ABSTRACT

Title of Document:	THE PRINCIPAL'S ROLE AND IMPACT ON TEACHER ATTRITION IN AN URBAN SCHOOL DISTRICT: THE RELATIONSHIP BETWEEN THE VANDERBILT ASSESSMENT OF LEADERSHIP IN EDUCATION (VAL-ED) RATINGS AND TEACHER ATTRITION.
	Megan K. Ashworth, Doctor of Education, 2018
Dissertation directed by:	Pat Richardson, PhD, College of Education

The most significant factor that influences student achievement is the quality and commitment of the teachers who are providing rigorous instruction. As efforts to recruit more individuals into the teaching profession have been successful, determining how to keep highly qualified teachers who provide meaningful and effective instruction remains a concern. According to the U.S. Department of Education, teacher attrition is a local, state, and national problem.

Principals play a key role in improving the quality of instruction in their schools through their daily instructional leadership behaviors. If teacher attrition across the United States is going to decrease, principals will be one of the key factors to making this a reality. Discovery Education recently developed the Vanderbilt Assessment of

Leadership in Education (VAL-ED) tool, which holds the potential to improve academic and social learning for students as well as supporting the teachers who are providing high-quality education.

The purpose of this study was to determine whether there is a correlation between learning-centered leadership behaviors (average score measured on the VAL-ED assessment) and the teacher attrition percentages that determine whether teachers remain in a school longer than 5 years. In addition, the researcher wanted to determine whether there was a correlation between the core components of culture of learning and professional behavior as well as connections to external communities and teacher attrition percentages in an urban school district which are both core components within the VAL-ED tool inclusive of the development of a positive school culture which supports teachers.

Findings that emerged from the analysis revealed a moderately significant relationship between attrition percentages and overall scores on the VAL-ED assessment and the VAL-ED scores on the core component culture of learning and professional behavior. According to the study, higher overall effectiveness ratings on the VAL-ED tool had moderately significant associations with lower teacher turnover rates, and culture of learning and professional behavior VAL-ED scores had moderately significant associations with lower teacher turnover rates. Last, connections to external communities scores on VAL-ED had associations with lower teacher turnover rates, but the relationship was not significant.

THE PRINCIPAL'S ROLE AND IMPACT ON TEACHER ATTRITION IN AN URBAN SCHOOL DISTRICT: THE RELATIONSHIP BETWEEN THE VANDERBILT ASSESSMENT OF LEADERSHIP IN EDUCATION (VAL-ED) RATINGS AND TEACHER ATTRITION.

By

Megan K. Ashworth

Dissertation submitted to the Faculty of the Graduate School of the
University of Maryland, College Park, in partial fulfillment
of the requirements for the degree of
Doctor of Education
2018

Advisory Committee:

    Professor Pat Richardson, Co-Chair
    Professor Margaret McLaughlin, Co-Chair
    Professor David Imig
    Professor Wayne Slater, Dean's Representative
    Professor Eleanor White

Dedication

"I can do all things through Christ who strengthens me" (Philippians 4:13). This dissertation is dedicated to God, on whom I have leaned for strength and support.

To my Dad, Gerald Dorr, who always asked me "how is it going?" and gave me a good laugh when I needed it until he passed away about mid-section of this paper in 2016. He provided a motivation to get it completed.

Last, the desire to pursue my doctorate came from my late twin sister Mischa Dorr-Ames, who was an educator and administrator. We were planning to take this journey together until her sudden passing in 2013. Given the increasing demands and accountability for teachers, we are both passionate about teacher retention and support. This dissertation is dedicated to you Mischa!

I am hopeful that this work will impact not only principals, but the many teachers in our schools across the United States who decide to remain in their schools because of supportive principals.

Acknowledgements

My sincere appreciation for my advisor, Dr. Pat Richardson for her encouragement, honest feedback, regular "check-ins" and sharing her experiences. I am most appreciative of my dissertation committee members; Dr. Margaret McLaughlin, Dr. David Imig, Dr. Wayne Slater, and Dr. Eleanor White for their time, feedback and support.

My most heartfelt love and appreciation to Lawrence Ashworth, who happens to be my best friend and loving husband. It is his support and encouragement that has motivated me to remain focused, and I appreciate the sacrifices that he made when I made the decision to pursue this goal. Thank you to my mom, Alicia Dorr, who knew the power and value of education, and therefore gave me the opportunities to become what I am today.

A special thank you to my eagle educators for their constant encouragement and "checking in" since the journey started 3½ years ago. I am most grateful to the eagle scholars who unknowingly served as motivators for me during late night hours spent at school. Glenda Baines, friend and colleague, who started each day with a hug and scripture. She not only prayed for me, but also provided that listening ear and soundboard. Jack – my kitchen table, treat eating buddy who always kept my spirits up and laid at my feet while I worked.

I am deeply appreciative of my colleagues and Cohort II members, especially my friend and classmate Aundrea McCall for being that critical friend during this work. Thank you to district leaders for affording me the opportunity to participate in the program. A special thank you to the principals who participated in the study, as well as

iii

Table of Contents

List of Tables

List of Figures

Section 1: Introduction to the Problem and Literature Review

Great school leaders constantly pay attention. They build a culture focused on student learning. They confront mediocre teaching. They invite. They inspire. They support families, students and school staff in ways that lead to improvement. They want to be trusted, not simply liked. (Nichole Leighton)

Problem Statement

The teaching force is large. The Census Bureau indicates that PreK-12 teachers form the largest occupational group in the nation. (Bureau of Labor Statistics, 2011). There are, for example, more than twice as many elementary and secondary teachers as there are registered nurses, and there are five times as many teachers as there are either lawyers or professors. (Bureau of Labor Statistics, 2011)

Teacher attrition is a national problem in the United States. Compared to high-achieving jurisdictions like Finland, Singapore, and Ontario, Canada—where only about 3% to 4% of teachers leave in a given year—U.S. attrition rates are quite high, hovering near 8% over the last decade, and they are much higher for beginners and teachers in high-poverty schools and districts (Learning Policy Institute, 2016).

The most significant factor that influences student achievement is the quality and commitment of the teachers who provide rigorous instruction (Darling-Hammond, 2000). As efforts to recruit more individuals into the teaching profession have been successful, determining how to keep highly qualified teachers who provide meaningful and effective instruction remains a concern (Darling-Hammond, 2000). According to the U.S. Department of Education (2014), teacher attrition is a local, state, and national problem. The report states the following:

Of the 3,377,900 public school teachers who were teaching during the 2011-12 school year, 84 percent remained at the same school ("stayers"), 8 percent moved to a different school ("movers"), and 8 percent left the profession ("leavers") during the following year. (p. 3)

Furthermore, Goldring, Taie, and Riddles (2014) stated the following:

Among public school teachers with 1-3 years of experience, 80 percent stayed in their base-year school, 13 percent moved to another school, and 7 percent left teaching in 2012-13. Among public school teacher movers, 59 percent moved from one public school to another public school in the same district, 38 percent moved from one public school district to another public school district, and 3 percent moved from a public school to a private school between 2011-12 and 2012-13. Additionally, 53 percent of public school leavers reported that their general work conditions were better in their new career (p.3).

Over the years, district leaders in an urban school district have worked to resolve the problem of teacher retention, and since school year (SY) 2011 and SY 2014, the urban school district in this study has experienced a 5.2% decrease in teacher attrition among teachers with less than 5 years of experience (Maryland State Department of Education [MSDE], 2016. This paper describes the relevant district as the urban school district. The transition team, established in 2013 by the Chief Executive Officer for this urban school district, presented a report titled "*Great by Choice: The Transition Team Report*" to the Board of Education. The team was established in October of 2013 to conduct a thorough review of the school system as outlined in the five key goals of the CEO's Entry Plan.

To support the first four goals of the CEO's *Entry Plan,* the team was divided into four committees and focused on the areas of Teaching and Learning, Communications and Community Engagement, Organizational Efficiency and Effectiveness, and Operations and Finance. The committees reviewed documents and data, conducted focus groups and interviews with numerous stakeholders, and analyzed how the urban school district operates compared to national best practices to identify the school district's current status, strengths, and challenges.

According to the urban school district transition team report (Dukes et al., 2014), several factors have contributed to challenges of retaining teachers, including salary and benefits that may not be competitive enough with surrounding districts, as well as a lack of mentor programs available to teachers to implement high-quality instruction. Despite this district's efforts, teacher attrition and retention remain a problem at the school level (Dukes et al., 2014).

Principals must identify the leadership behaviors that create an environment to retain teachers while managing their workloads to improve teacher retention, student achievement, and professional development opportunities that develop teacher capacity. The Vanderbilt Assessment of Leadership in Education (VAL-ED) tool is a psychometrically sound instrument with clear standards grounded in research (Porter et al., 2010). The instrument includes a 360-degree evaluation model, which collects input from teachers, supervisors, and the principal as sources for feedback. Additionally, each respondent to the survey describes the type of evidence that underlies his or her feedback, and these descriptions include (a) personal observations, (b) reports from others, (c) school documents, (d) school projects or activities, and (e) other sources. The design of

the instrument results in a tool with the potential to provide principals with the type of feedback for which they are asking.

The purpose of this study was to determine whether there is a relationship between principals' (those in their schools for more than 3 years) overall effectiveness scores on the VAL-ED assessment, their scores in core component of culture of learning and professional behavior and in the core component of connections to external communities, and the rate of teacher attrition in an urban school district. These core components are aligned to the research on the importance of a strong leadership as well as identifying leadership behaviors that support retaining teachers.

Justification/Rationale

According to MSDE data in 2014, Maryland noted a 6.6% attrition rate, which equates to 59,315 teachers in 2013-14. In 2013-14, the overall teacher attrition rate in the urban school district increased from 13.4% to 15.7%, which is an increase of 2.3 percentage points compared to the 2012-13 attrition rate. Total teachers included both active and separated (resigned, retired, or terminated) teachers in 2012-13.

The urban school district's CEO along with key stakeholders developed the 2016-2020 Strategic Plan during his first year in the position. The CEO states in this plan "our Strategic Plan represents thousands of hours of research, discussion, reflection, and innovative thinking. It was prepared by dedicated team members throughout this district. As you review this document, know that this plan is much more than words on paper. It is a beacon that will guide our work each and every day, and is the measuring stick that will show we are moving in the right direction." (Urban School District, 2015b).

The findings in the 2016-20 Strategic Plan in the urban school district determined that teacher retention was a major concern for the district. Since SY 2007, this school district has lost over 7,100 teachers, approximately half of (50.1%) of whom resigned, and who often went to neighboring, higher paying jurisdictions as suggested by exit survey data (Urban School District, 2015b). In 2014-15, the urban school district served more than 123,737 students, and it is still growing. With approximately 23,785 employees, the district is one of the largest employers in its state. It has 208 schools, including 123 elementary schools, 24 middle schools, 23 high schools, 12 academies, nine special centers, and eight charter schools. In 2013-14, more than 59% of students in the urban school district qualified for free or reduced meals based on family income (National Center for Education Statistics, 2015). In this urban school district, there are three tools that are used to discover patterns and trends in school climate; the TELL Maryland Survey, School Climate Survey that provides school and district data with regard to school climate, perceptual student surveys and the VAL-ED administered in each school during the Spring.

The urban school district has experienced double-digit teacher attrition with one year (SY 2009) as an exception (see Figure 1). Attrition in the district mirrored national trends in that most teacher resignations were within the novice ranks (teachers with 0-3 years of experience). During SY 2013-14, the urban school district's teacher salary scale was ranked the sixth highest in its area; therefore, salary may not be a factor in these attrition rates.
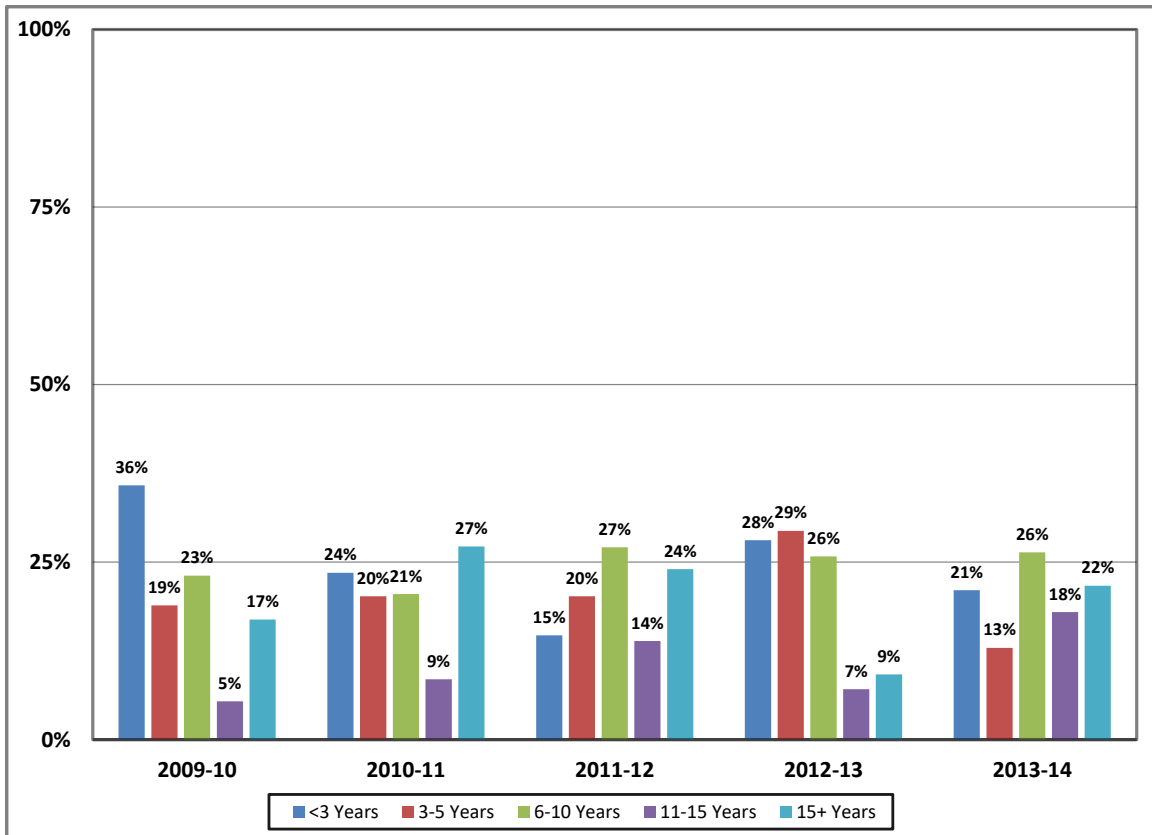
Figure 1. Teacher attrition data in the urban school district by years of service.

Each year school system's in Maryland must submit to the state a five-year master plan documenting its goals and strategies for improving achievement among all groups of students, including students receiving special education services, students with limited English proficiency, students who qualify for free or reduced-price meals, and other groups as defined by the State Superintendent of Schools.

- Plans must include goals that are aligned with state standards, implementation strategies with timelines, and methods for measuring progress toward meeting goals.

- If any segment of the student population fails to show progress toward meeting performance standards, the State Superintendent must review the master plan and may require the school system to make changes to its plan.

- The State Board of Education has the authority to review and approve the allocation of resources in school systems that fail to improve student performance and fail to develop a satisfactory master plan (Bridge to Excellence Master Plan, 2014).

According to the urban school district's Bridge to Excellence Master Plan, which it submitted to the Maryland State Department of Education, exit survey data revealed that the most common reasons for teacher attrition in the district were school leadership (culture), salary (earning a livable wage), limited leadership opportunities (career succession), lack of support/working conditions, and student behavior (Bridge to Excellent Master Plan, 2014). Novice teachers (those with between 0 and 2 years of experience) on average comprise approximately 84% of teacher hiring annually. In addition to the significant attrition of teachers in the 6-10-year experience category, the district also experienced a 9% increase in attrition of teachers with 3-5 years of experience from SY 2012-13 (Bridge to Excellence Master Plan, 2014). This was a significant reduction in the district's emerging teacher leader ranks.

Tables 1-4 explain various aspects of teacher attrition. Table 1 shows that the overall teacher attrition rate in the urban school district in SY 2013-14 increased from 13.4% to 15.7%—an increase in the overall attrition of over two percentage points (2.3) compared to the SY 2012-13 attrition rate (Bridge to Excellence Master Plan, 2014). The highest increase was in the category of *resignation*, with an increase of 1.2 percentage

points. Table 1 shows that 58% of attrition came from resignations, which continue to be the highest attrition percentage subcategory. In SY 2013-14, the number of resignations increased by 134 from the previous year.

Table 1

Teacher Attrition by Subcategory

Attrition Due to (Category):	Retirement		Resignation		Dismissal/Non-Renewal		Leaves		Total	
	Num.	Denom.	Num.	Denom.	Num.	Denom.	Num.	Denom.	Num.	Denom.
2007-08	191	9,200	750	9,200	240	9,200	220	9,200	1,401	9,200
2008-09	186	9,077	700	9,077	240	9,077	190	9,077	1,316	9,077
2009-10	191	8,976	383	8,976	70	8,976	218	8,976	862	8,976
2010-11	427	8,459	345	8,459	136	8,459	119	8,459	1,027	8,459
2011-12	291	8,081	764	8,081	53	8,081	353	8,081	1,461	8,081
2012-13	203	8,018	637	8,018	107	8,018	125	8,018	1,072	8,018
2013-14	207	8,466	771	8,466	68	8,466	283	8,466	1,329	8,466

Note. Adapted from the *Bridge to Excellence Master Plan* (2014).

