

LOOKING BEYOND SCHOOL WALLS: EXAMINING THE IMPACT OF  
SUPERINTENDENT LONGEVITY ON TEACHERS' PERCEPTIONS OF  
THEIR WORKING CONDITIONS

Derrick D. Jordan

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Approved by:

Advisor: Dr. Fenwick W. English

Reader: Dr. Rita O'Sullivan

Reader: Dr. Stanley Schainker

Reader: Dr. James Veitch

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## **ABSTRACT**

DERRICK D. JORDAN: Looking Beyond School Walls: Examining the Impact of Superintendent Longevity on Teachers' Perceptions of Their Working Conditions  
(Under the direction of Dr. Fenwick W. English)

The purpose of this study was to determine if superintendent longevity significantly impacted teachers' perceptions of their working conditions. In addition, the study sought to determine if there were differences in perceptions among teachers whose superintendent was beginning (1 or fewer years in current position), emerging (between 2 to 6 years in current position), or established (7 or more years in current position). The study used Callahan and Kowalski's (see Kowalski & Brunner, 2005) five role conceptualizations to chronicle the evolution of the superintendency and to support their argument that the role of the 21<sup>st</sup> century superintendent has become quite complex and impacts all aspects of a school district, including those areas that have traditionally been relegated to principals.

This causal-comparative study used of the results from the *2010 North Carolina Teacher Working Conditions Survey (NCTWCS)*. Those data were used to determine teachers' perceptions of their working conditions within the state's 115 public, non-charter school districts. In addition, the researcher acquired tenure data for each of the corresponding superintendents who oversaw the 115 districts included in their study. Each school-based, licensed public school employee (e.g., teachers, counselors, media specialists, etc.) in the state (N=119,000) was given the opportunity to take part in the *NCTWCS* every two years. From that group, 89% percent of those educators (n=105,688) responded to the 2010 survey.

Ordinary least squares regression was used to determine if superintendents' length of

tenure significantly impacted teachers' perceptions of their working conditions as measured by the survey's responses. A one-way ANOVA was used to test for construct differences among three distinct categories of superintendent tenure.

The study revealed that only one of the nine teacher working condition scales, professional development, was significantly related to superintendent tenure ( $r = -.23$ ,  $p = .014$ ). There was no statistical significance among tenure groups, indicating that educators did not perceive their working conditions much differently regardless of whether their superintendent was a beginning, emerging, or established leader.

## DEDICATION

To my mother, Audrey Denise Jordan, and my grandmother, Betty J. Bynum –  
Thank you for always believing in me and sharing  
in all of my hopes and dreams.

Ma, I have not said it enough, but I hope you realize (because I most certainly do)  
that you have done and continue to do a tremendous job  
as a mother and a father! Your hard work has produced a positive statistic.

Grandma, I am so thankful that you always keep me lifted in  
prayer and remind me that  
God is able!

To you both, this dissertation and the doctoral degree are just as much yours as they are mine!

To Nykeria Garvin and Jamari MONTRELL Vick:  
The world is yours. You can do anything and be whatever you want. I  
expect great things from you two. Get all of the education you can, and set your goals high. I  
believe in you!

Thank you, God, for everything!

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## **CHAPTER I: INTRODUCTION**

### **Organization of Dissertation**

This dissertation consists of five chapters. Chapter I serves as an introduction to the study and provides the statement of the problem, its context and significance. In addition, a short overview of the research methodology is provided along with definitions of key terms. The relevant literature is synthesized in Chapter II, and Chapter III provides a more comprehensive examination of the methodology. Chapter IV presents the data, and Chapter V concludes the study by offering an analysis and discussion of the findings and implications for future research and practice.

### **Background**

Fifty years ago, there was an overabundance of teachers to fill the nation's public school classrooms. Carrol and Foster (2010) suggested that the reason rested in the fact that females, who accounted for the overwhelming majority of the teaching force, had very few professional job opportunities outside of the education arena. Consequently, those teachers developed a firm commitment to the profession and seldom left before retirement. In the 1980s, however, with the release of *A Nation at Risk*, the field of education fell under increased scrutiny, and more attention was given to the notion of improving student performance and strengthening what some still call a failing education system (Emery & Ohanian, 2004). One of the results was a focus on the impending teacher shortage which researchers (at least at that time) believed to be the consequence of increases in student enrollments and teacher retirements. From that point until



now, much attention has been devoted to identifying causes of and solutions to the shortage (Ingersoll, 2002a), which included teacher working conditions.

### **Statement of the Problem**

A quality education represents our strongest hope for guaranteeing the success of the country's most valuable resources, its students. It is the way through which students are prepared to become self-sufficient, productive citizens, capable of functioning in an ever-changing world. According to Burstein, Czech, Kretschmer, Lombardi, and Smith (2009), "A highly qualified teacher is one of the most important factors in improving student achievement" (p. 24). As such, it is imperative that schools and districts be staffed with capable teachers who are committed to identifying and implementing strategies aimed at ensuring that each student meets his or her fullest potential.

While teachers continue to account for a significant portion of the work force in the United States, there is still a shortage plaguing public school districts across the country (Hanushek, Kain, & Rivikin, 2004). As an initial response to the problem, policy makers and educational leaders focused their attention on increasing the supply of teachers. Mid-career/lateral entry programs, alternative licensure programs, financial incentives, and other strategies have all been used nationwide to attract new teachers to the profession (Hirsch, Koppich, & Knapp, 2001). While the literature indicates successful results in the area of recruitment with the aforementioned approaches, as well as others, there is evidence to indicate that the failure to devote ample attention to the issue of teacher retention has exacerbated the inability to adequately staff today's classrooms (Ingersoll & Smith, 2003). Ingersoll (2003) further declared, "...Increases in student enrollment and teacher retirements are not the primary causes of the high demand for new teachers and subsequent staffing difficulties" (p. 31),

suggesting that recruitment initiatives alone will not sufficiently address the teacher shortage. Consequently, contemporary researchers have shifted their attention away from simply increasing the pool of teaching candidates and have begun looking more deliberately at attrition and why teachers leave the profession at such alarming rates (Liu & Meyer, 2005; Strunk & Robinson, 2006). According to Ingersoll (2003), “High levels of turnover suggest that an organization has underlying problems in how the organization functions” (p. 31). Among the chief reasons why teachers leave the profession are: (a) low salaries; (b) poor climate/discipline; (c) no role in decision making/teacher leadership; and (d) the lack of and/or the need for administrative support (Ingersoll, 2002a). In the education arena, such factors are encapsulated into one group, commonly referred to as working conditions. The extant literature reveals that teacher working conditions play a key role in whether a teacher stays or leaves. That assertion is supported by Ingersoll and Smith (2003), who wrote, “Data suggest that the roots of the teacher shortage largely reside in the working conditions within schools and districts” (p. 31). Furthermore, Sioberg and Hirsch (2008), through their work with the North Carolina Teacher Working Conditions Initiative, determined that “...the presence of working conditions is strongly connected to the future employment plans of teachers and actual attrition” (p. 3).

Studies have shown a significant correlation between administrative leadership and positive teacher working conditions (Greenlee & Brown, 2009; Kukla-Acevedo, 2009; Loeb, Darling-Hammond, & Luczak, 2005). Much of the literature is focused on coaching and developing teachers, implementing discipline plans, and minimizing duty assignments, which are deemed to be school-level practices and generally fall within the purview of the school principal. However, there is a growing emphasis on the important role that district leaders play, particularly at the superintendent’s level. Issues such as the hiring of principals, vision-building, policy

development, and salary decisions (e.g., negotiations with unions, district supplements, etc.) play a key role in teachers' perceptions of their working conditions and are inextricably linked to the superintendent's leadership.

Ironically, high turnover is not just endemic in the teaching arena. In fact, the average tenure for a superintendent is between 2.5 and 6.5 years (Natkin, Cooper, Alborano, Padilla, & Ghosh, 2002). The lack of consistency at the superintendent's level could have negative impacts within a school district. Districts whose superintendents have short tenures are typically unable to thrive because of their inability to maintain stability (Pascopella, 2011). Consequently, as the title of this study suggests, there is a need to look beyond school walls to identify other key factors linked to the positive and negative working conditions for teachers.

### **Purpose of the Study and Research Questions**

The purpose of this study was to investigate the degree to which extended superintendent tenure (i.e., number of years in his or her current position) impacts teachers' perceptions of their working conditions. The following research questions guided the study:

1. Does a superintendent's tenure in office have a significant impact on teachers' perceptions of their working conditions? In other words, do teachers whose superintendent has greater longevity report increased satisfaction with their working conditions?
2. Do teachers whose superintendent is beginning (1 year or less in current position), emerging (2 to 6 years in current position) or established (7 or more years in current position) perceive their working conditions differently? If so, in what ways?

The second research question was designed to test whether or not there were significant differences in perceptions of working conditions among predetermined tenure groups.

## **Significance of the Study**

The passage of the *No Child Left Behind Act of 2001* has underscored the need to retain qualified teachers (Greenlee & Brown, 2009). It has resulted in increased accountability and mandates that all public schools in the United States be rated according to their students' performance on annual state assessments in identified subject areas. With explicit standards of learning and heavy pressure to provide tangible evidence of student success, it is no longer enough for educators to promise improved student outcomes. School and district leaders must now produce academic performance increases for all students and are penalized for failing to do so. If there is to be any hope of meeting such a lofty expectation, it is imperative that researchers and educational leaders identify additional ways to stabilize the teaching force.

Historically, the task of cultivating positive working conditions for teachers has been placed squarely on the shoulders of building-level administrators, primarily school principals. However, the landscape of the superintendency has changed as accountability has increased (Browne-Ferringno & Glass, 2005). Today's superintendents have to take a more legitimate role in many of the areas that have customarily been left to school principals. In addition, because superintendents are responsible for hiring of principals and have primary control over other key organizational dynamics, the role they play in establishing positive working conditions and increasing job satisfaction must not be overlooked. And, given the fact that many superintendents tend to be somewhat transient, it is likely that the length of a superintendent's tenure in a given district has implications with regards to working conditions.

## **Overview of Methodology and Conceptual Framework**

This causal-comparative study required the use of the results from the 2010 *North Carolina Teacher Working Conditions Survey (NCTWCS)* results aggregated by LEA and then

sorted by individual working condition domains. Those data were used to determine teachers' perceptions of their working conditions within the state's 115 public, non-charter school districts. In addition, the researcher acquired tenure data for each of the superintendents who oversee the districts included in the study. Ordinary least squares regression was used to determine if superintendents' length of tenure significantly impacted teachers' perceptions of their working conditions as measured by the survey's responses.

This study used Callahan and Kowalski's (see Kowalski & Brunner, 2005) five role conceptualizations to chronicle the evolution of the superintendency and support the argument that the role of the 21<sup>st</sup> century superintendent has become quite complex and impacts all aspects of a school district, including those areas that have traditionally been relegated to principals. In addition, the framework underscores the relationship between those conceptualizations by linking each of the nine constructs (which provide the basis for the North Carolina Teaching Working Conditions Survey) to one of the five roles.

### **Assumptions**

The primary assumption of this study was that it takes time for a superintendent to impact working conditions, because some aspects of working conditions require changes within the system which cannot be made immediately. Once changes are implemented, time must pass before the actual changes begin to occur. The longer the time a superintendent has in office, therefore, the more it is hypothesized his or her decisions can become recognizable and hence "perceived" by teachers. Furthermore, it is assumed that the survey instrument (with regards to the questions used) is appropriate for determining teachers' perceptions of their working conditions. It was also assumed that anonymity was maintained and respondents were not subjected to undue pressure by administrators to provide less than candid, honest responses,

which could have produced skewed results. Lastly, although it is accepted that some level of turnover is to be expected and is in fact necessary to encourage innovation, (Ingersoll & Smith, 2003), this study assumes that turnover is generally negative.

### **Limitations**

The study only included data relative to educators in North Carolina and may not have broad generalizability. In addition, all 115 districts received equal treatment in the study regardless of size. It is probable, though, that the size of a district has the potential to impact teachers' perceptions, thus creating an additional limitation. Further, there are varying numbers of people who serve on the state's local boards of education, and each board member has a particular level of experience in terms of years of service. This study, however, did not allow for examination of other variables which could have impacted teachers' perceptions.

The role of the principal and the principal's impact on working conditions is well document in the literature. Similarly, the role of the superintendent has been thoroughly recorded. Virtually void from the literature, however, are specific links between the superintendent's role and teacher retention, specifically with regards to improving working conditions as a strategy for decreasing turnover.

### **Definitions of Key Terms**

This section offers definitions of key terms that will be used frequently throughout the study.

Attrition: The loss of personnel due to a teacher's decision to leave a school (also known as turnover)

Local Education Authority (LEA): In the state of North Carolina, there are 115 public school

districts. Each district functions as a local education authority. Consequently, “LEA” and “district” are used interchangeably in this study.

Superintendent: The chief executive officer/leader of a school district

Tenure: The length of time in a particular position

### **2010 North Carolina Teacher Working Conditions Survey Domains/Constructs**

The following nine domains/constructs are used as a framework for the *2010 NCTWCS* and are defined by the North Carolina Teaching Standards Commission (<http://ncteachingconditions.org/2010drill-down-tools>, 2011):

Time: Available time to plan, collaborate and provide effective instruction

Facilities and Resources: Availability of instructional, technology, office, communication and school resources to teachers

Community Support and Involvement: Community and parent/guardian communication and influence in the school

Managing Student Conduct: Policies and practices available to address student conduct issues and ensure a safe school environment

Teacher Leadership: Teacher involvement in decisions that impact classroom and school practices

School Leadership: The ability of school leadership to create trusting, supportive environments and address teacher concerns

School Leadership Effort: The extent to which school leadership makes a sustained effort to address concerns

Professional Development: Availability and quality of learning opportunities for educators to enhance their teaching

Instructional Practices and Support: Data and supports are available to teachers to improve instruction and student learning



## **CHAPTER II: REVIEW OF RELEVANT LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter summarizes and synthesizes the pertinent literature regarding the nation's teacher shortage and excessive teacher turnover (both nationally and within the state of North Carolina), highlighting the latter as a primary contributor to the shortage. The discussion continues with an exploration of working conditions and their impact on teachers' decisions to remain, transfer or leave teaching altogether. In addition, the development and implementation of the North Carolina Teacher Working Conditions Survey Initiative are recounted, with a summary analysis of the results from the 2010 iteration of the survey. The next two sections focus on the relationship between administrative leadership and teachers' perceptions of their working conditions, providing quantitative measures that underscore the extent to which principals impact those perceptions. With regard to the superintendent's role, the researcher provides literature relative to the historical context of the position and the subsequent evolution of the position into a multidimensional one with emphasis on 21<sup>st</sup> century roles and responsibilities. Parallels are drawn between the responsibilities of principals and superintendents, thereby supporting the hypothesis that superintendents, like principals, have a clear impact on working conditions. The focus on the superintendent concludes with a brief discussion of the transient nature of the superintendency.

