University of Missouri, St. Louis

IRL @ UMSL

Dissertations
UMSL Graduate Works

3-20-2023

The Impact of COVID-19 Pandemic on What Teachers Want from a Principal to be Successful: A Study on Teacher Perception

Erika Niles
University of Missouri-St. Louis, ennczb@umsl.edu

Kristen Pelster
University of Missouri-St. Louis, kkpz8d@umsl.edu

Follow this and additional works at: https://irl.umsl.edu/dissertation

Part of the Educational Leadership Commons

The Impact of COVID-19 Pandemic on What Teachers Want from a

Principal to be Successful: A Study on Teacher Perception

Erika Niles

B.A., Elementary Education 1-6, Maryville University, 1999
M.A., Elementary Education, Lindenwood University, 2002
M.A., Educational Leadership, Southwest Baptist University, 2020

Kristen Pelster

B.A., Music Education K-12, Missouri Baptist University, 1992
M.A., Educational Leadership, University of Missouri - St. Louis, 1997

A Co-Authored Dissertation in Practice submitted to
The Graduate School at the University of Missouri-St. Louis
in partial fulfillment of the requirements for the degree
Doctor of Education with an emphasis in Educational Practice

May 2023

Dissertation Committee

Marvin W Berkowitz, Ph.D.
Chairperson

Mindy C. Bier, Ph.D.

Thomas R. Hoerr, Ph.D.

Table of Content

Abstract

The purpose of this study was to determine if COVID-19 has shifted what teachers perceive they want from a principal. In addition, the researchers sought to find what post-COVID-19 teachers want from a principal for them to succeed. Success is defined as feeling supported emotionally, having the proper resources, and maintaining a desire to stay in the profession.

Researchers used a concurrent mixed-methods design to collect data. Because data were not collected before the pandemic, researchers used a retrospective design to gather pre-COVID-19 data. The survey instrument had nineteen pairs of Likert-based questions, aligned with 19 qualities that are historically important to teachers, and four open-ended questions. The Likert–based questions asked teachers to rate the importance of each statement post-COVID-19, then pre-COVID-19.

Researchers used the social media platform Twitter to recruit participants (n=446). Once consent was obtained, participants completed the Google Form survey. Nineteen paired t-tests were run to determine statistically significant shifts in the data. The qualitative data were analyzed using content analysis with pre-determined codes based on the quantitative questions.

A concurrent nested design was used to combine the data. The quantitative data was the primary source, while the qualitative data served as the secondary source. Researchers analyzed results separately and then together. Each quantitative statement showed a level of importance to teachers; however, four were not statistically significant. Based on quantitative data, having a principal who is not a micromanager is the most important to success, while receiving feedback on instruction is the least important.

The qualitative data helped to provide context around what teachers want from a principal to be successful. Seven themes emerged from the f data. Post-COVID-19 teachers want trust, time, communication, empowerment, relationships, stewardship, and instructional leadership.[1] This research has led to the discovery that servant leadership is the leadership style that best encompasses these themes.

---

[1] The survey was open October 1-October 29, 2022. This is important to note as researchers recognize that COVID019 is still present in our society and schools.

Dedication

Erika Niles

I dedicate this dissertation to my beautiful family: Darren, Henry, Edison and Maria Niles. You have held it together so that I may follow my dreams. I can never repay you for everything you have done to make this dissertation possible. In addition, I thank my parents Lenny and Linda Garcia, as well as my siblings, Jennifer and Daniel Garcia. Thank you for the love, encouragement and laughs you have filled my life with.

Kristen Pelster

I dedicate this dissertation to the staff and students at Ridgewood Middle School from 2000-2012. The RMS community shaped me not only as a leader, but as a person, and I will forever be grateful that I was their principal. Together, we created an amazing school and family.

I also dedicate this dissertation to my greatest supporter and love of my life, my husband Tim. Almost everything I know about being a strong, caring and impactful leader came from watching you lead. You are my inspiration and my rock.

Acknowledgements

List of Tables

List of Figures

Chapter 1: Introduction and Review of Related Literature

"The best thing about being a teacher is that it matters. The hardest thing about being a teacher is that it matters every day." - Todd Whitaker

Research has confirmed that teaching is a stressful profession (Johnson et al., 2003; Skaalvik & Skaalvik, 2015; Van Veldhoven,1996). Increasing teaching and learning expectations, non-instructional demands, external pressures, and feelings of isolation have existed for decades, all contributing to the teacher shortage (Audrain et al., 2022).

Teachers felt the perceived imbalance between demands and resources and a lack of time and trust before the COVID-19 pandemic. Now, in addition to the lack of time and trust, teachers have a greater need to focus on physical health and safety. Changing instruction modes and health concerns have impacted teachers' feelings of satisfaction and ultimately staying in the profession (Zamarro et al., 2021).

The COVID-19 pandemic has caused a change in our world, and this applies as well to the field of education. These shifts and pivots have exacerbated the already-significant demands on teachers. The extensive jargon in the field of education has increased, introducing teachers to public health terms like mitigation, transmission, and quarantine. Teachers have had to figure out how to create effective teaching and learning while navigating safety measures and the pressures of politicization.

COVID-19 has changed the landscape of teaching. There is great fear that these added challenges will negatively impact teacher job satisfaction, leading to an even more significant teacher shortage. The teacher shortage is a reality, growing, and perhaps underestimated, particularly post-pandemic (Garcia & Weiss, 2019).

Research demonstrates a direct correlation between teacher satisfaction and the administrator's actions (Rosenberg & Decker, 2018). In fact, in some ways, this correlation may have been underestimated. It is essential to understand what teachers perceive they want in an administrator and whether the COVID-19 pandemic has changed these wants, as this could have significant implications for the future.

As educational leaders seek to become the leaders that teachers want now, there is a need to understand the administrator's beliefs, words, and actions. Teachers are essential to the field of education. Teacher turnover harms student achievement, perpetuates inequalities, and hurts the profession by draining resources and diminishing the appeal of the job (Garcia & Weiss, 2019). Administrators need to become who teachers need, even if it means changing what the administrator thought the role would be. To truly understand this relationship, as researchers, we must understand why teachers are experiencing stress and leaving the profession.

Defining Teacher Stress

An unknown teacher once said, "Teaching is like riding a bike; only the bike is on fire, you are on fire, and everything is on fire." Teacher stress, by simple definition, is the experience of unpleasant, negative emotions resulting from some aspects of the work (Kyriacou, 2001). Kyriacou's perspective is derived from a theory initially proposed by Richard Lazarus and Susan Folkman (McCarthy, 2019), which concludes that perhaps the most significant aspect of stress in the education field is the imbalance between demands and resources. Teachers often compare the multitude of demands to the quantity or quality of their resources, which Richard Lazarus (2001) calls appraisal. During

appraisal, the first response to stress is to identify the problem and, next, seek to find a

solution. Unfortunately, there often is not a quick fix.

One of the most significant challenges teachers currently face is the expectation to

educate the whole child (Cohen, 2021). The whole child approach to education focuses

on social, emotional, mental, and physical development, as well as the cognitive

development of students (Slade & Griffith, 2013). Teachers are not only tasked with

teaching reading, writing, and math; they are also expected to know and understand

students, make data-informed decisions, cultivate a community of trust and safety, and

ensure social-emotional well-being (Skaalvik & Skaalvik, 2015). This is a significant

responsibility.

As teachers seek to find a way to accomplish this, they are met with a shortage of

resources. This shortage of resources includes a lack of time, trust, and safety. Leaders

must mitigate these barriers so teachers can be effective at educating the whole child. The

responsibility is significant; however, so are the obstacles.

What constitutes stress

Teachers have identified extended work hours, inflexibility in scheduling, and

mismatches between pay and demands as hardships before and during COVID-19

(Diliberti et al., 2021). Unfortunately, the list of demands continues to grow with added

accountability, such as mandated testing and reporting, and an uptick in student behavior

needs. This growth in demand is being met by diminishing resources. When teachers

judge that demands outweigh their resources, they experience stress (Lazarus, 2001;

Lazarus & Folkman, 1984; McCarthy et al., 2019). When teachers are consistently on the

deficit end of the demand-resource balance, stress is felt, burnout grows, job satisfaction decreases, and commitment to the job is impacted (Lambert et al., 2015).

While teaching has always had its share of barriers, the demands continue to increase while resources such as time, pay, and access to childcare remain at a deficit. As one Indiana middle school teacher wrote in response to an EdWeek survey (Loewus, 2022), "We are pulled in so many ways by outside forces. There are committee meetings, PLC meetings, teacher meetings, IEP meetings, grade level meetings, team meetings, subject area meetings, and the list goes on and on; plus, every meeting requires more emails. Teaching students is wonderful. It is all the OTHER that is exhausting" (pg. 1).

How stress impacts teaching

Time management, lack of resources, work-life imbalance, and a variety of other external pressures are all barriers that have led to a decline in teacher preparation programs and an increase in those leaving the profession (Audrain, 2022; Diliberti et al., 2021). Fewer than four percent of the 1.9 million high school graduates who took the ACT in 2015 reported that they wanted to be an educator, which is a fall from seven percent of test takers who responded similarly in 2010 (ACT 2015).

In an article written for CNN, reporters found that the teaching profession struggled to attract people long before the pandemic due to the perception of little respect and pay for the amount of work that has to be done (Maxouris & Zdanowicz, 2022). Stress due to the imbalance of demands and resources is both keeping people out and pushing people away from the field of education. Educational leaders must find a way to shift the balance if they want to attract and retain teachers.

Stress significantly contributes to a lack of teacher satisfaction (Klassen & Chiu, 2010), and teacher satisfaction is essential to the success of students and the school. Satisfied teachers contribute to organizational performance (Heller et al., 1992). Job satisfaction allows teachers to provide higher-quality instruction and helps teachers better meet the needs of individual students (Klusmann et al., 2008; Kunter et al., 2013). Conditions need to be created where the work of teaching students is prioritized for teachers. Research shows that teachers who feel job satisfaction are less likely to leave the profession (Gersten, 2001: Singh & Billingsley, 1996). Job satisfaction relates to the fulfillment, gratification, and satisfaction from working in an occupation (Locke, 1969). Removing the barriers that interfere with teachers' ability to teach students is an integral part of job satisfaction for educators. This will not only help to retain teachers but also attract new teachers. The negative relationship between job satisfaction and stress in education continues to impact shortages, ultimately impacting our schools' quality (Klassen & Chiu, 2010). However, understanding teacher stress and its impact on satisfaction and retention is incomplete without looking at what aids teacher satisfaction.

What Makes Teachers Stay

If you ask most teachers why they want to stay, they will likely name kids as their number one reason. EdWeek Research Center surveyed approximately 700 teachers and 300 school leaders in March 2021. When asked what played the most prominent role in staying in the teaching profession, teachers said it was their love for students (Loewus, 2022).

In April 2022 co-author, Erika, an educational social media influencer with over 27,000 followers on the social media platform Twitter, posed a question to help her

personally refine her practice as a principal. Specifically, Erika asked her followers,

"What makes you want to stay in education?" Though this information was collected

unofficially as part of Erika's drive to become the principal teachers want, it did help to

inform us, as researchers, about research themes and similarities in reasoning. Most of

Erika's followers are either educators, coaches, or administrators.

More than 600 responses poured in from educators, with 55% reporting that they

stayed because of the kids. Fourteen percent responded that they stayed because of their

love of the profession. Nine percent said they stayed because of their colleagues, and

eight percent said it was because they felt it was their personal responsibility. Other

reasons mentioned were salary, love of the subject matter, and retirement. Teachers who

did not intend to stay mentioned the various barriers in teaching kids as their reason to

leave.

Teachers who answered Erika's question were eager to share stories and

anecdotes of their lived experiences. Of those who responded to her question, 69% said

that the principal significantly impacts their desire to stay in the profession. As one

responder stated, "Her willingness to cushion us from the nonsense is what has kept me

here." Others went on to talk about characteristics such as being present, building trust,

and radiating positivity.

In response to what educators wanted from their administrators, teachers spoke of

trust, listening, involvement in decision-making, praise, and working to remove barriers

to teaching and learning. Each of these actions has the potential to impact the demand-

resource balance positively. The Learning Policy Institute (2017), which researched to

understand better why teachers stay, concluded that teachers are more likely to remain in

the classroom when they receive both emotional and instructional support from their principal so they can better meet the needs of students.

Interestingly, 69% of respondents to Erika's question on Twitter named two constants in education, children and the job, as reasons to stay. This leads us, as researchers, to wonder why, if these things remain, the retention of teachers continues to remain a challenge (Garcia & Weiss, 2019). In order to understand what can be done and what role leaders play in helping teachers access the rewards of teaching and learning, it is pertinent to understand why they leave.

Pre-COVID-19 Working Conditions

Without question, the COVID-19 pandemic changed the field of education. However, job satisfaction and retention were already a concern before the pandemic, as 61% of teachers said the job was often or always stressful (American Federation of Teachers, 2017). In a nationally representative survey, 28% of teachers either agreed or strongly agreed that the stress and disappointments involved in teaching were not worth it (National Center for Education Statistics, n.d.). Stress ultimately leads to dissatisfaction, and dissatisfaction leads to a lack of retention. Education was already facing a crisis because of the demand-resource imbalance.