Table 2

Teacher Attrition by Subcategory in the Urban School District

Attrition Due To (Category)	Dismissal/Non-Renewal (No.)	Leaves (No.)	Total Attrition (No.)
2007-08	240	220	460
2008-09	240	190	430
2009-10	70	218	288
2010-11	136	119	255
2011-12	53	353	406
2012-13	107	125	232
2013-14	68	283	351

Note. Adapted from the *Bridge to Excellence Master Plan* (2014).

Table 3

Attrition Subcategory as a Percentage of Total Attrition in the Urban School District

Attrition Due to (Category)	Dismissal/Non-Renewal (%)	Leaves (%)	Total Attrition (%)
2007-08	17.1	15.7	33/100
2008-09	18.2	14.4	32.6/100
2009-10	8.1	25.3	33.4/100
2010-11	13.2	11.6	24.8/100
2011-12	3.6	24.2	27.8/100
2012-13	10.0	11.7	21.7/100
2013-14	5.1	21.3	26.4/100

Note. Adapted from the *Bridge to Excellence Master Plan* (2014).

Table 4

Percentage Attrition by Subcategory in the Urban School District

Attrition Due To (Category):	Dismissal/Non-Renewal (%)	Leaves (%)	Total Attrition (%)
2007-08	2.6	2.4	5
2008-09	2.6	2.1	4.7
2009-10	0.8	2.4	3.2
2010-11	1.6	1.4	3
2011-12	0.7	4.4	5.1
2012-13	1.3	1.6	2.9
2013-14	.8	3.3	4.1

Note. Adapted from the *Bridge to Excellence Master Plan* (2014).

For teachers to do the most important work of educating children, all schools need the conditions that support that work. The New Teacher Center worked collaboratively with a coalition of education partners to implement the third iteration of the Maryland Teacher, Empowering, Leading and Learning Survey (TELL Maryland Survey) to assess

whether educators across the state reported having the resources and supports necessary to encourage the most effective teaching (About the TELL Maryland Survey, 2015). Staff members took the TELL Maryland Survey in Spring 2013 and 2015 across all districts not only in the state of Maryland, but also in the urban school district. This perceptual survey allows every educator to share teaching and learning conditions that researchers have shown are important to student achievement and teacher retention.

According to the results, 65.3% of educators responded to the survey in 2013, while 22.8% of educators responded in 2015. Questions regarding school leadership support were a part of the survey. In 2013, 69.8% of educators strongly agreed that "school leadership consistently supports teachers," while 72.2% of educators strongly agreed in 2015. Furthermore, a high percentage of educators stated that support from school administration was among the highest rated influences, with 92.4% of educators in 2013 and 91.5% of educators in 2015. Salary was among the lowest rated factors that influence professional plans, with 76.5% of educators in 2013 and 76.9% in 2015. Another factor that educators rated among the highest was "time to do my job during the work day," and 87.6% of educators in 2013 agreed that this factor was an influence in teachers' professional plans, with 89.6% in 2015. As an educator in this urban school district for 22 years, Central Office encouraged staff members to complete this survey in all schools in 2013 by sending reminder e-mails during the survey administration window; however, there was not as much communication sent out in 2015 for employees to complete the survey. In my opinion, the differences in response rates in 2013 and 2015 impacted the results.

Consequences of Teacher Attrition

According to the National Commission on Teaching and America's Future (NCTAF) Teacher Turnover Cost Calculator, the annual cost of teacher turnover for the urban school district was $23,292,500 in 2005 (Barnes, Crowe, & Schaefer, 2007). A nonprofit group that seeks to increase retention of quality teachers estimates that teacher turnover and attrition cost the nation's school districts about $7 billion annually for recruiting, hiring, and training new teachers. In addition, "the most serious long-term consequence of high teacher turnover is the erosion of teaching quality and student achievement" (NCTAF, 2002, p. 14. Johnson and Birkeland (2003) agreed, explaining that a school that loses a good teacher also loses that "teacher's familiarity with school practices; experience with the school's curriculum; and involvement with students, parents, and colleagues" (p. 37). The Alliance for Excellent Education concluded that a conservative national estimate of the cost of replacing just the public-school teachers who have dropped out of the teaching profession is $2.2 billion a year (Shakrani, 2008).

> The calculator estimated that the District pays $16.6 million a year to recruit and train new teachers who replace those who retire, quit or leave for other jobs. In [the urban school district], the cost was estimated at $23.3 million. (NCTAF, 2003)

Ronfeldt, Loeb, and Wychoff (2013) concluded that teacher turnover has a significant and negative impact on student achievement in both math and English language arts. High levels of teacher attrition make it difficult for schools to achieve a critical mass of faculty who possess the skills and experience necessary to maintain the

educational reforms the former Education Secretary, Arne Duncan, and policy makers involved in the reauthorization of NCLB mandated.

<center>**District Resources**</center>

Consider a first-year teacher in an urban school district who receives a mentor within the school, participates in a week of new teacher induction training, attends on average 6-10 sessions of professional development, and receives training from staff members twice a month for 3 hours on best practices relating to instruction. The cost to provide substitute coverage for this teacher while out of the classroom is approximately $3,000 a year, not to mention the hours of instructional time lost for students while the teacher is out of the building. In addition, an in-school mentor provides daily assistance on lesson planning, time management, online resources, etc. At the end of the school year, the new teacher decides to resign and leave the school system. The implications for student learning would be a negative impact on student achievement and a loss of resources (NCTAF, 2007).

According to the Bridge to Excellence Master Plan (2014), the urban school district allocated $884,123 in grants from National Board Certification (NBC) to support teachers receiving national board certification, and $368,000 from Title I to fund a specialist and to develop professional development schools in collaboration with local universities. In addition, the school district allocated $218,750 along with grants for materials and supplemental training for trainers and five specialists to provide a framework for teaching professional development. The Professional Educator Induction Program for new teachers to the system cost an estimated $100,000, plus $95,598 for supplemental materials and training for the induction of new teachers along with one

specialist from the Office of Talent Development. Last, the Maryland Approved

Alternative Preparation Program, which is a mentoring support program for new resident

teachers, cost $752,796 in local funding as well as one specialist and six full-time

mentors to support implementation. Thus, the funding spent on teacher recruitment and

retention is a waste unless schools can retain those recruited teachers. Therefore, schools

and districts must work to solve the problem of retention first by assessing the variables

that could explain why teachers leave the profession.

Impact

The impact of teacher attrition varies according to researchers, but many state that

it harms student achievement and it is costly. A district experiences teacher turnover

costs at two levels: (a) the central office expends resources when recruiting, hiring,

processing, and training teachers; and (b) schools incur costs when employees interview,

hire, process, orient, and develop new teachers. A cost calculator is useful to calculate

the cost of teacher turnover to the district. The calculator adds the school-level costs and

the central office costs to generate an estimate of the total cost of teacher turnover to the

district.

The research provides strong support for the conclusion that compensation plays a

key role in the recruitment and retention of teachers. Not surprisingly, the research

indicates that increasing compensation tends to increase the rate of teacher retention, but

this relationship is not simple. Compensation has a varying impact on retention,

depending on other factors such as teachers' gender, level of experience, and current job

satisfaction (Allen, 2005). "Teacher attrition hits states and school districts in the wallet,

but students and teachers pay the real price" (Alliance for Excellent Education, 2014).

Bob Wise, President of the Alliance for Excellent Education and former governor of West Virginia argued:

> The monetary cost of teacher attrition pales in comparison to the loss of human potential associated with hard-to-staff schools that disproportionately serve low-income students and students of color. In these schools, poor learning climates and low achievement often result in students—and teachers—leaving in droves. (Alliance for Excellent Education, 2014)

Therefore, research suggests that teacher attrition negatively affects student achievement and costs districts millions of dollars each year.

Literature Review

Leadership Support

Louis, Leithwood, Wahlstrom, and Anderson (2010) concluded that the leadership a principal demonstrates, whether productive or destructive, directly influences the school environment and culture, student achievement, teacher motivation, and teacher attrition. A leading researcher on transformational leadership advocated the need for additional research on the impact of leadership style on student achievement. Leithwood and Sun (2012) found that transformational and transactional styles of leadership encourage staff collaboration, teacher improvement, and a higher teacher perception of leadership, which impacts the overall school climate and culture. Transformational leadership is a style of leadership in which the leader identifies a necessary change, creates a vision to guide the change through inspiration, and executes the change in tandem with committed members of the group. This leadership style also serves to enhance the motivation, morale, and job performance of followers through a variety of mechanisms; these include connecting the

follower's sense of identity and self to the project and the collective identity of the organization, being a role model for followers to inspire them and to raise their interest in the project, challenging followers to take greater ownership of their work, and understanding the strengths and weaknesses of followers, allowing the leader to align followers with tasks that enhance their performance.

According to Leithwood and Mascall (2008), the most powerful strategy to drive teacher actions is principal visibility while carrying out actions toward increasing student achievement. "Overall, teachers report greater satisfaction in their work when they perceive their principal as someone who shares information with others, delegates authority, and keeps open channels of communication with the teachers" (Bogler, 2001, p. 666). Conversely, when leaders fail to establish communication with teachers and lack transparency, they seem mistrustful. The leader's daily activities and decisions reflect the pervasive focus and style of the school's leadership (Noonan & Walker, 2008). Information sharing and open communication provide a base for trust. Mistrust and resentment may result if staff members feel that they are not getting the necessary information. As one principal put it, "The more information you share with people, the higher morale is (and) the higher the level of trust.… We can't assume that they are going to trust us if you are holding back." This principal also emphasized the need for a balanced representation between objectivity and subjectivity in trusting relationships. In other words, people often feel the need to express their biases and concerns for feelings of others. A teacher-focused leader works toward the development of school capacity that builds upon positive teacher capacity, with the end results increasing student achievement (Hardman, 2011).

According to data from the Learning Policy Institute, "Of those (minority teachers) who depart because of job dissatisfaction, most link their turnover to the way their school is administered, to how student assessments and school accountability affected teaching, to student discipline problems, and to a lack of input into decisions and lack of classroom autonomy over their teaching (Ingersoll, 2015, p. 12). (see Figure 2).

Minority Public Schools Reporting Dissatisfaction Percent Reporting Particular Reasons for Turnover 2012-2013

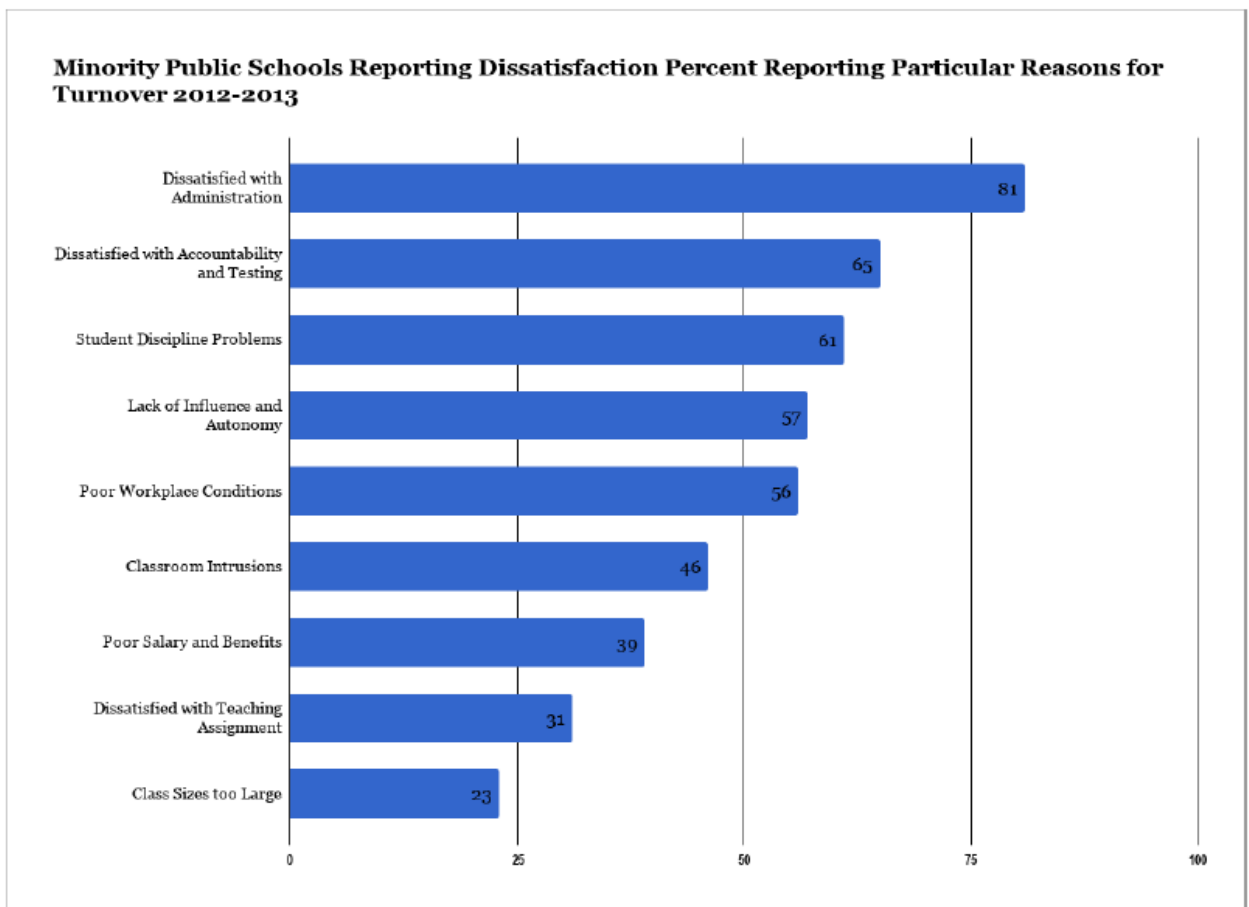| Reason	Percent
Dissatisfied with Administration	81
Dissatisfied with Accountability and Testing	65
Student Discipline Problems	61
Lack of Influence and Autonomy	57
Poor Workplace Conditions	56
Classroom Intrusions	46
Poor Salary and Benefits	39
Dissatisfied with Teaching Assignment	31
Class Sizes too Large	23

Figure 2: Source: Ingersoll, R. (2015). "What Do the National Data Tell Us About Minority Teacher Shortages?"

School Climate

Researchers have clearly linked working conditions, a component of school climate with the retention of novice teachers (Angelle, 2006). A positive school climate is important in every school whether it's elementary, middle school or high school. The research on a positive school climate has shown to impact not only student achievement but reduce teacher attrition. In their book titled Shaping School Culture: the heart of leadership, Deal and Peterson discuss the role of the school leader in fostering school climate. School leaders from every level are key to fostering a positive school culture. Principals communicate core values in their everyday work. Teachers reinforce values in their actions and words. Parents bolster spirit when they visit school, participate in governance, and celebrate success (Deal & Peterson, 2016).

 In a major meta-analysis of research on leadership and student achievement, Waters, Marzano, and McNulty (2004) discovered a strong correlation between aspects of school culture and how well students performed. In a book titled Shaping School Culture, Deal and Peterson discuss the importance of school culture by stating, culture affects all aspects of a school. It influences informal conversations in the faculty lunchroom, the type of instruction valued, and how professional knowledge is viewed. It also has a significant impact on rational and structural forms and functions: the use of data, the nature of problem solving, and the need for evidence ensuring all students learn. Several examples illustrate its pervasiveness (Deal & Peterson, 2016).

Furthermore, Bolman and Deal (1997) have identified four lenses, or frames, people rely on to size up and act in response to situations. A human resource frame

emphasizes people's needs, skills, and the importance of a caring, trusting climate. A structural mind-set emphasizes goals, efficiency, policies, a clear chain of command, and measurable results. A political take highlights a world of scarce resources, power, conflict, negotiations, and compromise. Finally, a symbolic disposition spotlights meaning and the symbols, rituals, ceremonies, stories, and other emblematic forms on which faith and hope are anchored, communicated, and celebrated. In education, some frames are more prominent than others. For example, policy makers rely heavily on structural and political suppositions in developing mandates for school reform. Nearly all reform initiatives since 1994 have emphasized goals, restructuring, uniform curriculum standards, or intense testing. Political considerations also wend their way into all aspects of efforts to make public schools more accountable for the performance of students, especially the disadvantaged or ethnic minorities (Deal & Peterson, 2016). The leadership behaviors outlined the VAL-ED tool under core component culture of learning and professional behavior as well as connections to external communities are aligned to the research.

In her book titled Why Trust Matters, Tschannen-Moran (2004) explained the importance of trust within the school environment. She defined trust as, "Trust is one's willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent" (Tschannen-Moran, p. 17). Tschannen-Moran also described trust as both a lubricant and glue, "Without it, things fall apart" (p. 16). As the lubricant, trust "greases the machinery of the organization" (Tschannen-Moran, p. 16). Trust is also a choice that involves a degree of risk for those involved. School administrators having the biggest impact in the relationship between

administrators and teachers, they have a major responsibility in establishing and maintaining a culture of trust within the school environment. Principals will need to model trust by actually trusting teachers to share decision-making and in collaborating with each other in making decisions that affect student learning as well as the over-all school environment culture amplifies the energy, vitality, and trust of school staff members, students, and community (Tschannen-Moran, 2014). It has long been known that social climate and culture influence the emotional and psychological orientation of a school (Tschannen-Moran, 2014). The behaviors outlined in Tschannen-Moran's book are those leadership behaviors identified in the VAL-ED tool. Especially those outlined under the core component culture of learning and professional behavior.