Finally, to frame the study, this research relies on Callahan and Kowalski's (see English, 2005) role conceptualizations. In the last section of this chapter, the conceptual framework is used to trace the historical transitions of the superintendent's position, automatically dividing

them into five overlapping roles which cut across many of the areas traditionally ascribed to principals. Thus, the framework may be useful in more fully understanding the inherent link between superintendents and teacher working conditions.

### **The Teacher Shortage**

*A Nation at Risk: The Imperative for Educational Reform* (1983) has long been considered one of the most groundbreaking publications in educational history. It ignited debates among educational leaders, researchers, and policy makers and gave rise to a number of initiatives designed to improve public education. One of the foremost results was the emphasis placed on the importance of adequately staffing public school classrooms. Beginning as early as 1984, many schools have struggled to find enough qualified applicants to fill teaching vacancies (Ingersoll & Smith, 2003). The initial response was a focus on the development and implementation of recruitment strategies. Sign-on bonuses, alternative licensing requirements, and second career programs were designed to stem the teacher shortage by enticing a new cadre of professionals to move into the teaching profession (Ingersoll, 2002). Despite favorable results with such initiatives, however, the shortage of teachers has continued.

Dr. Richard Ingersoll, Professor of Education and Sociology at the University of Pennsylvania, has written extensively about the teacher shortage (2001; 2002a; 2002b; 2007; 2011; Ingersoll & May, 2011; Ingersoll & Rossi, 1995). Much of his research draws on data from the Schools and Staffing Survey (SASS) and the Teacher Follow-Up Survey (TFS) which are nationally representative surveys conducted by the National Center for Education Statistics of the U.S. Department of Education. According to Ingersoll (2003), “[The] SASS is the largest and most comprehensive data source available on the staffing, occupational, and organizational aspects of schools” (p. 146). The survey has four components--the School Questionnaire, the

Teacher Questionnaire, the Principal Questionnaire, and the School District Questionnaire (previously known as the Teacher Demand and Shortage Questionnaire until the 1999–2000 iteration of the survey)--and is designed to provide insight into teacher demand and shortage (<http://www.nces.ed.gov/surveys/sass>, 2011).

In 2010, Ingersoll and Merrill analyzed data from six administration cycles of the SASS and the TFS, covering a 20-year span: 1987-88, 1990-91, 1993-94, 1999-2000, 2003-04, and 2007-08. Their goal was to determine how the teaching force had changed over the past two decades. The authors discovered six trends, with the following four being related to the teacher shortage:

1. The teaching force has continued to grow;
2. The modal age of today's teachers has risen to 55;
3. There has been a steady increase in the number of novice teachers; and
4. Teacher turnover has increased 28%.

The first trend they identified showed that the teaching force has—despite the appearance otherwise--continued to grow at an exponential rate, increasing by approximately 46% since the 1980s. Smaller class sizes and reduced teaching loads for teachers, due primarily to increases in the number of students identified as learning disabled, have resulted in the need for additional teachers to fill the gaps. As Ingersoll and Merrill noted, "Special education classes average about one-half the size of general education classes in elementary and secondary schools" (p. 16), thus accounting for a significant portion of the subsequent increase in the number of teachers.

The second and third trends pertain to the age of today's teachers. Ingersoll and Merrill (2010) noted that the modal age was 41 in 1987-88 but had increased to 55 by 2007-08. Along

those same lines, approximately 470,000 more teachers were over age 50 than was the case just 20 years previous. Ironically, as the teaching force has grayed, it has also begun “greening” (p. 18). In other words, as the number of veteran teachers has increased, so has the number of beginning teachers. As Ingersoll and Merrill concluded, “In 1987-88, the modal teacher had 15 years of teaching experience under his or her belt. By 2007-08, the modal teacher was not a gray-haired veteran but a beginner in his or her first year of teaching” (p. 18).

The fourth trend suggested that the number of teachers moving between schools and leaving the profession altogether has continued to rise since the early 1990s. Because of the inherent impact that excessive turnover has on staffing in general and the teacher shortage in particular, there is a compelling need to look more closely at potential causes of the turnover.

### **Teacher Turnover**

In the teaching profession, turnover (or attrition) is broken into two types: movers and leavers. “Movers” are those who remain in the profession but transfer to teaching jobs in a different school. “Leavers” are those who exit the teaching profession altogether. According to Ingersoll (2003), both inherently create negative results for students, schools and districts.

Although teachers account for approximately 4% of the workforce, there is more turnover in teaching than in other service professions (Ingersoll, 2003). In many cases, schools have to hire just as many teachers as they lose on a yearly basis. As such, simply increasing the number of teachers does not solve the problem of the shortage. For example, from 1994-2004, approximately 2.25 million new teachers were hired in the United States. During that same approximate time period, however, there was a loss of 2.7 million teachers (National Commission on Teaching and America's Future, 2010). In addition, teacher quality has been questioned due to the number of teachers who entered the profession without having had

adequate training (Darling-Hammond, 2003). *The Projections of Education Statistics to 2020* (2011), the National Center for Education Statistics' (NCES) 39<sup>th</sup> report since 1964, provides enrollment projections based on data from NCES and the U.S. Census Bureau. According to the report, "Total elementary and secondary enrollment has increased 8% between 1995 and 2008 and is projected to increase an additional 5% between 2008 and 2020" (p. 4). Similarly, the number of public school teachers increased 24% between 1995 and 2008. As a result, the number of public school teachers is expected to increase an additional 9% between 2008 and 2020.

The National Commission on Teaching and America's Future (2010) also revealed that by 2004, Baby Boomers (those born between 1946 and 1964) accounted for 54% of the teaching force. In the 1960s and 1970s, those veteran educators flooded the teaching profession. By 1976, the United States had seen one of the youngest groups of teachers ever. Today, those teachers are at or nearing retirement. Moreover, more than 300,000 teachers retired between 2004 and 2008. Further, the study's authors predicted, "We can expect to lose as many as a million and a half veteran teachers to retirement in the next eight years" (p. 3).

### **National Rates**

Average teacher turnover rates in the United States tend to fluctuate from year to year, but overall they have been steadily increasing since the early 1990s, from 13.5% in 1991-92 to 15.6% in 2008-09 (see Table 1).

**Table 1*****National Teacher Turnover Rates***

<b><u>Academic Year</u></b>	<b><u>Total Teachers</u></b>	<b><u>Teacher Leavers</u></b>	<b><u>Teacher Movers</u></b>	<b><u>Percentage of Leavers</u></b>	<b><u>Percentage of Movers</u></b>	<b><u>Total Turnover</u></b>
1988-89	2,386,500	132,300	188,400	5.6	7.9	13.5
1991-92	2,553,500	130,500	185,700	5.1	7.3	12.4
1994-95	2,555,800	167,600	182,900	6.6	7.2	13.8
2000-01	2,994,700	221,400	231,000	7.4	7.7	15.1
2004-05	3,214,900	269,600	261,100	8.4	8.1	16.5
2008-09	3,380,300	269,800	255,700	8.0	7.6	15.6

*Source:* [http://nces.ed.gov/programs/coe/pdf/coe\\_tat.pdf](http://nces.ed.gov/programs/coe/pdf/coe_tat.pdf) (2011) *Note: These data represent results from the Teacher Follow-Up Surveys (TFS) conducted by the National Center of Educational Statistics. The lack of consistency in terms of the intervals for the academic years listed above is due to the variations in the administration windows for the Schools and Staffing (SAS) Survey. The TFS is administered the year following the administration of the SAS.*

Further compounding the issue of high attrition is the fact that new teachers are leaving the profession at even more alarming rates. In fact, the odds of teachers leaving within their first few years of teaching are 184% higher than those for their more veteran counterparts (Ingersoll, 2001). The National Center for Education Statistics' Teacher Attrition and Mobility Report (2010) lent support to that claim when it was estimated that in 2008-09, 13.7% of the nation's teachers with just 1-3 years of experience moved to another school, while 9.1% left teaching altogether. Strunk and Robinson (2006), in their review of a study conducted in 1989, found that the attrition rate tended to decrease as teachers gained more experience. It was determined that 15% of the teachers in the study quit after one year, while 9% quit after two years and 8% quit after three years. The data indicated, by contrast, that less than 3% of teachers with eight or

more years of experience quit. Thus, the authors concluded, "...younger teachers have a higher rate of turnover, which declines as teachers hit middle age/experience level, and then rises again as teachers near retirement" (p. 70).

### **North Carolina Rates**

In North Carolina, pursuant to general statutes, the State Board of Education, through the North Carolina Department of Public Instruction (NCDPI), is required to monitor and assemble an annual turnover report. Consequently, each LEA in the state is asked to complete a survey to determine the number of teachers leaving a district during a specified period of time. According to the NCDPI's most recent report, for 2010, 11,012 of the 99,241 teachers (or 11.10%) left their school district during the 2009-2010 academic year, only a slight decrease of 1.62% from the previous year. The turnover rates among individual LEAs ranged from a low of 1.89% to a high of 31.82%. For the past 10 years, the average turnover rate in North Carolina was 12.68% (see Table 2). While North Carolina's turnover rates do not mirror the national trends, the rates are still unacceptable.

**Table 2*****North Carolina Teacher Turnover Rates***

<b><u>Academic Year</u></b>	<b><u>Total Teachers</u></b>	<b><u>Teachers Leaving</u></b>	<b><u>Percentage</u></b>
2000-2001	90,307	12,610	13.96%
2001-2002	92,367	11,533	12.44%
2002-2003	92,688	11,531	12.44%
2003-2004	92,166	11,399	12.37%
2004-2005	95,709	12,398	12.95%
2005-2006	101,229	12,730	12.58%
2006-2007	103,765	12,776	12.31%
2007-2008	96,966	13,432	13.85%
2008-2009	98,985	12,595	12.72%

*Source:* <http://www.ncpublicschools.org/recruitment/surveys/turnover/?> (2011)

**Impact on Financial Resources and Student Performance**

Over the past few years, the financial results of excessive teacher turnover have been examined more closely (Watlington, Shockley, Guglielmino, & Felsher, 2010). Barnes, Crowe, and Schaffer completed a study in 2007 to determine the costs associated with turnover. The 18-month study involved five districts: Chicago (IL) Public Schools, Milwaukee (WI) Public Schools, Granville (NC) County Public Schools, Jemez Valley (NM) Public Schools, and Santa Rosa (NM) Public Schools. The researchers "...examined the costs of recruiting, hiring, processing, and training teachers at both the school and district levels" (Barnes, Crowe, & Schaffer, para.2). Despite the variations in the size of district, location, demographics, and types of induction programs, the study revealed that the financial implications of teacher turnover were



quite sizeable. Darling-Hammond (2003) also pointed to a study conducted in Texas which determined that the state's yearly 15% turnover rate was costing the state a minimum of \$320,000,000 per year, or \$8,000 for each new teacher who leaves within the first three or so years after entering the classroom. On a larger scale, The Alliance for Excellent Education (2008) suggested that the costs related to replenishing the country's fleeting teaching force was "a staggering \$7.34 billion" (p. 22).

A number of studies have substantiated the claim that teachers are critically important in improving student achievement (Burstein, Czech, Kretschmer, Lombardi, & Smith, 2009; Darling-Hammond, 2002; Ingersoll, 2007), and The *No Child Left Behind Act of 2001* has heightened the need to ensure that today's teachers are highly qualified (meaning that teachers must be appropriately licensed in their subject area and meet other state-sanctioned expectations, e.g., renewal credits, good evaluations, etc.). Penalties are levied against schools and districts that fail to meet this requirement. This approach alone does not give attention or direction to the issue of excessive turnover. Thus, Greenlee and Brown (2009) have argued that an equal amount of importance should be placed on ensuring that districts do a better job of keeping quality teachers. In order to achieve that goal, it is necessary to focus more attention on the numbers of teachers leaving the profession and the underlying reasons for their decisions.

### **Working Conditions and Their Link to Teacher Turnover**

Because teachers are generally isolated from one another, schools have become more challenging workplaces, thus having an impact on teachers' decisions to stay or leave their school or district (Elfers, Plecki, & Knapp, 2006). In 2005, Alliance for Excellent Education wrote in an issue brief, "Every school day, nearly a thousand teachers leave the field of teaching. Another thousand teachers change schools, many in pursuit of better working conditions"

(para.1). Working conditions with regard to school settings are multifaceted. In fact, it has been suggested that working conditions are so nebulous that nearly anything could be categorized as such (Berry, Smylie & Fuller, 2008). Although no concrete definition of the term exists, teacher working conditions generally include the following broad categories: (a) physical features/suitability of buildings and equipment; (b) organizational structures, including leadership/governance, workload, etc.; (c) sociological features, including role identity and status among peers; (d) economic features; (e) cultural features (e.g., values and norms); (f) psychological features; and (g) educational features which include but are not limited to accountability targets and curriculum (Futernick, 2007; Johnson, 2006).

The claim that working conditions are tied to teachers' decisions to leave or stay has been consistently corroborated by a number of researchers. For example, Brown and Wynn (2007) wrote, "In general, research studies confirm that a number of working conditions form the main factors predicting high teacher morale and are those decisive factors relating to success in retention" (p. 667). Similarly, having examined North Carolina teachers' perceptions of their working conditions for the past several years, Hirsh and Church (2009) found that positive working conditions generally yield increased job satisfaction and less turnover. As a result, those schools whose teachers are satisfied with their working conditions have a higher retention rate. Greenlee and Brown (2009) determined that teachers who migrate or leave do so in search of better resources and more professional opportunities, including more autonomy, stronger curriculum innovations, more authority in school-based decisions, and additional professional development.

Using data from a survey of 1,071 California teachers, Loeb, Darling-Hammond, and Luczak (2005) examined the impact of working conditions on turnover. They found that the

greatest indicator of turnover was tied to teachers' view of their respective school's conditions. Liu and Meyer (2005) examined teachers' perceptions of their jobs and the subsequent impact on turnover. In doing so, they used data from the 1994-95 *Schools and Staffing Survey and the Teacher Follow-Up Survey*. The sample included 6,279 teachers. Of those surveyed, 41% had remained in their same teaching position since the first survey. However, almost the same percentage, 38%, quit teaching, and 21% of the teachers switched to another teaching assignment. Liu and Meyer's analysis indicated that student discipline was a primary reason for dissatisfaction. Gonzalez, Brown, and Slate (2008) looked specifically at reasons for attrition in the state of Texas. They interviewed several teachers who had left teaching after just one year of service and identified several organizational factors to be the cause of the departures.

Salary and benefits, because of their unique impact on attrition, are typically viewed as separate factors and therefore tend to be viewed independent of the aforementioned areas. Salaries, although thought by many to be a primary reason for leaving the teaching profession, are not mentioned as often as might be expected (Boe, Cook, & Sundeland, 2008).