Teacher retention is not a new concern. In the years before the COVID-19 pandemic, about 8% of public-school teachers were leaving the profession annually, either via retirement or attrition (Goldring et al., 2014), and recruitment to the teaching profession faced sharp decreases. Between 2010 and 2018, enrollment in teacher preparation programs declined by more than one-third (Partelow, 2019). Both working conditions and complexities of teaching were cited as reasons teaching was seen as

untenable prior to COVID-19 (Audrain et al., 2022). In exit interviews given to teachers pre-pandemic, teachers identified that the stress was just not worth it to them, even though they love their work with students (Diliberti et al., 2021). Research shows that teachers stay for kids. Therefore, it is crucial to understand the barriers to this aspect of satisfaction.

Pre-COVID-19 research concludes that teachers were satisfied with aspects of their job that related to teaching and learning but were dissatisfied with conditions such as salary and working conditions that surround the profession (Butt et al., 2005; Crossman & Harris, 2006; Dinham & Scott, 1998; Kim & Loadman, 1994). While salary is out of the building leader's control, a principal influences working conditions such as their effectiveness and resources. Studies show that autonomy, administrator support, fewer discipline issues, and teacher involvement in decision-making positively affect teacher morale and commitment to the field of education (Ingersoll, 2001; Johnson & Birkeland, 2003; Weiss, 1999). Teachers desire to work in schools where administrators have created the conditions to remove the barriers so work with students can thrive (Guarino, Santibanez, & Daley, 2006; Skaalvik, 2011). The pandemic has changed education and has continued to shift the responsibility-demand balance; therefore, it is imperative to understand the changing demands.

COVID-19 Working Conditions

The COVID-19 pandemic has exacerbated the pressure of a profession that was already high-stress (American Federation of Teachers, 2017; Walker, 2018). The stress of high-stakes testing, working conditions, time-consuming planning, and inflexibility are familiar problems. The addition of navigating the unknown of COVID-19, contact

tracing, virtual learning, child-care concerns, and the political landscape have added an additional layer that has shifted what educators need to feel both satisfaction and success (Diliberti et al.., 2021). In a study by EdWeek Research Center (Lowewus, 2022), 84% of the over 1,000 educators said that teaching was more stressful than before the COVID-19 pandemic. In addition to the added time dedicated to mitigation measures and changes in instruction, teachers are dealing with lower student attendance, lower student engagement, and technical difficulties (Educators for Excellence, 2020). These pandemic-enhanced stressors include increased managerial tasks, the absence of professional learning, and inadequate infrastructure (Espino-Diaz et al., 2020). Seventy-seven percent of teachers report working more than before COVID-19, with 60% saying they enjoy it less (Green, 2020). These statistics continue to widen the demand-resource gap and pull the focus from kids.

According to the 2021 Educator Confidence report, only 38% of educators reported a somewhat or very positive view of teaching, down from the 49% reported in 2020. In 2021, only 37% of educators said the pandemic would increase respect for teachers, down from 63% in 2020 (HMH's 7th Annual Educator Confidence Report).

The praise teachers experienced at the beginning of the pandemic quickly turned to criticism as families faced the added stress of virtual learning and became divided over masks, the best time to return to school and safety protocols. The added pressure of negative public perception amplified by social media made teachers feel they needed to prove themselves as professionals. This is yet another notch in the list of demands, further pushing teachers to a breaking point. Teachers were already leaving the profession at a rate higher than any other domain (Ghamrawi & Al-Jammal, 2013;

Hanushek, 2007; Ingersoll & Smith, 2003). COVID-19 has exacerbated this, leading to a dual pandemic as teacher shortages rise and job satisfaction falls.

Educational leaders are finding themselves in a quandary as they try to change how schools are run and create an environment where teachers are satisfied and want to stay. COVID-19 caused many school districts to implement alternative teaching approaches such as socially distanced classrooms, hybrid teaching, and virtual instruction, all leading to new requirements for teaching, job expectations, and classroom environments (Pressley, 2020). These heightened demands are met with a need for more professional learning and an influx of safety measures, furthering the gap between demand and resources.

High demands and low pay are not new to the profession (American Federation of Teachers, 2017; Walker, 2018); however, the pandemic has added risks to teachers' health and safety. The health risks associated with COVID-19, for either the respondent or a respondent's loved ones, was the second-highest reason for leaving among those who said the COVID-19 pandemic drove them out of the profession, followed by personal childcare responsibilities as students and teachers were placed on and off quarantine (Diliberti et al., 2021).

The pandemic has impacted the nature of jobs for all government employees; however, K-12 employees were nearly twice as likely to report difficulty adjusting to these changes (Mission Square Research Institute, 2021). The added external and environmental stresses and teachers' reactions to the additional stresses of health and safety have only intensified the imbalance of resources and demands. Qualitative research studies consistently conclude that administrators impact both teachers' attitudes and

feelings of satisfaction (Brown & Wynn, 2009; Johnson & Birkeland, 2003). Therefore, it is imperative to examine the role that administrators play in removing the barriers and shifting the balance.

The Role of Administrators in Teacher Satisfaction and Retention

Building principals have remarkable influence over the school culture and, ultimately, teacher satisfaction (Grissom, 2011; Shuls & Flores, 2020; Leithwood et al., 2019). A qualitative analysis study was done using national data from the 2003-2004 Schools and Staffing Survey and 2004-05 Teacher follow-up survey concludes that principal effectiveness is associated with greater teacher satisfaction and a lower probability that the teacher leaves the school within a year (Grissom, 2011). Administrators can create the conditions to supply the emotional, environmental, and instructional support for teachers to meet the needs of students, which is what most satisfies teachers (Hughes, Matt, & O'Reilly, 2014). In other words, they have the power to impact the demand-resource gap.

A mixed-methods study by Farkas, Johnson, and Foleno (1999) collected data through telephone surveys with 910 new teachers, 511 school superintendents and principals, and 802 graduates in professions outside education. Six focus groups were conducted to build a deeper context, 4 with newer teachers and 2 with young professionals who did not go into teaching. This study concluded that teachers identified effective administrators as more important than salary and as one of the most essential factors in creating a positive work environment. In some ways, however, it seems that the correlation between administrators and teacher satisfaction and retention has been underestimated. As teacher and writer Jennifer Gonzalez (2017) states:

"I have reached the conclusion that there is one deciding factor that determines

where teachers will fall on the continuum, one element that makes the difference

in whether the teachers in any given school will lean toward positive and

productive or desperate and crushed: That element is the administrator. Behind

every teacher story is an administrator who is interpreting policy, setting

expectations, and establishing a tone that will determine the quality of their

teachers' work, and by extension, the education their students receive. If too many

teachers are drowning at the unhealthy end of the continuum—and our current

teacher shortage suggests that this is the case—then too many administrators are

tolerating, or creating, unhealthy working conditions." (Para. 4)

Boyd et al. (2011) conducted a study of over 1300 first-year teachers to assess the

effect of six contextual factors (teacher influence, administration, staff relationships,

students, facilities, and safety) on turnover. This study, conducted with a multinomial

logistic regression method, concluded that the most dominant reason teachers leave

schools is the perceived lack of administrative support, characterized by an unwillingness

or inability to remove the barriers to meeting the needs of students (Boyd et al., 2011).

Teachers with positive perceptions about their working conditions and their

administrators are much more likely to stay at their current school and, in turn, the

profession (Elfers et al., 2006; Kirby et al., 1999; Miller, 2010).

Teachers need positive and supportive leadership from their principals (Chapman

& Green, 1986; Futernick, 2007; Hirsch, 2004; Miller, 2010, Rosenberg & Decker, 2018;

Jeon, 2021). More specifically, teachers desire realistic targets for completing tasks and

for administrators to develop organizational practices such as solid communication,

consultation-based decisions, clear expectations, and good levels of resources for support (Cooper & Cartwright, 1997; Kyriacou, 2001; Rogers, 1996). All of this is reflected also in the teacher perceptions identified in Erika's Twitter question.

Since before the pandemic, teachers have wanted administrators to find a way to take the stress off their plates by considering how they may be creating unnecessary sources of stress through poor management (Kyriacou, 2001). In a study between 2008 and 2015, Susan Moore Johnson looked for why schools thrived. She found that thriving schools had administrators who minimized disruptions, eliminated needless requirements, and trusted teachers to use their time well (Anderson, 2019).

Research conducted after the beginning of COVID-19 remains consistent, with a focus on finding a balance between demands and resources. Studies show that highly rated administrators create conditions that give teachers more time during the day, access to social-emotional resources, and clearly defined responsibilities (HMH's 7th Annual Educator Confidence Report, 2021). This has led us, as researchers, to wonder if current teachers' perceptions remain consistent with the research on effective administrators. There is little research on what teachers believe they need post-pandemic, as it is ongoing. However, in a recent survey, Jennifer Gonzalez asked teachers what they needed from leaders, and it came down to three things: time, trust, and safety (Gonzalez, 2021).

Trust is nuanced yet essential to teachers (Tschannen-Moran, 2014). The attributes associated with trust are the communication of clear expectations to parents and students, a shared vision among faculty, consistent administrative support for teachers, and processes for group decision-making and problem-solving (Hirsch & Emerick, 2007).

According to Gonzalez (2021), administrators build trust by having direct communication, eliminating micromanagement, and working to shift the imbalance between responsibility and resources.

In a story written for the Harvard Graduate School of Education, Jill Anderson (2019) states, "Teachers' time is one of a school's most valuable and scarce resources, yet it is often wasted because of poor leadership and management" (Para 1). According to Tim Walker, writer for *NEA Today*, "Educators will feel more supported by school leaders — and therefore more likely to remain in the profession — who prioritize decreasing administrative paperwork and who protect their time to do what they believe is best for students" (Walker, 2021, Para. 30). The perceived need for a reciprocal relationship between teacher and administrator is necessary for establishing and keeping trust and respect (Hirsch & Emerick, 2007 cited in Miller, 2010). This table summarizes the overall findings of what teachers need and the role of the building principal in creating these conditions.

Table 1

The Perceived Role of Time in Teacher Satisfaction and Retention

Time	
Research	**Twitter Quotes**
Minimize distractions (Boyd et al, 2011; Walker, 2021)	- Don't change my grade level, it's a distraction from getting better - Protect the learning opportunities from distractions - Be mindful and respectful of our time when it comes to distractions - Defend staff from higher-ups' demands - Minimize new initiatives
Communicate with parents (Guarino, Santibanez,	Hold parents accountable

Research	Twitter Quotes
& Daley, 2006; Hirsch & Emerick, 2007; Skaalvik, 2011)	• Have our backs • Remind parents that teachers are not the enemy • Build a community with parents • Tell parents no
Set Realistic Targets (Cartwright & Cooper, 1997; Kyriacou, 2001; Rogers, 1996)	• Acknowledge we are running on fumes • Remove items from our plates • Ensure conditions exist for teaching to be a sustainable practice • Be real with us knowing we have lives • Be mindful of our time and energy • Cover a class so you can remember what it's like • Set visions and goals unrelated to test scores • Articulate your vision for the school
Decrease paperwork (Anderson, 2019; Walker, 2021)	• Make the call for us, fill out the forms • Stop with the unnecessary paperwork • Minimize unnecessary meetings and paperwork • Don't make me turn in my lesson plans • Stop with the clerical duties • Be the parents and paperwork expert • Lighten up the paperwork load by decreasing evaluation prep and follow up paperwork • Stop with the weekly newsletters, pacing guides, etc.

The category of time consists of minimizing distractions, communicating with families, setting realistic targets and decreasing paperwork. Each of these are thought to interfere with the ability for teachers to be able to meet the needs of students. While time is something that we cannot make more of, it's possible that principals can find ways to decrease some of the workload to help teachers find a greater work-life balance.

Table 2

The Perceived Role of Trust in Teachers Satisfaction and Retention

Trust	
Research	**Twitter Quotes**
Build compassionate relationships (Hirsch &	• Face to face conversations

Emerick, 2007 cited in Miller, 2010)	- Knowing names - People before policies - Have conversations with me - Be honest and humble - Drop in and tell me hello - Form relationships so if something is wrong, you'll know - Get in the trenches with us - Give grace
Build autonomy by allowing teachers to take initiative for learning and growth (Cartwright & Cooper, 1997; Hirsch & Emerick, 2007; Kyriacou, 2001; Rogers, 1996)	- Trust us as we are the people in the classroom - Trust me to do my job - Encourage us to take risks - Trust me to do what is right for the students in my classroom and give me flexibility to do it - Treat us like professionals
Involve teachers in shared decision making (Cartwright & Cooper, 1997; Hirsch & Emerick, 2007; Kyriacou, 2001; Rogers, 1996)	- Solicit input - Involve us in decision-making in various aspects of the school including community building, academics, etc - Don't make changes without input - Share the leadership space - Let teachers lead - Autonomy with our schedules
Eliminate micromanagement (Anderson, 2019; Gonzalez, 2021; Walker, 2021)	- Stop micromanaging - Re-imagine the command and control paradigm of school culture - Allow us to choose materials and pacing - Help me when I need it but don't micromanage - Let me wear what I want

The category of trust includes building compassionate relationships, establishing autonomy, involving teachers in decision making and eliminating micromanagement. Many of the responses fall into the category of trust. Trust, per the responses, consists both of being cared for as a human as well as being trusted as a professional.

