantitative data collection to include narrative and quantitative observations and perceptions.

A third recommendation for future research is to investigate elementary early-career teachers. This study focused on secondary early-career teachers which included teachers of grades 6-12, but a future researcher could benefit from investigating elementary early-career teachers' perceptions of their building principal leadership behaviors. Central office leadership may benefit from increased research on the factors of elementary early-career teacher retention.

A fourth recommendation for future research would be to investigate different demographics of early-career teachers. This may include race, ethnicity, or age. Also, future research might benefit from expanding research on certification routes such as traditional vs. alternative certification.

The last recommendation is to include impacts of the COVID-19 Pandemic. This study was conducted during Spring 2023 and did not include survey questions about the impact of COVID-19 on secondary early-career teachers. Secondary early-career teachers who were employed during Spring 2020 to Spring 2022 may have been impacted by policies or decision made by district leadership from the ABC School District. A future researcher may benefit from this additional analysis to investigate COVID-19 and the decisions made by district leadership.

### ***Concluding Remarks***

The purpose of this quantitative study was to evaluate secondary early-career teachers' perceptions of principal leadership behaviors and whether those behaviors affect decisions to leave or remain in the classroom in the ABC School District. It is important to consider that there are many different factors that potentially impact secondary early-career teachers' decision to remain in the classroom or leave. This study's purpose was to evaluate secondary early-career teacher perceptions of principal leadership behaviors and whether those behaviors affect decisions to remain in the classroom or leave the classroom in the ABC School District. As school districts continue to experience decrease rates of retention, district leaders must find new ways to effectively retain highly-qualified staff. District leadership must continue to invest in efforts to retain secondary early-career teachers for the continuation of curricular programs.

## References

- Abitabile, A.W. (2020, January). Making teachers stick. *Principal Leadership*, 20(5), 50-53.  
<https://www.nassp.org/publication/principal-leadership/volume-20/principal-leadership-january-2020/making-teachers-stick-january-2020/>
- Anderson, S. M. (2019). *Principal support and its effect on new teacher retention* (Publication No. 27545234) [Doctoral dissertation, Dallas Baptist University]. ProQuest Dissertations and Theses Global.
- Angelle, P. S. (2006). Instructional leadership and monitoring: Increasing teacher intent to stay through socialization. *NASSP Bulletin*, 90(4), 318-334.  
<https://doi.org/10.1177/0192636506294843>
- Ariyani, D., Suyatno, S., & Muhammad, M. (2021). Principal's innovation and entrepreneurial leadership to establish a positive learning environment. *European Journal of Educational Research*, 10(1), 63–74. <https://doi.org/10.12973/eu-jer.10.1.63>
- Barker, S. E. (2018). *Outline of rights and remedies per the Missouri teacher tenure act*. Missouri NEA. <https://tinyurl.com/ps8389pd>
- Barnett, F. F. (2017). *Principal leadership practices influence on teacher retention in urban, high-to-staff schools* [Doctoral dissertation, Virginia Polytechnic Institute and State University]. Virginia Polytechnic Institute and State University Digital Archive.  
[https://vtechworks.lib.vt.edu/bitstream/handle/10919/85529/Barnett\\_FF\\_T\\_2017.pdf](https://vtechworks.lib.vt.edu/bitstream/handle/10919/85529/Barnett_FF_T_2017.pdf)
- Becker, J., & Grob, L. (2021). *The school principal and teacher retention*. Virginia Commonwealth University: Metropolitan Educational Research Consortium.  
[https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1125&context=merc\\_pubs](https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1125&context=merc_pubs)

- Berry, B., Bastian, K. C., Darling-Hammond, L., & Kini, T. (2019). *How teaching and learning conditions affect teacher retention and school performance in North Carolina*. Learning Policy Institute. [https://learningpolicyinstitute.org/sites/default/files/product-files/Leandro\\_Working\\_Conditions\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Leandro_Working_Conditions_REPORT.pdf)
- Blue Ribbon Commission. (2022). *Strengthening teacher recruitment and retention in Missouri*. Missouri Department of Elementary and Secondary Education. <https://dese.mo.gov/media/pdf/brc-final-report>
- Borman, G., & Dowling, M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78(3), 367-409. <https://doi.org/10.3102/0034654308321455>
- Bowman, N. (2021). *A qualitative study of high school principals during the COVID-19 pandemic and the perceived impact of authentic, communicative, and relational leadership* (Publican No. 28962839) [Doctoral dissertation, Point Park University]. ProQuest Dissertations and Theses Global.
- Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*, 48(2), 303–333. <https://doi.org/10.3102/0002831210380788>
- Brown, K. M., & Wynn, S. R. (2009). Finding, supporting, and keeping: The role of the principal in teacher retention issues. *Leadership & Policy in Schools*, 8(1), 37–63. <https://doi.org/10.1080/15700760701817371>
- Bryant, J., Ram, S., Scott, D., & Williams, C. (2023, March 2). *K-12 teachers are quitting. What would make them stay?* McKinsey & Company. <https://tinyurl.com/rdjf95e7>