### **The North Carolina Working Conditions Survey Initiative**

Because of the overwhelming benefit of positive working conditions on teacher retention, many states have begun collecting data regarding teachers' perceptions of their working conditions. North Carolina was one of the first states to begin collecting such data. According to the North Carolina Teaching Working Conditions website ([www.ncteachingconditions.org](http://www.ncteachingconditions.org), 2011), the state's efforts began in 2002 under the leadership of Governor Michael Easley. The governor's office partnered with the Center for Teaching Quality, whose job it was to develop the working conditions survey instrument. Since its initial unveiling, the survey has undergone revisions and has been administered every two years. In 2004 and 2006, there was a 66%

response rate, with more than 85% of the state's schools reaching the minimum response rate of 40% necessary to have valid data. During the 2010 administration, the fifth iteration of the statewide survey, 100% of the state's public schools reached the minimum response rate. Equally impressive was the fact that every district had at least 72% participation.

## **2010 Survey Analysis**

The New Teacher Center (NTC) conducted an analysis of the *2010 North Carolina Teacher Working Conditions Survey (NCTWCS)* data and summarized their findings in a research brief (2010). Some 105,688 (89%) educators responded to the survey, the highest participation rate since the initial survey in 2002. Of the eight areas assessed, the following five areas were also included in the 2008 version: (a) time; (b) facilities and resources; (c) teacher leadership; (d) school leadership; and (e) professional development. The three new areas included: (a) community support and involvement; (b) managing student conduct; and (c) instructional practices and support. Among the chief findings were the following:

1. Educators provided the most positive assessments of their working conditions than they had in all the previous years;
2. Eighty-five percent of those surveyed indicated that their respective school was a good place to work and learn; and
3. Only a small percentage (3%) wished to leave the profession.

The following sections summarize the NTC's findings for each of the factors and sub-factors included in the 2010 survey:

### **Time**

The issue of time was the most challenging category of working condition. Finding time within the school day for teachers to adequately plan for instruction, collaborate, and develop plans for meeting the individual needs of students is a critical component in establishing positive

working conditions. Yet, only 50% of the respondents agreed that routine paperwork was minimized.

### **Facilities and Resources**

Overall, the results relative to this area of the survey were quite favorable. Even in the midst of challenging budget situations, 90% of those surveyed indicated that their schools physical environment supported teaching and learning, and 80% reported that their school was clean and well-maintained. With regard to technology, 80% and 81%, respectively, agreed that they had adequate access to instructional technology and an appropriate internet connection speed.

### **Teacher Leadership**

One of the most fundamental tenets of the North Carolina Professional Teaching Standards is the importance of teacher leadership. In fact, the state's newly created teacher evaluation instrument provides for the assessment of it. The 2010 results in the area of teacher leadership were considerably higher than the results from 2008. Eighty-two percent, an increase of 21%, of the educators surveyed felt that they were looked to (or consulted) when it comes to making decisions relative to issues in education. Approximately 76% (versus 62% in 2008) of the respondents felt that an effective decision-making process was in place at their respective school. In 2010, 84% of teachers reported that they felt trusted to make educational decisions, up from 74% in 2008.

### **School Leadership**

The 2010 results indicated that school leaders were successfully working to create trusting, supportive school environments. In 2004, only half of those surveyed felt that

there was mutual trust and respect in their schools. The number rose to two thirds in 2008 and to almost three quarters in 2010. Similarly, approximately 79%, up from 72% in 2008, indicated that they typically felt supported by their school's leader.

### **Professional Development**

North Carolina, like many other states, has faced significant budget challenges over the past few years that have resulted in cuts to professional development. Yet, the data indicated that educators were more positive about opportunities for growth in 2010 than in any of the previous surveys. Table 3 summarizes the findings.

**Table 3**

***Professional Development Rate of Agreement Comparisons (2008 vs. 2010)***

<b><u>Factor</u></b>	<b><u>Rate of Agreement in 2008</u></b>	<b><u>Rate of Agreement in 2010</u></b>
Sufficient resources are available for professional development	58%	78%
Adequate time provided to receive professional development	65%	78%
Professional development deepens content knowledge	69%	80%
Professional development improves ability to improve student learning	68%	89%

Despite the positive results in this area, there was compelling evidence to indicate a disconnect between the educators' perceived professional development needs and the actual types of professional development received. The respondents were asked to identify the areas in which they believed they needed professional development in order to more effectively teach

their students, while noting the areas in which they had received professional development for more than 10 hours within the previous two years. Over 50% of the teachers indicated that they had received professional development in technology integration and differentiation; yet, 60% indicated the need for additional support in both areas. Along those same lines, about 50% of teachers indicated the need for professional development in strategies for addressing unique learners.

### **Community Support and Involvement**

With regard to community engagement, 89% of educators agreed that their school maintained an adequate level of open dialog with the community. There was almost 100% agreement with the claim that teachers kept parents and guardians informed about their students' academic progress. Overall, approximately 85% of educators indicated that the community generally supported their school, and 84% felt supported as teachers.

Although 90% of respondents felt that their school adequately encouraged parental involvement, only 74% actually felt supported by parents and guardians. Similarly, 72% agreed that parent and guardians were an influential part of the decision-making process at their school.

### **Managing Student Conduct**

A safe and orderly environment is necessary to establish a positive learning situation for students. Four main areas were assessed within this factor. The results indicated that North Carolina's public school teachers overwhelmingly (93%) believed that their schools were safe, due primarily to consistently enforced disciplinary procedures. Eighty-five percent of those surveyed indicated that the students were aware of their behavioral expectations, and 72% believed that students adhered to them. Regarding the enforcement of rules, 80% affirmed that

rules were consistently enforced by teachers, while 70% suggested that administrators were equally consistent.

### **Instructional Practices and Support**

More than 93% of North Carolina's educators agreed that innovation was encouraged. Eight-seven percent reported that they worked in professional learning communities to align instruction. With respect to autonomy, 77% of those surveyed agreed that they were able to make decisions about instructional techniques. Sixty-eight percent of teachers acknowledged a positive link between their teaching assignments and the likelihood of success with students.

### **Principals' Impact on Teacher Working Conditions**

In the case of the public school arena, much of the literature relating to teacher working conditions has been tied specifically to the role of the principal (Cuban, 2008; Wood, 2005). Norton (2002) wrote, "Studies on school effectiveness, school climate, and student achievement all reveal one commonality, the fact that good happenings in schools depend to a great extent on the quality of school leadership" (p. 50). School principals are often characterized as the chief learning officer who bears ultimate responsibility for success or failure of the school (Bottoms & O'Neil, 2001). They are trained to develop and implement cutting-edge strategies to meet the varied needs of their subordinates (Harr, 2007). When it comes specifically to their impact on teacher working conditions, Kukla-Acedo (2009) argued, "organizational [working] conditions are driven by administrator behavior" (p. 443). Likewise, according to the New Teacher Center (2010):

Analyses of previous survey data have demonstrated that school leadership is one of the strongest predictors of teacher retention and future employment plans. In 2010, when asked which aspect of teaching conditions most affects their willingness to keep teaching



at their school, almost three out of 10 (28%) educators selected school leadership, nearly two times more than any other working condition area assessed. (p. 5)

A number of other studies have further emphasized the link between teaching working conditions and administrative leadership. For example, Loeb Darling-Hammond and Luczak (2005) concluded that one of the major areas of dissatisfaction relative to working conditions was unsupportive leadership. Likewise, Luekens, Lyter, Fox and Chandler (2004), using data from the 2000-2001 follow-up survey from National Center for Education Statistics, found that 32% of teachers who transferred to a new school were dissatisfied with their working conditions in general, and 38% were specifically dissatisfied with the level of support they received from their administrator(s). In another study, Johnson and Birkeland (2003) followed 50 teachers from Massachusetts over a four-year period and found that teachers who migrated described their principal as “arbitrary, abusive, or neglectful” (p. 594).

Because principals have a greater opportunity to provide direct support while playing an active role in developing and nurturing teachers (Roberson & Roberson, 2009; Watkins, 2005), their role is even more crucial when it comes to new teachers. Wood (2005) summarized this reality, noting, “When a site administrator organizes and/or supports instructional activities that promote professional relationships among novice teachers and experienced teachers, morale is greatly improved and beginning teachers’ self-concept is strengthened” (p. 45). Moreover, Wood determined that principals who immersed themselves (through active participation) in their school’s induction program and provided specific guidance and direction to novice teachers were viewed more favorably. In fact, some of the study’s participants indicated that their principal, because of his or her support, was the reason why they opted not to quit.

Habegger (2008) looked specifically at how principals create a positive school culture.

The three principals in this study intentionally devoted time to ensuring that their respective school's culture was positive. They focused on building teachers' self-efficacy using a two-pronged approach. The first step was to create a sense of belonging and empowerment.

Teachers were made to feel a part of a team. Common planning was provided during the school day to establish professional learning communities in which teachers and principals worked collaboratively to identify ways to improve teaching and learning. The second step involved setting goals. Establishing a shared vision, mission and core beliefs was the initial step in establishing a clear direction for the school. Those key components provided a foundation for the decision-making process.

Roberson and Roberson (2009) advocated the use of some additional strategies to meet the unique needs of novice teachers. They suggested that, because principals are typically the primary point of contact throughout the hiring process and the point of authority for the school, it is important for them to fully understand the issues and concerns associated with new teachers. As such, principals should anticipate questions and work diligently to provide as many answers as possible before problems arise. They should also take special care to ensure that new teachers are given the most appropriate teaching assignments while decreasing extracurricular activities. Meetings for conversation, sharing and reflections should be held regularly along with on-going professional development. Lastly, principals should provide substantive feedback as novice teachers work to understand and integrate school and district goals into their practice. The feedback should be frequent and should not be superficial.

### **The Superintendent and Teaching Working Conditions**

Literature relating to specific links between superintendents and teachers' working conditions is scant. However, there is a body of research to indicate that contemporary

superintendents are faced with vast new responsibilities and have subsequently become more involved in many of the functions traditionally reserved for building-level administrators (Browne-Ferrigno & Glass, 2005; Petersen & Young, 2004). According to Hoyle, Bjork, Collier, and Glass (2005), “The old, less-visible role of the superintendent has changed to that of a highly visible chief executive who needs vision, knowledge, and skills to lead in a new and complex world” (p. 1). Today’s public school superintendents are ultimately responsible for the success or failure of their district (Rammer, 2007). As Pascopella (2011) put it, whether or not a district is able to remain grounded is due in large part to the stability of the superintendent.

In reviewing the American Association of School Administrators’ standards for superintendents and the Interstate School Leaders Licensure Consortium’s standards for educational administrators, Ferrigno-Browne and Glass (2005) found some duplication of responsibilities in a number of areas. Thus, it is reasonable to assume, as noted in the preceding chapter, that superintendents, like principals, have an impact on teacher working conditions.

## **21<sup>st</sup> Century Duties and Responsibilities**

The school district superintendent’s position was created in the mid-1800s and was primarily responsible for performing clerical duties. From that time until now, the position has continued to evolve around a number of social, philosophical, and political influences (Kowalski, 2005). The position has matured from that of a mere clerk to the current role of communicator and chief executive officer. Increased scrutiny and debates among educational policymakers have resulted in stringent state and federal accountability standards, making the superintendent more accountable. As Petersen and Young (2004) pointed out, “NCLB’s reliance on data from annual student achievement scores to determine the future of schools, students and school personnel brings about a complicated and ominous challenge to the daily professional life of

school superintendents” (p. 343). Superintendents in the 21st century have been forced to take a more active role in instructional leadership which had traditionally been one of the fundamental roles of school principals. They are now held more directly responsible for improving district outcomes and are charged with more than simply hiring principals.

As superintendents work to implement reform and restructuring, they must work alongside stakeholders to ensure that everyone moves toward a common purpose. Wells, Maxfield, Klocko, and Fuen (2010) wrote, “Superintendents are in unique positions to be able to create and communicate a vision for their districts. Superintendents communicate these values in their interactions with principals and teachers in their districts” (p. 672). Kowalski and Brunner (2005) added, “Virtually every major school improvement concept and strategy encourages administrators to work collaboratively with teachers, parents, and taxpayers to build and pursue a collective vision” (p. 149).

Politics permeates educational systems and has an obvious impact on what happens in today’s schools. As Piltch and Fredericks (2005) pointed out, “... It is impossible to avoid situations where political considerations affect decision-making” (p. 11). Consequently, it is critical for superintendents to have a solid knowledge of the political arena. Moreover, they must fully understand changes to the political landscape, being aware of which situations require a specific type of action/power (Marshall & Gerstl-Pepin, 2005). Miller, Salsberry, and Devin (2009) sought to determine the types of power yielded by superintendents. Seven types of power surfaced: (a) reward power; (b) coercive power; (c) legitimate power; (d) referent power; (e) expert power; (f) informational power; and (g) connectional power. In addition, the following themes emerged:

1. Shared leadership and community building was increasing, primarily because of

- accountability;
2. Superintendents tended to blend two or more types of power in any given situation;
  3. Depending on the dynamics of a given district or community, different types of power worked in different situations;
  4. *No Child Left Behind* has forced the use of certain power to carry out mandates; and
  5. It was important for superintendents to know when not to exercise power.

In short, the top-down model can no longer be seen as the only approach to leading a district.

Contemporary superintendents must use a balanced approach, taking into account a number of factors, including how their decisions might impact teacher working conditions.

Superintendents must also work with federal, state, and local government to develop and manage budget priorities (Odden & Picus, 2008). In addition, Katzenmeyer and Moller (2001) argued, “Superintendents ...can legitimize the efforts of developing teacher leadership by establishing appropriate policy and district culture and by being advocates for leadership opportunities” (p. 15). They are also well-positioned to positively impact instructional practice through professional development (Firestone, Mangin, & Martinez 2005).

### **North Carolina Standards for Superintendents**

In 2007, the North Carolina State Board of Education approved the state’s standards for superintendents. They were developed to guide reflection and increase the effectiveness of senior-level district administrators across the state. The seven standards are aligned with the seven standards for North Carolina’s school executives/school-level administrators adopted by the state board in 2006. In addition, “The seven standards for superintendents reflect the 2006 work of McREL (Mid-continent Research for Educational and Learning) *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement*” (p. 2).

Table 4 lists the standards and a sample of corresponding practices for each, which offers insight into what one would expect of an effective North Carolina superintendent.