Table 3

The Perceived Role of Support in Teachers Satisfaction and Retention

Support	
Research	**Twitter Quotes**
Provide professional learning that is relevant and timely (Hughes, Matt, & O'Reilly, 2015)	• Provide opportunities for professional growth and development • Help us meet the needs of trauma and burnout • Make information about meetings accurate and timely
Provide individualized instructional and emotional support as needed (7th Annual Educator Confidence Report, 2021)	• Tell new teachers about systems rather than having them figure it out • Give feedback • Facilitate social-emotional wellness opportunities • Give me a bathroom break once in a while • Emphasize and normalize self-care • Let me take leave without judgment
Communicate clear expectations (Cartwright & Cooper, 1997; Hirsch & Emerick, 2007; Kyriacou, 2001; Rogers, 1996)	• Let us know what outcomes we should aim for • Communicate, even if you don't have the answer • Be transparent • Provide clear, consistent communication • Put things in writing
Give Praise and Encouragement (Chapman & Green, 1986; Futernick, 2007; Hirsch, 2005, Hirsch & Emerick, 2007, Miller, 2010)	• Recognize that I am doing my job • Encourage me to teach from a place of passion • Cheer on my creativity • Acknowledge the hard work teachers do • Show gratitude and support • Be specific in telling us what you appreciate • Never underestimate thank you • Leave positive notes • Celebrate our victories
Listens without judgment (Hirsch & Emerick, 2007)	• Listen to our solutions and implement them after detailed discussions • Ask questions and listen to the answers • Inquire about what we need and then listen to us • When we ask for help, give it • Listen to staff and if you don't know the

answer, do the homework
- Listen authentically and substantively

Support was a general category that consisted of professional learning, individual

instruction, clear expectations, praise, and encouragement and listening without

judgment. Many teachers simply named support by itself. While we know this is

important to teachers, looking at this in terms of how principals might need to be

supported is helpful for future implementation.

While much of what is known about what teachers want comes from teachers'

perceptions or research based on teachers' perceptions, it is essential to also look at the

research on effective leadership and retention-effective schools.

What Does it Mean to be an Effective Leader?

Empirical research provides consistent evidence about principals' positive and

negative impacts on schools and teachers (Bruggencate et al., 2012; Bryk, 2010; Gu &

Johansson, 2013; Marks & Printy, 2003; Robinson et al., 2008). However, developing a

universal definition of effective school leadership is difficult. Leadership changes with

time and circumstance and can be viewed from many different perspectives (Pardosi &

Utari, 2021). People-oriented and task-focused leadership are desired types of school

leadership (Feldmon & Arnold, 1983; Gorton & Schneider, 1991; Hoy & Miskel, 1987).

However, the best leadership might change according to the situation (Pardosi & Utari,

2021). This is known as adaptive leadership, which is defined as a leadership style where

leaders recognize the potential changes in the external environment and consider the best

path that will positively affect the organization (Kahn, 2017). This is why it is essential to

look into leadership styles, specifically the beliefs, words, and actions teachers perceive they need to thrive.

Navigating unprecedented and challenging times as an educational leader is no small feat. A principal has a heavier responsibility for the staff and students in their charge now more than ever. Faced with the pandemic and the political issues the pandemic has brought about, the principal's leadership needs to be highly effective, supportive, and influential for staff and student success. Pre-pandemic research has defined the qualities and actions of a principal that bring about staff and student success; however, research has not fully addressed the impact of the leader's beliefs, words, and actions.

To better understand the characteristics of effective leaders, we looked at six research studies done on the qualities and actions of effective principals ranging from 1985 to 2021 (Batsis, 1986; Grissom, et al., 2021; Hull, 2012; Parks & Thomas, 2007; Russell et al., 1985; Wallace Foundation, 2013). From these six studies, we looked for patterns and commonalities in the qualities and actions of effective principals and synthesized the information into the following eight points. In the studies, effectiveness is defined by leaders who pursue excellence in instruction and educational excellence outside of instructional leadership. From the research, effective principals show strength in their knowledge, character, and actions in the following ways:

An effective principal is a visionary.

Visionary principals have a sense of vision transcending goals and mission (Batsis, 1986). They have school boards and superintendents who exhibit a clear vision of what

constitutes a good school, creating a framework that gives the principal autonomy and

support to reach those goals (Hull, 2012).

An effective principal has high expectations.

Effective principals have high expectations for staff and student performance (Batsis,

1986; Russell, et al., 1985; Parks & Thomas, 2007).

An effective principal is a good steward.

Principals who are good stewards manage people, data, and processes strategically to

foster school improvement. (Grissom et al., 2021, Wallace Foundation, 2013).

An effective principal is an instructional leader.

A principal who is an effective instructional leader has strong technical knowledge of

curriculum and methods. An effective instructional leader emphasizes curriculum

articulation and learning and teaching processes. They clearly understand instructional

goals and provide support for instructional tasks, including promptly giving ongoing,

informal feedback. (Batsis, 1986; Hull, 2012; Russell et al., 1985; Wallace Foundation,

2013) They are consistently improving instruction to enable teachers to teach at their best

and students to learn to their utmost (Wallace Foundation, 2013).

An effective principal shares leadership.

A principal who shares leadership responsibilities, including collaborative planning with

staff (Grissom et al., 2021; Hull, 2012; Russell et al., 1985). They cultivate leadership in

others so that teachers and other adults assume their parts in realizing the school vision

(Wallace Foundation, 2013).

An effective principal has quality relationships with the school community.

A principal with quality relationships is compassionate, willing to listen, approachable, honest, and helpful. They work for the welfare of others and display courage and integrity (Park & Thomas, 2007). They also have practical formal and informal communication skills and have a high level of visibility and presence in the school (Batsis, 1986).

An effective principal uses data and assessments.

A principal who uses data and assessment uses school-wide measurement to harness observation, provide thoughtful feedback and recognize success (Grissom et al., 2021; Russell et al., 1985).

An effective principal creates a culture and climate of safety, belonging, and equity.

A principal who creates a culture and climate of belonging and dignity ensures that safety, order, a cooperative spirit, and other foundations of fruitful interactions prevail (Wallace Foundation, 2013; Russell et al., 1985). People within the school community trust one another and have good relationships. There is parental involvement and community support and practices.

What Administrators do that Yields Teacher Satisfaction and Retention

A supportive administrator is an important influence on teacher retention (Allensworth et al., 2009; Boyd et al., 2011; Grissom et al., 2011). While low salaries, inadequate facilities, and large class sizes are documented reasons teachers are dissatisfied, they are mostly outside a school administrator's sphere of influence. However, new research has identified that working conditions that help establish effectiveness and resources within a principal's sphere of influence have a more

significant impact on teacher turnover than most other factors, including achievement and difficult caseloads (Fuller et al., 2017).

In a study of 12 principals from schools that have successfully retained teachers, Brown and Wynn (2009) found that principals are more likely to retain teachers when they provide growth opportunities, share in the decision-making, and give praise and encouragement, which is consistent with the teacher perceptions identified in the Twitter data, as well as those identified by teacher perception research. Shuls and Flores (2020) conducted a study on top retaining districts. They found that supportive administrators, a culture of trust, academic freedom, personalized professional development, and ongoing mentorship and training programs positively impacted retention.

Shared decision-making seems to have a significant impact on satisfaction and retention. Ingersoll (2001) found that schools with shared decision-making and autonomy have reduced attrition. Ingersoll (2003) studied retention-successful schools and concluded that schools with shared decision-making had a 4% turnover compared to those with little to no shared decision-making, with a 19% turnover. Shuls and Flores (2020) identify shared decision making in their research under the broader category of "Culture of Trust, Openness, and Academic Freedom," stating that a critical component of establishing a culture of trust and openness is "allowing teacher voice to shine by being both heard and influential in the decision-making process" (pg. 11). This decision-making extends to broad school decisions, professional learning, and decisions in the classroom according to Shuls and Flores (2020). Interestingly, this was one of the most-identified traits when looking at teacher perception within the Twitter data and literature.

Retention-successful schools have leaders that provide resources. In a study by the Learning Policy Institute (2017), schools with solid retention have principals who support teachers by providing instructional resources, teaching materials, and professional learning opportunities. According to Shuls and Flores (2020), this includes teacher induction and mentoring programs, which they found to improve teacher retention, attitudes, feelings of efficacy, job satisfaction, classroom and time management, and instructional practices. In addition, an article in The American Education Research Journal noted that principals play an essential role in retention by providing support to teachers, helping teachers implement curriculum standards, encouraging professional collaboration, and praising and recognizing teachers for their effort (Boyd et al., 2011). Interestingly, instructional resources, teaching materials, and curricular support would impact retention in successful schools but are not identified by teacher perception.

Studies on impact and perception both identify professional learning as a significant factor in retention, and research and perception identify choice and autonomy in learning as impactful. Shuls and Flores (2020) conclude that all districts they studied make personalized professional development a priority in the design of their programs. What perception data omits but research supports is the curricular-based professional learning and training, including new teacher induction and mentoring programs.

Research regarding retention focuses on recruitment, hiring practices, mentoring, improving working conditions, and increasing compensation (Learning Policy Institute, 2017). Research does not address the actions principals take that lead to increased retention. Borman and Dowling (2008) conducted a meta-analysis of 34 empirical

teacher-retention studies beginning in 1980. Four of the studies mentioned administrator support; none of the studies measured principal behavior or activity. Examining the administrators' words, beliefs, and actions and how they have removed barriers to teaching and learning is essential to understanding what keeps teachers satisfied and in the profession. Administrators need to know and understand their influence and importance to teacher satisfaction and retention (Slaavik, 2011). Because the most significant factor in teacher retention is the administrator (Gonzalez, 2017; Hirsch & Emerick, 2007), it is important to continue looking at effective leadership to see what research says and how that aligns with teacher satisfaction retention.

Putting it All Together

As we look at what teachers identify as desirable characteristics of a principal compared to what research indicates yields effective leadership and retention-successful schools, it is essential to analyze the similarities and differences.

Trust

Trust is a common theme in teacher perception data and literature regarding retention-successful and effective schools and leaders. Building compassionate relationships, developing autonomy and self-efficacy, and involvement in decision-making are all subcategories of the overarching theme of trust. Leaders who are strong stewards of people and create a culture of safety, belonging, and equity gain the trust of those they lead. In teacher perception data and research regarding successful schools and leaders, involvement in decision-making which leads to shared leadership, is the most-named variable. Eliminating micromanagement is named by teachers as a variable in

trust, yet this is not evidenced in schools that have successfully prevented turnover, nor is present in studies on effective leadership.

Support

Support is also a theme in which there are shared administrative actions between teacher perception and retention-successful schools and effective leadership. Providing relevant professional learning, instructional and emotional support, and being an active, compassionate listener are all commonalities within the support category. In addition to commonalities, there are some differences in the way support is identified by research and perception.

Teacher perception identifies recognition and praise, which is neither explicitly named in the research on retention-successful schools nor is directly stated in the research on effective leadership. Honest, realistic communication is the common thread in research on retention-successful schools and effective leadership qualities.

While clearly communicated realistic expectations are named as desirable traits of a principal by teachers, research of effective leaders in retention-successful schools shows that it is not just the clear communication of these expectations but also that the expectations are high and yield impact.

Interestingly, the principal's knowledge of curriculum and process has an impact but is not explicitly named by teachers, nor is knowledge of data. However, when looking at retention-successful leadership, support tends to focus on student achievement. In contrast, support from the teacher's perspective focuses more on building the teacher's capacity through personalized development and praise.

Furthermore, organizational resources, such as supportive superintendents and school boards, systems for managing people, data and process, and technical knowledge of curriculum are identified by research as variables in schools that have retained teachers and are also present in the research on effective leadership. While these are absent in the teacher perception data, it is important to note that some of these resources lay outside of the principal's domain and could be impacted by the questions asked of teachers.

Time

Teachers indicate that protecting time is an important action of a leader. This includes minimizing distractions, communicating with parents, setting realistic targets, and decreasing paperwork. However, the research on effective and retention-successful schools and effective leadership does not identify that these variables impact actual retention. Research indicates that having an administrator who cultivates parent involvement in the classrooms is a variable in retention-successful schools. In the research on effective leaders, the only mention of time comes from principals promptly giving ongoing, informal feedback.

Table 4

Principal Actions and Teacher Perception and Research

Principal Actions	Teacher Perception	Retention Successful Schools	Effective Leadership
Time			
Minimize distractions	X		
Communicate with parents	X		
Set realistic targets	X		

Decrease paperwork	X		
Ongoing, informal feedback			X
Trust			
Build compassionate relationships	X	X	X
Build autonomy by allowing teachers to take initiative for learning	X	X	X
Involve teachers in shared decision-making	X	X	X
Eliminate micromanagement	X		
Set high expectations		X	X
Support			
Provide professional learning that is relevant and timely	X	X	X
Provide individualized instructional and emotional support as needed	X	X	X
Communicate clear, expectations	X	X	X
Give praise and encouragement	X		
Listen without judgment	X	X	
Help support high achievement for students		X	X
Have a superintendent and school board that provide resources		X	X

	Teacher Perception	Retention Successful Schools
Manage people, data, and processes strategically to foster improvement	X	X
Have strong technical knowledge of curriculum and place an emphasis on curriculum articulation and learning processes.	X	X
Use Data and Assessment	X	X
Parental Involvement	X	X

Note: Teacher Perception relates to the research regarding what teachers want from a principal. Retention Successful Schools represents the research of literature regarding schools with high retention rates. Effective Leaders represents the research of literature regarding effective leadership qualities

Educational leaders want and need competent teachers to stay in the profession; therefore, finding ways to keep them satisfied through balancing demands and resources is paramount. While there are some differences between research and perception, particularly when it comes to time, commonalities can be classified by trust and support. In addition to what is needed, there is certainly room to understand the specific actions a principal needs to take to positively impact teacher satisfaction and retention. Furthermore, it is unknown if COVID-19 has changed what people need from a leader in words, beliefs, and actions, which could have implications for retention and teacher satisfaction. To define what works regarding retention and satisfaction according to

teacher perception, we used data on effective leadership and retention-successful schools to develop our data collection instrument.