Teacher Preparation Programs

Findings from several research studies were inconclusive on the impact of teacher preparation programs. As a result of the literature review, I chose to exclude the extensive studies on mentoring because of the inconsistent implementation of these programs across different schools and systems. Even when an individual school or district has an established mentoring program, there are varying expectations for principal involvement in the induction process. Beltman, Mansfield, and Price (2014 conducted a study on building resiliency in new teachers and concluded, "relationships are critical to resilience building in new teachers" (p. 547). In a semi-structured interview, the authors identified the challenges 13 beginning teachers face and the ways they actively responded to these challenges within the school. This particular sample size was small, but it

highlighted the need to create a network of family and friends along with formal/informal mentoring systems during the early years of teaching.

Working Conditions

Teachers across the nation must work at least 37.9 hours, and they report that they spend an average of 52.2 hours each week preparing for their teaching in some manner (National Center for Education Statistics, 2011-12). Researchers have revealed that 33% of teachers leave within their first 3 years of teaching (Greiner & Smith, 2009). Research shows that school environment and working conditions are important factors in teachers' job satisfaction, retention, and teaching effectiveness. Many schools and school districts have recognized the importance of satisfactory working conditions in teacher retention, and principals can manage this work. In addition to the study on teacher resilience in the face of stress, further studies point to the organizational climate as an important factor in determining novice teacher satisfaction. New teachers seek a work environment that nurtures personal growth, encourages collaboration, and includes teachers in decision-making (Kardos, 2004; Viadero, 2002). Across fields, 77% of educators, principals, and librarians agreed that developing student literacy is one of the most important responsibilities they have. This also shows that educators are committed to common-sense changes to improve teaching and learning practices: they most value time to co-plan with colleagues to create new lessons or instructional strategies and to analyze how their students are developing and what they can do together to advance progress (Darling-Hammond, 2013)

Novice teachers become increasingly discouraged if they find themselves part of a school culture that reinforces the isolation that has traditionally characterized classroom

teaching (Troen & Boles, 2003). In 2004, Susan Kardos found evidence for this

supposition in a random sampling of recently inducted teachers in four states (California,

Florida, Massachusetts, and Michigan). Using regression analysis, she noted that there

was a strong positive correlation between consistent interactions with colleagues and job

satisfaction. From these quantitative data, Kardos concluded that teacher dissatisfaction

with isolated work may result in teachers leaving the profession or their schools. Who is

responsible for developing this organizational climate in schools? The building leader in

collaboration with the district establishes mentors for new and novice teachers within the

district and individual schools to provide support and positive interactions between and

among teachers. A study conducted by Johnson, Kraft, and Papay (2012) in

Massachusetts using the Massachusetts Teaching, Learning and Leading Survey, which

all K-12 public school teachers and administrators take, and which consists of 87 multiple

choice or Likert-type scale questions, found the following:

> Teachers who teach in favorable work environments report that they are more
>
> satisfied and less likely to plan to transfer or leave the profession than their peers
>
> in schools with less favorable conditions, even after controlling for student
>
> demographics and other school and teacher characteristics. The sample in this
>
> survey is representative of teachers and schools across Massachusetts. In fact,
>
> differences in the work context account for much of the apparent relationship
>
> between student demographics and teacher turnover. (Johnson et al., 2012, p. 1)

Pogodzinski, Youngs, and Frank (2013) conducted a study on teacher perceptions

of working conditions relating to teacher workload, administrative duties, and access to

resources because they (a) directly relate to the technical core of teaching, (b) are of

particular concern for novice teachers, and (c) are often the intended focus of induction

programs (Ingersoll & Strong, 2011; Strong, 2009). According to several researchers,

novice teacher workload is an important element of school working conditions, because it

has links to teacher stress, self-efficacy, job satisfaction, and career decisions (Collie,

Shapka, & Perry, 2012). In the wake of increased high-stakes accountability in

education, administrative duties largely fall to teachers (Bartlett 2004; Lieberman &

Miller, 1999). Pogodzinski et al. utilized survey data to examine novices' perceptions of

their working conditions in the context of teacher socialization. They collected data

during SY 2007-08 in 11 districts, six in Michigan and five in Indiana. They selected

these districts due to the medium to large school districts within their states, and their

varying demographics with regard to socioeconomic statues and race/ethnicity. Each

district had hired at least 10 teachers in the previous year (Pogodzinski et al., 2013).

Pogodzinski et al. (2013) concluded that novice teachers adapt to their working

environments in part based on their perceptions of their working conditions. In addition,

school administrators not only in large part define what those working conditions are, but

they can also greatly influence the level and type of support that novice teachers receive.

In addition, school administrators are most often the individuals who assign formal

mentors to novice teachers, and they can help to ensure that these relationships are

productive (Pogodzinski et al., 2013). As Johnson (2004) stated, school administrators

have a great responsibility to help to institute an organizational environment that

promotes individual commitment and organizational effectiveness for all teachers within

the school. Teachers would be willing to put more effort into their jobs and to remain in

an environment marked by support from both formal mentors and other colleagues throughout the school (Johnson, 2004).

National Cost of Teacher Turnover

The National Commission on Teaching and America's Future (NCTAF) conducted a pilot study of the cost of teacher turnover in five school districts – Chicago (IL), Milwaukee (WI), Granville County (NC), and Jemez Valley and Santa Rosa (NM). The five study sites included two urban school districts, one countywide suburban district, and two small, rural districts (Barnes et al., 2007). It found the following: (a) the costs of teacher turnover are substantial in each district; (b) teacher turnover undermines schools that are at risk; (c) at-risk schools consistently spend a higher percentage of their funding on teacher turnover than do schools that are high performing, low minority, and/or low poverty; (d) by investing in teacher retention, at risk schools could reduce teacher turnover and its associated costs; (e) it is possible to identify, aggregate, and analyze turnover costs; and (f) most data systems cannot calculate the cost of teacher turnover. (Barnes et al., 2007).

In the cost analysis article, there are two cost assessment tools : the School Turnover Analysis Instrument developed for Shockley, Guglielmino, and Watlington (2006) and the Teacher Turnover Cost Calculator from Barnes et al. (2007). Both instruments use variations of the components Milanowski and Odden framed (Barnes et al., 2007).

Impact on Student Achievement

Many recognize the contribution of teachers to student learning and outcomes. A teacher's effectiveness has more impact on student learning than any other factor under

the control of school systems, including class size, school size, and the quality of after-school programs (Rivkin, Hanushek, & Kain, 2005). Due to the role of effective teachers in helping students to achieve at high levels, it is critical that high-poverty, high-minority schools have equal access to highly effective teachers. In Maryland, approximately one out of every three (34%) teachers leaves the teaching profession within the first 5 years (MSDE, 2015). While this rate is lower than the national average, it is a very high percentage when compared to other states. According to Louis et al. (2010), there is a direct correlation between teachers and student achievement; it is imperative that school districts focus on retaining and recruiting high-quality teachers.

Analysis of Prior Attempts to Address the Problem

There is limited research by the urban school district on addressing this issue; however, the Wallace Group has collaborated with the district to ensure that the principal pipeline ensures proper training for principals on supporting teachers. In addition, the school system administers the School Climate Survey each year, and the purpose of the survey is to find out how the major stakeholders in the school district—students, parents, and teachers—feel about their schools. The Department of Research & Evaluation developed the instrument for this study during SY 2011-12. This instrument has separate survey forms for each stakeholder group whose opinions it seeks—elementary school students, secondary school students, parents, and teachers. The instrument assesses key dimensions of effective schools that are relevant to each stakeholder group.

The school superintendent transitioned to this urban school district as CEO in 2013 and formed a transition team that included four subcommittees; one of those committees was the Teacher and Learning Committee, which examined and researched

the professional literature and determined that for students to receive a high-quality education preparing them for college and careers, staff must have instructional resources and professional development opportunities to build capacity in that area (Dukes et al., 2014). The transition team offered findings in four areas: (a) written, taught, and assessed curriculum; (b) instructional technology; (c) professional development; and (d) specialty programs and other areas. Of those areas, the third area (professional development) and the fourth area (specialty programs and other areas) have direct impacts on teachers' decisions to stay or to leave the county.

Dukes et al. (2014) stated that the school district faced challenges in efforts to recruit and retain highly qualified teachers for specialty programs and other areas. They stated that the identified challenges were due to a number of factors, including (a) a lack of competitive salary and benefits, (b) limited supports to help teachers to provide high-quality instruction, and (c) inconsistent feedback or data. Dukes et al. made 12 key recommendations to the CEO. One recommendation addressed teacher attrition, and it suggested that district leaders assess or clarify the issues around the hiring and retention of highly qualified and high performing teachers (Dukes et al., 2014). Furthermore, the report stated that the district must find better ways to retain teachers, and it can no longer afford complacency about teachers exiting the profession, leaving the system, or transitioning between schools.

The transition team identified a potential improvement by developing the Strategic Plan with one area focused on developing a high-performing workforce guiding the work of the district. The goal was to attract, develop, and retain highly qualified employees. The Strategic Plan prioritized the following investments under the high-

performing workforce focus area: increased compensation to retain the most experienced teachers, increased stipends for National Board Certification with incentives for working in high-need schools, increased and targeted professional development for teachers, and increased teacher mentoring and support. County leadership began to design, negotiate, and implement competitive and innovative compensation packages that, when combined with comprehensive, high-quality professional development and career growth opportunities, would make this urban school district the employer of choice among school systems (Urban School District, 2015b).

The urban school district has implemented interventions and programs across the system to improve teacher retention. Among the many programs and interventions the report outlined was hiring full-time mentors to support new teachers to the county and to support their transitions. During SY 2010-11 through SY 2013-14, the district assigned mentor teachers to support first-year and selected second-year teachers as a required component of the residency phase of the alternative teacher preparation program. However, the number of mentor teachers was insufficient to support the educators during the first three years of the program (Proposed Budget Question and Answer, 2016). In addition, reductions to previous accessible funding sources like Title II have, over time, limited the opportunities for mentoring support for new teachers. During SY 2014-15, the district allotted 20 additional mentor teacher positions, and presently 30.5 mentor teachers in the Office of Talent Development provide support to resident teachers and teachers who have entered the urban school district through traditional certification routes (Proposed Budget Question and Answer, 2016).

The Professional Educator Induction Program facilitates the professional development of teachers during the induction period. Through this program, new teachers to the urban school district receive support and training designed to assist them in developing their skills and understanding the implementation of the curriculum. An important component of the Professional Educator Induction Program is the preservice induction program for teachers new to the district, planned in August. During this 3-day program, new teachers receive an introduction to school system leaders and fellow educators, and receive information regarding curriculum, systemic initiatives, school system priorities, and management strategies that will support the new teachers during their first few months of school.

Added to this program during SY 2016-17 was the New Teacher Academy program, which provides differentiated learning experiences throughout teachers' 3-year induction phases. The New Teacher Academy has a variety of face-to-face, web-based, small group, school, and area opportunities for professional development. Teachers collaborate with other new teachers, experienced educators, principals, supervisors, and employees across the district to enhance their professional practice. The system encourages teachers to take advantage of the New Teacher Academy and other professional development opportunities as teachers build their career in the urban school district (Urban School District, 2016).

Peer Assistance and Review (PAR) began in July 2014 in the urban school district, and its primary purpose is to provide ongoing, consistent support through peer coaching and peer observations to nontenured teachers. The program provides teachers with assistance in developing the competencies to make them successful (Urban School

District, 2015a). The county plans to phase in support for tenured teachers over time beginning in 2016. The ultimate goal of this support program is to increase student achievement by ensuring that the pedagogy of all teachers aligns with research-based best practices. According to the brochure, there are three phases of support. Phase 1 of the PAR program provides support for a limited number of teachers, new to the district, who principals have referred. Phase 2 expands on Phase 1 to provide support to nontenured teachers who received a final evaluation rating of "ineffective" as well as new teachers principals refer for multiple ratings of "1" on initial Framework for Teaching observations. Finally, Phase 3 will extend PAR support to referred veteran teachers whose observations of final evaluations demonstrate a need for enhanced professional performance. The program is currently in Phase 2, and current research on PAR programs is underway by the Next Generation of Teachers Project of the Harvard Graduate School of Education.

National Board Certified Teachers is another program the urban school district offers to support and develop teachers. This program offers incentives for working in highest need schools, increased and targeted professional development for teachers, and increased teacher mentoring and support (Urban School District, 2015b).

The aim of the Resident Teacher Certificate is to attract and recruit into teaching liberal arts graduates and career changers who possess academic content backgrounds in the arts and sciences, but who did not complete teacher preparation programs. The programs that use the Resident Teacher Certificate are the Maryland Approved Alternative Preparation Programs, which operate under the authority of the Division of Educator Effectiveness at MSDE. These programs are partnerships with local school

systems, and providers, or local school systems may provide their own services (MSDE, 2014-16).

The New Teacher Project identified a group of teachers as the "irreplaceables." According to the article, these teachers were by any measure, our very best teachers. The article stated,

> Across the districts we studied about 20 percent of teachers who fell into the category. On average, each year they help students learn two to three additional months' worth of math and reading compared with the average teacher, and five to six months more compared to low-performing teachers. Students whose teachers help them make these kinds of gains are more likely to go to college and earn higher salaries as adults, and they are less likely to become teenage parents. (New Teacher Project, 2012, p. 5.

During SY 2014-15, the urban school district began asking principals to identify their irreplaceable teachers, so Board of Education members can personally thank each of them for their contributions to students.

In 2006, researchers from Vanderbilt University, Arizona State, and the University of Pennsylvania used the Interstate School Leaders Licensure Consortium standards to develop the Vanderbilt Assessment of Leadership in Education (VAL-ED), a conceptual framework that measures the effectiveness of school principals, assistant principals, and leadership teams (Goldring, Huff, Spillane, & Barnes, 2009; Murphy, Goldring, Cravens, Elliott, & Porter, 2011). As part of the principals' evaluation rating, the urban school district began implementing VAL-ED, which is a research-based evaluation tool that measures the effectiveness of school leaders by providing a detailed

assessment of a principal's perceived performance. VAL-ED focuses on learning-centered leadership behaviors that influence teachers, staff, and most importantly, student achievement. The VAL-ED is a 360° assessment for the principal, teachers, and the principal's supervisor, ensuring that principals receive the very best feedback. VAL-ED (a) measures leadership skills of school principals; (b) focuses on learning-centered leadership behaviors that influence teachers, staff, and student achievement; (c) interprets against both norm-referenced and standards-referenced criteria; (d) assesses principals against six key processes and six core components; and (e) develops effective leadership for school improvement (Discovery Education, 2009.

Learner-centered leadership is a combination of two frames of leadership: (a) leadership for learning and (b) change-oriented leadership (Murphy, Elliott, Goldring, & Porter, 2006). Murphy et al. (2006) explained that instructionally focused leadership or "leadership for learning," and change-oriented leadership are two concepts that many employ in high-performing schools and school districts (p. 3). Knapp et al. (2003) defined leadership for learning as "creating powerful, equitable learning opportunities for students, professionals and the system, and motivating or compelling participants to take advantage of these opportunities" (p. 18). Murphy et al. (2006) also noted that leadership for learning involves a principal's ability to:

> (a) stay consistently focused on learning the core technology of schooling;
> learning, teaching, curriculum, and assessment; and (b) make all the other
> dimensions of schooling (administration, organizations, finance) work in service
> of more robust core technology and improved student learning. (p. 3)

30

Change-oriented or transformational leadership, conversely, focuses on organizational processes that involve effective methods for getting staff, students, families, and community agents to become more productive (Marzano, Waters, & McNulty, 2005).

Beginning in 2013 and again in 2015, the school system encouraged educators to complete the TELL Maryland Survey, not only in the state of Maryland, but also in the urban school district. This perceptual survey allows every educator to share teaching and learning conditions that research has shown are important to student achievement and teacher retention. According to the results, 65.3% of educators responded to the survey in 2013, while 22.8% of educators responded in 2015. It is unclear how the county used the information from this survey to address teacher retention. According to the MSDE website, the Teacher Induction, Retention and Advancement Act of 2016 Workgroup was established through the enactment of Senate Bill 493 of 2016 (MSDE, 2016). According to the department,

> The bill establishes a Teacher Induction, Retention, and Advancement Pilot Program for specified first-year teachers to be afforded at least 20% more time than other teachers to be spent on mentoring, peer observation, assistance with planning, or other preparation activities. Any costs incurred must be borne 80% by the State and 20% by the local boards of education that choose to participate in the pilot program; an appropriation of $5.0 million is mandated annually through fiscal 2022 for the program. The bill also increases, permanently, the maximum state-matching stipend for teachers who hold National Board Certification (NBC) and work in a comprehensive needs school as identified by the Maryland State Department of Education from $2,000 to $4,000. (MSDE, 2016)

Policy often swings to the supply side of the equation when it may be prudent to swing more to the demand size. Since the demand is greater due to teachers leaving, especially for reasons other than retirement, then the focus needs to shift to retaining high-quality teachers. This starts with culture changes that "involve the learner, the community, knowledge and assessment" (Cooper & Alvarado, 2006, p. 7. This change will "contribute to lower rates of turnover … and ultimately aid the performance of schools" (Ingersoll, 2001, p. 52.)

Based on the research with regard to leadership support and school climate, the researcher selected to analyze results from the core component culture of learning and professional behavior since the identified leadership behaviors in the component were aligned to the research presented in this paper and those that support teacher retention.