**Table 4*****North Carolina Standards for Superintendents***

<b><u>Standard</u></b>	<b><u>Sample Practices</u></b>
1. Strategic Leadership	Collaboration with stakeholders, shared visioning, systemic change, innovative ideas, development and implementation of strategic plan, goal setting, aligned financial priorities
2. Instructional Leadership	High-profile focus on learning, high expectations for all students, fully functional professional learning communities, aligned curriculum, plan for use of data
3. Cultural Leadership	Community building, trust, well-being among stakeholders, celebrations of accomplishments
4. Human Resource Leadership	Ensures availability of resources (including time and personnel), open communication with principals, on-going professional development, positive attitude, creates leadership opportunities for educators
5. Managerial Leadership	Applies and accesses current technologies, creates collaborative budget process, identifies and plan facility needs, collaboratively develops and enforces rules and procedures
6. External Development Leadership	Establishes community partnerships, engages stakeholders, designs protocols to ensure compliance with mandates, communicates needs to appropriate entity
7. Micropolitical Leadership	Defines and understands internal and external political systems, prepares and recommends policy, applies law and policies fairly, provides input on critical educational issues

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*Source:* <http://www.ncpublicschools.org/docs/profdev/standards/school-executives-standards/superintendents.pdf> (2011)

**Superintendent Transiency**

The average tenure for urban superintendents, although increasing, is only about 3.6 years (Council for Great City Schools, 2003). However, Natkin, Cooper, Alborano, Padilla, and Ghosh (2002) found that superintendent tenure averaged 6 to 7 years regardless of the district's

size or location. Despite the small disparity, Cooper, Fusarelli, and Carella (2000) have asserted that there is a substantial shortage of applicants to fill superintendency vacancies. Their survey of 2,979 superintendents from across the nation revealed that 92% of the respondents were concerned that a high level of turnover at the superintendent's level will result in an inability to maintain sound leadership in the position. Because of the seemingly daunting responsibilities associated with the superintendency, fewer leaders are opting to take on the role, and excessive turnover at the superintendent's level certainly gives cause for concern.

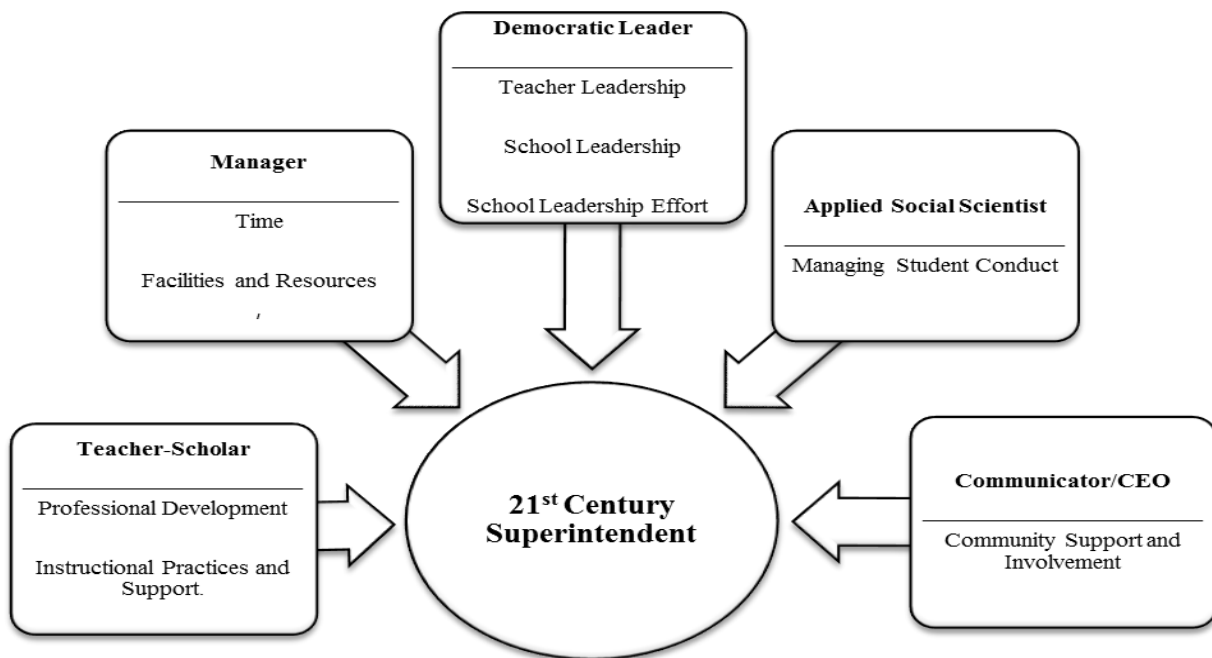
### **Conceptual Framework**

Callahan and Kowalski (see Kowalski & Brunner, 2005), identified five role conceptualizations to chronicle the evolution of the superintendency and underscore the ever-increasing sophistication associated with the position. Regarding the conceptualizations, Kowalski and Brunner (2005) wrote, "In practice, completely separating these five conceptualization is impossible because practitioners often assume two or more of them at any time," and ... "all remain essential to practice" (p. 145). Consequently, those conceptualizations are used as a framework for showing a link between the superintendent and most everything related to climate/working conditions within a school district, even at the school level. Figure 1 provides a pictorial representation of the overlap between each role and the *2010 North Carolina Teacher Working Conditions Survey* constructs and underscores the notion that each conceptualization is equally important to the success and effectiveness of the modern-day superintendent. Above the lines, in bold font, are the role conceptualizations. Below each line, are the working condition factors which align with the superintendent's duties.



**Figure 1**

***Conceptual Framework***



Following are descriptions of each conceptualization as explicated by Callahan and Kowalski. The descriptions provide the integral duties and responsibilities for the roles, many of which are similar to those of principals.

1. Superintendent as Teacher-Scholar: The role of the district superintendent was established in the mid-1800s. During the first decade of the 20<sup>th</sup> century, the primary roles of the superintendent were quite simplistic and included the consistent implementation of state curricula and the supervision of teachers. The Common School Movement sought to immerse students into American culture through a prescribed set of subjects and courses.
2. Superintendent as Manager: At the height of the 20th century, as the United States began its move towards industrialization, public education was impacted in two major

- ways. First, urbanization resulted in larger cities and bigger and schools. During that period, there was a new focus on standardization and efficiency, resulting in the need for managers.
3. Superintendent as Democratic Leader: The evolution of the superintendent's position into that of a democratic leader spanned some 25 years, from 1930-1955. Superintendents had to learn how to navigate the political arena in hopes of garnering and maintaining stakeholder support.
  4. Superintendent as Applied Social Scientist: The concept of the superintendent as a social scientist began in 1955 and continued until 1970. Democratic leadership was being viewed as overly idealist, ignoring the reality of practice. Much of the knowledge derived from the development of the social sciences in the 1940s and 1950s was applicable to the administrative arena, and school administration professors were engaged in social science research. In addition, dissatisfaction with public education made the social sciences appealing.
  5. Superintendent as Communicator: With the release of *A Nation at Risk* in 1983, schools came under increased scrutiny, resulting in a number of initiatives designed to improve public education. From 1970 until now, superintendents have focused their efforts on collaborating with stakeholders to increase buy-in as districts move through periods of major reform.

Table 5 expands and chronicles the duties and responsibilities of the superintendency and provides additional relative to the social contexts which helped shape each conceptualization.

**Table 5*****Evolution of Superintendent Roles***

<b><u>Time Frame</u></b>	<b><u>Role</u></b>	<b><u>Duties</u></b>	<b><u>Social Context</u></b>
1830-1850		Simple clerical and practical tasks	
1850-1910	Teacher-Scholar	Supervise instructional and ensure curriculum uniformity; superintendent as master teacher	Common School Movement; Civil War
1910-1920	Transitional Period		
1920-1930	Manager	Budget development, personnel management, facility management, and standardization of operations	Industrial Revolution
1930-1955	Democratic Leader	Political strategist, galvanize policymakers, employees, and taxpayers to support district initiatives	Great Depression; World War II
1955-1970	Applied Social Scientist	Emphasis on empiricism, predictability, and scientific certainty and the use of research to deal with issues such as poverty, racism, crime, violence, and gender discrimination	End of desegregation; white flight; baby boomers entering schools; Cold War
1970-Present	Communicator/CEO	Work collaboratively with principals, teachers, parents, and community; climate building to support school restructuring efforts, lead learner, collaborator, and visionary, balances authority to empower principals and faculty to provide system coherence; aligns goals and actions of districts and campuses	Information Age; <i>A Nation at Risk</i> ; School improvement initiatives; Accountability Age; Adequate Yearly Progress; school report cards, academic success for all students

*Source:* Edwards, 2006, p. 21

## **Summary**

Retirement of career educators is no longer seen as the sole reason for the teacher shortage. Given that public schools have to replace a higher number of teachers than are hired each year, there can be no doubt that the lack of teacher retention contributes greatly to the shortage. Working conditions play a significant role in teacher retention. Heretofore, with regards to administrative leadership, the superintendent has been overlooked as a significant contributor to teachers' perceptions of their working conditions. The extant research looks only at the principal's impact. Increases in accountability and stringent consequences for failure to meet performance targets have resulted in superintendents being held more accountable for the success or failure of their district's schools. As such, this study seeks to add to the literature regarding superintendent leadership, its impact on teacher working conditions, and the consequences of superintendent longevity.

### **CHAPTER III: METHODOLOGY**

This chapter discusses the research methods used in this study. It has been divided into sections that address the purpose of the study, research questions, design, procedures for data collection, population and sample, instrumentation, reliability, validity, and statistical treatment.

#### **Purpose of the Study**

As our nation's public schools continue to struggle to keep our classrooms filled with qualified educators, it has become even more necessary for researchers to identify solutions aimed at decreasing teacher turnover. Given what we know about teacher working conditions and their impact on whether a teacher stays or leaves the profession, the purpose of this study was to investigate the extent to which a superintendent's tenure impacts teachers' perceptions of their working conditions. More specifically, the goal was to determine whether or not there was a significant relationship between length of superintendent tenure and the perceptions of teachers' perceptions of their working conditions as indicated on the *2010 North Carolina Teacher Working Conditions Survey (NCTWCS)*.

#### **Research Questions**

1. Does a superintendent's tenure in office have a significant impact on teachers' perceptions of their working conditions? In other words, do teachers whose superintendent has greater longevity report increased satisfaction with their working conditions?
2. Do teachers whose superintendent is beginning (1 year or less in current position),

3. emerging (2 to 6 years in current position) or established (7 or more years in current position) perceive their working conditions differently? If so, in what ways?

### **Research Design and Procedures**

The nature of this study was causal-comparative. According to Fraenkel and Wallen (2000), “In casual-comparative research, investigations attempt to determine the cause or consequences of differences that already exist among groups of individuals” (p. 393). Two sets of data were needed to conduct the study. The researcher gained access to the results from the *2010 NCTWCS*, including all of the school-level data within LEA. Access to those data required permission and assistance from the director of the North Carolina Professional Teaching Standards Commission. Information relative to superintendent tenure was not readily available. No agency in North Carolina collects such data on the state’s superintendents. Consequently, the researcher relied on directories produced by the Communications Department at the North Carolina Department of Public Instruction. A comprehensive directory of key public school officials is published each academic year. The researcher began by listing all of the names of the superintendents who were in office in 2010. Next, he worked backwards in five-year increments (smaller increments were used when necessary) to determine when each superintendent began his or her tenure. Whenever the aforementioned approach failed to yield the needed results, the researcher contacted the individual districts and conducted a brief phone interview using the script provided in Appendix C.

### **Population and Sample**

There are 115 public school districts (excluding charter schools) in the state of North Carolina and one superintendent for each. Each school-based, licensed public school employee (teacher, counselor, media specialist, etc.) in the state (N=119,000) is given the opportunity to

take part in the *NCTWCS* every two years. These professionals serve students in pre-kindergarten through 12th grade. From that group, 89% percent of those educators (n=105,688) responded to the 2010 survey. In order for reports to be produced for a specific district, that particular LEA must have had at least 40% of its teachers to participate. All districts had at least 72% participation; 13 districts had 100% participation, and 77 districts had over 90% participation.

### **Instrumentation**

The website devoted to the North Carolina Teaching Working Conditions Initiative, [www.ncteachingconditions.org](http://www.ncteachingconditions.org), provides summary survey results for 2006, 2008, and 2010. Also, since 2010, user guides for school personnel, district leaders, and parents have been available to assist various stakeholder groups with understanding, analyzing, and using the resources provided. With regard to this study, the website was most helpful for gleaning critical information relative to the initiative's background, the development and revision of the survey instrument, and the subsequent statewide implementation. According to the website (2011), Governor Michael F. Easley began the North Carolina Teacher Working Conditions Initiative in 2001. The North Carolina Professional Teaching Standards Commission (NCPTSC), in conjunction with LEARN NC and the New Teacher Center (NTC), was and still is responsible for administering and implementing the survey. The website further notes that all three organizations are committed to providing support for teachers in hopes of improving their effectiveness in the classroom. An outgrowth of their efforts in North Carolina has been a focus on improving teacher working conditions as a strategy for increasing teacher retention. With regard to the *NCTWCS*, each organization plays a critical role in the implementation process. For example, LEARN NC's primary role includes the collection of the survey data. The NTC,

because of its experience with conducting similar surveys in other states, is responsible for analyzing and reporting the data. The NCPTSC works to ensure that the instrument is in line with the state's priorities as relates to the state's outline for increasing teacher effectiveness.

In 2002, the first survey instrument was developed and administered as a pilot study. The survey consisted of 39 questions and was designed to "assess whether or not state working conditions standards developed by the North Carolina Professional Teaching Standards Commission were being met" (New Teacher Center, 2008, p. 1). It was designed to be administered using pencil and paper. Two years later, the survey was redesigned and administered online. In 2006, there was a 66% response rate (from the approximately 75, 000 licensed school-based personnel) and in 2008, there were over 104, 000 participants.

The 2010 NCTWCS was administered online March 15-April 16, 2010. As has been the case since the survey's inception, participation was completely voluntary and anonymous. The survey instrument was divided into 12 sections. The introductory section of the instrument had six questions. Three of those questions were to be answered by principals only and were notated as such. The questions in this particular section sought to acquire demographic information from each respondent and asked primarily for information about type of position (teacher, principal, assistant principal, etc.), length of service (total years as an educator and at current school). The next eight sections of the survey corresponded to a specific working condition/construct (time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, or instructional practices and support). The remaining three sections were devoted to overall perceptions, new teacher support, and principal mentoring.



## **Validity**

### **Construct**

With regard to content validity, it is important to highlight that the instrument has continued to undergo analysis and revisions since its initial unveiling in 2002. The first instrument (developed in 2001 and used in 2002) was based on a review of research on working conditions and their impact on teacher dissatisfaction and mobility and was conducted by the North Carolina Professional Teaching Standards Commission (NCPTSC). Additional information from state and national data from the National Center of Education Statistics' School and Staffing Survey was used to identify other conditions which impacted teachers' satisfaction and employment decisions. Through these analyses, 30 state working conditions were created in five areas (time, empowerment, leadership, time, and facilities and resources) and approved by the North Carolina State Board of Education. These standards were the basis for the original and subsequent surveys. The most recent instrument, like the ones before it, is based on past iterations (i.e., 2002, 2004, 2006 and 2008). While some of the same constructs have been used as a nucleus, a section for new teacher (those with fewer than three years of experience in the profession) was added. In 2006, questions were added for principals only. Those questions sought to determine the level of support being provided at the district level. The 2010 survey added additional constructs to assess conditions related to community support and involvement, management of student conduct, and instructional practices. In addition, the response options only included five options: (a) strongly agree; (b) disagree; (c) agree; (d) strongly agree; and (e) don't know (New Teacher Center, 2011).