Leadership is essential to the success of teachers, which ultimately means leadership is essential to the success of education. In a 2011 study, administrative support was the most significant workplace predictor of teacher retention (Boyd, Grosman, Ing, Lankford & Wycoff, 2011). Much of the research that exists regarding teacher job satisfaction and attrition was conducted long before the pandemic.

The pandemic has exacerbated teachers' stress, creating an even more significant imbalance. Therefore, what teachers need from leaders has shifted. Because strong leadership is imperative to teacher satisfaction, we, as researchers, must see if and how the pandemic has shifted teachers' perceived leadership wants.

The field of education has not seen the last of the pandemic, and it is likely our world will continue to experience hardship, but one act remains: teachers are essential. If we want to help teachers feel success and shift the demand-resource imbalance that exists, it is critical to understand how the perceived needs of teachers have changed as well as what they need now. Getting teachers' voices in the space is important as we need to understand these wants from those doing the heavy lifting.

Purpose and Significance of Study

The purpose of the study was to determine what teachers believe they want from their educational leaders, in terms of personal qualities and actions, to rectify the imbalance of resources and demands effectively. In addition, we want to look at how these qualities may or may not have changed due to the COVID-19 pandemic. Educational leaders want and need teachers to enter and stay in the profession; one way

to make that happen is to lessen the stress of the demands. As researchers, we sought

current and retrospective input from teachers regarding the qualities and actions they

want from building administrators to be successful in their practice and stay in the

profession. Our findings determined what teachers wanted pre-pandemic and how their

wants may or may not have changed. In addition, we worked to define what teachers

want from a principal, and what those qualities look like in action.

Research Questions

Our research identified the perceptions of the wants of teachers pre-COVID-19

pandemic versus present-day[2] based on the research of effective and retention successful

schools and leaders. Documented research allowed us to investigate the past and present.

In addition, we used the context of teachers' narratives to capture the perception of

teachers' changing wants and where they are now in terms of what they want to be

successful. Our goal was to collect data from various teachers with a wide range of

experiences. In addition to understanding what teachers want both retrospectively and, in

the present, we worked to determine potential steps leaders could take moving forward to

help teachers feel supported.

The research questions are as follows:

RQ1: Has the impact of COVID-19 shifted what teachers identify they want from their

principals?

RQ2: What do post-COVID-19[3] teachers identify they want from a principal to succeed?

---

[2] October 2022

[3] For the purpose of this study, post-COVID-19 refers to October 1, 2022, of our research. We recognize that COVID-19 is still present in our society and schools.

Chapter 2: Methods

Research Design

The researchers used a concurrent mixed-methods design to conduct this study. Mixed methods are defined as "the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research" (Cresswell et al., 2003, p. 212). Mixed methods research has many benefits in that it draws on the relative strengths of qualitative and quantitative methods (Green et al., 1989). Having both numerical and qualitative data allowed researchers to dig deeper into the relationships and diverse perspectives that exist below the surface of the quantitative data.

Quantitative and qualitative data were collected concurrently by a survey instrument called the WIN (What I Need) Survey, which was posted on Twitter. Twitter is a site where participants create and broadcast posts with 280 characters or less, known as "tweets." Tweets can contain text, pictures, media, or links. Twitter, as well as other social media platforms, is an efficient way to engage with a vast audience quickly. Twitter provides a real-time data source for educators that is both easy to access and search (Sinnenberg et al., 2017). Informed consent was given by clicking the survey link within the Tweet and participating in The WIN Survey.

The WIN Survey is a Retrospective Pre-Post (RPP) test instrument developed in Google Forms. The WIN Survey comprises 19 Likert-based sets of questions and four open-ended questions where participants were allowed to add context to the changes COVID-19 has caused and what they want in the present day. The concurrent mixed

methods design of the WIN survey instrument helped us to access the magnitude,

frequency, meaning, and constructs of information (Klassen et al. 2012) while also

building relevant contextual understanding from various perspectives.

Quantitative data was collected using an ordinal scale where teachers ranked

present-day and pre-COVID-19 perceptions of what they wanted from a principal.

Teachers ranked the degree to which each aspect of leadership was important using a 1 to

7 scale. An open-ended questionnaire containing four questions was used for the

qualitative portion of the survey. While data were collected concurrently, it was analyzed

separately, allowing us to generalize perception while gaining a deeper context of

individual experiences. Quantitative data was the primary source of data collection, while

qualitative data was used to build context regarding the quantitative data. Data were

collected concurrently yet analyzed separately, and the qualitative data were nested

within the quantitative data from a content analysis

Sampling

Our sampling method was based on the convenience of Erika's comprehensive

Twitter following. According to research done in 2017, the reach of Twitter is significant,

with over 500 million tweets sent by more than 300 million users worldwide daily

(Sinnenberg et al., 2017). Of the 500 million tweets, 4.2 million are sent by educators,

according to Brett Bakers at Twitter.com.

Because Tweets are public and anyone can access the link and participate,

voluntary response sampling was practiced, and consent from the participant was granted

by clicking the link and participating in the survey. Participants were asked to disclose

their gender, race, years in education, years intended to stay, grade level and role, school

setting, school free and reduced lunch percentage, and state, though the information was confidential.

Sample

We had 446 K-12 teachers from the United States participate, with representatives from 47 of the 50 states (not Hawaii, New Mexico, or South Dakota)

Gender

Of the participants, 302 (67.7%) identified as female, 143 (32%) identified as male, and 1 (0.3%) did not identify a gender.

Race

Of the participants, 388 (87.6%) identified as white. 26 (5.9%) identified as Hispanic/Latino. 13 (2.9%) identified as Black or African American. Six (1.4%) identified as Asian. Six (1.4%) identified as multi-race. Three (0.7%) identified as American Indian.

Total years in education

Teachers had a variety of educational experiences. 93 (20.9%) claimed 1-10 years of experience. 194 (43.5%) claimed 11-20 years of experience. 124 (27.8%) claimed 21-30 years of experience. 35 (7.8%) claimed 30-plus years of experience.

Plans to Stay

In terms of continuity, 111 (25.2%) of participants plan to stay in education for 1-5 more years. 94 (21.3%) plan to stay in education for 6-10 more years. 99 (22.4%) plan to stay for 10-15 more years. 137 (31.1%) plan to stay for over 15 more years.

Grade levels served

All levels of K-12 education were represented. Eight (1.8%) serve early childhood students. 166 (37.3%) serve elementary students. 101 (22.7%) serve middle school students. 160 (36%) serve high school students. Ten (2.2%) claimed "Other."

School Setting

Participants were from various school settings with 244 (54.7 %) of participants in a suburban setting, 100 (22.4%) in a rural setting, and 102 (22.9%) in an urban setting.

Type of School

In addition to various school settings, 417 (93%) are in public schools. 13 (2.9%) are in private schools. Seven (1.6%) are in parochial schools. Seven (1.6%) are in charter schools.

Current Role

In terms of current role, 333 (74.8%) of participants are currently classroom teachers. Six (1.3%) are counselors. 34 (7.6%) are instructional coaches. Of the participants, 72 (16.2%) are in other roles.

Free & Reduced (F&R) Program

Of our participants, 53 (12.1%) have less than 10% of students participate in F&R. 153 (35%) have between 11-40% who participate in F&R. 114 (26.1%) have 41-

70% participate in F&R. 68 (15.6%) have 71-99% who participate in F&R. 49 (11.2%)

have 100% of students who participate in F&R.

Procedure

We used the social media platform Twitter to recruit participants. Twitter is

interactive, making it an effective recruitment tool with a far and wide reach (Sinnenberg

et al., 2017). Our survey was published on Twitter at 8:15 AM on October 1st, 2022,

using the following script: "If you are a K-12 teacher who started teaching prior to 2020

and want to aid in my dissertation research on what you need from admin, please follow

this link: https://forms.gle/VPpjcc4eWNSgBKYz5."

Comments on the Tweet were disabled to protect the confidentiality of our

participants. The survey was set so you can only submit the form once from your

account. As a result of this setting, when participants clicked to take the survey, they

were prompted to sign into their Google account. The automatic prompt informed

participants that their identity would remain anonymous.

Between October 1-October 8th, 2022, we received 93 responses. To gain

additional participants, on October 9th, Erika pinned the original Tweet to her profile and

tweeted the following: "If any of my delightful twitter fam would be willing to retweet

my tweet, I would greatly appreciate it! We need 200 more participants." Between

October 9, 2022, and October 15, 2022, we received 290 additional responses. Erika

Tweeted, "It's a great day to retweet my pinned tweet! Thank you! I promise this is the

last time I'll ask," on October 16, 2022. This brought in the last 62 participants. We

closed our survey on October 29, 2022.

Once participants completed the survey and submitted it, the data was housed

within the Google form. The data required a secure login on the collaborators' Google

accounts and could not be accessed without those credentials. There is no individually

identifiable information from participants.

Data Collection

RPP collection is an underutilized research method that asks respondents to rate

survey items twice during the same posttest measurement occasion from two specific

frames of reference: "now" and "then" (Little et al., 2019). In the case of this study,

participants assessed what they wanted from a principal both at the time of the survey and

before the pre-COVID-19 pandemic. This method addresses validity concerns that might

be present in traditional pre-test and post-test designs. The RPP can lead to greater

precision and awareness than traditional approaches due to participants' ability to gauge

the degree of change (Nimon, et al.; 2010; Little et al., 2019). In addition to accuracy, the

RPP is more convenient and acceptable to adult learners (Nimon, et al., 2010: Little et al.,

2020).

Data collection instrument

The WIN survey, our data collection instrument, was created in Google Forms.

Google Forms is a free cloud-based data management tool. No specific software is

required to take the survey, making it accessible and convenient. In a study by

Cobanoglu, Warde & Moreo (2001), web-based surveys are more effective regarding

response speed, rate, and costs. While Google Forms does not have as many features as

Qualtrics, it supports basic data validation, and data can be accessed anywhere. The

Google Form was set so that each Google user could only respond once, improving the

quality of responses and preventing duplicate answers. While this required users to be

logged into Google, we did not collect or record identifiable data, which kept this survey

confidential.

Pilot test of the WIN instrument

*R*esearchers originally crafted a measurement tool in Google Forms and pilot-

tested this tool. The tested instrument was composed of four parts. This instrument was

named the What I Need (WIN) survey. Part I asked teachers for demographic

information. Part II asked teachers to respond to present-day statements regarding what

they need from a principal to succeed. Part III asked teachers to respond to the same

prompts, only this time to think retrospectively regarding how they felt before the

COVID-19 Pandemic. Part IV asked four open-ended questions, which comprised the

qualitative portion of the survey.

Instrument Feedback. To develop an instrument that was clear, non-redundant,

and free of editorial errors, we developed channels to receive feedback on our survey

instrument. Erika developed a Tweet on the social media platform Twitter to solicit

participants to take our survey and provide feedback. Many educators use Twitter as part

of their learning network, making it an efficient and convenient way to solicit feedback.

Feedback data from this survey was not used in our actual study but rather to

ensure that intent and impact were matched regarding our data tool. Twelve people

responded and were sent the instrument. Nine people followed through to take the online

survey. Three of the nine participants were local educators who volunteered to participate

in a feedback focus group. According to the feedback, it took participants 11 minutes to

take the survey on average.

After collecting feedback from both the online and focus group participants, the researchers categorized the feedback into themes. Feedback was given regarding the instructions, demographics, and overall survey format.

In terms of the instructions, there was feedback about making it clear that the researchers were soliciting information about the generic organizational role of the principal rather than what was needed from a specific principal. The people giving feedback felt there would be bias in thinking about one person. This bias would come from idiosyncratic aspects of what was wanted and needed from a specific person instead of an overall need.

The feedback regarding demographics was to add a multi-racial category to the race category. Feedback was consistent that years in education, years planning to stay in education, and free and reduced lunch should be multiple choice instead of a text box. In addition, participants suggested that a question be added regarding the type of school survey-takers work in with options of public, private, parochial, charter, or other.

Some critical feedback received from the focus group was regarding the format of how the questions are asked. In the original survey, we asked teachers to answer all 21 questions regarding the current perceptions and then asked the same 21 questions to be answered retrospectively from pre-COVID-19. Those in the focus group expressed frustration with not being able to go back to their current answers to gauge their retrospective answers. The suggestion from the focus group was to answer the same question twice, once with present perception and immediately following with retrospective perception. This feedback is consistent with the research on developing an

RPP (Nimon, et al., 2010; Little et al., 2020). There was also feedback from participants about numbering the questions.