Culture of Learning and Professional Behavior is the core component in leadership that ensures there are integrated communities of professional practice in the service of student academic and social learning—that is, a healthy school environment in which student learning is the central focus. Research has demonstrated that schools organized as communities, rather than bureaucracies, are more likely to exhibit academic success (Bryk & Driscoll, 1988; Lee, Smith, & Croninger, 1995; Louis & Miles, 1990). Further, research supports the notion that effective professional communities are deeply rooted in the academic and social learning goals of the schools (Little, 1982; Rosenholtz, 1989). Often termed teacher professional communities, these collaborative cultures are defined by elements such as shared goals and values, focus on student learning, shared work, deprivatized practice, and reflective dialogue (Louis, Marks, & Kruse, 1996). School leadership plays a central role in the extent to which a school exhibits a culture of

learning and professional behavior and includes integrated professional communities (Bryk, Camburn, and Louis, 1999; Louis, Marks, and Kruse, 1996).

In addition to the core component culture of learning and professional behavior, the researcher decided to analyze results from the core component connections external communities since the leadership behaviors are closely aligned with the research on leadership support and a positive school climate. Connections to external communities because leading a school with high expectations and academic achievement for all students requires robust connections to the external community. There is a substantial research base that has reported positive relationships between family involvement and social and academic benefits for students (Henderson & Mapp, 2002). A study of standards-based reform practices, for instance, found that teacher outreach to parents of low-performing students was related to improved student achievement (Westat and Policy Studies Associates, 2001). Similarly, schools with well-defined parent partnership programs show achievement gains over schools with less robust partnerships (Shaver & Walls, 1998). Learning-centered leaders play a key role in both establishing and supporting parental involvement and community partnerships.

Purpose of the Study

The purpose of this study was to determine whether there is a correlation between learning-centered leadership behaviors (average score measured on the VAL-ED assessment) and teacher attrition percentages that determines whether teachers remain in a school longer than 5 years. In addition, I explored whether there is a correlation between the area culture of learning and professional behavior and teacher attrition

percentages, as well as the area connections to external communities' and teachers' attrition percentages.

I examined the role that principals play, and the impact of their leadership behaviors measured on the VAL-ED assessment on teacher attrition in the urban school district. As the instructional leader tasked with monitoring best instructional strategies, maintaining a positive and safe environment, developing positive relationships with parents, and attending to the day-to-day tasks associated with school leadership, the principal plays a key role in retaining teachers.

Much of the literature suggests that it is not teacher preparation programs that prevent turnover, but working conditions and school culture (Hirsch, 2005). Given the reauthorization of the Elementary and Secondary Education Act and high-stakes accountability, there is added pressure on school leaders to change from managerial leaders to instructional leaders. As a result, a supportive leadership style that positively influences teacher retention will ultimately lead to student success.

I analyzed average scores on the VAL-ED Assessment and the subsequent impact they had on teacher attrition. I utilized data from the VAL-ED Assessment during SY 2015-16 along with district attrition data to identify the relationships between VAL-ED scores and teacher attrition. The following research questions guided the study:

Research Questions

1. Is there a correlation between principals' (those in their schools for more than 3 years) overall effectiveness scores on the VAL-ED assessment and the teacher attrition percentages in the schools?

2. To what extent does the culture of learning and professional behavior influence teacher retention?

3. To what extent do the connections to external communities influence teacher retention?

Section II: Investigation and Methodology

Retaining quality teachers is critical to achieve the school system's goal of outstanding academic achievement for all students. The purpose of this study was to determine whether there is a correlation between learning-centered leadership behaviors (average score measured on the VAL-ED assessment) and teacher attrition rates. The researcher examined the role that principals play, and the impact of their leadership behaviors measured on the VAL-ED assessment on teacher retention in an urban school district. As the instructional leader tasked with monitoring best instructional strategies, maintaining a positive and safe environment, developing positive relationships with parents, and attending to the day-to-day tasks associated with school leadership, the principal plays a key role in retaining teachers.

The research substantiated the study and presented a pattern of support for it. Much of the literature suggests that it is not teacher preparation programs that prevent turnover, but working conditions, school climate, and the lack of principal support (Hirsch, 2005). Given the reauthorization of the Elementary and Secondary Education Act and high-stakes accountability, there is added pressure on school leaders to change from managerial leaders to instructional leaders. As a result, a supportive leadership style that positively influences teacher retention will ultimately lead to student success. To create a model exploring ways to consider effective practices of principals in retaining highly qualified teachers, it was necessary to identify factors that determine teacher retention and to develop a framework from them. The purpose of the framework is to provide a visual model to show effective leadership practices of principals to reduce attrition. This framework (Figure 2) offers a lens to look at the correlation of teacher

attrition data and leadership behaviors as measured on VAL-ED to inform future research studies.
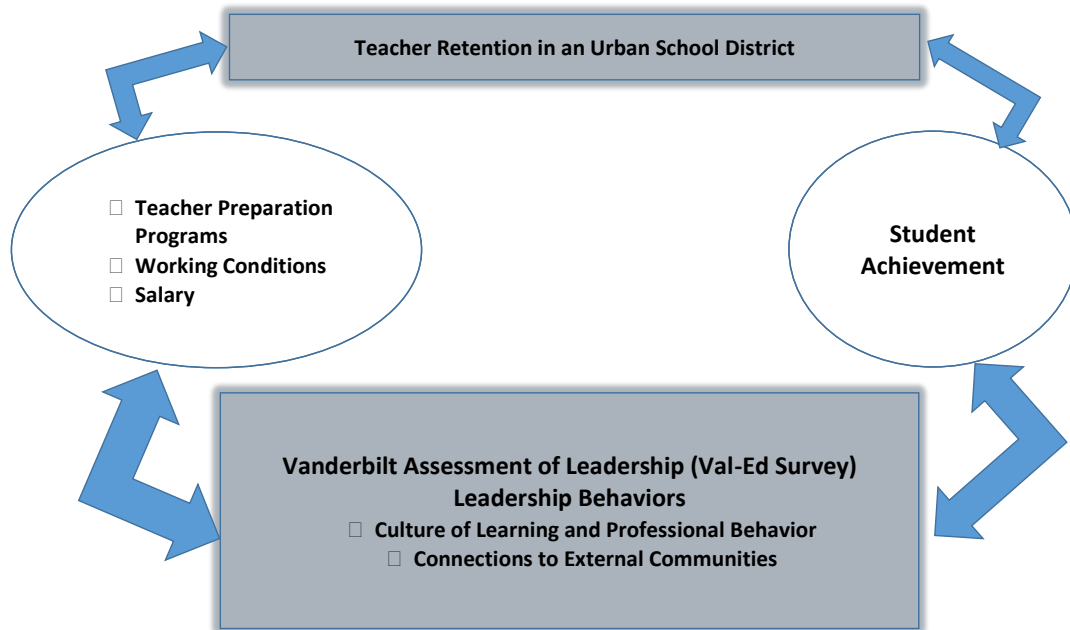
Figure 3. Framework to visualize the impact of learning-centered leadership behaviors that impact teacher retention.

The researcher analyzed average scores on the VAL-ED assessment and the relationships these scores have with teacher attrition percentages. The researcher utilized data from the VAL-ED assessment during SY 2015-16 along with school-specific attrition data to identify the relationship between VAL-ED scores and teacher attrition data. The following research questions guided the study:

Definitions

Attrition in the Urban School District – Total number of teachers that left the building divided by the number of teachers in the building at the time. Leave meaning separate from the building expressed as a percent.

Professional development - Ongoing learning opportunities available to teachers, and other education personnel, through their schools and districts is professional development. Effective professional development is seen as increasingly vital to school success and teacher satisfaction. With schools today facing an array of complex challenges—from working with an increasingly diverse population of students, to integrating new technology in the classroom, to meeting rigorous academic standards and goals—observers have stressed that teachers be able to enhance and build on their instructional knowledge (National Commission on Teaching & America's Future, 1996).

School culture - The shared beliefs and attitudes that characterize the district-wide organization and establish boundaries for its constituent units is school culture. It reflects the shared ideas—assumptions, values, and beliefs—that give an organization its identity and standard for expected behaviors. The terms school culture and school climate describe the environment that affects the behavior of teachers and students ("School climate and learning", 2004).

Teacher retention - The result of teachers staying in the teaching profession after one or more years of experience (Brown, 2003).

Leavers - Teachers who leave public school teaching altogether (Johnson & Birkeland, 2002).

Movers - Teachers who leave one school and go to another school or leave one school system and go to another school system (Johnson & Birkeland, 2002).

Stayers - Teachers who remained at the same school where they began their teaching career (Johnson & Birkeland, 2002).

Teacher turnover – Although there are varying definitions of teacher turnover, for the purpose of this study. The rate at which classroom teachers whose primary function is classroom teaching leave or separate from the district, or change from their classroom teaching to another position from one school year to another, expressed as a percentage.

Research Questions

1. Is there a correlation between principals' (those in their schools for more than 3 years) overall effectiveness scores on the VAL-ED assessment and the teacher attrition percentages in the schools?

2. To what extent does the culture of learning and professional behavior influence teacher retention?

3. To what extent do the connections to external communities influence teacher retention?

Design and Methods

The researcher utilized a correlational research design for this study. I selected this design to determine whether and to what degree a relationship existed between identified variables (Gay, Mills, & Airasian, 2006). Specifically, correlational research design helps researchers to investigate a relationship and to establish the degree to which

a relationship exists between the dependent variable, an individual's 2016 VAL-ED mean score (learning-centered leadership behaviors), and the independent variable of school level (elementary principals). The researcher chose to target only elementary school principals based on personal experience and the significant background with elementary instruction and leadership.

Participants

The participants in this study were elementary school principals who served in the district during SY 2015-16. During SY 2015-16, there were 117 elementary school principals in the urban school district; 99 were female, and 18 were male (Urban School District, 2016). The researchers' aim was to solicit the data from 116 elementary school principals leading in their schools for more than 3 years by 2015-16.

VAL-ED Instrument

To align principal evaluation practices with research, the Office of Employee Performance and Evaluation in the urban school district selected the VAL-ED to provide feedback and support to principals to improve their capacity to provide instructional leadership in their schools. The VAL-ED observation, which developed in 2008 with support from the Wallace Foundation, focuses on research-based best practices to evaluate K-12 school principal leadership behaviors that have the most impact on student learning as evidenced by empirical research (Porter et al., 2008; Porter et al., 2010). This leadership evaluation tool developed over a 3-year period through a collaborative partnership between the University of Pennsylvania and Vanderbilt University. The development process included strict adherence to the guidance of the Standards for Educational and Psychological Testing, an item-writing process, removal of redundant

items, a sorting study, modification of items to improve fit, cognitive interviews to ensure understanding, and revisions based on these findings. The development phase also included a field trial, consisting of 218 schools from across the United States, with equal representation of primary, middle, and high schools.

VAL-ED (see Appendix C) is a multi-tier, evidence-based, normed and criterion-referenced 360-degree assessment (Murphy et al., 2011). The instrument comprises a sample of 72 behaviors across the 36 domains of learning-centered leadership behaviors (Goff, Guthrie, Goldring, & Bickman, 2014; Minor et al., 2014). As a part of the VAL-ED development, a 22-member panel of principals, teachers, supervisors, leadership researchers, and policy makers established the following cut score values: distinguished = 4.00 and greater, proficient = 3.60, basic = 3.29, and below basic = 3.28 and less (Minor et al., 2014). VAL-ED has two parallel forms, and subjects can take the test using paper and pencil or via the web (Minor et al., 2014). Incongruent perceptions produced in multi-source instruments like VAL-ED can lead to changes that improve leadership behaviors, although the reactions vary significantly by individual and situation (Bickman, Kelly, Breda, de Andrade, & Riemer, 2011; Walker et al., 2010). The conceptual framework for VAL-ED is in Table 5.

Teachers and supervisors provided ratings for principals on a Likert-type scale with the following descriptors: 1 = ineffective, 2 = minimally effective, 3 = satisfactorily effective, 4 = highly effective, or 5 = outstandingly effective (Minor et al., 2014). Respondents must provide sources of evidence for their ratings. These sources include "reports from others, personal observation, school documents, school projects or activities, other sources or no evidence" (Minor et al., 2014, p. 33). The instrument

41

combines each administrator's rating with those from his or her teachers and supervisor to provide a single score ranging from 1.0 (ineffective) to 5.0 (outstandingly effective; Porter et al., 2010).

The VAL-ED score reports include two sets of six scales (core components and key processes; Porter et al., 2010). The report combines the self-assessment with the supervisor and teacher ratings into a mean aggregated effectiveness rating reported on each scale and displayed graphically and in a tabular form (Porter et al., 2010). Authors established national norms and performance standards to provide normed and criterion-referenced scores (Porter et al., 2008). The report combines the scale score, norms, and performance levels to identify areas of strengths and areas of growth (Porter et al., 2010). Principals with direct involvement in the support of classroom teachers have the greatest impact on student outcomes and have the potential to create a school culture that highlights growth and excitement (Bradley, 2014; Hattie, 2009; Leithwood et al., 2010; Sherman & MacDonald, 2008).

Supportive principals employ coaching principles, and have a commitment to the development of people through collaboration, respect, professional dialogue, and reflective discussion (Marzano & Simms, 2013). The commitment to these practices is evident in the interactions that principals have with teachers, and it is critical in the creation of a healthy school environment in which teachers feel safe to try new practices and trust that the principal will support them as they work to achieve school goals. This support is also critical to the process of implementation. Support is the method by which implementation succeeds.

This urban school district began administering the VAL-ED survey with its administrators during SY 2014-15. Prior to that, the district piloted the VAL-ED with assistant principals and certain schools during SY 2011-12. The Office of Talent Development in the urban school district administers the VAL-ED survey to principals in the spring of every year as part of the annual mandatory principal evaluation. Principals select a teacher on staff who has received training from a human resources team to administer the assessment during a meeting that administrators must not attend. The assessment takes place over an hour before or after school. The report displays the results graphically on a color-coded grid: green represents highly effective areas, yellow represents minimally effective areas, and red represents areas of growth (Table 6).

During the Spring of each school year, the Office of Talent Development sends out a letter to include a principal code and asks that a school survey coordinator be identified by each principal to organize the survey administration. The school coordinator sends an e-mail to staff members asking them to meet on a specified date to complete the survey either on their laptops or in a school computer lab. A paper and pencil survey is also available instead of the on-line format. The survey is anonymous and takes approximately 25-30 minutes to complete to include 72 items. The principal is not present during survey administration and results are confidential. Principals and supervisors receive personal codes that allow them to access the reports electronically. The administrator and his or her supervisor review the results, and the VAL-ED score counts as 4% of the principal's end-of-year evaluation. Supervisors also use the results to inform professional development decisions for the upcoming school year.

According to Condon and Clifford (2010), the VAL-ED tool has demonstrated validity and reliability. The 72 item assessment produces a quantitative diagnostic profile linked to the Interstate School Leaders Licensure Consortium (ISLLC) Standards. It's content validity is based on examination of the research literature conceptual framework. The construct validity is based on confirmatory factor analysis, which revealed a great fit for core components and key processes. There were high component and process inter correlations (0.73 to 0.90). The concurrent validity is based on the fact that teacher and principal ratings are related. As for reliability, it is high since the alpha is 0.98 for all 12 scales on different forms (Condon & Clifford, 2010).

Table 5

Sample VAL-ED Core Components and Key Process Combinations

Core Components	Key Processes					
	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning	4.12	3.69	3.89	3.60	3.60	4.26
Rigorous Curriculum	3.69	3.87	4.07	3.75	3.36	3.84
Quality Instruction	3.43	3.82	3.92	3.54	3.50	3.88
Culture of Learning and Professional Behavior	3.69	3.43	3.85	3.50	3.49	3.06
Connections to External Communities	3.30	3.43	3.77	3.26	3.23	3.69
Performance Accountability	3.67	3.57	3.84	3.92	2.88	3.60

Note. Green cells represent principals' score of proficient (3.60-3.99) or distinguished (4.00-5.00), yellow cells represent basic (3.29-3.59), and red cells represent below basic (1.00-3.28). Adapted from Discovery Education. *VAL-ED Handbook: Implementation and Interpretation*. Nashville, TN: Discovery Education Assessment, 2009.

Procedures

During SY 2017-18, the urban school district had 119 elementary principals. Of those 119 elementary principals, 39 either were new to the position or did not meet the requirement of being in their school for 3 or more years. Three of the elementary principals were on leave during the collection of data. The researcher invited the 77 remaining elementary principals to participate in the study via systemic district meetings and e-mail invitations. Of those 77 elementary principals, 23 (29.87% response rate) consented to give me access to their 2015-16 VAL-ED data. These principals served as an elementary principal in the urban school district during SY 2015-16. In addition, the researcher obtained teacher turnover rates from the Human Resources department in the urban school district for each of the principals' respective schools.

To begin the research study, the researcher requested the 77 elementary school principals (urban school district elementary school principals in their schools more than 3 years) to sign informed consent forms. This form requested all participants to allow urban school district human resources representatives to release their VAL-ED scores from the 2015-2016 school year. An administrator from the school system distributed the forms during a meeting and e-mailed the same form, asking that the participants return the completed forms by e-mail. In addition, the researcher requested teacher attrition data from human resources in the urban school district.