## **Construct Validation**

Confirmatory and exploratory factor analyses were conducted to determine the ability of the instrument to assess the areas addressed in the instrument (time, managing student conduct, school leadership, professional development, teacher leadership, facilities and resources, community support and involvement and instructional practices and support). According to the New Teacher Center's research brief (2011):

Using a principal components analysis and varimax rotation procedures, eigenvalues of one or greater were used as the criteria for factor extraction. In the 2010 NC TWC Survey, a nine factor model accounted for the greatest proportion in the total variance (multiple factor models were attempted), suggesting that there are nine distinct concepts within the survey... Confirmatory factor analyses where the number of factors was set at eight produced an eight factor solution... Assessing each construct as originally developed, [the NTC] identified the questions that load most strongly for each construct and thus are most representative of that construct. These results indicate that the survey sections are well suited in North Carolina to reflect the focus area of each major concept generated through the factor analyses (p. 2).

## **Reliability**

To test the reliability (consistency) of the *North Carolina Teacher Working Conditions Survey* for measuring the presence of various components of teaching conditions, Cronbach's alphas were run on the data. Each of the factors included in the survey had alphas above 0.8 and were therefore deemed reliable. Table 6 below provides the summary data for each factor.

**Table 6*****Reliability Statistics for Survey Organized Around Major Constructs***

<b><u>Factors</u></b>	<b><u>Cronbach's Alpha</u></b>	<b><u>Cronbach's Alpha Based on Standardized Items</u></b>	<b><u>Mean Inter-Item Correlations</u></b>	<b><u>N of Items</u></b>	<b><u>Sample Size</u></b>
Time	.859	.860	.468	7	95626
Facilities & Resources	.883	.884	.458	9	99148
Community Support & Involvement	.896	.898	.524	8	91933
Managing Student Conduct	.903	.903	.570	7	99021
Teacher Leadership	.931	.933	.637	8	94520
School Leadership	.923	.924	.504	12	85166
Professional Development	.951	.952	.603	13	75032
Instructional Practices & Support	.860	.865	.445	8	76370

*Source:* New Teacher Center, 2011, p. 4

**Analysis**

In addition to descriptive statistics for all variables, ordinary least squares regression was used. With regard to the regression analysis, the overall score on each factor served as a dependent variable (y), and superintendent tenure served as the independent variable (x). There were a total of nine models, one for each dependent variable. Significance of the regression equation (alpha= .05 or less) was tested. The researcher used SPSS to perform the statistical tests for the study.

## CHAPTER IV: RESULTS

The purpose of this quantitative study was to investigate the extent to which superintendent longevity impacts teachers' perceptions of their working conditions. The study used results from the *2010 North Carolina Teacher Working Conditions Survey (NCTWCS)* and tenure data for all 115 public school superintendents in North Carolina. This chapter is divided into three sections which present the procedures used to analyze the data and the subsequent results. The first section lists the research questions and notes the statistical procedures used for analysis. Section 2 provides findings for each research question. The third section provides a summary of the chapter.

The two research questions for this causal-comparative study are provided in Table 7. In addition, the applicable statistical procedures for each question are also included.

**Table 7**

***Research Questions and Procedures***

<b>Research Question</b>	<b>Statistical Procedure</b>
RQ 1. Does a superintendent's tenure in office have a significant impact on teachers' perceptions of their working conditions? In other words, do teachers whose superintendent has greater longevity report increased satisfaction with their working conditions?	Ordinary Least Squares Regression
RQ 2. Do teachers whose superintendent is beginning (1 year or less in current position), emerging (2 to 6 years in current position) or established (7 or more years in current position) perceive their working conditions differently. If so, in what ways?	One-Way ANOVA

Question 1 sought to determine whether a statistically significant relationship existed between superintendents' years in office and teachers' responses on the *2010 NCTWCS*.

Question 2 was designed to determine if there were differences among three tenure groups (i.e., beginner, emerging, or established). All reported tests of statistical significance were based on an alpha less than or equal to .05.

## **Descriptive Statistics**

### **Teacher Working Conditions Survey**

The *2010 NCTWCS* was administered statewide to all licensed, school-based public school educators (teachers, administrators, media coordinators, counselors, etc.) by the New Teacher Center. To ensure anonymity, respondents were provided with randomized access codes which were distributed by a designee at each school. A total of 105,688 (89%) of the state's educators responded to the survey during the 2010 cycle. (See Appendix D for a copy of the survey.) Although administrators responded to many of the same questions as their non-administrative colleagues, they also responded to questions specific to their role. The data from those questions have not been included in this study. The survey is divided by nine main constructs and then into several sub-constructs which are detailed in Table 8.

**Table 8*****Construct Factors and Sub-Construct Factors***

<b><u>Construct Factor</u></b>	<b><u>Sub-Constructs</u></b>	<b><u>N of Survey Items</u></b>
Time	Time to plan, collaborate and instruct	7
Student Conduct	Behavior policies and safe practices	7
Teacher Leadership	Involvement in decisions that impact classroom and school practices	8
School Leadership	Ability to create trusting, supporting environment and address concerns	12
School Leadership Effort	Leadership issues, facilities and resources, use of time, professional development, teacher leadership, community support and involvement, student conduct, instructional practices and support, and new teacher support	9
Professional Development	Quality learning opportunities for educators	13
Facilities and Resources	Instructional, technology, office, communication, and school resources	9
Community Support and Involvement	Stakeholder communication and influence	8
Instructional Practices and Support	Data and support for improvement of instruction and learning	8

*Source:* New Teacher Center (2011)

The items associated with the school leadership factor are from the first school leadership scale with the agreement items about school leadership. The school leadership effort factor includes items from the second school leadership scale that has the stem “School leadership

makes a sustained effort to address concerns about.” The responses for each school were aggregated to produce the district data used for the study. According to Keri Church, social research scientist with LEARN North Carolina, the organization responsible for collecting the data:

The items to be included in the factors were determined by a confirmatory factor analysis run in SPSS by the New Teacher Center. To calculate [each factor’s] average, we found the mean of all agreement responses (values 1 to 4) in a school for each of the individual items in the factor as listed in the codebook. Then, these item averages at the school level are used to calculate a mean that is the factor average in the district. So, each item and each school is equally weighted in the district factor average (Personal communication, December 9, 2010).

The values referenced above correspond to the survey’s response scale wherein 4 represents the highest rate of agreement/most positive response and 1 represents the lowest rate of agreement/most negative response. Table 9 shows the descriptive statistics for the nine construct factors.

Mean scores for seven of the construct factors (student conduct, teacher leadership, school leadership, school leadership effort, facilities and resources, community support and involvement, and instructional practices and support) for all educators across the 115 school districts in North Carolina were between 3.06 and 3.18, suggesting overall satisfaction with time to plan, collaborate, and otherwise prepare to meet the needs of their students. The means for the remaining two construct factors (time and professional development) were 2.83 and 2.99, respectively, indicating that the respondents had a lower rate of agreement with those survey

statements. This lower score suggests concerns about the types and amount of professional development provided to teachers.



**Table 9*****Descriptive Statistics for Construct Factors (N=115)***

<b><u>Construct Factor</u></b>	<b><u>Minimum</u></b>	<b><u>Maximum</u></b>	<b><u>Mean</u></b>	<b><u>SD</u></b>
Time	2.58	3.15	2.83	0.13
Student Conduct	2.71	3.53	3.09	0.13
Teacher Leadership	2.87	3.40	3.09	0.11
School Leadership	2.95	3.48	3.16	0.11
School Leadership Effort	2.85	3.37	3.06	0.10
Professional Development	2.63	3.25	2.99	0.10
Facilities and Resources	2.85	3.50	3.18	0.13
Community Support and Involvement	2.81	3.36	3.08	0.11
Instructional Practices and Support	2.85	3.36	3.06	0.10

**Superintendent Tenure**

There are 115 public school superintendents (excluding charter schools) in North Carolina. The overall length of tenure for superintendents included in this study ranged from a low of one or fewer years to a high of 30 years, as shown in Table 10. The average superintendent tenure was 4.80 years ( $SD= 4.178$ ). A majority of the superintendents had been in their current position for less than four years (64%).

**Table 10*****Superintendent Tenure Frequencies (N=115)***

<b><u>Number of Years</u></b>	<b><u>Frequency</u></b>	<b><u>Percent</u></b>	<b><u>Cumulative Percent</u></b>
1 or fewer	11	9.6	9.6
2	22	19.1	28.7
3	23	20.0	48.7
4	18	15.7	64.3
5	12	10.4	74.8
6	5	4.3	79.1
7	4	3.5	82.6
8	6	5.2	87.8
9	1	.9	88.7
10	4	3.5	92.2
11	2	1.7	93.9
12	1	.9	94.8
13	2	1.7	96.5
15	1	.9	97.4
16	1	.9	98.3
20	1	.9	99.1
30	1	.9	100.0

While direct prediction of working conditions from years of experience was conducted, it also was considered that working condition factors might vary by classifying superintendents as novice (1 year or less), emerging (2-6 years), or established (7 or more years). As Table 11 indicates, most superintendents (50%) fell into the 2-to-6 year group.

**Table 11*****Frequency Distributions of Superintendent Tenure by Group***

<b><u>Tenure Group</u></b>	<b><u>N</u></b>	<b><u>Percentage</u></b>
1 year or less	11	9.6
2 - 6 years	80	69.6
7 or more years	24	20.9

**Results****Research Question 1**

A regression analysis was conducted using superintendent tenure as a predictor of respondents' perception of each of the nine construct factors. The model revealed that superintendent tenure accounts for 5.2% of the variance in professional development with a Pearson  $r = -.23$ ,  $F(1, 114) = 6.203$ ,  $p = .014$ ,  $B = -0.005$ . This result is a statistically significant negative correlation (Cohen, 1988), which means that satisfaction with professional development decreased as superintendent tenure increased.

Superintendent tenure did not significantly predict the remaining eight factors: (a) time; (b) student conduct; (c) teacher leadership; (d) school leadership; (e) school leadership effort; (f) facilities and resources; (g) community support and involvement; and (h) instructional practices and support. Table 12 shows the significant and non-significant slopes and  $R^2$  statistics.

**Table 12***Results of Regression Analysis for Superintendent Tenure and Construct Factor*

	<u>Time</u>		<u>Student Conduct</u>		<u>Teacher Leadership</u>		<u>School Leadership</u>		<u>School Leader Effort</u>	
	<u>B</u>	<u>p-value</u>	<u>B</u>	<u>p-value</u>	<u>B</u>	<u>p-value</u>	<u>B</u>	<u>p-value</u>	<u>B</u>	<u>p-value</u>
Tenure	0.000	0.988	0.002	0.478	-0.002	0.473	-0.003	0.170	-0.003	0.157
Intercept	2.827	0.000	3.085	0.000	3.097	0.000	3.172	0.000	3.071	0.000
R <sup>2</sup>	0.000	0.988	0.004	0.478	0.005	0.473	0.017	0.170	0.018	0.157

	<u>Professional Development</u>		<u>Facilities and Resources</u>		<u>Community Support and Involvement</u>		<u>Instructional Practice and Support</u>	
	<u>B</u>	<u>p-value</u>	<u>B</u>	<u>p-value</u>	<u>B</u>	<u>p-value</u>	<u>B</u>	<u>p-value</u>
Tenure	-0.005	0.014	-0.002	0.529	0.003	0.281	-0.003	0.204
Intercept	3.104	0.000	3.186	0.000	3.071	0.000	3.077	0.000
R <sup>2</sup>	0.052	0.014	0.004	0.529	0.010	0.281	0.014	0.204

## Research Question 2

A one-way ANOVA was used to test for construct differences among three categories of superintendent tenure. No significant differences were found when examining working condition factors by the three categories of superintendent tenure. The ANOVA statistics for each construct are listed in Table 13.

**Table 13**

*One Way ANOVA Results (N=115)*

<u>Constructs/ Factors</u>	<u>Means Constructs by Superintendent Tenure</u>			<u>F Test</u>		
	<u>1 year or fewer (N=11)</u>	<u>2-6 years (N=80)</u>	<u>7 or more years (N=24)</u>	<u>F</u>	<u>df<sub>1</sub>, df<sub>2</sub></u>	<u>p- value</u>
Time	2.84	2.82	2.82	0.350	2, 112	0.706
Student Conduct	3.06	3.11	3.10	1.592	2, 112	0.208
Teacher Leadership	3.06	3.10	3.08	1.044	2, 112	0.355
School Leadership	3.13	3.16	3.15	1.049	2, 112	0.354
School Leadership Effort	3.04	3.06	3.04	0.885	2, 112	0.415
Professional Development	2.98	2.99	2.97	0.398	2, 112	0.672
Facilities and Resources	3.17	3.18	3.17	0.079	2, 112	0.924
Community Support and Involvement	3.05	3.09	3.09	1.738	2, 112	0.181
Instructional Practices and Support	3.04	3.07	3.06	0.925	2, 112	0.399

## **Summary**

In determining the impact of superintendent tenure on educators' perceptions of their working conditions, the researcher utilized two statistical approaches. Ordinary least squares regression was used, with superintendent tenure serving as the independent variable and with each individual survey construct factor serving as a dependent variable (for a total of nine models). Only one statistically significant relationship ( $p < 0.05$ ) was found. Multiple group comparisons were also conducted to test differences among three tenure groups when each construct factor was used as a categorical independent variable. There was no statistical significance, indicating that educators did not perceive their working conditions much differently regardless of whether their superintendent was a beginner, emerging, or established leader. Chapter V will present an analysis and discussion of the findings and implications for future research and practice.

## **CHAPTER V: ANALYSIS, DISCUSSION, AND IMPLICATIONS**

For the past century, the role of the district superintendent has continued to evolve from a static, one-dimensional position into a multi-faceted, dynamic one. Callahan and Kowalski (see Kowalski & Brunner, 2005) have analyzed the historical perceptions of the superintendency and identified the following five role conceptualizations:

1. Teacher-Scholar;
2. Manager;
3. Democratic Leader;
4. Applied Social Scientist; and
5. Communicator/CEO.

Collectively, those conceptualizations provided the framework for this study. The framework put into perspective the unique complexities which exist within the superintendent's role and provided the lens through which the data were analyzed.

The final chapter of this dissertation is divided into four sections. The first section provides an overview of the study, its purpose and the research questions. The second section presents the analyses of the results. The third section offers a discussion of the findings and implications and recommendations for future research and practice.

### **Overview and Purpose of the Study**

A number of studies have explored the impact of classroom teachers on their students' academic performance and have determined that effective teachers are unmistakably linked to

positive student performance. Teachers, however, are leaving the profession at rates that surpass the number of new hires. As teacher turnover continues to increase across the nation, it is necessary to identify the root causes of poor working conditions, which studies have found to be one of the primary reasons teachers decide to quit. A review of the literature revealed that principals are significantly responsible for teachers' perceptions of their working conditions. Yet, for the past several years, school superintendents have been faced with a number of factors that have resulted in them having to become more involved in school-level planning, decision-making, and instructional issues, all of which have heretofore been left primarily to principals. A complicating factor, though, is that superintendent turnover is a problem in and of itself.