In addition to the feedback regarding format, feedback about the content was also given. The feeling of participants was that the questions were too vague. In addition, they felt some of the questions were repetitive. Therefore, as researchers, we went through each question to add details that would make the questions clearer and more precise. There needed to be more clarity in one of our open-ended questions. Therefore, we omitted it from the survey. We also provided a place for participants to add additional comments.

We compared the feedback from our pilot group to the research regarding RPP. While there is no definitive criterion for RPP, research suggests that RPP should include focused instructions, less than seven Likert-type response categories, and should be structured to ask the 'Post/Now' response and then the 'Pre/Then' response (Nimon et al., 2010). As a result of the research and feedback, we revised our instrument to make it both user-friendly and research based.

Revised instrument. The final version of the WIN survey can be seen in Figure 1.

Figure 1: WIN Survey

WIN (What I Need) Survey

Thank you for participating in our research. Our names are Erika Niles (ennczb@umsl.edu) and Kristen Pelster (kkpz8d@umsl.edu), and we are conducting research as part of the Doctorate in Educational Practice degree program (Ed.D) at the University of Missouri - St. Louis.

Our research is looking at the impact of the COVID-19 pandemic on teachers. Specifically, we want to explore what teachers needed from principals before the COVID-19 pandemic, and what they presently need from their principal in order to be successful. By successful, we mean being supported emotionally, having proper resources, and maintaining a desire to stay in the profession. The survey consists of three parts: Part I - Descriptive Information; Part II – Perceptions; Part III - Open-Ended Questions.

Your answers will be confidential and no identifiable information will be collected or stored as part of our research.

You may exit the survey at any time, and all information is optional.

Consent will be obtained by reading this statement and survey completion.

Part I: Descriptive Information

1. D1. What is your gender?

   Mark only one oval.

   - Male
   - Female
   - Other

2. D2. What is your race?

   Mark only one oval.

   - American Indian or Alaska Native
   - Asian
   - Black or African American
   - Native Hawaiian or Other Pacific Islander
   - White
   - Multiracial

3. D3. Total years in education:

   Mark only one oval.

   - 1-10 years
   - 11-20 years
   - 21-30 years
   - 30+ years

4. D4. How many more years do you plan on staying in education?

   Mark only one oval.

   - 1-5 years
   - 6-10 years
   - 10-15 years
   - Over 15 years

5. D5. What grade levels are you currently serving?

   Mark only one oval.

   - Early Childhood
   - Elementary
   - Middle
   - High
   - Other

6. D6. What is your school setting?

   Mark only one oval.

   - Urban
   - Suburban
   - Rural

7. D7. What type of school do you work in?

   Mark only one oval.

   - Public
   - Private
   - Parochial
   - Charter
   - Other

8. D8. What is your current role?

   Mark only one oval.

   - Classroom Teacher
   - Counselor
   - Instructional Coach
   - Other

9. D9. What is your school's free & reduced lunch rate?

   Mark only one oval.

   - Less than 10%
   - 11-40%
   - 41-70%
   - 71-99%
   - 100%

10. D10. In what state is your school located?

Mark only one oval.

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- Washington DC
- West Virginia
- Wisconsin
- Wyoming

Part II: Perceptions

For the following section, you will give a response to each statement two times. The first time you answer, we are asking you to answer based on your present-day perception. The second time you answer, we are asking you to answer from a retrospective perception: your perception before the COVID-19 pandemic.

The questions will have you gauge how important a principal's specific action is to your success as a teacher.
Think of the principal as the "role of the principal" and not a specific person.

Please rate the statement 1 (not important at all) to 7 (extremely important) in regards to your perceptions of importance.

11. P1a. CURRENTLY, how important is it to your success as a teacher that the principal minimizes distractions that impede teaching and learning in the classroom?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

12. P1b. BEFORE COVID-19, how important was it to your success as a teacher that the principal minimized distractions that impeded teaching and learning in the classroom?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

13. P2a. CURRENTLY, how important is it to your success as a teacher that the principal proactively and reactively communicates with the caregivers of the students in a way that supports the teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

14. P2b. BEFORE COVID-19, how important was it to your success as a teacher that the principal proactively and reactively communicated with the caregivers of the students in a way that supported the teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

15. P3a. CURRENTLY, how important is it to your success as a teacher that the principal sets realistic targets regarding initiatives and is mindful of the teacher's work-life balance?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

16. P3b. BEFORE COVID-19, how important was it to your success as a teacher that the principal set realistic targets regarding initiatives and was mindful of the teacher's work-life balance?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

17. P4a. CURRENTLY, how important is it to your success as a teacher that the principal provides ongoing, formal and informal feedback regarding instructional goals?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

18. P4b. BEFORE COVID-19, how important was it to your success as a teacher that the principal provided ongoing, formal and informal feedback regarding instructional goals?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

19. P5a. CURRENTLY, how important is it to your success as a teacher that the principal builds compassionate relationships with the teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

20. P5b. BEFORE COVID-19, how important was it to your success as a teacher that the principal built compassionate relationships with the teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

21. P6a. CURRENTLY, how important is it to your success as a teacher that the principal builds autonomy by allowing teachers to take initiative for student learning and growth?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

22. P6b. BEFORE COVID-19, how important was it to your success as a teacher that the principal built autonomy by allowing teachers to take initiative for student learning and growth?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

23. P7a. CURRENTLY, how important is it to your success as a teacher that the principal involves teachers in shared decision-making regarding various aspects of the school, including community-building, academics, and scheduling?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

24. P7b. BEFORE COVID-19, how important was it to your success as a teacher that the principal involved teachers in shared decision-making regarding various aspects of the school, including community-building, academics, and scheduling?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

25. P8a. CURRENTLY, how important is it to your success as a teacher that the principal is not a micromanager?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

26. P8b. BEFORE COVID-19, how important was it to your success as a teacher that the principal was not a micromanager?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

27. P9a. CURRENTLY, how important is it to your success as a teacher that the principal sets high expectations for staff and student performance?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

28. P9b. BEFORE COVID-19, how important was it to your success as a teacher that the principal set high expectations for staff and student performance?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

29. P10a. CURRENTLY, how important is it to your success as a teacher that the principal provides access to professional learning that is relevant and timely?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

30. P10b. BEFORE COVID-19, how important was it to your success as a teacher that the principal provided access to professional learning that was relevant and timely?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

31. P11a. CURRENTLY, how important is it to your success as a teacher that the principal prioritizes the social and emotional needs of teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

32. P11b. BEFORE COVID-19, how important was it to your success as a teacher that the principal prioritized the social and emotional needs of teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

33. P12a. CURRENTLY, how important is it to your success as a teacher that the principal provides clear and consistent communication?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

34. P12b. BEFORE COVID-19, how important was it to your success as a teacher that the principal provided clear and consistent communication?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

35. P13a. CURRENTLY, how important is it to your success as a teacher that the principal gives praise and encouragement to the teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

36. P13b. BEFORE COVID-19, how important was it to your success as a teacher that the principal gave praise and encouragement to the teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

37. P14a. CURRENTLY, how important is it to your success as a teacher that the principal listens to teachers without judgment?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

38. P14b. BEFORE COVID-19, how important was it to your success as a teacher that the principal listened to teachers without judgment?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

39. P15a. CURRENTLY, how important is it to your success as a teacher that the principal supports high achievement for all students?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

40. P15b. BEFORE COVID-19, how important was it to your success as a teacher that the principal supported high achievement for all students?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

41. P16a. CURRENTLY, how important is it to your success as a teacher that the principal manages people, data, and processes strategically to foster school improvement?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

42. P16b. BEFORE COVID-19, how important was it to your success as a teacher that the principal managed people, data, and processes strategically to foster school improvement?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

43. P17a. CURRENTLY, how important is it to your success as a teacher that the principal has strong technical knowledge of curriculum and places an emphasis on curriculum articulation and learning processes?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

44. P17b. BEFORE COVID-19, how important was it to your success as a teacher that the principal had strong technical knowledge of curriculum and placed an emphasis on curriculum articulation and learning processes?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

45. P18a. CURRENTLY, how important is it to your success as a teacher that the principal uses data and assessment to observe, provide feedback, and recognize success?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

46. P18b. BEFORE COVID-19, how important was it to your success as a teacher that the principal used data and assessment to observe, provide feedback, and recognize success?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

47. P19a. CURRENTLY, how important is it to your success as a teacher that the principal encourages and supports family involvement?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

48. P19b. BEFORE COVID-19, how important was it to your success as a teacher that the principal encouraged and supported family involvement?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

Part III - Open-Ended Questions

49. To be an effective educator, what do you need from a principal in order to balance the demands of teaching with the resources available to you?

50. Q2. What, if anything, has been different in what you need from a principal during the COVID-19 pandemic?

51. Q3. What has been the single most critical thing you need from your principal in order to be successful in this pandemic era?

52. Q4. Do you have any additional comments?

Data Analysis

Quantitative data

For our quantitative research, we ran 19 paired t-Tests using SPSS. Once our data sets were uploaded into SPSS, we could select, analyze, compare means and then choose the Paired Samples T-test. We selected our current (b) and pre-COVID (a) data as variables.

Data is measured twice in a paired sample t-test, resulting in pairs of observations. Specifically, we ran paired t-tests on each of the 19 questions to look for statistical evidence regarding the differences between pre-and post-COVID-19 data and if those differences were statistically significant. Unlike standard paired t-Tests, the paired measurements for this study were collected simultaneously. We used pairwise deletion in our sampling, meaning that for a participant's responses to be considered, they had to

answer questions a and b for each pair since we used the difference between the two

means to determine if there was a statistically significant shift in teacher perception of

what they want from their principal in order to be successful.

SPSS created three output tables: Paired Samples Statistics, Paired Samples

Correlations, and Paired Samples Test. However, only the Paired Sample Statistics and

Paired Sample Tests were utilized for our research purposes.

Paired Sample Statistics

The original Paired Sample Statistics contained: The mean for each question, the

number of people who answered the question, the standard deviation, and the standard

error mean. Our research, however, used only the mean and standard deviation. The mean

of both current and pre-COVID-19 data was used to show the difference between the

degree of importance for each statement. Statements were able to be ranked from 1-7.

For the purpose of analysis, the following language was used to describe the numeric

value for each number: 1=Not important at all, 2=Not really important, 3=Not

unimportant, but not important, 4=A little important, 5=Somewhat important, 6=Very

important, 7=Extremely important.

Paired Samples Test

For the Paired Samples Test, SPSS reported the mean and standard deviation of

the difference scores for each pair of variables. The mean is the difference between the

sample means. We applied a Bonferroni correction to adjust the significance in our levels

due to the number of tests we were running. This correction helped us to avoid spurious

positives by lowering the alpha value to account for the number of tests being run. For

this, we took the standard 0.05 alpha and divided it by 19, which was the number of tests.

This resulted in 0.0026 which could be rounded, making 0.003 our new alpha of which to compare p-value.

Qualitative Data

For our qualitative analysis, we used content analysis. Content analysis is a systematic technique for compressing text into specific categories based on explicit rules or codes (Albig, 1952; GAO, 1996; Krippendorff, 1980; and Weber, 1990). Content analysis determines the presence of certain words, themes, or concepts from the text; in this case, the text was the participants' answers to our three open-ended questions.

We were fortunate to have such a significant response to our survey; however, due to the large sample size, we had a significant volume of text to analyze. The large sample size made content analysis a more systematic way of analyzing our data. In 1952, Berelson defined content analysis as "a research technique for the objective, systematic and quantitative description of the manifest content of communication" (p. 18).

We used priori coding, meaning our codes were established before the analysis. Priori coding is a deductive approach, meaning we were looking for predetermined, existing subjects for testing hypotheses (Berg & Lune, 2018; Catanzaro, 1988; Polit & Beck, 2006). Codes were extracted directly from the quantitative questions from our survey. These questions emerged from our research. Due to the concurrent nested design of our mixed methods, the general purpose of our qualitative data is to support the quantitative data. This makes the precise language used in coding an essential factor in our analysis. High reliability with code lists generated deductively is much easier to obtain than with code lists generated inductively (Catanzaro, 1988).

Before the content analysis, we used our prior research and WIN quantitative survey questions to create a codebook that included explanations of the codes. The purpose of this codebook was to minimize cognitive changes that could occur during the analysis process (Catanzaro, 1988; Downe-Wambolt, 1992; Richards & Morse, 2013).

We used written responses to three open-ended questions as our data source. We used each person's answers as a unit. Each researcher worked individually, prior to coming together for a consensus of our data. We began by becoming familiar with the data knowing no insights or theories could emerge without this step (Polit & Beck, 2004). We each analyzed the data question-by-question, using the codes from our codebook to remain consistent in the emerging ideas and themes. We used a latent approach to data analysis, meaning we sought to find the underlying meaning of the text or what the text was talking about (Berg, 2001: Catanzaro, 1998). Once each of us coded the data, we compared our content and adjusted as necessary. The purpose of the individual analysis was interrater reliability.

We used conditional formatting to code the data that fit into our initial codes. We reviewed the data that did not fit into our codebook descriptions to understand the latent meanings of the remaining text. We collected a frequency count of incidents for each code within our initial code list. The intent of the qualitative data was to supplement the quantitative data and provide context.