A Microsoft Excel document on Google Docs was created to include the following fields: identification code, teacher attrition percentages, and overall mean VAL-ED scores, culture of learning and professional behavior VAL-ED mean scores and connections to external communities mean VAL-ED scores for spring 2016. A

representative from human resources and the Office of Talent Development accessed the VAL-ED scores of consenting principals. The human resources representative entered the data into the spreadsheet, replacing individual names and names of schools with codes. A human resources representative completed the years (more than 3 years) of experience for each principal with consent forms on file. Additionally, representatives from human resources inserted the teacher attrition percentages for each elementary school in the spreadsheet.

Table 6

Principal Turnover Percentages and VAL-ED Mean Scores in Urban School District (2015-2016)

School Name	Principal Name	Turnover (%)	Overall	Culture of Learning	Connections to External Communities
School A	Principal A	16.67	3.76	3.88	3.50
School B	Principal B	12.90	3.66	3.76	3.46
School C	Principal C	7.41	3.95	3.99	3.71
School D	Principal D	.06	4.60	4.81	4.73
School E	Principal E	20.00	4.11	4.16	3.95
School F	Principal F	38.50	3.46	3.46	3.52
School G	Principal G	0.00	4.27	4.58	4.25
School H	Principal H	12.82	4.20	4.28	4.19
School I	Principal I	42.86	3.69	3.75	3.82
School J	Principal J	27.27	3.25	3.18	3.54
School K	Principal K	27.27	4.05	4.14	3.56
School L	Principal L	28.13	4.03	4.10	3.91
School M	Principal M	8.70	3.52	3.83	3.18
School N	Principal N	15.15	3.61	3.55	3.60
School O	Principal O	7.69	4.12	4.26	4.43
School P	Principal P	5.66	4.46	4.49	4.42
School Q	Principal Q	6.67	3.79	3.89	3.60
School R	Principal R	16.67	4.54	4.65	4.25
School S	Principal S	17.50	3.26	3.29	3.21
School T	Principal T	25.00	3.67	3.75	3.64
School U	Principal U	7.69	4.19	4.19	3.99
School V	Principal V	15.63	3.92	3.92	4.03
School W	Principal W	7.89	4.09	4.12	4.12

Analysis

The researcher requested a representative from the Office of Talent Development to provide an identification code for the 23 principals. This Office of Talent Development representative worked with a member of the human resources staff to align

teacher attrition percentages for each school. Identification information went into the

Excel spreadsheet for analysis.

A third party researcher analyzed the data by conducting multiple linear regression

analysis using the Statistical Package for the Social Sciences (SPSS). The Statistical

Package for the Social Sciences (SPSS) is a software package used in statistical analysis

of data. It was developed by SPSS Inc. and acquired by IBM in 2009. In 2014, the

software was officially renamed IBM SPSS Statistics. The Statistical Package for the

Social Sciences is a widely used program for statistical analysis in social sciences,

particularly in education and research.

The third party researcher regressed the 2016 VAL-ED score (dependent

variable) on each of the independent variables to determine whether a relationship existed

between the mean VAL-ED score correlation between principals' (those in their schools

for more than 3 years) overall effectiveness scores on the VAL-ED assessment and the

rate of teacher retention in the schools. In addition, this researcher analyzed the

correlation between the core component culture of learning and professional behavior as

well as connections to external communities to identify their impact on teacher retention

and attrition percentages.

Human Subject Review and Confidentiality

As I mentioned previously, I obtained informed consent from all principals prior to accessing their personal data (see Appendix A). Individuals with a consent form received a copy of the signed consent form. To protect the identities of the principals participating in the study, I authorized third parties to collect the data I used in the analyses from existing files of data in the school district and to enter it in the spreadsheet after removing any identifying information. I maintained the data file on a personal computer that I will be able to access for 4 years. I kept all reports and findings from the study in aggregate form as well as protected individual identities.

Section III: Results and Conclusion

Results

The researcher invited 77 elementary principals to participate in the study via systemic district meetings and e-mail invitations. Of those 77 elementary principals, 23 (29.87% response rate) consented to give the researcher access to their 2015-16 VAL-ED data. These principals served in the urban school district during SY 2015-16. In addition, the researcher obtained teacher turnover rates for each of the principals' respective schools.

Prior to testing the research questions, the third party researcher assessed the distributions of the VAL-ED scores and teacher turnover rates for normality using z scores formed by dividing skewness by the standard error of skewness (SK/SE). Table 7 indicates that all four distributions were normal, since SK/SE rates were all within the normal limits of +/- 1.96.

The third party researcher used the Pearson product-moment correlation coefficient to identify the correlation between the VAL-ED scores and teacher attrition percentages. The Pearson product-moment correlation coefficient, or Pearson correlation, is a measure of the strength of the relationship between two variables. The symbol for the Pearson correlation is r. The Pearson r can range from -1 to 1. An r of -1 indicates a perfect negative linear relationship between variables, an r of 0 indicates no linear relationship between variables, and an r of 1 indicates a perfect positive linear relationship between variables.

Table 5

Summary Statistics for Study Measures

Factor	Mean	SD	Skewness	SE	SK/SE
Rate of Teacher Turnover	16.27%	10.93%	0.93	0.48	1.93
VAL-ED Evaluation Scores					
Overall Effectiveness Rating	3.92	0.34	-0.03	0.48	-0.06
Culture of Learning and Professional Behavior	4.00	0.42	-0.04	0.48	-0.07
Connections to External Communities	3.85	0.41	0.32	0.48	0.67

To test the research questions, the third party researcher computed three Pearson correlations between the rate of teacher turnover and the three VAL-ED Evaluation scores. The results are in Table 8 and in Figures 3 and 4.

Table 6

Pearson Correlations with Rate of Teacher Turnover

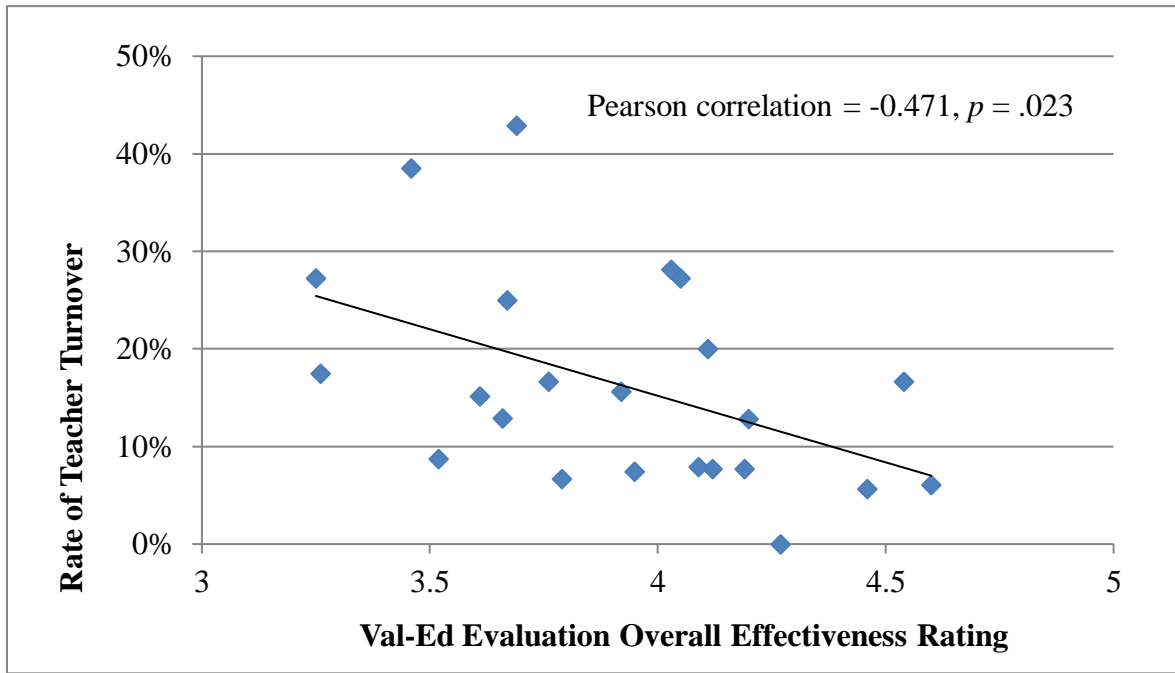| VAL-ED Evaluation Scores	r	p
Overall Effectiveness Rating	-0.471	0.023
Culture of Learning and Professional Behavior	-0.520	0.011
Connections to External Communities	-0.381	0.072

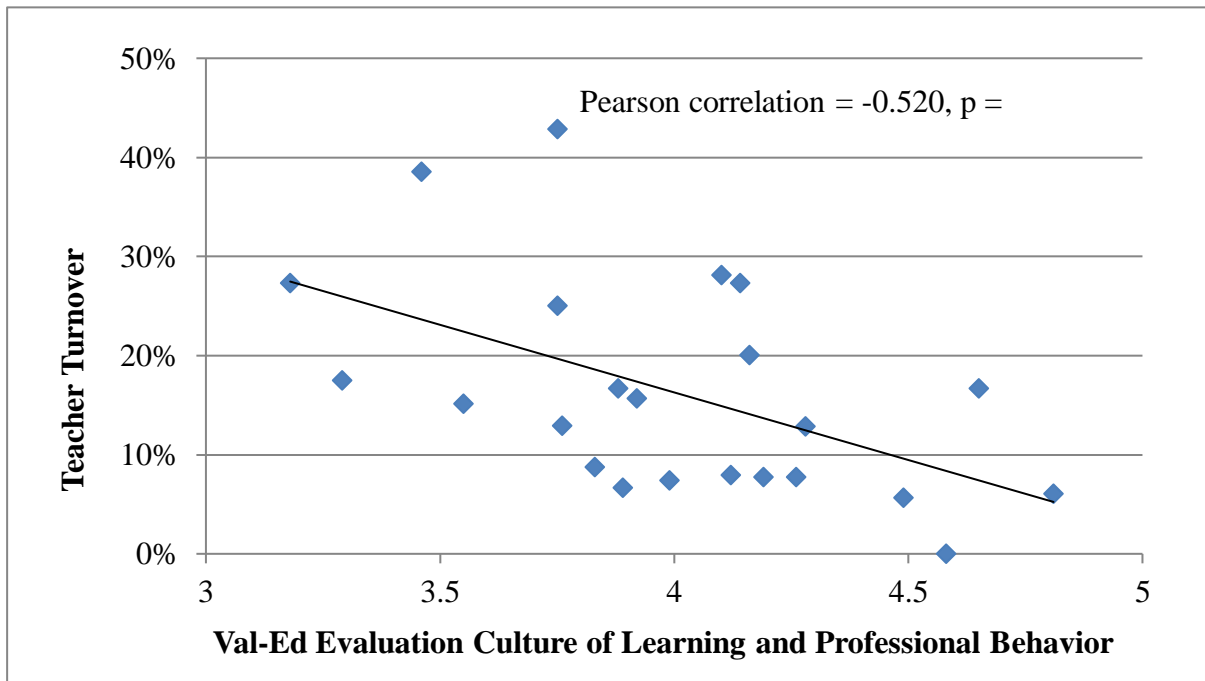*Figure 4*. Relationship between principals' overall effectiveness and teacher turnover

Figure 5. Relationship between culture of learning behavior and professional behavior and teacher turnover.

Research Question 1

The effectiveness score on the VAL-ED assessment includes the following core components: high standards for student learning, rigorous curriculum (content), quality instruction (pedagogy), culture of learning and professional behavior, connections to external communities, and performance accountability. The six key processes were planning, implementing, supporting, advocating, communicating, and monitoring. Leadership behaviors align to each of the core components and key processes.

Research Question 1 asked, "Is there a correlation between principals' (those in their schools for more than 3 years) overall effectiveness scores on the VAL-ED assessment and the teacher attrition percentages in the schools?" The correlation (r) was .41. The significance value (p) was .023. The correlation was significant (the p-value was less than .05) , and is a moderately strong correlation Table 8 shows a significant association between higher overall effectiveness ratings and lower teacher turnover rates ($r = -0.41$, $p = .023$). Figure 3 further illustrates this result.

Since there was a moderately significant association between higher overall effectiveness and lower teacher turnover rates, a closer look at the leadership behaviors aligned to the core components was warranted. There are numerous leadership behaviors that align to each core component. Teachers appreciate a leader who develops a plan for high standards of student performance that are measurable. Also, it is important for teachers to be confident in their leader's ability to recruit highly qualified staff to meet the performance goals for both academic and social learning. In addition, leaders need to demonstrate support for teachers to meet those goals and to advocate for students with special needs to ensure that high standards continue. The principals in schools where

teachers remain display observable behaviors such as listening to staff about how to achieve high standards of student learning and using data from assessments in the school improvement process. Teachers appreciate opportunities to work collaboratively with colleagues and to plan opportunities to improve their instructional practices by observing other teachers' instructional practices.

Research Question 2

Research Question 2 asked, "To what extent does the culture of learning and professional behavior influence teacher retention?" As Table 8 shows, culture of learning and professional behavior scores had significant associations with lower teacher turnover rates. Figure 4 illustrates this result further. In addition to the significant association between higher overall effectiveness ratings and lower teacher turnover rates, there was a moderately significant association between leadership behaviors aligning with the core component culture of learning and professional behavior and lower teacher turnover rates. Teachers feel strongly about their leader supporting a culture that values life-long learning for all students and a culture in which all staff receive respect. Given the research on the impact of teacher workloads in this era of accountability, teachers remain in schools where the leader encourages them to learn from their colleagues and those who create a culture for learning in a collaborative, positive environment where children are the central focus. Last, teachers want to be a part of a positive school culture in which leaders recognize staff contributions, and they both monitor and assess the school's culture using not only teacher feedback, but also student feedback.

Research Question 3

Research Question 3 asked, "To what extent do the connections to external communities' influence teacher retention?" As Table 8 shows, there was an association between connections to external communities scores and lower teacher turnover rates, but the relationship was not statistically significant. Therefore, the results did not support Research Question 3. Principal leadership behaviors aligned to the connections to external communities core component include supporting teachers to involve parents in their children's education, securing additional resources through partnering with external agencies to enhance teaching and learning, and allocating resources that build family and community partnerships to advance student learning (see Figure 5). The results show that the leadership behaviors that align with this core component are not statistically significant.
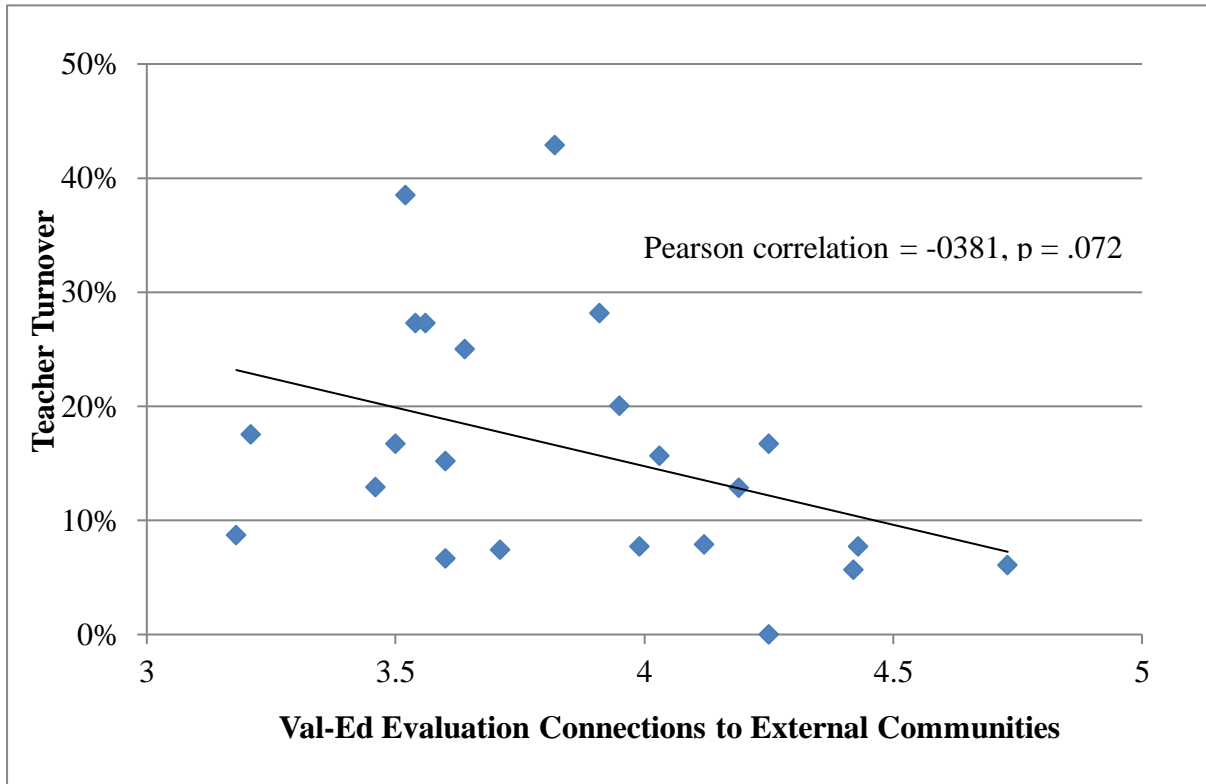
Figure 6. Relationship between connections to external communities and teacher turnover.