- Buchanan, J., Prescott, A., Schuck, S., Aubusson, P., Burke, P., & Louviere, J. (2013). Teacher retention and attrition: Views of early career teachers. *Australian Journal of Teacher Education*, 38(3), 112-129. <https://doi.org/10.14221/ajte.2013v38n3.9>
- Burkhauser, S. (2017). How much do school principals matter when it comes to teacher working conditions? *Educational Evaluation and Policy Analysis*, 39(1), 126–145. <https://doi.org/10.3102/0162373716668028>
- Carver-Thomas, D., & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it*. Learning Policy Institute. <https://doi.org/10.54300/454.278>
- Church, B., & Simmering, L. (2022). *Kansas educator engagement & retention study*. Kansas Teacher Retention Initiative. <https://sites.google.com/g.emporia.edu/ks-teacher-retention/home?scrlybrkr=9cf7df8b>
- Clifford, M. (2015, January). *Building leadership talent through performance evaluation*. Educator Talent Management at American Institutes for Research, (ED553401). ERIC. <https://files.eric.ed.gov/fulltext/ED553401.pdf>
- Creswell, J. W. & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches (5<sup>th</sup> ed)*. Sage.
- Cuffe, J. H. (1996). *Correlates of visionary principal leadership in secondary schools* (Publication No. 9711478) [Doctoral dissertation, Rutgers University]. ProQuest Dissertations and Theses Global.
- Cunliffe, A. L., & Ericksen, M. (2011). Relational leadership. *Human Relations*. 64(11), 1425-1449. <http://hum.sagepub.com/content/64/11/1425>

Darling-Hammond, L., Wechsler, M. E., Levin, S., Leung-Gagne, M., & Tozer, S.

(2022). *Developing effective principals: What kind of learning matters?* Learning Policy Institute. <https://doi.org/10.54300/641.201>

Demirdag, S. (2021). School principal's instructional leadership as a predictor of teacher motivation. *Inquiry in Education*, 13(2), 1-16.

<https://digitalcommons.nl.edu/ie/vol13/iss2/6>

Fuller, E. J., Pendola, A., & Young, M. D. (2018, January). *Policy brief 2018-2: The role of principals in reducing teacher turnover and the shortage of teachers*. University Council for Educational Administration (ED580347). ERIC.

<https://files.eric.ed.gov/fulltext/ED580347.pdf>

Grantham, J. H. (2006). *Helping teachers "do what they do": Teachers' perceptions of the influence of peer and administrator support on teacher retention* (Publication No. 3252113) [Doctoral Dissertation, Florida State University]. ProQuest Dissertations and Theses Global.

Gray, L., & Taie, S. (2015). *Public school teacher attrition and mobility in the first five years: Results from the first through fifth waves of the 2007-2008 beginning teacher longitudinal study* (ED556348). ERIC. <https://files.eric.ed.gov/fulltext/ED556348.pdf>

Grissom, J. A. & Bartanen, B. (2019). Strategic retention: Principal effectiveness and teacher turnover in multiple-measure teacher evaluation systems. *American Educational Research Journal*. 56(2), 514-555.

<http://journals.sagepub.com/doi/10.3102/0002831218797931>

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021a, February). *How principals affect students and schools: A systematic synthesis of two decades of research*. The Wallace Foundation.

<https://www.wallacefoundation.org/knowledge-center/Documents/How-Principals-Affect-Students-and-Schools.pdf>

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021b, April). What great principals really do. *Educational Leadership*, 78(7), 21-25 (EJ1292971). ERIC.

<https://eric.ed.gov/?id=EJ1292971>

Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329–352. <https://doi.org/10.1080/0305764032000122005>

Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly*, 32(1), 5-44. <https://doi.org/10.1177/0013161X96032001002>

Hallinger, P. & Murphy, J. (1985). Assessing the instructional management behavior of principals. *The Elementary School Journal*, 86(2), 217-247. <https://tinyurl.com/3d86yt5h>

Henry, G. T., Bastian, K. C., & Fortner, C. K. (2011). Stayers and leavers: Early-career teacher effectiveness and attrition. *American Educational Research Association*, 40(6), 271-280. <https://www.jstor.org/stable/41238952>

Holwick, E. (2022, November 18). *Hickman Mills teachers to get significant pay raise aimed at recruiting, retaining staff*. KMBC 9 News. <https://www.kmbc.com/article/hickman-mills-teachers-to-get-significant-pay-raise-aimed-at-recruiting-retaining-staff/42009406>

Hughes, A. L., Matt, J. J., & O'Reilly, F. L., (2015). Principal support is imperative to the retention of teachers in hard-to-staff schools. *Journal of Education and Training Studies*, 3(1), 129-134. <http://dx.doi.org/10.11114/jets.v3i1.622>

- Hughes, G. D. (2012). Teacher retention: Teacher characteristics, school characteristics, organizational characteristics and teacher efficacy. *The Journal of Educational Research, 105*, 245-255. <https://10.1080/00220671.2011.584922>
- Ireland, R. D., & Hitt, M. A. (2005). Achieving and maintaining strategic competitiveness in the 21st century: The role of strategic leadership. *Academy of Management Executive, 19*(4), 63-77. <https://tinyurl.com/2p9pknkr>
- Ingersoll, R. M., May, H., & Collins, G. (2019). Recruitment, employment, retention, and the minority teacher shortage. *Education Policy Analysis Archives, 27*(37), 1-42. <http://dx.doi.org/10.14507/epaa.27.3714>
- Ingersoll, R., Merrill, E., Stuckey, D., Collins, G. & Harrison, B. (2021). *Seven trends: The transformation of the teaching force*, Research Report. Consortium for Policy Research in Education. <https://workforce.education.asu.edu/wp-content/uploads/2021/01/Ingersoll-et-al.-7-Trends-Report-January-2021-Draft.pdf>
- Ingersoll, R., Merrill, E., Stuckey, D., Collins, G., & Harrison, B. (2022). Five trends shaping the teaching force. *National Association of State Boards of Education, 22*(3), 6-11 (EJ1357150). ERIC. <https://eric.ed.gov/?id=EJ1357150>
- Jarrett, K. S. (2021). *Preferred principal leadership styles conducive to teacher retention* (Publication No. 28862189) [Doctoral dissertation, Charleston Southern University]. ProQuest Dissertations and Theses Global.
- Johnson, S. M., Kraft, M. A., & Papay, J. P. (2011). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record: The Voice of Scholarship in Education, 114*(10), 1–39. <https://doi.org/10.1177/016146811211401004>