In addition to coding for meaning, we coded Q2 and Q3 for valence. In this, we were looking to see if there was a positive or negative valence within each of the responses. Mentions coded as an increase in valence (I) had to contain the words more, increase, higher importance, greater or better. If the mention contained less or decreased,

they were coded as a decrease (D). If mentions were void of either a positive or negative valence, they were coded as neutral (N)

The only exception to the deductive process was Q4 which asked for additional information. For this particular question, we opened the coding, meaning we added any codes that were previously mentioned, however, we eliminated comments that did not pertain to our research questions. Therefore, if the mentions did not directly relate to the principal or the principal's actions, they were pulled from the data set.

The open coding allowed us to add information that fell outside of our initial research. We ran the coding process the same, using the codebook. However, when novel codes came up, we made a note of them. While this does not impact the research question or hypothesis, it does lead to implications for further study.

Mixed Methods Analysis

For our study, we employed a concurrent nested mixed-method design. Our primary focus was the quantitative data we collected. This data was used to answer both of our research questions. We used the rich context of our qualitative data as secondary focus. The information provided by participants helped us to develop themes and ultimately implications for practice.

Ethical Considerations

Research participants were treated according to the guidelines of the University of Missouri-St. Louis Institutional Review Board. Approval was secured and obtained prior to the recruitment and participation in this study.

Informed Consent

Our data collection instrument was accessed by a link on a Tweet. This link took participants to a Google form with a link to a statement regarding Informed Consent. Consent was granted by participants after reading the statement and submitting the survey. Participation in our study was optional. Information regarding confidentiality was included in the instrument instructions. Participants had to make an active choice to participate, and it was disclosed that they could choose not to participate at any time.

Risks

There were minimal risks with this research. Students were not included in this study. Adult participants remained confidential. They used the computer to complete both the quantitative and qualitative questions. While there was minimal risk because of using the Google platform and Twitter, there was a small but unlikely risk of identifying participants through IP addresses. However, disclosure does not put the individual at risk because the information collected is not sensitive as it is not tied to the performance of a specific principal.

Benefits

Allowing teachers to use their voice through introspective reflection is a way for teachers to feel heard and validated. Learning more about what teachers want from leadership allows the opportunity to provide feedback to current leaders as they seek to recruit and retain teachers. Participants were not compensated for participating in our study.

Confidentiality

Participation was optional. Both quantitative and qualitative data were collected through Google Forms. Names, email addresses, or other identifying information were not collected. Qualitative data was optional. Demographics such as school setting and years of teaching were collected to gain information regarding our data set.

Reflexivity

Both researchers have served as building-level principals. Therefore, we have familiarity with the content. Because we have both served in this role, we reflected on our assumptions or biases throughout our research. Having two researchers helped us with our confirmation bias as we proceeded.

While both of us have served in the role of teacher, our most recent experience in education is that of an administrator. While this was not a factor for those who filled out the survey, it might impact how we interpret results. Therefore, we needed to ensure that we were precise in the language we used with one another and our participants. A lack of precise language and definitions could have created misinterpretation and thus skewed our results.

As researchers, we must ensure that we do not share our biases and assumptions with participants. We want to ensure participants have the necessary information without giving information that might skew our results. Therefore, making sure the participants are not aware of our bias, assumptions, or potential hypotheses is essential.

Chapter 3: Results

The results are presented in this chapter. Results are organized by research question. Each research question is separated into quantitative, qualitative, and combined sections. Because the researchers used a concurrent nested method for analysis, quantitative data served as the primary source to answer the questions, with qualitative data providing additional context.

Research Questions:

RQ1: Is there a difference between what teachers reported they wanted from principals prior to COVID-19 and what teachers identify they want from their principals currently?

RQ2: What do post-COVID-19[4] teachers identify they want from a principal to succeed?

Results for Research Question 1 (RQ1)

Quantitative Results RQ1

For RQ1, the researchers sought to discover if there is a difference between what teachers reported they wanted from principals before COVID-19 and what teachers identify they want from their principals currently[5]?

We ran 19 paired T-tests to understand the relationship between what teachers perceived they wanted before COVID-19 (referred to in subsequent tables as "b") and what they want now (referred to in subsequent tables as "a"). Due to pairwise deletions, our sample size varied between 444 and 446. Participants had to answer both current (a) and pre-COVID-19 (b) items of the question pair to be included as part of the data set.

---

[4] For the purpose of this study, post-COVID-19 refers to October 1, 2022, of our research. We recognize that COVID-19 is still present in our society and schools.

[5] Currently refers to October 1, 2022

Questions 5, 9, 14, 17, and 18 each had a sample size of 444. Questions 3, 4, 6, 7, 8, 12, 16, and 19 had a sample size of 445. Questions 1, 2, 10, 11, 13, 15, had a sample size of 446. Paired sample statistics regarding RQ1 can be seen in Table 5.

Table 5

Teacher Perceptions of Importance Pre-COVID-19 and Now

Statement	Pre-COVID-19 (b)		Current (a)	
The principal…	m	sd	m	sd
Minimizes distractions that impede teaching and learning in the classroom (P1)	5.5	1.3	6.3	1.0
Proactively and reactively communicates with the caregivers of the students in a way that supports teachers (P2)	5.7	1.3	6.4	1.0
Sets realistic targets regarding initiatives and is mindful of the teachers work-life balance (P3)	5.3	1.3	6.7	0.7
Provides ongoing, formal and informal feedback regarding instructional goals (P4)	4.7	1.6	4.7	1.8
Builds compassionate relationships with the teachers (P5)	5.5	1.3	6.4	1.0
Builds autonomy by allowing teachers to take initiative for student learning	5.9	1.2	6.4	1.0

and growth (P6)

Involves teachers in shared decision-making regarding various aspects of the school, including community-building, academics, and scheduling (P7)	5.7	1.3	6.4	1.0
Is not a micromanager (P8)	6.3	1.1	6.8	.6
Sets high expectations for staff and student performance (P9)	5.8	1.3	5.8	1.4
Provides access to professional learning that is relevant and timely (P10)	5.1	1.6	5.4	1.7
Prioritizes the social and emotional needs of teachers (P11)	4.8	1.4	6.4	1.1
Provides clear and consistent communication (P12)	6.0	1.1	6.6	0.7
Gives praise and encouragement to the teachers (P13)	5.1	1.15	6.0	1.3
Listens to teachers without judgment (P14)	5.8	1.3	6.5	1.0
Supports high achievement for all students (P15)	6.0	1.1	6.1	1.1
Manages people, data, and processes	5.2	1.4	5.6	1.4

strategically to foster school improvement (P16)				
Has strong technical knowledge of curriculum and places an emphasis on curriculum articulation and learning processes (P17)	4.8	1.5	5.1	1.6
Uses data and assessment to observe, provide feedback, and recognize success (P18)	4.9	1.6	5.0	1.7
Encourages and supports family involvement (P19)	5.4	1.4	6.0	1.3

Note*: P=pair, m=mean, sd=standard deviation. The mean was derived from 19 Likert-based question pairs where teachers were asked to rank importance from 1= not at all important to 7=extremely important.

To determine if there was a statistically significant increase or decrease between pre- and post-COVID-19 perception, we ran 19 two-tailed T-tests (see Table 6) using SPSS. The mean is the difference between the current (a) mean, and the pre-COVID-19 retrospective (b) mean. The difference is positive when current ratings are higher than pre-COVID-19 ratings.

Bonferroni Correction

Because we ran multiple tests, we adjusted the p-value to lower the error probability. We divided the standard p of 0.05 by 19, which equals 0.00263. Rounding

the p-value down to 0.002 or rounding it up to 0.003 does not impact the results as, in

either case, all the values are either < 0.001, or are greater than 0.003.

Statistical Significance

Ultimately, the only pairs that *are not* significant if we use the $p \leq .002/.003$

standard are:

- P4a/b: Provides ongoing, formal and informal feedback regarding

  instructional goals.

- P9a/b: Sets high expectations for staff and student performance.

- P15a/b: Supports high achievement for all students

- P18a/b: Uses data and assessment to observe, provide feedback and

  recognize success

The last (P18a/b) has a p-value that would be considered significant ($p = .007$) if we

hadn't done the correction. The other three pairs would have been non-significant even

with a standard $p \leq 0.05$.

In all 19 cases, the mean *increased* (i.e., no one reported lower ratings for any of

these items post-Covid). Of the 19 paired t-tests we ran, 15 out of 19 showed a significant

difference.

Table 6

Statistical Shifts from Pre-COVID-19 to Present

Statement Pairs

The principal…	Difference	t-Test	p-value
Prioritizes the social and emotional needs of teachers (P11)	1.60	.93	<.001

Sets realistic targets regarding initiatives and is mindful of the teachers work-life balance (P3)	1.38	24.20	<.001
Gives praise and encouragement to the teachers (P13)	.90	15.09	<.001
Builds compassionate relationships with the teachers (P5)	.89	15.78	<.001
Minimizes distractions that impede teaching and learning in the classroom (P1)	.82	14.76	<.001
Proactively and reactively communicates with the caregivers of the students in a way that supports teachers (P2)	.76	14.92	<.001
Listens to teachers without judgment (P14)	.68	13.0	<.001
Involves teachers in shared decision-making regarding various aspects of the school, including community-building, academics and scheduling (P7)	.68	12.76	<.001
Provides clear and consistent communication (P12)	.57	12.51	<.001
Encourages and supports family involvement (P19)	.53	10.08	<.001
Builds autonomy by allowing teachers to take initiative for student learning and growth (P6)	.51	10.56	<.001
Is not a micromanager (P8)	.49	10.14	<.001

Manages people, data, and processes strategically to foster school improvement (P16)	.37	.6.67	<.001
Provides access to professional learning that is relevant and timely (P10)	.33	5.20	<.001
Has strong technical knowledge of curriculum and places an emphasis on curriculum articulation and learning processes (P17)	.31	5.18	<.001
The principal uses data and assessment to observe, provide feedback, and recognize success (P18)	.14	2.70	.007
The principal supports high achievement for all students (P15)	.06	1.45	.148
The principal sets high expectations for staff and student performance (P9)	.03	.64	.52
The principal provides ongoing, formal and informal feedback regarding instructional goals (P4)	-.083	-1.43	.155

Note: White is statistically significant, light gray is statistically not significant, dark gray indicates not significant under adjusted p-value. Mean was calculated based on retrospective and current rankings on the WIN survey.

In summary, the mean of each of the 19 quality statements increased, meaning none of the statements had a decrease in mean from pre-COVID-19 to post-COVID-19. Of the 19 statements, 15 showed a statistically significant shift. Having a principal who

prioritizes social-emotional needs (m=1.60) and sets realistic targets regarding initiatives

and is mindful for work-life balance (m=1.38) are statistically significant at an extremely

high level, followed by having a principal who gives praise and encouragement to the

teachers (m=.90) and builds compassionate relationships with the teachers (m=.89). Four

of the 19 statements were not statistically significant: uses data and assessment to

observe, provide feedback and recognize success (m=14), supports high achievement for

all students (m=.06), sets high expectations for staff and student performance (m=0.3),

and provides ongoing, formal, and informal feedback regarding instructional goals

(m=.083)

Qualitative Results for Research Question 1

Qualitative analysis of results was generated by content analysis of the open-

ended questions asked on the WIN survey. We asked four open-ended questions.

- Q1. To be an effective educator, what do you want from a principal to be
  successful?

- Q2: What, if anything, has been different in what you want from a principal
  during the COVID-19 Pandemic?

- Q3. What has been the single most critical thing you want from your principal to
  be successful in this pandemic era?

- Q4. Do you have any additional comments?

The open-ended questions of our WIN survey did not directly match with our

quantitative data; however, Q2, which asked participants what, if anything, has been

different in what you want from a principal during the COVID-19 pandemic parallels

RQ1 closely. Q4 asks for any additional information that participants want to share. We used responses from Q2 and Q4 to add additional context for RQ1.

We began by familiarizing ourselves with the raw data. Q2 was answered by 400 of the participants. Both researchers coded the raw data with the 19 codes generated deductively, referring back to the definitions acquired by our research. Once all data were coded, we created a frequency table to understand how many times each code showed up in the qualitative data. Most respondents only mentioned one code. There were 445 total coded responses in the Q2 data set.

In addition to frequency, we added coding for valence. In this, we looked to see if each participant's response had a positive or negative valence. Specifically, we looked to see if each response explicitly stated an increase or decrease in what has been different in what they wanted from a principal during the COVID-19 pandemic. We wanted to ensure that our coding was without bias, i.e., that we did not assume any mention of a code implied an increase in the need for that principal characteristic/behavior. Mentions coded as having an increase in valence (I) had to contain the words more, increase, higher importance, greater or better. If the mention contained less or decreased, they were coded as a decrease (D) in valence. If mentions were void of either an increase or decrease in valence, they were coded as neutral (N). While some responses showed either an increase or decrease, others did not indicate a direction of change, which we labeled as neutral responses (see Table 7).

In Table 7, data are organized from greatest to least frequency for that particular code as noted by the number and percent of code mentions in the text. The number of I, N, and D responses for each code can also be seen in Table 7.

Table 7

What, if anything, has been different in what you want from a principal during the COVID-19 Pandemic?