Summary

It is the responsibility of instructional leaders to create motivation and to support structures that will retain their high-quality teachers. This study determined whether there is a relationship between specific principal leadership behaviors and teacher attrition at the elementary school level in a large urban school district. The VAL-ED score is a part of the principals' evaluation in this district. The VAL-ED measures critical leadership behaviors for the purposes of diagnostic analyses, performance feedback, progress monitoring, professional development planning and summative evaluation. The VAL-ED is an evidence-based, multi-rater rating scale that assesses principals' leadership behaviors that directly influence teachers' performance, and in turn students'

learning, which uses core components of effective leadership and produces component scores as well as an overall leadership score. In this district, the VAL-ED score ranges from 1-4 points on a 50-item scale for student growth measures. The score depends on the performance level from the survey. For example, unsatisfactory is 1 point, basic is 2 points, proficient is 3 points, and distinguished is 4 points. The participant loses a point if teacher participation is below 33%.

Effective learning-centered leadership is at the intersection of the two dimensions: core components created through key processes. Since the influence of the principal has an impact on whether teachers choose to remain in a school, it follows that school districts may be able to improve teacher retention by encouraging principals to demonstrate behaviors that correlate with higher teacher retention. Furthermore, districts should not only communicate how to demonstrate these behaviors, but also provide professional learning and discussion regarding effective ways to implement key leadership behaviors that promote teacher retention.

The study involved 23 of the 77 elementary principals who had undergone evaluation using the VAL-ED and held their current positions for no less than 3 years. Although I took several measures to ensure the confidentiality of the principals, the 29.87% response rate was lower than I anticipated and it limits the generalizability of the results to the other elementary schools in the district. I compared the overall score on the VAL-ED and the core component scores from the culture of learning and professional behavior and connections to external communities with teacher attrition rates from the school district.

The analysis of the data for this study revealed that there is a moderately significant relationship between attrition percentages and not only overall scores on the VAL-ED assessment, but also the VAL-ED scores on culture of learning and professional behavior. According to the study, higher overall effectiveness ratings on the VAL-ED tool had moderately significant associations with lower teacher turnover rates, and the culture of learning and professional behavior VAL-ED scores had moderately significant associations with lower teacher turnover rates. Last, connections to external communities scores on VAL-ED had associations with lower teacher turnover rates, but the relationship was not statistically significant.

The results of the study have implications for the school district as it works to increase teacher retention rates throughout the elementary schools. There are also implications for future research on this topic. I detail them below.

Limitations and Delimitations of the Study

As with any field-based study, there were some limitations. The sample size of elementary principals consenting to participate in the study was small. First, after speaking with several elementary principals, I determined that even though I informed principals of the many measures that I used to protect their confidentiality, these are high-stakes evaluations and some principals were simply not comfortable sharing their VAL-ED evaluation data. In this urban school district, principals receive 50% of their annual assessments from a professional practice rating and 50% from student growth measures. The VAL-ED scores are 4.00 points out of 50.00 possible points for student growth measures on elementary principals' end-of-year evaluation scores. Also, there were several elementary principals (39) who were either new principals during SY 2017-18 or

who had not been in their schools 3 or more years by SY 2015-16. One delimitation was that the VAL-ED scores I requested were only for elementary principals who are serving as administrators in the school system during SY 2017-18 and not principals who have left the district.

Implications

The results of this study have several implications for policy and practice within the education field. It is clear that districts should have clear practices for analyzing teacher attrition data to determine the reasons teachers leave or transfer from schools. In addition, the leaders who must prioritize student achievement in their schools should be aware of the leadership behaviors that positively impact teachers remaining in their schools. The data from this study indicate the need for structured professional development or organized focus groups on the role of leaders in retaining highly qualified teachers. Even though the sample sizes of principals consenting to participate were small, the higher scores overall on VAL-ED as well as higher scores on the culture of learning and professional behavior led to lower attrition rates in schools. Since the district has access to the data from VAL-ED for each principal and assistant principal, the urban school district should consider a system wide analysis of VAL-ED scores and teacher attrition data at all levels (elementary, middle and high). Given the importance of monitoring attrition in the district, leaders should consider breaking the teacher attrition data down to reflect on specific reasons teachers leave (retirement, non-renewal, to work at another school, etc.)

In addition, it would be beneficial to continue to look at the relationship between school climate and teacher retention in order to focus on ways to improve school climate in each of its schools.

Leadership behaviors included in the VAL-ED tool are critical when teachers are deciding to remain in a school or to leave/transfer. This knowledge is critical for a positive impact on student achievement, and teachers should participate in the discussion. The United States is facing a teacher shortage, the role of the principal is a pivotal factor in teacher retention, and with the many tasks a principal has in the position, supporting teachers is crucial. Districts have an obligation to analyze the teacher attrition data and to utilize the data effectively. In addition, school districts need to develop a plan to ensure that the interview process for principals includes ways to determine whether a leader can effectively retain the good teachers each school has to educate its children.

Recommendations for the District

The results of this study have several implications for policy and practice in the district. Given the 23 principals out of 77 who participated in the study, the data presented suggests that VAL-ED scores have an impact on teacher attrition percentages. In addition, the rating on culture of learning and professional behavior had a moderately significant impact on attrition percentages. The results suggested the value of using these data for principals' professional learning. Teacher attrition is inevitable, and it will continue to occur in every school district, both large and small. Whether teachers are leaving due to pay, location, school program, failing to meet the expectations of the district, or for other reasons, the results indicate that principals impact this data. It is important that district leaders use the data to provide professional development for

principals and teachers to create a culture for learning and professional behavior. During

monthly professional learning opportunities, principals should have an opportunity to

dissect the indicators and to brainstorm the school behaviors of leaders who have high

ratings on VAL-ED and low teacher attrition percentages.

The VAL-ED instrument comprises a sample of 72 behaviors across the 36

domains of learning-centered leadership behaviors (Goff et al., 2014; Minor et al., 2014).

According to Research Question 2, as shown in Table 8, culture of learning and

professional behavior scores had significant associations with lower teacher turnover

rates. According to the framework, culture of learning and professional behavior, there

are integrated communities of professional practice in the service of student academic

and social learning. There is a healthy school environment in which student learning is

the central focus:

> Supporting Verbs – Supports, Encourages, Secures, Motivates, Provides,
>
> Allocates.
>
> > Supporting – Create enabling conditions; secure and use the financial,
>
> political, technological, and human resources necessary to promote academic and
>
> social learning.
>
> - Supports a culture that values life-long learning for all students.
> - Supports a culture where all faculty members are treated with respect.
> - Allocates resources to build a culture focused on student learning.
> - Supports collaborative teams to improve instruction.
> - Provides for the needs of all students when building a school culture.
> - Encourages teachers to learn from their most effective colleagues.

- Encourages collaboration among faculty that creates a culture of learning.

- Provides a positive environment in which student learning is the central focus.

- Provides recognition of faculty contributions to a positive school culture.

(Goff et al., 2014; Minor et al., 2014)

Taking a look at each of the behaviors aligned to support, I suggest planning a professional development session for teachers, asking each teacher to identify actions or tasks for each bullet, and discussing ways principals can support a culture of learning and professional behavior. Once the teachers have brainstormed suggestions, I would request that principals participate in the same activity. Those individuals charged with supervising the principal are encouraged to participate in a discussion regarding results from the VAL-ED survey and developing a plan of action to address areas that are basic and below basic with regard to school climate and supporting teachers. The principals who score in the proficient and distinguished areas could possibly facilitate the discussion regarding actions that they take in their schools resulting in those ratings. An action plan could be developed to take back to their respective schools and determine a monitoring tool to measure implementation. If this professional learning takes place during the preservice months prior to a school year beginning, then quarterly discussions of results can follow to share progress. Focus groups to include teachers and principals could be formed to foster a productive discussion.

The Office of Talent Development and the Office of Employee Evaluation and Performance have the staff and resources to analyze these data yearly to share with principals in the district. It is important in a large school district to collect and analyze VAL-ED data along with teacher attrition.

Future Research

Teacher attrition has been a significant topic in education over the past several years. Research on teacher attrition has focused on working conditions, compensation, and even location and demographics. The leader's role and impact has been a part of ongoing research in the field of education. Future research should focus on those leadership behaviors and practices in schools that support teachers. The findings of this study will help this district to address the need to explore the role that principals play in addressing teacher retention.

The following are suggestions for future research:

1. Analyze the relationship between VAL-ED scores and teacher attrition percentages of principals in middle and high schools.

2. Interview teachers to identify their perceptions of principals with regard to support they receive and identify what they think leadership behaviors look and sound like in a school with a strong school climate.

3. Analyze results from the School Climate Survey and identify 2-3 strategies to retain teachers.

4. Identify the correlation between high scores on VAL-ED assessment, teacher attrition, and the emotional intelligence of principals.

5. Identify school districts in the United States who are utilizing VAL-ED to evaluate their principals and develop a survey to compare results.

6. Study the correlation between teacher attrition and teacher efficacy as well as principal attrition and principal efficacy.

7. Study principal efficacy and its impact on attrition and school climate.

Any study would acknowledge that there will be factors that influence the teacher's decision to leave, stay, or transfer to another school or district. Some attrition may be for reasons such as poor performance or teachers who must re-locate due to unforeseen circumstances, as well as teachers who receive promotions or opportunities to venture into new career pathways. School and district leaders must continue to prioritize the roles and responsibilities of the principal and work to understand their role in retaining the teachers in their schools.

Conclusion

After speaking with several elementary principals, I learned that many teachers are not fully aware of leadership behaviors of principals that ensure linkages to family and/or other people and institutions in the community that advance academic and social learning. For example, principals monitor the effectiveness of community-school connections as well as evaluate the effectiveness of partnerships with the community in advancing academic and social learning. Teachers may not be fully aware of their principals' role in this particular core value, and if so, they cannot effectively evaluate the principals in this area.

I transitioned to an elementary school principal position in this urban school district during the summer of 2014. I hired 5 educators in July and August of 2014. In 2018, two of those five are still teaching in the school, one has transitioned to Law School, one moved to Kentucky and one transferred to another school to be closer to home. Of the two that remain, the VAL-ED data and other sources of feedback are evident that this ongoing support has led to their retention. I utilize feedback from in house mid-year and end of the year survey data, VAL-ED survey data and other sources

of data to ensure that every staff member is working in a supportive, positive school environment. I feel that the VAL-ED assessment is aligned to the research with regard to focusing on those leadership behaviors and practices in schools that support teachers.

As Darling-Hammond (2000) stated, the most significant factor that influences student achievement is the quality and commitment of the teachers who provide rigorous instruction. The teacher in each classroom in a district is the person impacting student achievement, so it is extremely important that districts monitor their teacher attrition data each year. Teacher attrition is inevitable, and it will continue to rise in the education field. Teachers will relocate to accommodate their own needs or to transition to better opportunities, regardless of the support they receive from principals. There will be teachers who may receive unsatisfactory evaluations and may have to leave. Based on the research, many teachers will leave the school due to a lack of support from the principal. Districts have a responsibility to students to ensure that the best person leads a school while retaining its best teachers. The district leaders are responsible for addressing the issue of teacher attrition with school leaders, who can also impact student achievement.

The purpose of this study was to identify the correlation (if any) between principals' (those in their schools for more than 3 years) overall effectiveness scores on the VAL-ED assessment and their ratings in culture for learning and professional behavior as well as connections to external communities and the percentage of teacher attrition in an urban school district. The results showed that higher overall effectiveness ratings had significant associations with lower teacher turnover rates and that culture of learning and professional behavior scores had significant associations with lower teacher

turnover rates. In addition, connections to external communities scores had associations with lower teacher turnover rates, but the relationship was not statistically significant.

Every year teachers leave the profession for numerous reasons; working conditions, salary/benefits, student discipline, accountability, location etc. Also, we discover that not all transitions are bad. We all agree that the challenge of keeping great teachers is a concern that all districts face. While this study does not provide all of the answers to questions with regard to teacher attrition and the importance of leadership support, it does give district leaders a reason to analyze important data. It is our hope that the research is used to inform current policy as well as open the door to further research in the area of leadership support and teacher attrition in all school districts. Our children spent approximately 180 days in school for 7 ½ hours of the day. The teacher standing in front of these children impact their achievement. Quality education depends on these teachers who impact instruction for our children and the principals' actions is a determine factor in a teacher's decision to stay or leave a school. This work provides a different lens into the problem of teacher attrition and leadership behaviors impact every teacher daily.

Appendix A

Consent Form

Project Title	The Principal's Role and Impact on Teacher Retention in an Urban School District
Purpose of the Study	This research is being conducted by Megan Ashworth, a doctoral student at the University of Maryland, College Park, under the supervision of Dr. Patricia Richardson. I am inviting you to participate in this research project because you were a principal during the 2015-16 school year and had been a principal for three or more years. The purpose of this study is to determine whether there is a correlation between learning-centered leadership behaviors (average score measured on the VAL-ED assessment) and teacher attrition percentages that determines whether teachers remain in a school longer than 5 years. I will examine the role that principals play and the impact of their leadership behaviors measured on the VAL-ED assessment on teacher retention in an urban school district.
Procedures	I will first ask principals to sign the consent form. The research subjects are principals with a minimum of three years' tenure at their schools at the end of the 2015-16 school year. I will recruit the research subjects and mask all data. I will also do all other manipulations of the data. The district will provide school-level aggregate teacher attrition data (teachers remaining in the school at the end of school year x 100 divided by total teachers in school at the start of the new school year).
	I will create an Excel document including the following fields: identification code, gender, tenure (years) as a principal, mean VAL-ED score for spring 2016. I will access VAL-ED scores of consenting principals. The human resources department will provide teacher attrition data for each school. An HR representative will complete the years (more than 3 years) of experience for each principal with consent forms on file. Additionally, representatives from HR will insert the teacher attrition rate for each elementary school in the spreadsheet. I will then analyze the data.

Release of Archival Data:	<u>Release of Archival Data:</u> I, _____, hereby grant permission to the urban school district's public schools to release the data itemized below to the principal researcher, Megan Ashworth at the University of Maryland for use in the study titled The Principal's Role and Impact on Teacher Retention in an Urban School District, and I affirm that the data will be used solely for this research study. - My VAL-ED data for the 2015-16 school year. - The number of school years I have been a principal in my current school at the end of the 2015-16 school year. - My ethnicity.
Potential Risks and Discomforts	There are no risks from participating in this research study. I will not receive personally identifying data about anyone.
Potential Benefits	There are no direct benefits from participating in the research. However, possible benefits include that the results of this study may assist the district in identifying leadership behaviors that impact teacher retention.
Confidentiality	Any potential loss of confidentiality will be minimized, as I will not have access to any personal information by which anyone would be able to identify you or your school. If I write a report or article about the project, I will protect your identity to the maximum extent possible. I may share your information with representatives of the University of Maryland, College Park or authorities from the university if you or someone else is in danger or if we are required to do so by law. I will store data securely.
Right to Withdraw and Questions	Your participation in this research is completely voluntary. You may choose to not take part in this research, and you may stop participating at any time. If you decide to not participate in this research study or if you stop participating at any time, you will not suffer any penalty or lose any benefits for which you would otherwise qualify. If you decide to stop taking part in the study, or if you have any questions or concerns about the study please contact me: Researcher: Megan Ashworth Barack Obama Elementary 12700 Brooke Lane Upper Marlboro, MD 20772 301-574-4020 megan.ashworth@pgcps.org Advisor: Dr. Pat Richardson

Participant Rights	If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:

<div align="center">

University of Maryland College Park
Institutional Review Board Office
1204 Marie Mount Hall
College Park, Maryland, 20742
E-mail: irb@umd.edu
Telephone: 301-405-0678

</div>

This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.

Statement of Consent	Your signature indicates that you are at least 18 years of age, you have read this consent form or have had it read to you, your questions have been answered to your satisfaction, and you voluntarily agree to participate in this research study. You will receive a copy of the signed consent form.
	If you agree to participate, please sign your name below.
Signature and Date	**NAME OF PARTICIPANT:**
	(Please Print)
	E-Mail:
	SIGNATURE OF PARTICIPANT:
	DATE:

Appendix B

Principal Letter

Dear Principal,

My name is Megan Ashworth, the principal of Barack Obama Elementary School and a doctoral candidate at University of Maryland College Park. I am currently in the process of working on my dissertation, which investigates teacher attrition. The purpose of this proposed study is to determine whether there is a correlation between learning-centered leadership behaviors (average score measured on the VAL-ED assessment) and teacher attrition percentages that determines whether teachers remain in a school longer than 5 years. I will examine the role that principals play and their impact of leadership behaviors measured on the VAL-ED assessment on teacher retention in the urban district's public schools. I am inviting you to participate in the research study. The analysis of the data is solely for research purposes.

Your identity will remain anonymous, and I will report all resulting data in a confidential manner to ensure your privacy. Your contribution to this important research may have an impact on understanding the role of the principal in teacher attrition.

If you are willing to serve as a participant in the study and to allow me to have access to your VAL-ED data, please reply to this e-mail. With your agreement, you will receive a consent form. If you have any questions, please contact me at (301) 574-4020 or megan.ashworth@pgcps.org. I am grateful for your support as I examine the role of learning-centered leadership behaviors of the principal and teacher attrition.

Appendix C

VAL-ED Framework

Vanderbilt Assessment of Leadership in Education
Distributed by Discovery Education

High Standards for Student Learning – There are individual, team, and school goals for rigorous student academic and social learning.

Planning Verbs – Plan, Develop, Articulate.

Planning – Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.

- Plans for rigorous academic and social learning goals.
- Develops a plan for high standards of student performance that are measurable.
- Plans standards of performance using assessment data on student learning.
- Plans rigorous growth targets in learning for all students.
- Plans targets of faculty performance that emphasize improvement in student learning.
- Develops plans to use a variety of sources of data to set targets for students' learning.
- Develops a plan for collecting data to review student learning against high standards.