- Katnik, P. (2022). *Report on teacher workforce*. Missouri Department of Elementary and Secondary Education. <https://dese.mo.gov/media/pdf/oeq-rr-teacherworkforcedata-jan2022>
- Kelly, S., & Northrop, L. (2015). Early career outcomes for the “best and the brightest”: Selectivity, satisfaction, and attrition in the beginning teacher longitudinal survey. *American Educational Research Journal*, 52(4), 624–656  
<https://doi.org/10.3102/0002831215587352>
- Kim, J. (2019). How principal leadership seems to affect early career teacher turnover. *American Journal of Education*, 126(1), 101–137.<https://doi.org/10.1086/705533>
- Knobloch, N., & Whittington, M. S. (2002). Novice teachers’ perceptions of support, teacher preparation quality, and student teaching experience related to teacher efficacy. *Journal of Vocational Education Research*, 27(3), 331–341.  
<https://doi.org/10.5328/JVER27.3.331>
- Kurniadi, R., Lian, B., & Wahidy, A. (2021). Visionary leadership and organizational culture on teacher’s performance. *Journal of Social Work and Science Education*, 1(3), 249–256. <https://doi.org/10.52690/jswse.v1i3.112>
- Ladd, H. F. (2011). Teachers’ perceptions of their working conditions: How predictive of planned and actual teacher movement? *Educational Evaluation and Policy Analysis*, 33(2), 235–261. <https://doi.org/10.3102/0162373711398128>
- Lasater, K. (2016). School leader relationships: The need for explicit training on report, trust, and communication. *Journal of School Administration Research and Development*, 1(2), 19-26. <https://www.ojed.org/index.php/JSARD/article/view/1915>

- Lazcano, C., Guerrero, P., & Volante, P. (2022). Influence of instructional leadership on teacher retention. *International Journal of Leadership in Education*. 1-19.  
<https://doi.org/10.1080/13603124.2022.2066187>
- Le, B. (2020). *Exploring the influence teacher perceptions of principal leadership has on teacher retention in Dallas area middle schools* (Publication No. 28153881) [Doctoral dissertation, Grand Canyon University]. ProQuest Dissertations and Theses Global.
- Learning Policy Institute. (2017, September 13). *What's the cost of teacher turnover?*  
<https://learningpolicyinstitute.org/product/the-cost-of-teacher-turnover>
- Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1). 1-18.  
<https://doi.org/10.1080/13632434.2019.1596077>
- Lunenburg, F. C., & Irby, J. I. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Corwin Press.
- McKenzie, G. K. (2005). Working together: Collaborative school leadership fosters a climate of success. *Montessori Life*, 17(4), 38-43 (EJ742470). ERIC.  
<https://eric.ed.gov/?id=EJ742470>
- Meister, D. G., & Melnick, S. A. (2003). National new teacher study: Beginning teachers' concerns. *Action in Teacher Education*, 24(4), 87-94.  
<https://doi.org/10.1080/01626620.2003.10463283>
- Meyer, S. J., Espel, E. V., Weston-Sementelli, J. L., & Serdiouk, M. (2019). *Teacher retention, mobility, and attrition in Colorado, Missouri, Nebraska, and South Dakota*. National Center for Educational Evaluation and Regional Assistance.  
[https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL\\_2019001.pdf](https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2019001.pdf)

- Miller, J. M., Youngs, P., Perrone, F., & Grogan, E. (2020, January 21). Using measures of fit to predict beginning teacher retention. *The Elementary School Journal*, 120(3), 399-421.  
<https://doi.org/10.1086/707094>
- Missouri Department of Elementary and Secondary Education. (n.d.). *Missouri leadership development system*. <https://dese.mo.gov/educator-quality/educator-development/missouri-leadership-development-system>
- Missouri Department of Elementary and Secondary Education. (2018, May). *Principal standards*. <https://dese.mo.gov/media/pdf/oeq-ed-principalstandards>
- Missouri Department of Elementary and Secondary Education. (2020, December 29). *Missouri leadership development system* [executive summary]. <https://dese.mo.gov/media/pdf/oeq-ed-mldsexecutivesummary>
- Missouri Department of Elementary and Secondary Education. (2022a, March). *Educator Vacancy March 2022*. <https://dese.mo.gov/media/pdf/oeq-rr-educatorvacancyreport2022>
- Missouri Department of Elementary and Secondary Education. (2022b, November 27). *Missouri district report card*.  
[https://apps.dese.mo.gov/MCDS/Reports/SSRS\\_Print.aspx?Reportid=6a5392af-6f3d-46a5-92e1-f39fdfa861c2](https://apps.dese.mo.gov/MCDS/Reports/SSRS_Print.aspx?Reportid=6a5392af-6f3d-46a5-92e1-f39fdfa861c2)
- Missouri Department of Elementary and Secondary Education. (2022c, December). *Recruitment and retention of teachers in Missouri public schools: A report to the Missouri general assembly*. <https://dese.mo.gov/media/pdf/recruitment-and-retention-report>
- Missouri NEA. (2012, August 1). *Heads up for probationary teachers*.  
<https://www.mnea.org/news/heads-probationary-teachers>