The purpose of this quantitative study was to determine whether or not superintendent tenure/longevity in office impacted teachers' perceptions of their working conditions. This study sought to add to the body of research pertaining to administrative impact on teacher retention. The specific research questions to be answered were:

1. Does a superintendent's tenure in office have a significant impact on teachers' perceptions of their working conditions? In other words, do teachers whose superintendent has greater longevity report increased satisfaction with their working conditions?
2. Do teachers whose superintendent is beginning (1 year or less in current position), emerging (2 to 6 years in current position) or established (7 or more years in current position) perceive their working conditions differently? If so, in what ways?

Two sources of data were used to conduct the study. The results from the *2010 North Carolina Teacher Working Conditions Survey (NCTWCS)*, aggregated at the district level, served as the independent variables, and tenure data for each of the 115 public school superintendents in



North Carolina were the dependent variables. Data were analyzed using SPSS to identify answers to the questions.

## **Analysis**

### **Superintendent Longevity in North Carolina**

As indicated in Chapter II, the average tenure for superintendents nationwide is between 2.5 and 6.5 years. The results generated for this study mirrored that national trend. Analysis of the descriptive statistics revealed that nearly half (48.7%) of the North Carolina superintendents in 2010 had only been in their current position for three years or less (See Table 10). Only 17.4% had exceeded the national tenure average, with the longest-serving superintendent having 30 consecutive years of service in the same position. The statistical findings for the study are explicated below.

### **Simple Regression**

The first research question sought to determine whether or not superintendents' tenure had a significant impact on the way teachers perceived their working conditions. An ordinary least squares regression analysis was conducted using superintendent tenure as a predictor of respondents' perception in relation to each of the nine construct (working condition) factors. The analysis revealed that superintendent tenure accounts for 5.2% of the variance in professional development, with a Pearson  $r = -.23$ ,  $F(1, 114) = 6.203$ ,  $p = .014$ ,  $B = -0.005$ . This result is a statistically significant, negative correlation (Cohen, 1988), which means that professional development decreased as superintendent tenure increased. Superintendent tenure did not significantly predict the remaining eight factors: (a) time; (b) student conduct; (c) teacher leadership; (d) school leadership; (e) school leadership effort; (f) facilities and resources; (g) community support and involvement; and (h) instructional practices and support.

## **ANOVA**

The second research question was designed to test whether or not there were significant differences in perceptions of working conditions among three tenure groups (e.g., beginning, emerging, and established). A one-way ANOVA was used to test for construct differences among three distinct categories of superintendent tenure. None of the means of any constructs differed by the three categories of superintendent tenure, indicating that the superintendent tenure did not have a significant impact on how respondents perceived their working conditions.

## **Discussion**

Research already exists to support the claim that principal leadership impacts teachers' perceptions of their working conditions in a significant way. However, given the growing complexity of the superintendent's position, many of the duties traditionally ascribed to the modern-day superintendent overlap with those of principals, thus creating a need for effective superintendents to balance a number of additional responsibilities. Moreover, as Bredeson and Kose (2007) note, "Within complex systems, superintendents assume formal administrative roles that are shaped by personal preferences (personalization), organizational expectations (socialization), and a variety of other role messages, both internal and external" (p. 16). According to Kowalski (2005), "...neatly separating [the role conceptualizations] is virtually impossible because they often overlap" (p. 3). Given the aforementioned constraints and applying the study's framework to understand the historical role conceptualizations and complexities of the position, it was reasonable to hypothesize that there would be a positive, significant relationship between superintendent tenure and each of the construct factors. However, all but one of the analyses yielded no statistically significant relationships. A discussion of the findings follows.

## **Non-Significant Relationships**

The fact that no significance was found between superintendent tenure and a majority (8 out of 9 or 89%) of the construct factors merits additional explanation. First, it might be concluded that change takes time. Rorrer, Skrla, and Scheurich (2008) suggested that there must be a reorientation in structure, process, and culture in order to effectively implement it. This researcher believes that not enough time had lapsed for most of the superintendents in this study to affect change and therefore is reluctant to unequivocally accept the non-significant findings. Furthermore, given the abysmal turnover issues inherent at the superintendent level, one could reasonably surmise that the sample was insufficient in terms of size because of the lack of variation among the lengths of tenure within the North Carolina superintendent group. This reality is aggravated by the fact that many superintendents see their role as insurmountable and are subsequently leaving more quickly than they can be replaced. In addition, there are a number of superintendents who engage in what Bjork, Glass and Brunner (2005) call “musical chairs” (p. 36), wherein the superintendent does not leave the educational leadership role altogether but instead accepts a comparable position in another district or state. In such cases, those district leaders are called “movers.”

Farley-Ripple, Solano, and McDuffie (2012) contend that not enough attention has been devoted to administrative mobility and turnover and the subsequent impact on a variety of outcomes (e.g., student achievement, teacher morale, reform efforts, etc.). Frequent turnover, the authors warned, can be a hindrance to systemic improvement. They further indicated, “Still, we lack evidence about what degree of turnover is negative and for what period of time retention is desirable” (p. 220). Although Farley-Ripple, Solano, and McDuffie’s study looked specifically at school leadership (i.e., principals and assistant principals), their findings, because of the nature

of the modern-day superintendency and the similarities between the principals and superintendents' roles and responsibilities, could be applicable to this study. In other words, there is still insufficient research to make specific, concrete determination about how long it takes for leaders to have a positive or negative impact on their respective organization.

### **Significant Relationship**

In the 1980s, instructional leadership became the dominant paradigm for school leaders after researchers determined that a large number of effective schools had principals who kept a high focus on curriculum and instruction. In 1993, the American School Board Association's Commission on Standards for the Superintendency released professional standards for superintendents. In 1998, Doyle (as cited by Petersen and Barnett, 2005) suggested, "The true superintendent will be [in years to come] the CAO: Chief Academic Officer. That is what schools should be about, that is what school leadership should be about" (p. 16). Even today, superintendents are expected to work more deliberately in the areas of curriculum and instruction and share in the consequences for failing to ensure that instructional improvements are realized.

In order for educators to make significant strides toward meeting the diverse educational needs of their students, they must first have a firm understanding of content and pedagogy (Hoy & Miskel, 2008). As such, the failure to provide teachers, administrators, and other employees with adequate professional development will ultimately have a detrimental impact on the overall climate of a school/district and ultimately on student outcomes. After all, professional development is the way through which educators improve their skills and increase their knowledge base, and it is generally cited as one of the foremost components of effective schools (Marzano, Waters, & McNulty, 2005). According to Hoy and Miskel (2008), "Overall, well-conceived and well-executed professional development offers considerable promise in reforming

schools” (p. 317). Elmore (2000) suggests that “Heavy investments in highly targeted professional development for teachers and principals are the fundamentals of strong classroom instruction” (p. 28).

Despite the fact that superintendents themselves are ultimately responsible for their district’s educational program (including ensuring that teachers are equipped to provide adequate instruction) and the academic performance of their students, there is a growing body of research that suggests that it is overly idealistic to expect superintendents to have any productive level of direct engagement when it comes to curriculum and instruction. According to Petersen and Barnett, (2005):

Because of the contextual and professional responsibilities of district superintendents, several authors have questioned the concept of “*superintendent as instructional leader*.”

These authors beg the question of whether or not historical expectations and current dynamics permit superintendents to actually aspire to the role of leader of curriculum and instruction (p. 113).

Petersen and Barnett identified the following factors as some of the most significant barriers to instructional leadership at the superintendent’s level:

1. Internal pressures such as establishing and maintaining a positive relationship with the board of education;
2. Growing dissatisfaction with public school education;
3. Increased accountability;
4. Politics; and
5. Dwindling resources including strapped budgets.

Such obstacles force superintendents to make difficult decisions on a daily basis about how they will spend their time. The end result in many cases is a diminished focus on teaching and learning.

### **Implications and Recommendations**

The findings for this study indicate a significant, negative relationship between superintendent tenure and teachers' perceptions of professional development and no significance between superintendent longevity and the remaining eight construct factors. Those findings clearly indicate a disconnect between superintendent leadership and positive outcomes relative to working conditions. The following section offers recommendations and implications for future research and practice.

### **Future Research**

Additional research is necessary in order to more fully expand the literature pertaining to the superintendent's role and impact in retaining teachers. Research to date has emphasized the negative impact that excessive turnover has on student outcomes. Furthermore, answers to key questions about why teachers leave have been identified. Solutions have also been offered, some of which have been successful in decreasing turnover. Nonetheless, others have fallen short, leaving room for additional investigations. Such explorations should include but not be limited to:

1. Case studies of novice and veteran superintendents that might offer insight into superintendents' efforts, particularly those related to improving working conditions, to retain teachers;
2. More detailed analysis of how the 21<sup>st</sup> century superintendent's roles and responsibilities intersect with those of principals;

3. Comparative studies of superintendent preparation programs to determine the nature of the programs (e.g., admission, course, and degree requirements) and to identify similarities and differences in hopes of drawing some conclusions about the extent to which superintendents are being equipped with the skills necessary to face the challenges of the nation's retention issue, both in terms of theory and practice; and
4. Outcome studies that examine efficacy of preparation programs in relation to graduates' successes and failures with respect to retaining teachers.
5. Surveys to ascertain whether or not teachers feel that their superintendent's leadership made a difference in their employment decisions.

Because of the relatively small variance among tenure data and the survey data used in this research, it may prove beneficial to replicate this study and expand it to additional states in hopes of securing a more robust superintendent sample and working conditions survey dataset. Including data from other iterations of the *NCTWCS* might strengthen the findings of this study or produce rival hypotheses. Increasing the number of variables might also make significant contributions to the literature. For example, expanding the study by investigating not only the link between superintendent longevity and teachers' perceptions of their working conditions but also the extent to which superintendent longevity impacts teacher turnover and student performance could reveal some additional significant findings.

In addition, new and innovative ways to assess/evaluate superintendents may prove worthwhile. North Carolina State Board Policy TCP-C- 020 requires that the state's superintendents be evaluated on a yearly basis using a prescribed instrument designed by the North Carolina Department of Public Instruction. The policy reads, "The intended purpose of the North Carolina Superintendent Evaluation Process is to assess the superintendent in relation

to research-based strategies that have been proven to be effective”

(<http://sbepolicy.dpi.state.nc.us/policies/TCP-C-020.asp?pri=02&cat=C&pol=020&acr=TCP>, para. 1, 2012). The current process consists of five steps, beginning with the superintendent completing a self-evaluation and concluding with the summary evaluation and goal-setting for the subsequent year. Each member of the district’s board of education is allowed to individually rate the superintendent, after which point the board is required to reach consensus on the final ratings. Such an approach could lead to increased arbitrary ratings. While the superintendent has the opportunity to both respond to proposed ratings and provide any additional artifacts he or she deems necessary to merit the changing of a particular rating, the board maintains its authority to make the final decisions. Much of the evaluation process is quite subjective in that it relies heavily on opinion in a number of areas instead of specific, concrete measures of performance. Such an approach increases the likelihood of tense superintendent-board of education relationships. Consequently, “School board members must avoid serious pitfalls if they want this process to have credibility for them, the public, and very importantly, the superintendent” (Goen, p. 24). Following are four recommendations for consideration:

1. Identify specific targets to be met. For example, boards of education might consider identifying yearly performance goals for state-mandated assessments using a research-based, value-added data model;
2. Goals could also be tied to working conditions survey results with areas that are rated low being included as required components of the superintendent’s growth plan;
3. Teacher turnover rates should be examined and factored into evaluations; and
4. A mid-year (or more frequent) assessment of the superintendent may perhaps decrease



the likelihood of a superintendent being shocked by noted concerns, while giving him or her the chance to improve marginal areas prior to the final evaluation.

## **Practice**

This study examined superintendent longevity and its impact on teachers' perceptions of their working conditions. In addition, the study sought to determine if there were differences in perceptions among teachers whose superintendent was beginning (1 or fewer years in current position), emerging (2 to 6 years in current position), or established (7 or more years in current position). While the study revealed that only one of the nine Teacher Working Condition scales, professional development, was significantly related to superintendent tenure ( $r = -.23$ ,  $p = .014$ ), the recommendations relative to implications for practice are nonetheless extrapolated from the results and are in some cases extensions of the study.

First, if superintendents are to take the role of instructional leader seriously, they must make sustained efforts to free themselves from bureaucratic tasks and focus their efforts on improving teaching and learning. Superintendents must be flexible and willing to take time to collaborate with stakeholders in hopes of identifying ways to bridge gaps and make connections, especially when there are situations where practice and research conflict. They must create a culture wherein risk-taking is encouraged. For teachers to feel appreciated and become followers, superintendents must also spend time and effort developing trust.

The result of instructional leadership is a collaborative learning environment where learning is not confined to the classroom and is the objective of all educators. Instructional leadership is an important departure from the ancient model of administrator as authoritarian. Inherent in the concept is the idea that learning should be a top-down process. If those in charge of the school district are excited about learning, then they will share their enthusiasm throughout

the district. Those who learn to be instructional leaders acquire many characteristics that are beneficial to their schools and communities. Instructional leaders exhibit a clear sense of direction for their district and prioritize and focus attention on the things that really matter in terms of the work of students. Furthermore, instructional leaders know what is happening in the classrooms and develop the capacities of staff by building on their strengths, identifying and reducing their weaknesses. Such leaders also attempt to sustain improvement and change in their district by anticipating and overcoming the obstacles that will inevitably emerge along the way. Simply put, superintendents must provide the impetus, both in terms of human and fiscal support, necessary to help teachers design and facilitate learning experiences that inspire, interest, and actively involve students.

Because of the already-established impact of principal leadership on working conditions, superintendents might benefit from focusing more intently on the hiring and development of principals. As Rammer (2007) suggests, superintendents must change the way they hire principals because: “Superintendents are responsible for and are actively involved in selecting and hiring principals” (p. 70). Thus, archaic approaches to making hiring decisions must be replaced. Identifying and implementing a clear, coherent, systematic process is critical when determining who leads schools within a district.

The professional link between superintendent and principals is quite important and can greatly impact a principal’s leadership. According to Spanneut and Ford (2007), “Whether by design or by chance, superintendents communicate their beliefs about what is important educationally and the roles they expect their principals to fulfill” (p. 28). They further emphasize the importance of four critical tasks which superintendents must undertake in order to fully develop their principals. First, the superintendent must work with principals to establish a

mutual understanding of what sound instructional leadership entails. Second, superintendents should provide targeted support for principals to help them hone their skills and grow professionally through dialogue, mentorship, and modeling of appropriate practices. Third, superintendents should assist principals in identifying areas in need of improvement, thereby allowing for increased concentration on specific targets. Last, it is within the superintendent's purview to help identify resources to aid the principal in achieving goals and remove obstacles which may impede progress.