Mentions in Text	Code	Valence	Number of Mentions in Text	Percent of Mentions in Text
Realistic Targets/Work-Life Balance	RT	I=44 N=64 D=4	112	25.0
Compassionate Relationships	CR	I=36 N=32 D=2	70	15.7
Social Emotional Needs	SEL	I=33 N=31 D=0	64	14.3
Minimize Distractions	MD	I=30 N=26 D=2	58	13.0
Autonomy	A	I=20 N=22 D=2	44	10.0
Communication with Stakeholders	CF	I=12 N=15 D=0	27	6.0
Manage Systems	MS	I=6 N=12 D=0	18	4.0
Communication	CC	I=5 N=9 D=1	15	3.3
Praise and Encouragement	PE	I=6 N=3 D=0	9	2.0
No Micromanagement	NM	I=2 N=6 D=0	8	1.8
Listens	LI	I=4 N=1 D=0	5	1.1
High Expectations	HE	I=1 N=2 D=0	3	0.7
Professional Development	PD	I=2 N=1D=0	3	0.7
Feedback for Improvement	FE	I=2 N=0 D=0	2	0.4
Shared Leadership	SL	I=1 N=1 D=0	2	0.4
Family Involvement	FI	I=1 N=0 D=0	1	0.2
Knowledge of Curriculum	KC	I=1 N=0 D=0	1	0.2

Data for Improvement	D	I=0 N=0 D=0	0	0
High Achievement for Students	HA	I=0 N=0 D=0	0	0

Note: This table represents how many times each code was mentioned in regard to changes in response to open-ended Q2. There were 445 total codes. Codes are organized from greatest to least mentioned. I=increase in valence, N=neutral, D=decrease in valence.

Q4 of our open-ended questions asked participants if they had additional comments. Because RQ1 specifically asked if there is a difference between what teachers reported they wanted from principals before COVID-19 and what teachers identify they want from their principals currently, we eliminated responses that were not specific to the role of the principal. Eighty–six responses to Q4 mentioned the role of the principal. Of those 86 responses, 26, or 30%, specifically referred to change from pre-COVID to post-COVID.

We opened the coding to Q4, meaning we created space for responses that fell outside our original codes. Of the 26 codes which mentioned change, there was one novel code. Rethinking education did not fit within our original 19 qualities, therefore, it was added to our Q4 data set. The participant stated, "I often have to bite my tongue when I see us return to what we always did rather than what would work better for kids, for logistics, for everything. I also went through some additional personal and professional trauma besides the pandemic which has made it hard for me to want to pursue a leadership position. There is this need to try to get back the two years that were more not normal than just the pandemic making them not normal. I had/have one school with

strong admin and one school with struggling administration which makes everything that

much more complicated to truly express what I need as a teacher." Rethinking education

is a potential area for further research.

The 10 codes that emerged, nine existing and one new, are organized from

greatest to least in terms of the number of mentions of that code. Again, we coded the Q4

responses for valence (See Table 8)

Table 8
Additional Comments from Q4

Mentions in Text	Codes	Valence	Mentions in Q4 Regarding Change	Percent of Mentions in Q4
Realistic Target	RT	I=5 N=5 D=1	11	42
Social-Emotional	SEL	I=2 N=3 D=0	5	19
Minimizes Distractions	MD	I=1 N=1 D=0	2	7.7
Autonomy	A	I=1 N=1 D=0	2	7.7
Manages Systems	MS	I=0 N=0 D=1	1	3.8
Compassionate Relationships	CR	I=0 N=1 D=0	1	3.8
High Expectations	HE	I=0 N=1 D=0	1	3.8
No Micromanagement	NM	I=0 N=1 D=0	1	3.8
Communicates with Families	CF	I=0 N=1 D=0	1	3.8
Willingness to Change	New Mention	I=0 N=1 D=0	1	3.8

Note: Q4 asks participants to add additional information. The information in this table is

that which pertains to RQ1 which means it was related to the principal's role and the

potential changes in what teachers want from a principal. Information is coded for

valence.

For RQ1, we looked at the context provided by Q2, which asks what, if anything, has changed in what teachers want from a principal. Having a principal who sets realistic targets for initiatives with a focus on work-life balance had the greatest number of mentions with 112. Having a principal who builds compassionate relationships had the second-greatest amount of mentions with 70. Next, teachers mentioned that they wanted a principal who prioritizes social-emotional needs. Participants mentioned this 64 times. Having a principal who minimizes distractions had the fourth most significant amount of mentions with 58 people naming this. The fifth highest number of mentions were regarding autonomy, which participants mentioned 44 times. Family involvement and knowledge of curriculum had only one mention. Data for improvement and high achievement were not present at all in the data.

In Q4, we asked participants for additional information. Twenty-six of the statements from Q4 referenced changes. Having a principal who sets realistic targets for initiatives with a focus on work-life balance had the greatest number of mentions (11) in the ask for additional information. Having a principal who prioritizes social-emotional needs had 5 mentions. The other mentions include minimizes distractions, autonomy, manages systems, compassionate relationships, high expectations, no micromanagement, and communicates with families each had 2 or less mentions. A novel code was introduced which was regarding willingness to change. One participant mentioned this in Q4.

In summary, having a principal who sets realistic targets and works to prioritize work-life balance was mentioned most frequently in the qualitative data collected from

Q2 and Q4. Data for improvement and feedback had the least number of mentions as neither were mentioned within the data set.

Combined Data for RQ1

RQ1 seeks to find if there is a difference between what teachers reported they wanted from principals prior to COVID-19 and what teachers currently identify they want from their principals. Our research strongly supports that COVID-19 has changed what teachers identify they want from principals. Our quantitative research questions asked teachers to determine how important each of the 19 qualities was for them to be successful now and retrospectively. While our participants rated each of the 19 items as being more important now, for 15 of the 19 those shifts were statistically significant. Those that shifted, reported here in order from greatest to least shift, were:

Prioritizes the Social and Emotional Needs of Teachers (SEL)

The need for leaders to care for the social-emotional needs of teachers (SEL) had the greatest quantitative statistical shift with a 1.60 difference between the pre-COVID-19 and current means. In addition, SEL had the third greatest number of mentions in the qualitative Q2. From the Q2 mentions, a teacher states, "Definitely more caring about teachers' well-being, mentally, physically, and emotionally. There is a lot of trauma in and around teachers, including secondary trauma from our students and parents that is usually not addressed. We are told to just deal with it and we are grown up and can cope, when that is not healthy. "Coping" usually means, in this sense from administration, to be quiet, smile, and shove it down emotionally and act like everything is great and just focus on test scores because of the accountability system. The constant push without a focus on schools being places of healing for all stakeholders. I am concerned that our school

system will eventually implode and become obsolete. We must adapt and make our schools not just academics, but community centers to the neighborhoods we serve, especially in low socio-economic status areas with 100% free and reduced lunch and increased probability of trauma for the families and students."

Of the 64 mentions in Q2, 33 explicitly indicated that this need had increased, and 31 had a neutral valence (did not indicate a change in importance). There were no SEL comments with a decrease or negative valence. Of the 26 additional comments from Q4, 5 of the responses spoke of SEL. One participant stated, "I think a lot of these questions should have all been 7's pre and post, but the pandemic has truly impacted and enforced these supports to a level of NEED more than ever. Teachers and all educators are on the verge of breaking with balancing covid's "new way of life" with all the social/emotional/mental challenges that has come with it, therefore a principal's role has become that much more impactful." More teacher statements from the qualitative questions can be found in Table 12.

Sets realistic targets regarding initiatives and is mindful of the teacher's work-life balance (RT)

The need for leaders to set realistic targets regarding initiatives and to be mindful of work-life balance (RT) had the second greatest statistically significant shift with a 1.38 difference between the pre-COVID-19 and current means. In addition, RT had the most significant number of mentions in Q2, 112. From the Q2 mentions, a teacher states, "Students need more support than before because they missed different parts of the curriculum and had different experiences. We can't expect the same timeline as before because students need help catching up and more individualized support. Also, teachers

are still mentally and emotionally drained and the workload has increased." Of the 112

mentions, 44 had an increase or positive valence, 64 had a neutral valence, and two had a

decrease or negative valence. Participants mentioned RT in 11 of the 26 comments

regarding change. One participant stated, "The pandemic has forced us to do more with

less. Principals need to be aware of that. I want to see a servant leader that would

willingly cover a class themselves before asking teachers or educational assistants to give

up their planning to do it." More teacher statements from the qualitative questions can be

found in Table 12.

Gives praise and encouragement to the teachers (PE)

The desire for a principal who gives praise and encouragement (PE) had the third

greatest statistical shift with a .90 difference between the means. In addition, PE had the

ninth most mentions with nine. Of the nine mentions, six had an increase or positive

valence and three had a neutral valence. There were no mentions of a decrease or

negative valence. From the Q2 mentions, a teacher states, "I am more driven to change

the errors of education now than ever before. Encouragement to do so from a principal

means a lot more." When asked for additional information, PE was not mentioned in the

26 comments regarding change. More teacher statements from the qualitative questions

can be found in Table 12.

Builds compassionate relationships with the teachers (CR)

The desire to have a principal who builds compassionate relationships with

teachers had the fourth greatest statistical shift with a .89 difference between the means.

In addition, CR had the second greatest amount of mentions in Q2 with 70 mentions.

From the Q2 mentions, a teacher states, "Prior to the pandemic, I was focused on needing

big support with curriculum and instruction. Post-pandemic, I want someone who focuses

on relationships, student and staff needs, and someone who is approachable." Of the 70

mentions, 36 had an increased or positive valence, 32 had a neutral valence, and two had

a decreased or negative valence. In Q4, one participant mentioned CR as a change

stating, "I didn't NEED my principal to be as involved prior to COVID-19.   Now I need

them in the trenches with me. I need understanding. I need grace when I fail." More

teacher statements from the qualitative questions can be found in Table 12.

Minimizes distractions that impede teaching and learning in the classroom

(MD)

 The desire for a principal who minimizes distractions that impede teaching and

learning in the classroom (MD) had the fifth greatest statistically significant shift with .82

difference between the pre-COVID-19 and current means. In addition, MD had the fourth

most mentions in Q2 with 58. From the Q2 mentions, a teacher states, "Now, more than

ever, I need my principal to truly be mindful of what she adds on our plate. There is a lot

of pressure being put on us to teach so many things, but I don't feel that I'm given time to

process/plan/prep. With more meetings it leaves less time for me. I also feel like she

should implement self-care for teachers. I am being emailed and texted outside of school

hours at unreasonable times. I am asked to attend events out of contact hours when I

already give so much!" Of the 58 mentions, 30 had an increase or positive valence, 26

had a neutral valence, and two had a decrease or negative valence. Two participants

mentioned minimizing distractions in Q4 with one stating, "We (teachers) need help with

student behavior, someone willing to research and try solutions to help students and

teachers navigate the new, behaviorally regressed, normal." More teacher statements from the qualitative questions can be found in Table 12.

Proactively and reactively communicates with the caregivers of the students in a way that supports teachers (CF)

The desire to have a principal who proactively and reactively communicates with the caregivers of students in a way that supports teachers (CF) had the sixth greatest statistical shift with .76 difference between the pre-COVID and current means. In addition, CF had the sixth greatest number of mentions in Q2 with 27. From the Q2 mentions, a teacher states, "Pre-pandemic parents trusted and supported educators for the most part; since the pandemic every parent seems to know what their child needs more than the teacher... principals need to be communicating a healthier relationship between parents/students/teachers." Of the 27 mentions, 12 had an increase or positive valence, 15 had a neutral valence, and there were no mentions with a decrease or negative valence. One participant mentioned communication with caregivers in the additional data for Q4 stating, "One of the things that have added to my own stress is not being certain the principal will be supportive. They have been traumatized by negative family interactions and have become avoidant (I do not blame them); however, this avoidance is why I feel like I am out on slippery roads without their support. This was not the case prior to the pandemic." More teacher statements from the qualitative questions can be found in Table 12.

Listens to teachers without judgment (LI)

The desire for a principal who listens to teachers without judgment (LI) had the seventh greatest statistical shift with .68 difference between the pre-COVID-19 and

current means. In addition, LI had the 11th greatest amount of mentions in Q2 with five

mentions. From the Q2 mentions a teacher states that they want, "More compassion,

listening to teachers' experiences." Of the five mentions, four had an increase or positive

valence, there were no comments with a decrease or negative valence. Listening was not

mentioned in the change data for Q4. More teacher statements from the qualitative

questions can be found in Table 12.

Involves teachers in shared decision-making regarding various aspects of the school, including community-building, academics, and scheduling (SL)

The desire for a principal who involves teachers in shared decision-making

regarding various aspects of the school (SL) had the eight greatest statistical shifts with

.68 difference between pre-COVID and current means. In addition, SL had two mentions

in Q2. From the Q2 mentions a teacher states, "Our school received a lot of money during

the pandemic, and it was frustrating to watch how some of it was spent, so I would have

liked to have had some input on the spending of the money." One of the responses had an

increased or positive valence and one had neutral valence. SL had the 15th most

mentions. SL was not mentioned in Q4 change data. More teacher statements from the

qualitative questions can be found in Table 12.