- Mitchell, J. A. (2021). *The impact of principal leadership styles on teacher retention* (Publication No. 28413278) [Doctoral dissertation, Tennessee State University]. ProQuest Dissertations and These Global.
- Moore, C. M. (2012). The role of school environment in teacher dissatisfaction among U.S. public school teachers. *SAGE Open*, 2(1), 1-16.  
<https://doi.org/10.1177/2158244012438888>
- National Center for Education Statistics. (2015, November). *Teacher turnover: Stayers, movers, and leavers*. <https://nces.ed.gov/programs/coe/indicator/slc>
- National Commission on Teaching and America's Future. (2007). *The high cost of teacher turnover* [Policy brief] (ED498001). ERIC.  
<https://files.eric.ed.gov/fulltext/ED498001.pdf>
- Network for Educator Effectiveness. (2022). *About*. <https://neeadvantage.com/educator-training/>
- North Kansas City Schools. (2022). *Student teaching & internship opportunities*.  
<https://www.nkcschools.org/Page/4573#:~:text=Beginning%20in%20spring%202023%20C%20candidates,the%20development%20of%20future%20teachers.>
- Olsen, A. A., & Huang, F. L. (2018). Teacher job satisfaction by principal support and teacher cooperation: Results from the schools and staffing survey. *Education Policy Analysis Archives*, 27(11), 1-28. <http://dx.doi.org/10.14507/epaa.27.4174>
- Peronto, J. (2013). *The relationships between perceptions of administrative support and teacher retention* (Publication No. 3605754) [Doctoral dissertation, Walden University]. ProQuest Dissertations and Theses Global.

- Perryman, J., & Calvert, G. (2020). What motivates people to teacher, and why do they leave? Accountability, performativity, and teacher retention. *British Journal of Educational Studies*, 68(1), 3–23. <https://doi.org/10.1080/00071005.2019.1589417>
- Ponnock, A. R., Torsney, B. M., & Lombardi, D. (2018). Motivational differences throughout teachers' preparation a career. *New Waves Educational Research & Development*, 21(2), 26-45 (EJ1211293). ERIC. <https://files.eric.ed.gov/fulltext/EJ1211293.pdf>
- Porter, R. (2022, December 14). *Independence school district approves 4-day week next school year*. Fox 4. <https://fox4kc.com/news/education/independence-school-board-to-vote-on-moving-to-4-day-school-weeks/>
- Prestiadi, D., Zulkarnain, W., & Bambang Sumarsono, R. (2019). Visionary leadership in total quality management: Efforts to improve the quality of education in the industrial revolution 4.0. *Advances in Social Science, Education, and Humanities Research*, 381, 202-206. <https://doi.org/10.2991/coema-19.2019.40>
- Ramos-Beban, N. P. (2013). *Data-driven instructional leadership and the necessity of relational trust: A case study in principal leadership* (Publication No. 28122772) [Doctoral dissertation, Stanford University]. ProQuest Dissertations and These Global.
- Rodin, J. (2014). *Principal leadership characteristics at high achieving, predominately minority schools* (Publication No. 3637347) [Doctoral dissertation, Edgewood College]. ProQuest Dissertations and Theses Global.
- Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4-36. <https://journals.sagepub.com/doi/abs/10.3102/0002831212463813>

- Sharif, U. M. (2020). The role of the principal is developing an instructional leadership team in school. *Educational Research and Reviews*, 15(11), 662-667.  
<https://academicjournals.org/journal/ERR/article-abstract/F20F0AC65478>
- Shaw, J., & Newton, J. (2014). Teacher retention and satisfaction with a servant leader as principal. *Education*, 135(1), 101-106. <https://tinyurl.com/v9wkvryv>
- Ucar, R., & Dalgic, S. (2021). Relationship between school principals' strategic leadership characteristics and school teachers' organizational commitment levels. *Eurasian Journal of Educational Research*, (91), 105-126 (EJ1284560). ERIC.  
<https://files.eric.ed.gov/fulltext/EJ1284560.pdf>
- University of the People. (2023). *What is a secondary school compared to high school? Mystery solved!*. <https://www.uopeople.edu/blog/what-is-a-secondary-school/>
- Van der Vyver, C. P., Kok, M., & Conley, L. N. (2020). The relationship between teachers' professional wellbeing and principals' leadership styles to improve teacher retention. *Perspectives in Education*, 38(2), 86-102.  
<https://doi.org/10.18820/2519593X/pie.v38.i2.06>
- Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement* [Working paper] (ED481972). ERIC. <http://files.eric.ed.gov/fulltext/ED481972.pdf>
- Watlington, E., Shockley, R. Guglielmino, P., & Felsher, R. (2010). The high cost of leaving: An analysis of the cost of teacher turnover. *Journal of Education Finance*, 36(1), 22-37.  
[https://www.researchgate.net/profile/Rivka-Felsher/publication/234735053\\_The\\_High\\_Cost\\_of\\_Leaving\\_An\\_Analysis\\_of\\_the\\_Cost](https://www.researchgate.net/profile/Rivka-Felsher/publication/234735053_The_High_Cost_of_Leaving_An_Analysis_of_the_Cost)

\_of\_Teacher\_Turnover/links/0f317531540d88fa28000000/The-High-Cost-of-Leaving-  
An-Analysis-of-the-Cost-of-Teacher-Turnover.pdf

Wynn, S. R., Carboni, L. W., & Patall, E. A. (2007). Beginning teachers' perceptions of mentoring, climate, and leadership: Promoting retention through a learning communities perspective. *Leadership and Policy in Schools*, 6(3), 209–229.  
<https://doi.org/10.1080/15700760701263790>

Youngs, P., Kwak, H.-S., & Pogodzinski, B. (2015). How middle school principals can affect beginning teachers' experiences. *Journal of School Leadership*, 25(1), 157–189.  
<https://doi.org/10.1177/105268461502500107>

## Appendices



**Appendix A: Baker IRB Approval**



***Baker University Institutional Review Board***

March 7<sup>th</sup>, 2023

Dear Logan Kelim and Harold Frye,

The Baker University IRB has reviewed your project application and approved this project under Expedited Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Please be aware of the following:

1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.
6. If this project is not completed within a year, you must renew IRB approval.