Today's superintendents are faced with a number of external and internal factors (e.g., increased accountability, strained budgets, political pressures, etc.) that have resulted in the need for them to devote less time to the most fundamental tenets of schooling, teaching and learning (Petersen & Barnett, 2005). However, it is necessary, perhaps now more than ever before, for superintendents to refocus their attention toward instructional leadership.

As Firestone, Mangin, and Martinez (2005) highlight, "The district leadership can influence teaching practice through professional development" (p. 414). Thus, leaders must work to provide appropriate on-going opportunities for professional development. Professional development must be appropriate in scope and relevance. Moreover, teachers must be given a legitimate role in defining that scope and relevance by identifying their individual needs. At the very least, they should be allowed to choose topics for professional development sessions. Failure to do so may result in teachers' viewing the sessions as irrelevant to their professional needs. In such situations, professional development has no positive impact on teaching and learning and ultimately impedes teachers' growth and leads to withdrawal (Steffy, Wolfe, Pasach, & Enz, 2000).

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## Appendix A: Institutional Review Board Notice of Exemption



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

OFFICE OF HUMAN RESEARCH ETHICS  
Medical School Building 52  
Mason Farm Road  
CB #7097  
Chapel Hill, NC 27599-7097  
(919) 966-3113  
Web site: [ohre.unc.edu](http://ohre.unc.edu)  
Federalwide Assurance (FWA) #4801

**To:** Derrick Jordan

**From:** Behavioral IRB

**Date:** 4/20/2011

**RE:** Determination that Research or Research-Like Activity does not require IRB Approval

**Study #:** 11-0781

**Study Title:** Looking Beyond School Walls: The Impact of Superintendent Longevity on Teacher Working Conditions

This submission was reviewed by the above-referenced IRB. The IRB has determined that this submission does not constitute human subjects research as defined under federal regulations [45 CFR 46.102 (d or f) and 21 CFR 56.102(c)(e)(1)] and does not require IRB approval.

### Study Description:

**Purpose:** The purpose of this study will be to investigate the extent to which a superintendent's tenure impacts teachers' perceptions of their working conditions. More specifically, the goal is to determine whether or not there is a significant relationship between superintendent tenure in office and the responses of public school teachers on the 2010 North Carolina Teacher Working Conditions Survey (NCTWCS).

**Participants:** Data from public school educators in North Carolina

**Procedures (methods):** Two sets of data are needed to conduct the proposed study. The researcher will gain access to the results from the 2010 NCTWCS and separate them by district, by question. Information relative to superintendent tenure is not readily available. No agency in the North Carolina collects such data on the state's superintendents. Consequently, the researcher will need to rely on directories produced by the Communications Department of the North Carolina Department of Public Instruction. A comprehensive directory of key public school officials is published each academic year. The researcher will begin by listing all of the names of the superintendents who were in office in 2010 when the most recent NCTWCS was conducted. Next, he will work backwards in five-year increments (smaller increments will be used when necessary) in hopes of determining when each superintendent began his tenure in his or her respective district.

If your study protocol changes in such a way that this determination will no longer apply, you should contact the above IRB before making the changes.

**CC:**  
Fen English, School of Education

## Appendix B: Approval to Use North Carolina Teacher Working Conditions Survey Data

RE: NC TWC DATA REQUEST (2010)

Page 1 of 2

### RE: NC TWC DATA REQUEST (2010)

Keri Church [kchurch@learnnc.org]

**Sent:** Monday, November 15, 2010 1:56 PM

**To:** Derrick Jordan

Hi Derrick,

Nice to hear from you again. I hope your research is going well! I've set up the username and password for you to access the 2010 TWC data.

Go to [www.ncteachingconditions.org/user](http://www.ncteachingconditions.org/user) and login with the following information:

Username: **djordan**

Password: **wr6yUsPa**

\*Please note the username and password are case-sensitive.

When you have logged in successfully, a block called "Data" will appear at the bottom of the left-side navigation called. Click on the NC 2010 Data link. You will find a csv file with all of the individual responses to the survey, the codebook for the 2010 survey, and the 2010 response rate file that provides school and district name by ID number.

If you have any questions, please don't hesitate to email me.

Thanks!

keri

Keri Church  
Social Research Specialist  
LEARN North Carolina  
(919) 843-3393

---

**From:** Derrick D Jordan [mailto:djordan@chatham.k12.nc.us]

**Sent:** Monday, November 15, 2010 9:09 AM

**To:** Cmckinney@dpi.state.nc.us

**Cc:** kchurch@learnnc.org

**Subject:** NC TWC DATA REQUEST (2010)

Ms. McKinney:

It was a pleasure meeting you before your presentation to the Chatham County Board of Education a couple weeks ago. Per our conversation, I am working to complete my doctoral studies at UNC-Chapel Hill. In March of this year, my request to access the 2008 NC TWC data was approved. Since that time, the 2010 survey has been completed. My advisor, Dr. Fenwick English, and I agree that using the most up-to-date data would be most useful given that my dissertation will not be completed until 2011. With that said, I am requesting access to the 2010 data. Following are my responses to the customary questions:

1. I am exploring the correlation between superintendent tenure (in terms of years in office) and its impact on the TWC results. Thus, the TWC data are critical to the success of the study.
2. If possible, I will need the working conditions data by LEA (non charter) by item with an LEA identifier so that I can find out the superintendent information through another source. I will also need

<https://ch1prd0202.outlook.com/owa/?ae=Item&t=IPM.Note&id=RgAAAABYYLfPrvh2T...> 10/4/2012

the  
2010 response rates by districts.

3. Anonymity is of the utmost importance and is required by the University's research guidelines. As such, IRB approval is required.

4. I will provide a copy of the final dissertation to the NCPTSC as required.

Thank you in advance your assistance and timely response.

---  
Derrick D. Jordan, Ed.S.  
Director of Secondary Education and Title III/ESL  
Chatham County Schools  
P.O. Box 128, 369 West Street  
Pittsboro, North Carolina 27312  
Phone: (919)542-3626 | FAX: (919)542-1980  
E-Mail: djordan@chatham.k12.nc.us

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North Carolina Public Records Law, which may result in monitoring and  
disclosure to third parties, including law enforcement.

**RE: QUESTION**

Keri Church [kchurch@learnnc.org]

**Sent:** Wednesday, December 01, 2010 11:42 AM

**To:** Derrick Jordan

Hi Derrick,

I got permission to share the LEA-level factors with you, so I ran them this morning.

To access the file, login at [www.ncteachingconditions.org/user](http://www.ncteachingconditions.org/user) with your username and password. The data block will pop up at the bottom of the left sidebar. You now have access to the "Special Data Request" page. There are 2 files, the codebook that has the factors defined in column E, and the SPSS output saved as an excel file with factors by LEA (orgID).

If you have any further questions, please let me know. Thanks, and best wishes on your dissertation!  
keri

Keri Church  
Social Research Specialist  
LEARN North Carolina  
(919) 843-3393

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**From:** Derrick D Jordan [mailto:djordan@chatham.k12.nc.us]

**Sent:** Monday, November 29, 2010 8:34 AM

**To:** kchurch@learnnc.org

**Subject:** QUESTION

Hi, Keri! I hope that your week is off to an awesome start. Would you please give me a call as soon as you get a moment? I have a couple of questions to ask you concerning the format of the NCTWC data. Here are my contact numbers:

(919) 642-5612 (office-direct line)  
(919) 542-3626 (main line)  
(252) 452-2943 (mobile)

---  
Derrick D. Jordan  
Director of Secondary Education and Title III/ESL  
Chatham County Schools  
P.O. Box 128, 369 West Street  
Pittsboro, North Carolina 27312  
Phone: (919)542-3626 | FAX: (919)542-1980  
E-Mail: djordan@chatham.k12.nc.us

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<https://ch1prd0202.outlook.com/owa/?ae=Item&t=IPM.Note&id=RgAAAABYYLfPrvh2T...> 10/4/2012



### **Appendix C: Script for Telephone Interviews**

My name is Derrick Jordan, and I am doctoral student in the department of Educational Leadership at The University of North Carolina at Chapel Hill. I am in the process of conducting a dissertation study to determine the impact of the superintendent on teacher working conditions. Would you please tell me the name of the superintendent who was in office when the *2010 NCTWCS* was administered (from the beginning of March, 2010 through April 16, 2010) and how long that person had served in the position at that time?

## Appendix D: 2010 North Carolina Teacher Working Conditions Survey

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

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

### Access Code

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

## Introduction

### Q1.1 Please indicate your position:

- ☐ Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.)
- ☐ Principal
- ☐ Assistant Principal
- ☐ Other Education Professional (school counselor, school psychologist, social worker, etc.)

### ★Please know that your anonymity is guaranteed.

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

### Q1.2 How many total years have you been employed as an educator?

- ☐ First Year
- ☐ 2 - 3 Years
- ☐ 4 - 6 Years
- ☐ 7 - 10 Years
- ☐ 11 - 20 Years
- ☐ 20+ Years

Starred (★) items are for principals only.

2010 NC TWC Survey - Page 1

★Q1.2a How many total years have you been employed as a principal?

- ☐ First Year
- ☐ 2 - 3 Years
- ☐ 4 - 6 Years
- ☐ 7 - 10 Years
- ☐ 11 - 20 Years
- ☐ 20+ Years

Q1.3 How many total years have you been employed in the school in which you are currently working?

- ☐ First Year
- ☐ 2 - 3 Years
- ☐ 4 - 6 Years
- ☐ 7 - 10 Years
- ☐ 11 - 20 Years
- ☐ 20+ Years

★Q1.3a How many total years have you been a principal in the school in which you are currently working?

- ☐ First Year
- ☐ 2 - 3 Years
- ☐ 4 - 6 Years
- ☐ 7 - 10 Years
- ☐ 11 - 20 Years
- ☐ 20+ Years

★Q1.4 How many total years have you been a principal in the district in which you are currently working?

- ☐ First Year
- ☐ 2 - 3 Years
- ☐ 4 - 6 Years
- ☐ 7 - 10 Years
- ☐ 11 - 20 Years
- ☐ 20+ Years

## Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Class sizes are reasonable such that <b>teachers*</b> have the time available to meet the needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers have time available to collaborate with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers are allowed to focus on educating students with minimal interruptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The <b>non-instructional time**</b> provided for teachers in my school is sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Efforts are made to minimize the amount of <b>routine paperwork***</b> teachers are required to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers have sufficient instructional time to meet the needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers are protected from duties that interfere with their essential role of educating students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Starred (★) items are for principals only.

2010 NC TWC Survey - Page 2

\*Teachers means a majority of teachers in your school.

\*\*Non-instructional time includes any time during the day without the responsibility for student contact, including collaboration planning, meetings/conferences with students and families, etc.

\*\*\*Routine paperwork means both electronic and paper forms and documentation that must be completed to comply with school, district, state, and federal policies.

**Q2.2 In an AVERAGE WEEK, how much time do you devote to the following activities during the school day (i.e., time for which you are under contract to be at the school)?**

	None	Less than or equal to 1 hour	More than 1 hour but less than or equal to 3 hours	More than 3 hours but less than or equal to 5 hours	More than 5 hours but less than or equal to 10 hours	More than 10 hours
a. Individual planning time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Collaborative planning time*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Supervisory duties**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Required committee and/or staff meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Completing required administrative paperwork***	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Communicating with parents/guardians and/or the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Addressing student discipline issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Professional development****	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Preparation for required federal, state, and local assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Delivery of assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Utilizing results of assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Collaborative time includes time spent working with other teachers within or across grade and subject areas as part of a Professional Learning Community to plan and assess instructional strategies.

\*\*Supervisory duties include hall monitoring, recess, bus and cafeteria coverage, etc.

\*\*\*Paperwork means both electronic and paper forms and documentation that must be completed to comply with federal, state and local policies.

\*\*\*\*Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.

**Q2.3 In an AVERAGE WEEK of teaching, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?**

- ☐ None
- ☐ Less than or equal to 1 hour
- ☐ More than 1 hour but less than or equal to 3 hours
- ☐ More than 3 hour but less than or equal to 5 hours
- ☐ More than 5 hour but less than or equal to 10 hours
- ☐ More than 10 hours

**★Q2.4 Please rate how strongly you agree or disagree with the following statements about the use of time in your school and district.**

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Central office has streamlined procedures to minimize principals' time on non-instructional tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Principals* are provided time to collaborate with other principals and district leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Principals are provided time for networking and collaboration outside of the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Principals have sufficient time to focus on instructional leadership issues (i.e., data analysis, professional development, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Principals means a majority of principals in your school district.

Starred (★) items are for principals only.

2010 NC TWC Survey - Page 3

★Q2.5 In an **AVERAGE WEEK**, how many hours do you spend on school-related activities?

- ☐ Less than 40 hours
- ☐ 40 - 45 hours
- ☐ 46 - 50 hours
- ☐ 51 - 55 hours
- ☐ 56 - 60 hours
- ☐ 61 - 65 hours
- ☐ 66 - 70 hours
- ☐ More than 70 hours

★Q2.6 In an **AVERAGE WEEK**, how much time do you devote to the following activities?

	None	Less than or equal to 1 hour	More than 1 hour but less than or equal to 3 hours	More than 3 hours but less than or equal to 5 hours	More than 5 hours but less than or equal to 10 hours	More than 10 hours
a. Instructional planning with teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Observing and coaching teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Covering classes for certified or non-certified absences on-site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Meetings with or sponsored by central office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Personnel issues*</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. <b>Administrative duties**</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Meetings with parents and the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Student discipline issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Working directly with students (i.e. teaching, tutoring, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Personnel issues includes time hiring, supervising, and remediating all staff on issues not directly related to instructional planning and improvement.

\*\*Administrative duties include tasks related directly to the operations of your school including, but not limited to: transportation, paperwork or other documentation of compliance with district, state or federal requirements, etc.

## Facilities and Resources

Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. <b>Teachers*</b> have sufficient access to appropriate <b>instructional materials**</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers have access to reliable communication technology, including phones, faxes and email.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers have sufficient access to a broad range of <b>professional support personnel***</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The school environment is clean and well maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers have adequate space to work productively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The physical environment of classrooms in this school supports teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Teachers means a majority of teachers in your school.

\*\*Instructional materials include items such as textbooks, curriculum materials, content references, etc.

\*\*\*Professional support personnel includes positions such as school counselors, nurses, school psychologists and social workers, library media specialists, etc.

Starred (★) items are for principals only.