High Standards for Student Learning – There are individual, team, and school goals for rigorous student academic and social learning.

Supporting Verbs – Supports, Encourages, Secures, Motivates, Provides, Allocates.

Supporting – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

- Encourages students to successfully achieve rigorous goals for student learning.
- Supports faculty in helping students reach high standards of learning.
- Creates conditions that help faculty and students reach ambitious learning targets.
- Motivates faculty to be committed to high performance standards for students.
- Allocates school resources primarily toward reaching academic and social learning goals.
- Allocates time in ways that respect a commitment to high standards of learning.
- Supports teachers in meeting school goals.
- Provides safety nets so all students can meet high standards of learning.
- Promotes recognition and rewards for students who achieve high standards of academic learning.

High Standards for Student Learning – There are individual, team, and school goals for rigorous student academic and social learning.

Implementing Verbs – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires.

Implementing – Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

- Creates buy-in among faculty for actions required to promote high standards of learning.
- Coordinates tasks and resources to meet high standards for student learning.
- Implements activities and procedures to meet high standards for student learning.
- Recruits highly qualified faculty to meet performance goals for both academic and social learning.
- Creates expectations that faculty maintain high standards for student learning. Uses faculty input to create high standards for student learning.

High Standards for Student Learning – There are individual, team, and school goals for rigorous student academic and social learning.

Advocating Verbs – Advocates, Represents, Challenges, Promotes.

Advocating – Promotes the diverse needs of students within and beyond the school.

- Advocates for students with special needs when making decisions about high standards for student learning.
- Advocates for the diverse needs of students in all decisions concerning school social and academic learning goals.
- Challenges faculty to maintain high standards of learning for students with special needs. Challenges low expectations for students with special needs.
- Challenges low expectations for students at risk of failure.
- Advocates high standards for student learning when writing and implementing Individualized Education Plans (IEPs).

High Standards for Student Learning – There are individual, team, and school goals for rigorous student academic and social learning.

Communicating Verbs – Communicates, Listens, Discusses.

Communicating – Develop, utilize, and maintain systems of exchange among members of the school and with its external communities.

- Communicates with families and the community about goals for rigorous student learning.
- Communicates rigorous goals for student learning to faculty.
- Listens to faculty about how to achieve high standards of student learning.

- Discusses school goals for student learning with faculty.
- Communicates with faculty about the extent to which learning standards are met.
- Discusses information with faculty on progress toward achieving school goals and student learning targets.

Rigorous Curriculum –There is ambitious academic content provided to all students in core academic subjects.

Planning Verbs – Plan, Develop, Articulate.

Planning – Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.

- Plans curriculum to maximize student opportunity to learn essential knowledge and skills.
- Develops a rigorous curriculum for all students.
- Plans the schedule to support a rigorous curriculum for all students.
- Plans curricula based on state standards/curricular frameworks.
- Develops a rigorous curriculum for students with special needs.
- Develops instructional goals for students with special needs that enhance access to rigorous curriculum.
- Develops procedures for reviewing student work to assess the rigor of the curriculum
- Plans challenging curricula for students at risk of failing.
- Plans access to rigorous curricula for students with special needs.

High Standards for Student Learning – There are individual, team, and school goals for rigorous student academic and social learning.

Monitoring Verbs – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes.

Monitoring – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

- Uses data to guide actions for improving student learning.
- Evaluates progress toward meeting student learning standards.
- Uses data from multiple sources to monitor student learning.
- Monitors student learning against high standards of achievement.
- Uses data from student assessments in its improvement efforts.
- Uses data to evaluate students' behavior.
- Monitors disaggregated test results.

Rigorous Curriculum – There is ambitious academic content provided to all students in core academic subjects.

Implementing Verbs – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires.

Implementing – Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance.

- Creates rigorous sequences of learning experiences/courses.
- Implements a rigorous curriculum in all classes.
- Implements a rigorous curriculum in programs for students with special needs.
- Coordinates teacher collaboration to implement a rigorous curriculum.
- Builds schedules so that students with special needs do not miss core academic work in regular classes.
- Hires teachers with the expertise to implement a rigorous curriculum.
- Coordinates a rigorous curriculum across grade levels.

Rigorous Curriculum – There is ambitious academic content provided to all students in core academic subjects.

Supporting Verbs – Supports, Encourages, Secures, Motivates, Provides, Allocates.

Supporting – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

- Supports participation in professional development that deepens teachers' understanding of a rigorous curriculum.
- Secures the teaching materials necessary for a rigorous curriculum.
- Provides teachers with time to work on developing and strengthening the curricular program.
- Secures extra resources for students at risk to be successful in a rigorous curriculum.
- Provides opportunities for teachers to work together to deliver a rigorous curriculum.
- Supports teachers to teach a curriculum consistent with state and national content standards.

Rigorous Curriculum – There is ambitious academic content provided to all students in core academic subjects.

Communicating Verbs – Communicate, Listens, Discusses, Talks.

Communicating – Develop, utilize, and maintain systems of exchange among members of the school and with its external communities.

- Communicates regularly with teachers about a rigorous curriculum.
- Communicates the importance of rigorous coursework to students and their families.
- Listens to faculty about how to strengthen the curriculum.

- Discusses state curriculum frameworks.
- Discusses during faculty meetings, how to improve the rigor of the curriculum.
- Discusses the importance of addressing the same academic content in special and regular programs.

Rigorous Curriculum – There is ambitious academic content provided to all students in core academic subjects.

Advocating Verbs – Advocates, Represents, Challenges, Promotes.

Advocating – Promotes the diverse needs of students within and beyond the school.

- Challenges all students to complete a rigorous, academically focused program of study.
- Challenges faculty to teach a rigorous curriculum to students at risk of failure.
- Advocates that all programs for students with special needs deliver a rigorous curriculum.
- Advocates rigorous curriculum that honors the diversity of students and their families.
- Promotes the importance of a rigorous curriculum to students of all ability levels.
- Advocates for families to learn about the curricular program.

Rigorous Curriculum – There is ambitious academic content provided to all students in core academic subjects.

Monitoring Verbs – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes.

Monitoring – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

- Monitors the curriculum through frequent visits to classes.
- Evaluates the rigor of the curriculum.
- Evaluates the extent to which all students complete a rigorous curricular program.
- Evaluates the degree to which classroom work focuses on rigorous academic content.
- Uses disaggregated student achievement data to monitor the rigor of all curriculum programs.
- Monitors student work products to assess the rigor of the curriculum.

Quality Instruction – There are effective instructional practices that maximize student academic and social learning.

Planning Verbs – Plan, Develop, Articulate.

Planning – Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.

- Plans opportunities for teachers to improve their instruction through observing each other's instructional practices.
- Plans faculty hiring policies with a focus on effective instructional practices.
- Develops plans to improve instruction in all classes.
- Plans opportunities for teachers to improve their instruction through professional development.
- Plans a schedule that enables quality instruction.
- Plans high quality instruction that focuses specifically on student learning.
- Plans instructional services for students with special needs using assessment data.

Quality Instruction – There are effective instructional practices that maximize student academic and social learning.

Implementing Verbs – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires.

Implementing – Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

- Implements a mentoring program for new teachers focused on effective instructional practices.
- Coordinates efforts to improve instruction in all classes.
- Implements the use of research-based instructional strategies.
- Implements procedures to protect instructional time.
- Creates job-embedded opportunities for teachers to learn and apply effective instructional practices.
- Uses the most effective teachers to instruct students at risk of failure.
- Implements instructional strategies that maximize student engagement.
- Recruits teachers with the expertise to deliver instruction that maximizes student learning.
- Assigns teachers to instructional responsibilities on the basis of student needs.
- Creates conditions that promote faculty respect about instructional practices.

Quality Instruction – There are effective instructional practices that maximize student academic and social learning.

Supporting Verbs – Supports, Encourages, Secures, Motivates, Provides, Allocates.

Supporting – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

- Supports teachers in protecting instructional time in their classes.
- Supports teachers' opportunities to improve their instructional practices.
- Secures resources necessary to deliver high quality instruction.
- Allocates instructional resources to maximize the quality of instruction.

- Provides professional development so all faculty have knowledge and skills for quality instruction.
- Provides data to teachers to design instructional units.
- Supports collaboration among faculty to improve instruction that maximizes student learning.

Quality Instruction – There are effective instructional practices that maximize student academic and social learning.

Communicating Verbs – Communicate, Listens, Discusses, Talks.

Communicating – Develop, utilize, and maintain systems of exchange among members of the school and with its external communities.

- Discusses instructional practices during faculty meetings.
- Listens to faculty's ideas about quality instruction.
- Discusses instructional practices with faculty.
- Communicates with faculty about removing barriers that prevent students from experiencing quality instruction.
- Communicates with individual teachers about the quality of their instruction.
- Communicates feedback to teachers about their instruction.

Quality Instruction – There are effective instructional practices that maximize student academic and social learning.

Advocating Verbs – Advocates, Represents, Challenges, Promotes.

Advocating – Promotes the diverse needs of students within and beyond the school.

- Advocates opportunities for high quality instruction beyond the regular school day and school year.
- Challenges faculty to commit to high quality instruction for each student.
- Advocates additional instructional opportunities for students most in need.
- Challenges faculty to develop the knowledge and skills necessary to provide quality instruction to English language learners.
- Advocates for extending learning opportunities beyond the school day and school year.
- Challenges the community to provide additional instructional resources.
- Advocates for all students to regularly experience effective instruction.
- Challenges parents to offer quality instructional experiences at home.

Quality Instruction – There are effective instructional practices that maximize student academic and social learning.

Monitoring Verbs – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes.

Monitoring – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

- Observes each teacher's instructional practices routinely to provide feedback.
- Analyzes student achievement data to determine the quality of instruction.
- Evaluates how instructional time is used.
- Uses data to monitor the quality of instruction.
- Evaluates teachers' instructional practices.
- Monitors the instruction of students with special needs to ensure high quality.
- Monitors the instruction of students at risk of failure to ensure high quality.

Culture of Learning and Professional Behavior – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.

Planning Verbs – Plan, Develop, Articulate.

Planning – Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.

- Plans for a positive environment in which student learning is the central focus.
- Plans for a culture of learning that serves all students.
- Plans for a culture that promotes continuing professional growth.
- Plans for a culture in which high standards of professional behavior are expected.
- Plans programs and policies that promote discipline and order.
- Plans strategies to develop shared beliefs about professional practice.
- Plans procedures for treating all faculty fairly and with respect.
- Plans for a culture of shared responsibility for the social and academic learning of students.
- Plans programs targeted at preventing students from falling through the cracks.
- Plans procedures for treating all students fairly and with respect.

Culture of Learning and Professional Behavior – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.

Implementing Verbs – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires.

Implementing – Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

- Implements a learning environment in which all students are known and cared for.
- Builds a culture that honors academic achievement.
- Builds a culture of continuous improvement.
- Builds a culture committed to diversity.

- Uses faculty expertise and knowledge in making decisions.
- Creates a culture of trust.
- Implements school-wide rules and consequences to manage student behavior.
- Builds opportunities for teachers to work together on shared goals and values.
- Implements programs and practices that encourage all students to be involved in school activities.
- Builds a school environment that is safe and orderly for all students.
- Creates a culture that encourages students to attend regularly and not drop out.
- Implements practices to reduce student tardiness and absenteeism.

Culture of Learning and Professional Behavior – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.

Supporting Verbs – Supports, Encourages, Secures, Motivates, Provides, Allocates.

Supporting – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

- Supports a culture that values life-long learning for all students.
- Supports a culture where all faculty members are treated with respect.
- Allocates resources to build a culture focused on student learning.
- Supports collaborative teams to improve instruction.
- Provides for the needs of all students when building a school culture.
- Encourages teachers to learn from their most effective colleagues.
- Encourages collaboration among faculty that creates a culture of learning.
- Provides a positive environment in which student learning is the central focus.
- Provides recognition of faculty contributions to a positive school culture.

Culture of Learning and Professional Behavior – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.

Advocating Verbs – Advocates, Represents, Challenges, Promotes.

Advocating – Promotes the diverse needs of students within and beyond the school.

- Advocates a culture of learning that respects diversity of students.
- Advocates on behalf of all students during discussions of the school culture.
- Promotes teacher behavior that is respectful of the diverse backgrounds of students.
- Advocates for active participation by underrepresented students in all school activities and programs.
- Recognizes the contributions of diverse students when developing school culture.
- Advocates rules and consequences for behavior that are fair to all students.
- Encourages a culture of respect and fairness for students.

- Advocates for students to be involved in the school community.

Culture of Learning and Professional Behavior – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.

Communicating Verbs – Communicates, Listens, Discusses, Talks.

Communicating – Develop, utilize, and maintain systems of exchange among members of the school and with its external communities.

- Communicates with teachers about the aspects of a positive school environment focused on student learning.
- Communicates with parents about the aspects of a positive school culture.
- Listens to students when they suggest ways to create a culture of learning.
- Listens to faculty when they suggest ways to create a culture of learning.
- Discusses standards of professional behavior with faculty.
- Communicates with students about the aspects of a positive culture focused on learning.
- Provides feedback to faculty on professional behavior.

Culture of Learning and Professional Behavior – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.

Monitoring Verbs – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes.

Monitoring – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

- Evaluates teachers' behaviors when monitoring the culture of learning.
- Evaluates students' behaviors when monitoring the learning environment.
- Monitors disciplinary data to make determinations about school culture.
- Monitors the school culture.
- Monitors the participation of every student in social and academic activities.
- Assesses the culture of the school from students' perspectives.
- Analyzes data regarding a safe and orderly school environment.

Connections to External Communities – There are linkages to family and/or other people and institutions in the community that advance academic and social learning.

Planning Verbs – Plan, Develop, Articulate.

Planning – Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.

- Plans with social service agencies for safety nets in support of student learning.
- Plans family education programs consistent with instructional goals.
- Plans for the use of external community resources to promote academic and social learning goals.
- Develops a plan for community outreach programs consistent with instructional goals.
- Plans activities with volunteers to advance social and academic goals.
- Plans activities to engage families in student learning.
- Develops a plan for school/community relations that revolves around the academic mission.

Connections to External Communities – There are linkages to family and/or other people and institutions in the community that advance academic and social learning.

Implementing Verbs – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires.

Implementing – Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

- Builds business partnerships to support social and academic learning.
- Implements programs to involve families in the educational mission.
- Implements programs to help address community needs.
- Creates procedures so that information from families receives appropriate consideration.
- Builds a positive, open relationship with the community.
- Coordinates access to social service agencies to support students.
- Implements programs to help parents assist their children to be successful in school.
- Coordinates the contributions of individuals and groups in the community in the service of student learning.
- Builds relationships with key people in the district in support of student learning. Creates opportunities for parents to work with teachers on their child's instruction.

Connections to External Communities – There are linkages to family and/or other people and institutions in the community that advance academic and social learning.

Supporting Verbs – Supports, Encourages, Secures, Motivates, Provides, Allocates.

Supporting – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

- Supports teachers to involve parents in their children's learning.
- Supports teachers to work with community agencies on behalf of students.

- Secures additional resources through partnering with external agencies to enhance teaching and learning.
- Secures technology from the district and/or the community to enhance teaching and learning.
- Secures resources to support school-community relationships.
- Provides opportunities for teachers to develop skills to work with parents.
- Allocates resources that build family and community partnerships to advance student learning.
- Motivates teachers to be responsive to all families.

Connections to External Communities – There are linkages to family and/or other people and institutions in the community that advance academic and social learning.

Advocating Verbs – Advocates, Represents, Challenges, Promotes.

Advocating – Promotes the diverse needs of students within and beyond the school.

- Challenges the community to meet the needs of children at risk.
- Advocates for social services needed by students and families.
- Advocates for students in need of special services with the external community.
- Challenges teachers to work with community agencies to support students with low achievement.
- Challenges barriers from outside the school that can inhibit learning.
- Advocates to district decision makers to promote the needs of all students.
- Advocates on behalf of families to express their opinions and needs.
- Promotes mechanisms for reaching families who are least comfortable at school.
- Promotes relationships with leaders in the community to support students.

Connections to External Communities – There are linkages to families and/or other people and institutions in the community that advance academic and social learning.

Communicating Verbs – Communicate, Listens, Discusses, Talks.

Communicating – Develop, utilize, and maintain systems of exchange among members of the school and with its external communities.

- Discusses the results of student achievement tests with parents.
- Communicates goals, needs, and accomplishments with community groups. Communicates with the media to publicize important events and accomplishments. Communicates with parents about the educational program.
- Listens to the diverse opinions and needs of all families.
- Communicates with community agencies.
- Listens to families regarding the social and academic learning of their children.
- Discusses information on progress toward achieving school goals with families.
- Listens to feedback from the community.

Connections to External Communities – There are linkages to families and/or other people and institutions in the community that advance academic and social learning.

Monitoring Verbs – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes.

Monitoring – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

- Analyzes data about parental involvement.
- Uses data to make decisions about community engagement.
- Monitors the effectiveness of community-school connections.
- Evaluates the effectiveness of its partnerships with the community in advancing academic and social learning.
- Collects information about the needs and interests of parents.
- Collects information to learn about resources and assets in the community.

Performance Accountability – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.

Planning verbs – Plan, Develop, Articulate.

Planning – Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.

- Develops a plan to hold teachers accountable for student academic and social learning.
- Develops a plan to hold students accountable for their academic and social learning.
- Develops a plan that holds teachers accountable for having positive relationships with students. Develops a plan emphasizing accountability to stakeholders for student academic and social learning.
- Articulates plans identifying specific responsibilities for faculty so that students achieve high standards.
- Plans data collection to hold school leaders accountable for student academic and social learning. Develops a plan for individual and collective accountability among faculty for student learning. Plans data collection to hold students accountable for academic and social learning.