If you have any questions, please contact me at [npoell@bakeru.edu](mailto:npoell@bakeru.edu) or 785.594.4582.

Sincerely,

**Nathan Poell, MLS**  
Chair, Baker University IRB

**Baker University IRB Committee**  
Tim Buzzell, PhD  
Nick Harris, MS  
Scott Kimball, PhD  
Susan Rogers, PhD

**Appendix B: ABC School District Approval**



Wed, Feb 15, 9:32 AM ☆ ↶ ⋮

I am supportive as written and no further approval is needed. Best of luck with your research ... it is a good topic.

\*\*\*  
\*\*\*

**CONFIDENTIALITY NOTICE AND DISCLAIMER:** This e-mail and any attachments may be confidential and may contain privileged or copyright information. If you are not the intended recipient, please call (816) 986-1444 and inform us that you have received this message in error. Please do not copy, distribute or use this e-mail or the information contained in it for any purpose.



Associate Superintendent of Academic Services



**Appendix C: First Email to Participants**

Mon, Mar 13, 8:00 AM ☆ ↶ ⋮

[REDACTED]

Good morning!

One of our current [REDACTED] staff members, Logan Kelim, is pursuing his doctorate in Educational Leadership at Baker University. His research is around secondary teacher retention with a specific focus on those in years 1-5 of their career.

In service to his research and our district's understanding of factors that impact teacher retention (YOUR desire to remain in the profession!), *[please consider taking a few minutes to complete this anonymous Google survey.](#)*

- See [THIS LETTER](#) from Logan explaining this process. Note: it is voluntary and responses will remain anonymous.
- The [SURVEY](#) should only take 10-15 minutes to complete.
- Responses must be submitted [by Friday, March 22nd](#).

THANK YOU for taking a few minutes to provide feedback. Your help is much appreciated! If you have any specific questions about the survey or process, please reach out to [REDACTED]

Thanks!

**Appendix D: Second Email to Participants**



Mon, Mar 20, 4:11 PM ☆ ↶ ⋮

Happy Monday!

This is a friendly reminder that survey responses for Logan Kelim's dissertation research are **due this Friday, March 22nd**. He has received roughly half the number of target responses...hopefully we can provide the feedback he needs. Here is the [survey link](#).

Thank you for taking a few minutes to help out a  colleague!



**Appendix E: Invitation to Participate Letter**

To [REDACTED] MINT Program participants and recent completers:

My name is Logan Kelim and I currently work at [REDACTED] as a social studies teacher and am pursuing my Doctorate of Educational Leadership through Baker University. I am working with [REDACTED] and am researching secondary early-career teacher retention.

This email serves as an invitation to all secondary early-career teachers (classroom teachers between years 1-5) to participate in my research study by completing a brief survey. This survey will only be used for academic research and your participation and completion of this survey will be a valuable part of my research study. Your participation is vital to the completion of my research as the study results will help to provide central and building leaders insight into recent trends impacting early-career teacher retention.

- This survey will take between 10-15 minutes to complete
- The survey will be completed using Google Forms, but no individual information will be collected. The survey will not ask for personalized information nor will it record your email address.
- This survey can be completed outside of the school building.
- This survey will be completely voluntary and anonymous.

If you have any questions or concerns, please contact me using the information below. I greatly appreciate your help and support in this research study.

Please follow the below link to the survey.

[LINK TO SURVEY](#)

Logan Kelim  
Ed. D. Candidate  
Baker University, Graduate School of Education  
Email: [loganskelim@stu.bakeru.edu](mailto:loganskelim@stu.bakeru.edu)  
Phone: [REDACTED]

**Appendix F: DESE Principal Leadership Rubric**

### Standard 1: Visionary Leadership

The **Principal** as the **Visionary Leader** develops and implements a vision for the school to guide the learning of all students.

**Leadership Competency 1: Develops a clear, measureable and shared vision** (PSEL 1a,b,d,e; 5f; 7c; 10c)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Knows the importance of a vision and how it relates to the core values and culture of the school community	Examines and begins to understand the existing core values and culture of the school and how it connects to the mission and vision	Uses a diverse group of stakeholders to collaboratively review, develop, and/or revise the school vision	Inspires stakeholders to focus on how each person can actively participate in developing a shared vision

**Leadership Competency 2: Communicates the vision to stakeholders** (PSEL 1c,d,f,g; 5f; 8c,h; 9l)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands the importance of all stakeholders knowing the collective mission, vision and core values	Examines how the mission, vision and core values are communicated to, and supported by, stakeholders	Deliberately and effectively communicates the vision to stakeholders	Uses multiple methods to effectively communicate the school vision to all external and internal groups

**Leadership Competency 3: Collects, analyzes and interprets data to evaluate results for continuous school improvement** (PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands how multiple sources of data are connected to a mission, vision and core values	Examines the sources of data used to evaluate the existing mission, vision and core values	Uses multiple sources of data to evaluate the existing vision and plan for continuous improvement	Establishes a systematic and ongoing cycle of continuous improvement that includes data collection, analysis, planning, and evaluation

## Standard 2: Instructional Leadership

The **Principal** as the **Instructional Leader** ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.