2010 NC TWC Survey - Page 4



★Q3.2 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. My school has a sufficient number of licensed staff provided by the district to meet the educational needs of our students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My district HR department provides highly qualified applicants for open faculty positions in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My school has a sufficient number of non-licensed staff to operate efficiently and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My school is provided sufficient data and information to make informed decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My school receives instructional resources commensurate with other schools in the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My school receives instructional resources commensurate with student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Community Support and Involvement

Q4.1 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Parents/guardians are influential decision makers in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. This school maintains clear, two-way communication with the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. This school does a good job of encouraging parent/guardian involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Teachers*</b> provide parents/guardians with useful information about student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Parents/guardians know what is going on in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Parents/guardians support teachers, contributing to their success with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Community members support teachers, contributing to their success with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The community we serve is supportive of this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*\*Teachers means a majority of teachers in your school.*

## Managing Student Conduct

Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Students at this school understand expectations for their conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students at this school follow rules of conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Policies and procedures about student conduct are clearly understood by the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School administrators consistently enforce rules for student conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. School administrators support <b>teachers*</b> efforts to maintain discipline in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers consistently enforce rules for student conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The faculty work in a school environment that is safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*\*Teachers means a majority of teachers in your school.*

Starred (★) items are for principals only.

2010 NC TWC Survey - Page 5

# Teacher Leadership

**Q6.1** Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. <b>Teachers*</b> are recognized as educational experts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers are trusted to make sound professional decisions about instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers are relied upon to make decisions about educational issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers are encouraged to participate in <b>school leadership roles.**</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The faculty has an effective process for making group decisions to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. In this school we take steps to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers are effective leaders in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*\*Teachers means a majority of teachers in your school.*

*\*\*School leadership roles may include formal roles such as department chair, an elected member of the School Improvement Team, mentor, coach or leader of a professional learning community, etc.*

**Q6.2** Please indicate the role **teachers\*** have at your school in each of the following areas.

	No role at all	Small role	Moderate role	Large role	Don't Know
a. Selecting instructional materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Devising teaching techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Setting grading and student assessment practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Determining the content of in-service professional development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Establishing student discipline procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Providing input on how the school budget will be spent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The selection of teachers new to this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. School improvement planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*\*Teachers means a majority of teachers in your school.*

**★Q6.3** Please indicate the role you and/or your leadership team have in each of the following areas in your school.

	No role at all	Small role	Moderate role	Large role	Don't know
a. Selecting instructional materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Devising teaching techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Setting grading and student assessment practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Determining the content of in-service professional development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing mentoring programs for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The selection of teachers new to this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Evaluating teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Removing teachers/teacher transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Establishing student discipline procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Establishing the school schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Establishing DISTRICT budget priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Establishing SCHOOL budget priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. School improvement planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Establishing the school mission and vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Starred (★) items are for principals only.

2010 NC TWC Survey - Page 6

★Q6.4 Please rate how strongly you agree or disagree with the following statements about decision making in your district.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Principals are actively involved in district decision making about educational issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Principals are trusted to make sound professional decisions about instruction in this district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In this district we take steps to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district has an effective process for making group decisions and solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district involves principals in decisions that directly impact the operations of my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6.5 Teachers have an appropriate level of influence on decision making in this school.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree  
☐ Don't know

Q6.6 Members of the school improvement team are elected.

- ☐ Yes  
☐ No  
☐ Don't know

## School Leadership

Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. The faculty and leadership have a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. There is an atmosphere of trust and mutual respect in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Teachers*</b> feel comfortable raising issues and concerns that are important to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The <b>school leadership**</b> consistently supports teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers are held to high professional standards for delivering instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The school leadership facilitates using data to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teacher performance is assessed objectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teachers receive feedback that can help them improve teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The procedures for teacher evaluation are consistent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The school improvement team provides effective leadership at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The faculty are recognized for accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Teachers means a majority of teachers in your school.

\*\*School leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.

Starred (★) items are for principals only.

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★Q7.2 Please rate how strongly you agree or disagree with statements about leadership in your district.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Central office supports appropriate school improvement decisions when challenged by parents and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district clearly defines expectations for schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district provides constructive feedback to principals toward improving performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. There is an atmosphere of trust and mutual respect within this district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Central office provides principals support when they need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The district has a clearly defined mission and vision for all schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The district encourages cooperation among schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q7.3 The school leadership\* makes a sustained effort to address teacher concerns about:

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Leadership issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Facilities and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The use of time in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teacher leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Community support and involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Managing student conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Instructional practices and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. New teacher support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*School leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.

## Professional Development

Q8.1 Please rate how strongly you agree or disagree with the following statements about professional development in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Sufficient resources are available for professional development* in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. An appropriate amount of time is provided for professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Professional development offerings are data driven.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Professional learning opportunities are aligned with the school's improvement plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Professional development is differentiated to meet the needs of individual teachers**.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Professional development deepens teachers' content knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers have sufficient training to fully utilize instructional technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teachers are encouraged to reflect on their own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. In this school, follow up is provided from professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Professional development is evaluated and results are communicated to teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Professional development enhances teachers' abilities to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Starred (★) items are for principals only.

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*\*Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.*  
*\*\*Teachers means a majority of teachers in your school.*

**Q8.2 In which of the following areas (if any) do you need professional development to teach your students more effectively?**

	Yes	No
a. Special education (students with disabilities)	<input type="checkbox"/>	<input type="checkbox"/>
b. Special education (gifted and talented)	<input type="checkbox"/>	<input type="checkbox"/>
c. Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>
d. English Language Learners	<input type="checkbox"/>	<input type="checkbox"/>
e. Closing the Achievement Gap	<input type="checkbox"/>	<input type="checkbox"/>
f. Your content area	<input type="checkbox"/>	<input type="checkbox"/>
g. Methods of teaching	<input type="checkbox"/>	<input type="checkbox"/>
h. Student assessment	<input type="checkbox"/>	<input type="checkbox"/>
i. Classroom management techniques	<input type="checkbox"/>	<input type="checkbox"/>
j. Reading strategies	<input type="checkbox"/>	<input type="checkbox"/>
k. Integrating technology into instruction	<input type="checkbox"/>	<input type="checkbox"/>

**Q8.3 In the past 2 years, have you had 10 clock hours or more of professional development in any of the following areas?**

	Yes	No
a. Special education (students with disabilities)	<input type="checkbox"/>	<input type="checkbox"/>
b. Special education (gifted and talented)	<input type="checkbox"/>	<input type="checkbox"/>
c. Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>
d. English Language Learners	<input type="checkbox"/>	<input type="checkbox"/>
e. Closing the Achievement Gap	<input type="checkbox"/>	<input type="checkbox"/>
f. Your content area	<input type="checkbox"/>	<input type="checkbox"/>
g. Methods of teaching	<input type="checkbox"/>	<input type="checkbox"/>
h. Student assessment	<input type="checkbox"/>	<input type="checkbox"/>
i. Classroom management techniques	<input type="checkbox"/>	<input type="checkbox"/>
j. Reading strategies	<input type="checkbox"/>	<input type="checkbox"/>
k. Integrating technology into instruction	<input type="checkbox"/>	<input type="checkbox"/>

**★Q8.4 In which of the following areas (if any) do you need additional support to lead your school more effectively?**

	Yes	No
a. Instructional leadership	<input type="checkbox"/>	<input type="checkbox"/>
b. Student assessment	<input type="checkbox"/>	<input type="checkbox"/>
c. Creating positive learning environments	<input type="checkbox"/>	<input type="checkbox"/>
d. School improvement planning	<input type="checkbox"/>	<input type="checkbox"/>
e. Budgeting	<input type="checkbox"/>	<input type="checkbox"/>
f. School scheduling	<input type="checkbox"/>	<input type="checkbox"/>
g. Staffing (hiring, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
h. Teacher evaluation	<input type="checkbox"/>	<input type="checkbox"/>
i. Teacher remediation/coaching	<input type="checkbox"/>	<input type="checkbox"/>
j. Data-driven decision making	<input type="checkbox"/>	<input type="checkbox"/>
k. Working with parents and the community	<input type="checkbox"/>	<input type="checkbox"/>

Starred (★) items are for principals only.

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★ Q8.5 Principal professional development is a priority in this district.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree  
☐ Don't know

★ Q8.6 Sufficient resources are available to principals to participate in professional development opportunities.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree  
☐ Don't know

## Instructional Practices and Support

Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. State assessment* data are available in time to impact instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Local assessment** data are available in time to impact instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers*** use assessment data to inform their instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers work in professional learning communities**** to develop and align instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers are encouraged to try new things to improve instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers are assigned classes that maximize their likelihood of success with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*State assessments include end of course and end of grade tests.

\*\*Local assessments are standardized instruments offered across schools within the district and can include any norm or criterion referenced tests, diagnostics, or local benchmarks.

\*\*\*Teachers means a majority of teachers in your school.

\*\*\*\*Professional learning communities include formalized groupings of teachers within or across grade and subject areas that meet regularly to plan and assess instructional strategies for student success.

## Overall

Q10.1 Which of the following best describes your immediate professional plans? (Select one.)

- ☐ Continue teaching at my current school  
☐ Continue teaching in this district, but leave this school  
☐ Continue teaching in this state, but leave this district  
☐ Continue working in education, but pursue an administrative position\*  
☐ Continue working in education, but pursue a non-administrative position\*\*  
☐ Leave education entirely

\*Administrative positions include principal or assistant principal.

\*\*Non-administrative positions include, but are not limited to, guidance counselor, curriculum specialist, instructional coach.

Starred (★) items are for principals only.

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- ★Q10.2 Which or the following best describes your immediate professional plans? *(Select one.)*
- ☐ Continue as a principal at my current school
  - ☐ Continue as a principal in this district but leave this school
  - ☐ Continue as a principal in this state but leave this district
  - ☐ Leave the principalship for another administrative position or teaching position
  - ☐ Leave the principalship for personal reasons (e.g., health, family, etc.)
  - ☐ Retire from the principalship
  - ☐ Leave the principalship for another reason
- Q10.3 Which aspect of your teaching conditions most affects your willingness to keep teaching at your school? *(Select one.)*
- ☐ Time during the work day
  - ☐ Facilities and resources
  - ☐ Community support and involvement
  - ☐ Managing student conduct
  - ☐ Teacher leadership
  - ☐ School leadership
  - ☐ Professional development
  - ☐ Instructional practices and support
- ★Q10.4 Which aspect of your leading conditions most affects your willingness to remain as principal in your school? *(Select one.)*
- ☐ Time during the work day
  - ☐ Facilities and resources
  - ☐ Community support and involvement
  - ☐ Managing student conduct
  - ☐ Decision making
  - ☐ School leadership
  - ☐ Professional development
  - ☐ Instructional practices and support
- Q10.5 Which aspect of your teaching conditions is most important to you in promoting student learning? *(Select one.)*
- ☐ Time during the work day
  - ☐ Facilities and resources
  - ☐ Community support and involvement
  - ☐ Managing student conduct
  - ☐ Teacher leadership
  - ☐ School leadership
  - ☐ Professional development
  - ☐ Instructional practices and support
- Q10.6 Overall, my school is a good place to work and learn.
- ☐ Strongly disagree
  - ☐ Disagree
  - ☐ Agree
  - ☐ Strongly agree
  - ☐ Don't know

Starred (★) items are for principals only.

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## New Teacher Support (for teachers in their first 3 years as a teacher)

### Q11.1 As a beginning teacher, I have received the following kinds of supports.

	Yes	No
a. Formally assigned mentor	<input type="checkbox"/>	<input type="checkbox"/>
b. Seminars specifically designed for new teachers	<input type="checkbox"/>	<input type="checkbox"/>
c. Reduced workload	<input type="checkbox"/>	<input type="checkbox"/>
d. Common planning time with other teachers	<input type="checkbox"/>	<input type="checkbox"/>
e. Release time to observe other teachers	<input type="checkbox"/>	<input type="checkbox"/>
f. Formal time to meet with mentor during school hours	<input type="checkbox"/>	<input type="checkbox"/>
g. Orientation for new teachers	<input type="checkbox"/>	<input type="checkbox"/>
h. Access to professional learning communities where I could discuss concerns with other teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>
i. Regular communication with principals, other administrator or department chair	<input type="checkbox"/>	<input type="checkbox"/>
j. Other	<input type="checkbox"/>	<input type="checkbox"/>
k. I received no additional support as a new teacher.	<input type="checkbox"/>	<input type="checkbox"/>

### Q11.2 On average, how often did you engage in each of the following activities with your mentor?

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Developing lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Being observed teaching by my mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Observing my mentor's teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Analyzing student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Reviewing results of students' assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Addressing student or classroom behavioral issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Reflecting on the effectiveness of my teaching together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Aligning my lesson planning with the state curriculum and local curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Q11.3 How much did the support you received from your mentor influence your practice in the following areas?

	Not at all	Hardly at all	Some	Quite a bit	A great deal
a. Instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Subject matter I teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Classroom management strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Using data to identify student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Differentiating instruction based upon individual student needs and characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Creating a supportive, equitable classroom where differences are valued	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Enlisting the help of family members, parents and/or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Working collaboratively with other teachers at my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Connecting with key resource professionals (e.g., coaches, counselors, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Complying with policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Completing administrative paperwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Providing emotional support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Starred (★) items are for principals only.

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m. Other ☐ ☐ ☐ ☐ ☐

**Q11.4 Please indicate whether each of the following were true for you and your mentor.**

	Yes	No
a. My mentor and I were in the same building.	<input type="checkbox"/>	<input type="checkbox"/>
b. My mentor and I taught in the same content area.	<input type="checkbox"/>	<input type="checkbox"/>
c. My mentor and I taught the same grade level.	<input type="checkbox"/>	<input type="checkbox"/>

**Q11.5 Overall, the additional support I received as a new teacher improved my instructional practice.**

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ Don't know

**Q11.6 Overall, the additional support I received as a new teacher has helped me to impact my students' learning.**

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ Don't know

**Q11.7 Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.**

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ Don't know

## Principal Mentoring

**★Q12.1 Have you been formally\* assigned a mentor in the past three years?**

- ☐ Yes
- ☐ No

*\*Formally means assigned by the superintendent or other central office staff to a mentor (another principal, administrator, etc.) to provide induction and additional support.*

Starred (★) items are for principals only.

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★Q12.2 My mentor was effective in providing support in the following areas:

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Instructional leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. School improvement planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Scheduling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Staffing (hiring, firing, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teacher evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teacher remediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Data-driven decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Working with parents and the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

★Q12.3 Please indicate whether each of the following were true for you and your mentor.

	Yes	No
a. My mentor and I work in schools at the same level.	<input type="checkbox"/>	<input type="checkbox"/>
b. My mentor and I work in the same district.	<input type="checkbox"/>	<input type="checkbox"/>
c. My mentor and I work in schools within 50 miles of each other.	<input type="checkbox"/>	<input type="checkbox"/>

★Q12.4 On average, how often did you engage in each of the following activities with your mentor?

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Coaching conversations with my mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Being observed in my school by my mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Observing my mentor's school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School improvement planning with my mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Having discussions with my mentor about leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

★Q12.5 Overall, my mentoring experience has been important in my decision to remain as principal in this school.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree  
☐ Don't know

★Q12.6 My mentoring experience has been important in my effectiveness as a school leader.

- ☐ Strongly disagree  
☐ Disagree  
☐ Agree  
☐ Strongly agree  
☐ Don't know

**Thank you for time. Please submit your responses.**