Performance Accountability – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.

Supporting Verbs – Supports, Encourages, Secures, Motivates, Provides, Allocates.

Supporting – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

- Provides procedures to evaluate faculty for student learning.
- Provides procedures that hold students accountable for their learning.
- Allocates time to evaluate faculty for student learning.
- Provides expertise to evaluate faculty for student learning.
- Allocates time to evaluate student learning.
- Provides expertise to make decisions about holding students accountable for their learning.
- Provides recognition of faculty whose students achieve high standards of academic performance.

Performance Accountability – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.

Implementing Verbs – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires.

Implementing – Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

- Implements programs and practices to hold faculty accountable to reach the highest levels of performance.
- Implements programs and practices that hold teachers responsible for student academic and social learning.
- Implements programs and practices that hold the school accountable to families for the learning of their children.
- Builds behavioral and academic accountability measures with input from faculty.
- Implements practices that hold leaders accountable for student learning. Implements social and academic accountability equitably for all students.
- Uses faculty input to create methods to hold faculty accountable.

Performance Accountability – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.

Advocating Verbs – Advocates, Represents, Challenges, Promotes.

Advocating – Promotes the diverse needs of students within and beyond the school.

- Advocates that leaders are accountable for meeting the needs of diverse students.
- Advocates that all students are accountable for achieving high levels of performance in both academic and social learning.
- Advocates that the faculty is accountable for meeting the needs of diverse students.

- Promotes an accountability system that represents the diverse views of families and the community.
- Challenges faculty who do not hold all students accountable for achieving high levels of performance.
- Challenges faculty who attribute student failure to others.
- Advocates for shared accountability by faculty for student academic and social learning.

Performance Accountability – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.

Communicating Verbs – Communicate, Listens, Discusses, Talks.

Communicating – Develop, utilize, and maintain systems of exchange among members of the school and with its external communities.

- Communicates with faculty about their accountability for student learning.
- Listens to faculty feedback about its accountability programs.
- Communicates to families the purpose and nature of its accountability programs.
- Communicates to families the results of its accountability programs.
- Communicates to families how accountability results will be used for school improvement. Communicates with faculty the purpose and nature of its accountability programs.
- Communicates to faculty how accountability results will be used for school improvement. Communicates student achievement results to faculty.
- Discusses with teachers on an individual basis their students' achievement test results.
- Discusses achievement test results with instructional teams and grade/departments.
- Discusses progress toward meeting school goals with parents.

Performance Accountability – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.

Monitoring Verbs – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes.

Monitoring – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

- Monitors the accuracy and appropriateness of data used for faculty accountability.
- Monitors the accuracy and appropriateness of data used for student accountability.
- Monitors the impact of faculty evaluations on instructional practices.
- Analyzes the influence of faculty evaluations on the rigor of the curriculum.

- Monitors the impact of faculty evaluations on the faculty's communication with families. Monitors the impact of faculty evaluations on professional behavior.
- Analyzes the influence of faculty evaluations on student learning.
- Analyzes the influence of student accountability on achieving high standards of academic learning.
- Uses student achievement data to determine faculty accountability for student learning.
- Monitors teachers' procedures for keeping track of student learning.
- Assesses the effectiveness of its procedures for gathering data on student performance.
- Uses data on student progress to recognize faculty.
- Uses data to recognize students who meet achievement goals.

References

About the Maryland TELL Survey. (2015, March 24). TELL Maryland. Retrieved from

http://www.tellmaryland.org/about

Allen, M. B. (2005). *Eight questions on teacher recruitment and retention: What does the*

research say? Retrieved from http://files.eric.ed.gov/fulltext/ED489332.pdf

Alliance for Excellent Education (2014). *Teacher attrition costs U.S. 2.2 billion annually,*

says new Alliance report [Press release]. Retrieved from

http://all4ed.org/press/teacher-attrition-costs-united-states-up-to-2-2-billion-

annually-says-new-alliance-report/

Angelle, P. S. (2006). Instructional leadership and monitoring: Increasing teacher intent

to stay through socialization. National Association of Secondary School

Principals, NASSP Bulletin, 90(4), 318-334.

Barnes, G., Crowe, E., & Schaefer, B. (2007). *National Commission on Teaching and*

America's Future. The cost of teacher turnover in five school districts: A pilot

study. Retrieved from

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019

b/80/2a/49/03.pdf

Bartlett, L. (2004). Expanding teacher work roles: A resource for retention or a recipe for

overwork? *Journal of Education Policy, 19*, 565-582.

Beltman, S., Mansfield, C., & Price, A. (2014). "I'm coming back again!" The resilience

process of early career teachers. *Teachers and Teaching: Theory and Practice, 20*,

547-567.

Bickman, L., Kelley, S. D., Breda, C., de Andrade, A. R., & Riemer, M. (2011,

    December). Effects of routine feedback to clinicians of mental health outcomes of

    youths: Results of a randomized trial. *Psychiatric Services, 62*, 1423-1429.

Bogler, R. (2001). The influence of leadership style on teacher job satisfaction.

    Educational Administration Quarterly, 37, 662-701. Retrieved from

    http://www.academia.edu/652814/The_influence_of_leadership_style_on_teacher

    _job_satisfaction

Bolman, L., & Deal, T. (1997). Reframing organizations: Artistry, choice, and

    leadership (2nd ed.). San Francisco, CA: Jossey-Bass.

Bridge to Excellence Master Plan. (2014). *Urban school district public schools*.

Bryk, A. S., & Driscoll, M. E. (1988). The high school as community: Contextual

    influences and consequences for students and teachers. Madison, WI: University

    of Wisconsin-Madison, National Center on Effective Secondary Schools.

Bureau of Labor Statistics. (2011). *Women in the labor force: A databook.* Washington,

    D.C.: Bureau of Labor Statistic.

Cooper, J., & Alvarado, A. (2006). *Preparation, recruitment, and retention of teachers*.

    Retrieved from http://www.unesco.org/iiep/PDF/Edpol5.pdf

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social-emotional

    learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal

    of Educational Psychology, 104*, 1189-1204.

Condon, C., &Clifford, M. (2012). Measuring principal performance: How rigorous are

    commonly used performance assessment instruments? Washington, DC:

    American Institutes for Research.

Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education*

    Policy, 8(1). doi:10.14507/epaa.v8n1.2000

Darling-Hammond, L. (2013, MONTH DATE). What teachers need reformers to ignore:

    Time to collaborate. *Washington Post*, p. PAGE.

Deal, T. E., & Peterson, K. D. (1999). *Shaping school culture: The heart of leadership*.

    San Francisco: Jossey-Bass Publishers.

Discovery Education. (2009). *VAL-ED handbook: Implementation and interpretation*.

    Nashville, TN: Discovery Education Assessment.

Dukes, C., Lowery, L., Alvez, A., Barbee-Matthews, L., Hanks-Sloan, A., & Jones, P.

    (2014). *Great by choice: The transition team report*. LOCATION: PUBLISHER.

Gay, L. R., Mills, G. E., & Airasian, P. (2006). *Educational research: Competencies for*

    analysis and applications. New York, NY: Pearson Education.

Goff, P., Guthrie, J. E., Goldring, E., & Bickman, L. (2014). Changing principals'

    leadership through feedback and coaching. *Journal of Educational*

    Administration, 52, 682-704.

Goldring, E. B., Huff, J., Spillane, J., & Barnes, C. (2009). Measuring the learning-

    centered leadership expertise of school principals. *Leadership and Policy in*

    Schools, 8(2), 197-228. doi:10.1080/15700760902737170

Goldring, R., Taie, S., & Riddles, M. (2014) *Teacher attrition and mobility: Results from*

    the 2012-2013 Teacher Follow-Up Survey (NCES 2014-077). U.S. Department of

    Education. Washington DC: National Center for Education Statistics.

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 2007-08 beginning teacher longitudinal study*. Retrieved from http://nces.ed.gov/pubs2015/2015337.pdf

Greiner, C. S., & Smith, B. (2009). Analyses of selected specific variables and teacher attrition. *Education, 129*, 579-583. Retrieved from http://search.proquest.com/openview/49f3eeeb8547fc6c988ead16776c352b/1

Grossman, P. L., & Thompson, C. (2004). District policy and beginning teachers: A lens on teacher learning. *Educational Evaluation and Policy Analysis, 26*, 281-301.

Hardman, B. K. (2011). *Teacher's perception of their principal's leadership style and the effects on student achievement in improving and non-improving schools*. Retrieved from

http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=4921&context=etd

Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.

Hirsch, E. (2005). *Teacher working conditions are student-learning conditions*. Retrieved from The Southeast Center for Teaching Quality Web site: http://www.teachingquality.org

Ingersoll, R. M. (2001). *Teacher turnover, teacher shortages, and the organization of schools*. Retrieved from https://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf

Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs

    for beginning teachers: A critical review of the research. *Review of Educational*

    Research, 81, 201-233.

Ingersoll, R., May, H., & Collins, G. (2017). Minority Teacher Recruitment,

    Employment and Retention: 1987 to 2013. 2013 Palo Alto, CA: Learning Policy

    Institute.

Johnson, S. M. (2004). *Finders and keepers: Helping new teachers survive and thrive in*

    our Schools. San Francisco, CA: Jossey-Bass.

Johnson, S. M., & Birkeland, S. E. (2003). The schools that teachers choose. *Educational*

    Leadership, 60(8), 20-24.

Johnson, S. M., Kraft, M., & Papay, J. (2012). How context matters in high need schools:

    The effects of teachers' working conditions on their professional satisfaction and

    their students' achievement. *Teachers College Record, 114*(10), 1-39

Kardos, S. M. (2004). *Supporting and sustaining new teachers in schools: The*

    importance of professional culture and mentoring. Unpublished dissertation,

    Harvard University, Cambridge, Massachusetts.

Kauffman, D., Johnson, S.M., Kardos, S. M., Liu, E., & Peske, H. G. (2002, March). *Lost*

    at sea: new teachers' experiences with curriculum and assessment, Teachers

    College Record, 104 (2). 273-300.

Knapp, M. S., Copeland, M. S., Ford, B., Markholt, A., McLaughlin, M. W., Milliken,

    M., & Talbert, J. E. (2003). *Leading for learning sourcebook: Concepts and*

    examples. Retrieved from Center for the Study of Teaching and Policy, University

    of Washington Web site: http://www.ctpweb.org

Lieberman, A., & Miller, L. (1999). *Teachers-transforming their world and their work.* The series on school reform. New York, NY: Teachers College Press

Leithwood, K. (2005) Understanding successful principal leadership: Progress on a broken front. *Journal of Educational Administration, 43*, 619-629.

Leithwood, K. (2010). Characteristics of school districts that are exceptionally effective in closing the achievement gap. *Leadership and Policy in Schools, 9*, 245-291.

Leithwood, K., & Mascall, B. (2008). Collective leadership effects on student achievement. *Educational Administration Quarterly, 44*, 529-561.

Leithwood, K., & Riehl, C. (2005). *What we know about successful school leadership, A New Agenda: Directions for Research on Educational Leadership*. New York, NY: Teachers College Press.

Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly, 48*, 387-423

Louis, K. S., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). *Investigating the links to improved student learning: Final report of research findings*. Retrieved from Wallace Foundation Web site: http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf

Louis, K. S., Marks, H., & Kruse, S. (1996). Teachers' professional community in restructuring schools. American Educational Research Journal, 33(4), 757-798.

Maryland State Department of Education. (2016). *Maryland teacher staffing report*.

   Retrieved from

   http://archives.marylandpublicschools.org/teacherworkgroup/index.html

Maryland State Department of Education. (2015). *Maryland approved alternative teacher*

   preparation programs directory. Retrieved from

   http://www.marylandpublicschools.org/msde/divisions/certification/progapproval/

   docs/MAAPPDirectory.pdf

Marzano, R. J., Waters, T., & McNulty, B. (2005). *School leadership that works. From*

   research to results. Alexandria, VA: Association for Supervision and Curriculum

   Development.

Marzano, R. J., & Simms, J. A. (2013). Coaching Classroom Instruction. Bloomington,

   IN: Marzano Research Laboratory.

Minor, E. C., Porter, A. C., Murphy, J. F., Goldring, E. B., Cravens, X. C., & Elliott, S.

   N. (2014). A known group analysis of the Vanderbilt assessment of leadership in

   education in U.S. elementary and secondary schools. *Educational Assessment and*

   Evaluation and Accountability, 26(1), 29-48. doi:1007/s11092-013-9180-z

Murphy, J. F., Elliott, S. N., Goldring, E. B., & Porter, A. C. (2006). *Learning-centered*

   leadership: A conceptual foundation. Report prepared for the Wallace Foundation

   Grant on Leadership Assessment. Retrieved from

   http://www.wallacefoundation.org

Murphy, J. F., Goldring, E. B., Cravens, X. C., Elliott, S. N., & Porter, A. C. (2011). The

   Vanderbilt assessment of leadership in education: Measuring learning-centered

   leadership. *Journal of East China Normal University, 29*(1), 1-10.

National Center for Education Statistics (2011-12). *Schools and staffing survey*.

    Retrieved from https://nces.ed.gov/surveys/sass/

National Center for Education Statistics. (2015). *TITLE*. Retrieved from

    http://nces.ed.gov/ccd/districtsearch/district_detail.asp?ID2=2400510

National Commission on Teaching and America's Future (NCTAF). (2003). No dream

    denied: A pledge to America's children. Washington, DC: Author.

National Commission on Teaching and America's Future. (2004). *Unraveling the*

    "teacher shortage" problem: Teacher retention is the key (Symposium

    Proceedings). Washington, DC: NCTAF.

National Commission on Teaching and America's Future. (2007). *The cost of teacher*

    turnover. Retrieved from http://nctaf.org/wp-

    content/uploads/CTTFullReportfinal.pdf

National Commission on Teaching and America's Future. (2008). *Learning teams:*

    Creating what's next. Retrieved from http://nctaf.org/wp-

    content/uploads/2012/01/NCTAFLearningTeams408REG2.pdf

New Teacher Project. (2012) *The irreplaceables: Understanding the real retention crisis*

    in America's urban schools. Retrieved from

    http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf

No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002).

Noonan, B., & Walker, K. (2008). Trust in the contemporary principalship. *Canadian*

    Journal of Education Administration and Policy, VOLUME, 85. Retrieved from

    https://www.umanitoba.ca/publications/cjeap/pdf_files/noonan_et_al.pdf

Porter, A. C., Murphy, J. F., Goldring, E. B., Elliott, S. N., Polikoff, M. S., & May, H. (2008). *Vanderbilt assessment of leadership in education: Technical manual 1.0*. Retrieved from http://www.wallacefoundation.org

Porter, A. C., Polikoff, M. S., Goldring, E. B., Murphy, J. F., Elliott, S. N., & May, H. (2010). Developing a psychometrically sound assessment of school leadership: The VAL-ED as a case study. *Educational Administration Quarterly, 46*(2), 135-173. doi:10.1177/1094670510361747

Pogodzinski, B., Youngs, P., & Frank, K. A. (2013). Collegial climate and novice teachers' intent to remain teaching. *American Journal of Education, 120*(1), 27-54.

Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica, 73*, 417-458. Retrieved from http://www.econ.ucsb.edu/~jon/Econ230C/HanushekRivkin.pdf

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal, 50*, 4-36.

Shakrani, S. (2008). *Teacher turnover: Costly crisis, solvable problem*. Retrieved from http://files.eric.ed.gov/fulltext/ED502130.pdf

Shaver, A. V., & Walls, R. T. (1998). Effect of Title I parent involvement on student reading and mathematics achievement. Journal of Research and Development in Education, 31(2), 90-97.

Sutcher, L., Darling-Hammond, L., and Carver-Thomas, D. (2016). *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the United States*. Palo Alto, CA: Learning Policy Institute.

Troen, V., & Boles, K. (2003). *Who's teaching your children?* New Haven, CT: Yale

 University Press.

Tschannen-Moran, M. (2004). *Why trust matters*. San Francisco, CA: Jossey-Bass.

Urban School District. (2011). *Recruiting, teacher staffing & certification guidelines*.

 Internal Document.

Urban School District. (2012). *FY 2013 Annual operating budget.* General format.

Urban School District. (2015a). *Peer assistance and review*.

Urban School District. (2015b). *Strategic plan*.

Waters, J. Timothy; Marzano, Robert J.; McNulty, Brian. (2004). Educational

 Leadership, v61 n7 p48

Watlington, E. J., Shockley, R., Earley, D. L., Huie, K. K., Morris, J. D., & Lieberman,

 M. (2004). Variables associated with teacher retention: A multi-year study.

 Teacher Educator, 40(1), 56-66.

Watlington, E. J., Shockley, R., Guglielmino, P., & Felsher, R. (2010). The high cost of

 leaving: An analysis of the cost of teacher turnover. *Journal of Education*

 Finance, VOLUME, 22-37.

Westat and Policy Studies Associates. (2001). The longitudinal evaluation of change and

 performance in Title I schools. Washington, DC: U.S. Department of Education,

 Office of the Deputy Secretary, Planning and Evaluation Service.

Viadero, D. (2002). Researcher skewers explanations behind teacher shortage. *Education*

 Week, *21*(30), 7. Retrieved from

 http://www.edweek.org/ew/articles/2002/04/10/30aera.h21.html