### Leadership Competency 4: Engages and supports staff to vertically and horizontally align curriculum to state/district standards

(PSEL 4a,b; 6d; 9i; 10a,e)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands standards as how they apply to horizontal and vertical alignment of local curricula and content areas	Examines and becomes familiar with the existing curriculum and learning standards	Facilitates staff discussions to ensure curriculum is comprehensive, rigorous, aligned, engaging and supports continuity across all grades and content areas	Ensures staff regularly collaborates to continuously monitor and adjust the vertical and horizontal alignment of the curriculum to improve student learning

### Leadership Competency 5: Supports staff use of a variety of research-based practices appropriate to the intended content

(PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands a variety of research-based instructional practices and how to appropriately match learning content	Identifies existing instructional practices and reinforces those that are appropriate to the learning content	Builds teacher capacity with a variety of instructional practices appropriate to the learning content	Facilitates opportunities for collaboration and modeling of instructional practices appropriate to the learning content

### Leadership Competency 6: Observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response (PSEL 2b; 4b,d; 6a,e,f; 10c,e,f)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands legal implications impacting instruction and engages in meaningful feedback related to effective teacher practice	Observes classroom instruction and provides meaningful and timely feedback to build teacher practice and student response	Observes classroom instruction and provides meaningful and timely feedback to intentionally support individual teacher strengths and areas for growth	Develops a systemic process for the continuous improvement of all teachers' instructional practice

## Standard 2: Instructional Leadership

The **Principal** as the **Instructional Leader** ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.

### Leadership Competency 7: Supports teacher use of formative, summative and other assessments (PSEL 4a,b,f; 6d)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands how to assess student learning using a variety of formal and informal assessments	Assess teachers' understanding and use of formative and summative assessments and their relationship to student learning	Facilitates teacher development and use of formative and summative assessments	Develops a systemic, collaborative process for the development and use of formative and summative assessments

### Leadership Competency 8: Analyzes multiple sources of student, school and district-level data to improve student learning

(PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Knows, uses and understands multiple strategies for analyzing data to inform the instructional process	Assesses current teacher analysis of student level data for improving the instructional process	Facilitates teacher analysis of individual student data to improve the instructional process and student growth	Develops a systemic data teaming process for the analysis of student level data to improve the instructional process and student growth

### Leadership Competency 9: Develops a culture of continuous professional learning (PSEL 6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands the principles of adult learning and how these help develop teacher capacity	Uses data from multiple sources to identify strengths and needs for professional learning	Engages teachers to collaboratively design and implement a program of professional learning	Develops a cycle for continuous, focused collaborative professional learning and growth

### Standard 3: Managerial Leadership

The **Principal** as the **Managerial Leader** implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.

#### Leadership Competency 10: Provides oversight of the school facility and grounds (PSEL 2a; 5a,c; 8g; 9e; 10h)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Knows how a safe and functional school facility and grounds support student learning	Analyzes the immediate and long-term needs for building and sustaining a safe and functional school	Collaborates with staff to maximize the use of the school facility and grounds to support student learning	Inspires stakeholders to continuously improve an environment that is safe and supports student learning

#### Leadership Competency 11: Establishes routines, procedures and schedules to maximize learning time (PSEL 3d,e; 5a,c,e; 9a,e,f,h,j; 10a)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands how routines, procedures, schedules and technology support the school environment	Analyzes routines, instruction, procedures, schedules and use of technology for building and sustaining a safe, healthy, and orderly and compliant learning environment	Collaboratively develops clear routines, procedures, schedules and technology use for staff and students	Collaborates with community, family, and student representatives to monitor and adjust routines, procedures, schedules and technology use to ensure a positive, safe, healthy, orderly and equitable learning environment

#### Leadership Competency 12: Recruits, selects and inducts effective personnel (PSEL 6a,b; 9b; 10a)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands tools used to determine key attributes of effective personnel	Analyzes personnel to determine areas of strength and need	Collaborates with staff to recruit, screen and select candidates with a high probability of success	Refines and improves the collaborative process for recruiting, screening and selecting candidates



### Standard 3: Managerial Leadership

The **Principal** as the **Managerial Leader** implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.

#### Leadership Competency 13: Communicates expectations, guidelines and procedures (PSEL 2a,d,f; 4a; 7a,c; 9b,h; 10a,f)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands the necessity of establishing and communicating clear expectations, guidelines and procedures respecting the rights of all staff and students	Determines the effectiveness of existing expectations, guidelines and procedures	Holds staff accountable and revises expectations, guidelines and procedures as necessary to respect the rights of staff and students	Empowers staff to continuously hold each other accountable to the highest professional expectations including respecting the rights of staff and students

#### Leadership Competency 14: Provides intervention and support for improvement (PSEL 6a,b,c,h; 9k; 10f)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands the role of observation, feedback and intervention for improving or removing personnel and the legal and ethical decisions in creating an effective educator evaluation process	Assesses and reviews data to determine appropriate interventions and support for personnel	Uses data and legal and ethical decision-making to develop targeted interventions and supports for addressing personnel issues	Maintains a legal and ethical system of interventions and supports for resolving personnel issues

#### Leadership Competency 15: Maintains personnel records and reports (PSEL 9h)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Is knowledgeable of requirements regarding personnel records, laws and reports	Understands and complies with district, state and federal requirements for records and reporting	Works with staff to ensure compliance with all personnel records and reporting	Monitors and revises systems to ensure compliance with all records and reports



### Standard 3: Managerial Leadership

The **Principal** as the **Managerial Leader** implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.

#### Leadership Competency 16: Manages fiscal resources to support school goals and priorities (PSEL 2a; 5c; 8j; 9a,b,c,d,h)

Aspiring	Emerging	Developing	Transformational
<p>The aspiring principal...</p> <p>Understands the statutory requirements that affect how a school budget works and the major sources of revenue to support school goals and priorities</p>	<p>The emerging principal also...</p> <p>Assesses how current fiscal resources comply with statutory and district requirements and support school goals and priorities</p>	<p>The developing principal also...</p> <p>Collects input from staff to establish priorities that inform the school budget and determine resource allocation that meet statutory and district requirements</p>	<p>The transformational principal also...</p> <p>Develops and implements a system to continuously address school goals and priorities through the effective allocation of fiscal resources that meet district and statutory requirements</p>

#### Leadership Competency 17: Manages non-fiscal resources to support school goals and priorities (PSEL 2a; 5c; 8j; 9a,b,c,d,h)

Aspiring	Emerging	Developing	Transformational
<p>The aspiring principal...</p> <p>Understands how non-fiscal resources support school goals and priorities</p>	<p>The emerging principal also...</p> <p>Assesses how current non-fiscal resources comply with statutory and district requirements and support school goals and priorities</p>	<p>The developing principal also...</p> <p>Collects input from staff to establish priorities that inform the use of non-fiscal resources that meet statutory and district requirements</p>	<p>The transformational principal also...</p> <p>Develops and implements a system to continuously address school goals and priorities through the effective allocation of non-fiscal resources that meet district and statutory requirements</p>

#### Standard 4: Relational Leadership

The **Principal** as the **Relational Leader** interacts professional with students, staff, family and community.

**Leadership Competency 18: Promotes a learning environment that addresses needs of all students** (PSEL 1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c)

Aspiring	Emerging	Developing	Transformational
<p>The aspiring principal...</p> <p>Knows how and why analysis of student demographics is used to determine the overall diversity of a school and its impact on the teaching and learning process</p>	<p>The emerging principal also...</p> <p>Determines the extent of diversity in the school based on ethnicity, gender, economic background, etc.</p>	<p>The developing principal also...</p> <p>Raises teacher consciousness of the importance of equity in the teaching and learning process as it relates to ethnicity, gender, economic background, etc.</p>	<p>The transformational principal also...</p> <p>Collaboratively establishes a system responsive to student demographics for ensuring equity in teaching and learning process</p>

**Leadership Competency 19: Advocates for the welfare of all students** (PSEL 2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,i; 10a)

Aspiring	Emerging	Developing	Transformational
<p>The aspiring principal...</p> <p>Understands the legal implications of in-school and out-of-school strategies and resources available in supporting the well-being of each student</p>	<p>The emerging principal also...</p> <p>Determines how resources and strategies in the school community are used for addressing the overall well-being of each student</p>	<p>The developing principal also...</p> <p>Develops a network of relationships and pathways both in and out of the school that provide for the welfare of students</p>	<p>The transformational principal also...</p> <p>Collaboratively integrates in and out of school strategies and resources to provide for the welfare of students</p>

**Leadership Competency 20: Establishes positive relationships with students** (PSEL 2e; 3a,b,d; 5b,d,e)

Aspiring	Emerging	Developing	Transformational
<p>The aspiring principal...</p> <p>Understands how to build positive relationships in support of student learning and well-being</p>	<p>The emerging principal also...</p> <p>Builds relationships with students and establishes high expectations for behavior and learning to promote a positive culture</p>	<p>The developing principal also...</p> <p>Models and promotes positive and ethical relationships between students and all school personnel</p>	<p>The transformational principal also...</p> <p>Ensures positive relationships are an integral part of the culture of the school</p>

#### Standard 4: Relational Leadership

The **Principal** as the **Relational Leader** interacts professional with students, staff, family and community.

##### Leadership Competency 21: Builds positive relationships with staff (PSEL 2a,e,f; 7e; 9j)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...  Understands the importance of building effective, ethical relationships with staff	The emerging principal also...  Intentionally and ethically interacts with staff by being visible, accessible and approachable	The developing principal also...  Builds positive and ethical staff relationships and communicates high expectations	The transformational principal also...  Creates ethical, collaborative relationships that promote open dialogue and respect for multiple perspectives

##### Leadership Competency 22: Ensures a culture of support and respect among staff (PSEL 2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...  Understands how to develop a culture of support and respect among staff	The emerging principal also...  Analyzes the culture of support and respect among staff and determines strengths and opportunities for improvement	The developing principal also...  Leads staff in the development, improvement or refinement of a collaborative culture	The transformational principal also...  Maintains a collaborative culture where support and respect among staff are the norm

##### Leadership Competency 23: Develops teacher leaders (PSEL 6g; 7b,d,h; 10a,e,j)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...  Serves as a teacher leader and understands the importance of promoting teacher leadership	The emerging principal also...  Identifies potential teacher leaders	The developing principal also...  Empowers and provides opportunities for teacher leadership	The transformational principal also...  Develops and sustains a collaborative team culture that effectively integrates teacher leadership

#### Standard 4: Relational Leadership

The **Principal** as the **Relational Leader** interacts professional with students, staff, family and community.

**Leadership Competency 24: Builds positive relationships with families** (PSEL 2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands a variety of strategies for building relationships with families	Creates formal and informal opportunities to interact with families	Engages in an ongoing assessment of the quality of relationships with families	Ensures sustained and transparent relationships with families

**Leadership Competency 25: Establishes positive relationships with other community stakeholders** (PSEL 3f; 5d,f; 8a,b,c,d,f,g,j; 10c)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Recognizes the importance of building positive relationships with other community stakeholders	Identifies key stakeholders in the community and begins to build relationships	Engages key stakeholders in support of the school program	Collaborates with stakeholders to continuously monitor and adjust support for the school program

### Standard 5: Innovative Leadership

The **Principal** as the **Innovative Leader** continues professional growth, actively engages in reflective practice and applies new knowledge and understanding to drive appropriate change.

#### Leadership Competency 26: Collects knowledge, skills and best practices for improving teaching and learning (PSEL 4c,e; 6f; 10a,c,f,i)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Recognizes knowledge, skills and best practices that support continuous professional growth	Observes and gathers knowledge, skills and best practices relevant to teaching and learning in the school	Models and shares the gathering of knowledge, skills and best practices related to improved teaching and learning	Leads a systematic process for selection and delivery of professional development experiences to support continuous improvement of teaching and learning

#### Leadership Competency 27: Engages in a professional network as a means for growth (PSEL 6i; 10g)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands the need for professional networks as a key element of professional growth	Engages in professional networks to expand relationships and generate avenues for new knowledge and understanding	Contributes actively in professional networks to expand relationships and avenues for new knowledge and understanding	Assumes leadership positions in professional networks to help others gather new knowledge and understanding

#### Leadership Competency 28: Demonstrates self-awareness and a commitment to ongoing growth and development (PSEL 2b; 6i; 10c,g,h)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands the importance of reflection and a commitment to ongoing learning.	Begins reflecting on experiences of being a new principal, including personal strengths and weaknesses and takes some action to grow and develop.	Engages in personal reflection on performance strengths and weaknesses and seeks professional development experiences to improve practice	Models reflective practice and engages in an intentional professional development program to continuously improve performance

### Standard 5: Innovative Leadership

The **Principal** as the **Innovative Leader** continues professional growth, actively engages in reflective practice and applies new knowledge and understanding to drive appropriate change.

#### Leadership Competency 29: Seeks feedback to improve performance (PSEL 6i; 10c,g,h)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands the importance of feedback for improving performance	Demonstrates receptivity and generates a plan for receiving constructive feedback from others	Actively seeks performance feedback and makes adjustments to improve and refine practice.	Utilizes an intentional feedback system to continuously improve and refine performance

#### Leadership Competency 30: Maintains a focus on high priorities (PSEL 6i)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Understands how time management is a key factor for maintaining a focus on school priorities	Begins applying time management practices to allow focus on the school's highest priorities	Deliberately monitors and adjusts time commitment to school priorities	Intentionally devotes a high percentage of time to school priorities

#### Leadership Competency 31: Develops and acts on well-reasoned beliefs based on new knowledge and understanding (PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)

Aspiring	Emerging	Developing	Transformational
The aspiring principal...	The emerging principal also...	The developing principal also...	The transformational principal also...
Recognizes that beliefs based on new knowledge, understandings and technology are used as a catalyst for change	Acts in accordance with the belief that a principal's primary role is to promote student learning	Responds to challenges and issues by addressing appropriate changes that lead to school improvement and increased student learning	Establishes a culture of inquiry in which members of the staff and community openly and respectfully discuss important beliefs about teaching and learning



### Standard 5: Innovative Leadership

The **Principal** as the **Innovative Leader** continues professional growth, actively engages in reflective practice and applies new knowledge and understanding to drive appropriate change.

**Leadership Competency 32: Constructively manages and adapts to change** (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)

Aspiring	Emerging	Developing	Transformational
<p>The aspiring principal...</p> <p>Is flexible and willing to vary an approach when circumstances change</p>	<p>The emerging principal also...</p> <p>Explores existing circumstances related to student learning and considers possible areas for change</p>	<p>The developing principal also...</p> <p>Anticipates changing circumstances and develops multiple alternate strategies based on new knowledge and understanding</p>	<p>The transformational principal also...</p> <p>Creates a culture of innovation that continuously examines strategies for change and improvement</p>

**Appendix G: Survey Sent to Participants**



## Perceptions of Principal Leadership

Please rate your level of agreement regarding the following behaviors of your building principal.

Develops a clear, measurable, and shared vision

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Communicates the vision to stakeholders

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Collects, analyzes, and interprets data to evaluate results for continuous school improvement

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Engages and supports staff to vertically and horizontally align curriculum to state/district standards

1 2 3 4 5

Strongly Disagree Strongly Agree

Supports staff use of a variety of research-based practices appropriate to the intended content

1 2 3 4 5

Strongly Disagree Strongly Agree

Observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response

1 2 3 4 5

Strongly Disagree Strongly Agree

Supports teacher use of formative, summative, and other assessments

1 2 3 4 5

Strongly Disagree Strongly Agree

Analyzes multiple sources of student, school, and district-level data to improve student learning

1 2 3 4 5

Strongly Disagree Strongly Agree

Develops a culture of continuous professional learning

1 2 3 4 5

Strongly Disagree Strongly Agree

Provides oversight of the school facility and grounds

1 2 3 4 5

Strongly Disagree Strongly Agree

Establishes routines, procedures, and schedules to maximize learning time

1 2 3 4 5

Strongly Disagree Strongly Agree

Recruits, selects, and inducts effective personnel

1 2 3 4 5

Strongly Disagree Strongly Agree

Communicates expectations, guidelines, and procedures

1 2 3 4 5

Strongly Disagree Strongly Agree

Provides intervention and support for improvement

1 2 3 4 5

Strongly Disagree Strongly Agree

Maintains personnel records and reports

1 2 3 4 5

Strongly Disagree Strongly Agree

Manages fiscal resources to support school goals and priorities

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Manages non-fiscal resources to support school goals and priorities

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Promotes a learning environment that addresses needs of all students

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Advocates for the safety and welfare of all students

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Establishes positive relationships with students

1 2 3 4 5

Strongly Disagree Strongly Agree

Builds positive relationships with staff

1 2 3 4 5

Strongly Disagree Strongly Agree

Ensures a culture of support and respect among staff

1 2 3 4 5

Strongly Disagree Strongly Agree

Develops teacher leaders

1 2 3 4 5

Strongly Disagree Strongly Agree



Demonstrates self-awareness and a commitment to ongoing growth and development

1 2 3 4 5

Strongly Disagree Strongly Agree

Seeks feedback to improve performance

1 2 3 4 5

Strongly Disagree Strongly Agree

Maintains a focus on high priorities

1 2 3 4 5

Strongly Disagree Strongly Agree

Develops and acts on well-reasoned beliefs based on new knowledge and understanding

1 2 3 4 5

Strongly Disagree Strongly Agree



Constructively manages and adapts to change

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Will you be teaching in this district next year?

☐ Yes

☐ No