Provides clear and consistent communication (CC)

The desire for a principal who provides clear and consistent communication (CC)

had the ninth greatest statistical shift with .57 difference between the pre-COVID-19 and

current means. In addition, CC had the eighth greatest number of mentions in Q2 with 15

mentions. From the Q2 mentions a teacher states, "Pre- pandemic, I felt like I understood

what was going on with district goals and things we were doing. I felt that I got more

clear communication through my principal. Now I feel lost every day and I feel like I

don't know what's going on with new goals and protocols and how we are doing things.

It makes me feel like I'm not doing a good job and I'm inadequate. I feel like

communication has changed a lot since the pandemic and it's hard to follow what is

happening." Of the 15 mentions, five had an increase or positive valence, 9 had a neutral

valence, and 1 had a negative or decreased valence. CC was not mentioned in the Q4

change data. More teacher statements from the qualitative questions can be found in

Table 12.

Encourages and supports family involvement (FI).

The desire for a principal who encourages and supports family involvement (FI)

had the tenth greatest statistically significant shift with a .53 difference between the pre-

COVID-19 and current means. In addition, FI had the 16th greatest mentions with one

mention stating, "I would like her to put as a top priority to build community in the

classroom and in the school, bringing back more and more parents into the school

community." The one mentioned had an increase or positive valence. FI was not

mentioned in the additional comments in Q4 as a change. More teacher statements from

the qualitative questions can be found in Table 12.

Builds autonomy by allowing teachers to take initiative for student learning and growth (A)

The desire for a principal who builds autonomy by allowing teachers to take

initiative for student learning and growth (A) had the 11th greatest statistically significant

shift with .51 difference between pre-COVID-19 and current mean. In addition, A had the

fifth-greatest amount of mentions with 44. From the Q2 mentions, a teacher states, "Pre-

pandemic, it seemed like I had more autonomy as a teacher, and after several principals

since it started; more micromanaging has happened. I don't think I realized how much I

wanted and needed that autonomy to be trusted. I want more than ever to be trusted as a

professional." Of the 44 mentions, 20 had an increase or positive valence, 22 had a

neutral valence and two had a decrease or negative valence. In Q4, one participant added,

"The tricky thing about responding to these was that only the social/emotional questions

feel like they've shifted for me as a result of the actual pandemic. The rest of the shifts

have occurred because the admin response to the pandemic in my district has been to take

away our autonomy, so those areas FEEL more important, though they always were!"

More teacher statements from the qualitative questions can be found in Table 12.

Is not a micromanager (NM)

The desire for a principal who is not a micromanager (NM) had the 12th greatest

statistically significant shift with .49 difference between pre-COVID-19 and current

mean. In addition, NM had the 10th most mentions with eight. From the Q2 mentions, a

teacher states, "Micromanaging needs to be at a bare minimum. I feel useless when so

much is put on my plate, and we don't have the time to dedicate to the important things in

life." Of the eight, two had an increase of positive valence, six had a neutral valence and

there were no decrease or negative valence mentions. In Q4, one participant stated, "The

trend since Covid seems to be more micromanaging of instruction and less support with

behaviors. Administrators will meet with students, but there are rarely consequences for

those students whose behaviors have warranted such a meeting." More teacher statements

from the qualitative questions can be found in Table 12.

Manages people, data, and processes strategically to foster school improvement (MS)

The desire for a principal who manages people, data, and processes had the 13th greatest statistically significant shift with a .37 difference between the pre-COVID-19 and current mean. In addition, MS had the seventh greatest amount of mentions with 18 mentions. From the Q2 mentions, a teacher states, "Step up to be more of a leader as opposed to a teammate." and "I want a principal to take more off my plate and stop wasting my time with anything that isn't teaching related. I don't want to pass out PBIS tickets. I need time to go to the bathroom. I don't need to sit in meetings in which the information is read to us - I can read the information myself. I want the principal to hire people who are qualified for their jobs - example: our Title I lead knows nothing about teaching reading. I want the principal to be in the hallways more than two minutes a day." Of the 18 mentions, six had an increase or positive valence, 12 had a neutral valence, and there were no decrease or negative valence mentions. In response to the request for additional information in Q4, one participant stated, "My role is a gifted resource teacher. In the fall of 2019, we changed our gifted model to be as inclusive as possible, which means I serve almost all of the students at my school. This, coupled with the pandemic so soon after, has radically changed what I believe schools are capable of. My principal is mostly on board with this but must continue to work within a system that makes it hard to really support great teachers and to help less great teachers find a way out." More teacher statements from the qualitative questions can be found in Table 12.

Provides access to professional learning that is relevant and timely (PD)

The desire for a principal who provides access to professional learning that is relevant and timely (PD) had the 14th greatest statistically significant shift with a .33 difference between the pre-COVID-19 and current mean. In addition, PD had the 13th most mentions with three. From the Q2 mentions, a teacher states, "I want the principal to be dedicated to continued learning. We cannot simply move forward and look for a "back to normal". A lot has changed, and teachers need to be provided development and learning to be able to effectively adjust. This all starts with the principal." Of the three mentions, two had an increase or positive valence and one had a neutral valence. There were no mentions of PD in Q4 regarding change. More teacher statements from the qualitative questions can be found in Table 12.

Has strong technical knowledge of curriculum and places an emphasis on curriculum articulation and learning processes (KC)

The desire for a principal who has strong technical knowledge of curriculum and places an emphasis on curriculum articulation and learning processes (KC) had the 15th greatest statistically significant shift with a .31 difference between the pre-COVID and current mean. KC had the 17th most mentions with one mention stating, "I want to be given more classroom support since students' learning gaps are wide." The one mentioned for KC had an increase or positive valence. There were no mentions of KC in Q4 regarding change. More teacher statements from the qualitative questions can be found in Table 12.

Our open-ended questions helped us to gather context regarding what teachers want from a principal to be successful. Q2 of our open-ended questions specifically asked

participants what, if anything, is different in what they want from a principal during the

COVID-19 pandemic. We paired sample responses from Q2 with the quantitative data

acquired through our Likert-based questions. We looked to see if there was an increase or

decrease in valence by coding each of the responses. All but nine of the responses had an

increase or neutral valence. To better understand the context, we pulled an increase,

neutral, and decrease valence example from Q2 and paired it with the corresponding

code.

Table 9

Changes in Perception of Current Teacher Wants

Statistical Shifts (Greatest to Least)	Increase (I, number of mentions), Neutral (N, number of mentions) and Decrease (D, number of mentions) Sample Responses to Q2: What if anything, is different in what you want from a principal during the COVID-19 Pandemic.
Prioritizes the social and emotional needs of teachers (a=6.4 b=4.8 ss=1.60)	● (I,33) More understanding teachers need a place to vent. May need counseling in that they need a free place to address concerns that don't impact their jobs. ● (N,31) I feel worn out— it's a battle. I need a commander that wants me to survive and thrive. ● (D,0) There were no comments with a decrease or negative valence
Sets realistic targets regarding initiatives and is mindful of the teachers work-life balance (a=6.7 b=5.3 ss=1.38)	● (I,44) Greater sense of empathy for the hardships the pandemic has caused. Recognizing that a work-life balance now plays a bigger role in a teachers determination of whether or bot they will continue in the profession. ● (N,64) Understanding that students are NOT at the levels as would have previously been expected, in almost all aspects, soft skills, academic skills and social skills. Not expecting teachers to be able to make up two years of missed instruction in six months. ● (D,4) less of a focus on quantitative data and more focus on the street data - why are the numbers the way they are, how have situations shaped our students? a principal that collects the qualitative data in order to

	better understand student populations and their needs and can support staff through the educational adjustments needed while understanding a staff work/life balance
Gives praise and encouragement to the teachers (a=6.0 b=5.1 ss=.90)	• (I,6) I've needed more encouragement and positive feedback. • (N,3) Compassion & assurance that they know I'm doing/giving my best • (D,0) There were no comments with a decrease or negative valence
Builds compassionate relationships with the teachers (a=6.4 b=5.5 ss=.89)	• (I,36) We need more compassion as teachers and for our students. We all need grace. • (N,32) Compassion and understanding of how different the classroom is today. • (D,2) Communication decreased from my admin after Covid so I would like to see it increase again. There was a sense of disconnectedness once Covid occurred from my principal.
Minimizes distractions that impede teaching and learning in the classroom (a=6.3 b=5.5 ss=.82)	• (I,30) Even more emphasis on respecting our time- I especially appreciate when a new "to-do" item is brought up in a PD/meeting and staff have built in work time, instead of having to figure it out on their own time. • (N,26) If nothing else, it would be nice to know that they will not send us to useless, time-wasting PD out of some misplaced notion that it 'has to be done.' I hope that they can really value our time and also take time to notice and appreciate how hard we work on behalf of our students. • (D,2) I don't believe that I do want anything different in a principal other than the tasks being given to be lessened because it seems as though the pandemic has encouraged principals to place more on the plates of teachers.
Proactively and reactively communicates with the caregivers of the students in a way that supports teachers (a=6.4 b=5.7 ss=.76)	• (I,12) Need more support with parents who are used to their children not doing anything and still thinking they will get good grades and pass. • (N,15) I want someone who supports teachers when there are parent issues • (D,0) There were no comments with a decrease or negative valence
Listens to teachers without judgment (a=6.5 b=5.8 ss=.68)	• (I,4) More of a listening ear. • (N,1) Someone who listens and works to make our school better

	● (D,0) there were no comments with a decrease or negative valence
Involves teachers in shared decision-making regarding various aspects of the school, including community-building, academics and scheduling (a=6.4 b=5.7 ss=.68)	● (I,1) I think my principal has done a solid job of "protecting" us from district initiatives. I would have loved for them to ask teachers for input ● (N,1) Our school received a lot of money during the pandemic, and it was frustrating to watch how some of it was spent, so I would have liked to have had some input on the spending of the money. ● (D,0) There are no comments with decrease or negative valence
Provides clear and consistent communication (a=6.6 b=6.0 ss=.57)	● (I,5) More communication now ● (N,9) Communication is the main thing that comes to mind. When things are going well, a lack of communication doesn't stand out as much. However, when things are not going well, it is beyond needed. ● (D,1) Communication decreased from my admin after Covid so I would like to see it increase again. There was a sense of disconnectedness once Covid occurred from my principal
Encourages and supports family involvement (a=6.0 b=5.4 ss=.53)	● (I,1) I would like her to put as a top priority to build community in the classroom and in the school, bringing back more and more parents into the school community. ● (N,0) There are no comments with neutral valence ● (D,0) There are no comments with decrease or negative valence
Builds autonomy by allowing teachers to take initiative for student learning and growth (a=6.4 b=5.9 ss=.51)	● (I,20) Since COVID I realize I need more autonomy ● (N,22) During the pandemic I wanted my principal to trust me as a professional. I appreciated having autonomy to make changes to the curriculum and calendar to meet the students' needs. ● (D,2) I think I'm willing to see less administration if it means that I get autonomy.
Is not a micromanager a=6.8 b=6.3 ss=.49)	● (I,2) A lot more micromanagement. ● (N,6) Micromanaging needs to be at a bare minimum ● (D,0) There are no comments with decrease or negative valence

Manages people, data, and processes strategically to foster school improvement (a=5.6 b=5.2 ss=.37)	• (I,6) I think one way our school culture shifted during COVID: we used to spend a lot of time talking about situations and gathering input for decisions from staff when really the administration was going to do what they wanted. That seems to have shifted, and the administration is being much more direct about what decisions are theirs and instituting policy more efficiently. This is a good change, generally, in my opinion. • (N,12) Needs in the classroom haven't changed a great deal but the implementation of supports seems to be an issue • (D,0) there are no comments with decrease or negative valence
Provides access to professional learning that is relevant and timely (a=5.4 b=5.1 ss=.33)	• (I,2) Being supportive of teachers more educational and social emotional supports for students more meaningful pd • (N,1) I want the principal to be dedicated to continued learning. We cannot simply move forward and look for a "back to normal". A lot has changed, and teachers need to be provided development and learning to be able to effectively adjust. This all starts with the principal. • (D,0) There are no comments with decrease or negative valence
Has strong technical knowledge of curriculum and places an emphasis on curriculum articulation and learning processes (a=5.1 b=4.8 ss=.31)	• (I,1) I want to be given more classroom support since students' learning gaps are wide. • (N,0) There are no comments with a neutral valence • (D,0) there are no comments with a decrease or negative valence

Note: a= Current, b=pre-Covid-19, ss= statistical significance/shift, nm=number of mentions in responses to Q2. According to the quantitative data, these data are organized by greatest to least statistically significant shift. Q2 of the open-ended questions was used to provide context. I=increase in valence, number of mentions; N=neutral, number of mentions; D=decrease in valence, number of mentions

The current (a) mean for all 15 significantly different statements, as well as the four non-significant statements, is higher than the pre-COVID-19 (b) mean. Each

statement shows a somewhat to an extremely important level of importance[6] both before

COVID-19 and currently, as indicated by the mean. In looking at the qualitative support

for each item, respondents were answering what has been different in Q2. While some

showed a positive or increased difference, some didn't indicate change. Others used

words such as less or decrease. When looking at the statements with decreased valence,

they still supported the desire for change. For example, one participant responded, "I

don't believe that I do want anything different in a principal other than the tasks being

given to be lessened because it seems as though the pandemic has encouraged principals

to place more on the plates of teachers." This had a decreased valence because of the

word choice. Lessened was coded as a negative or decrease in valence. However, the

context refers to the desire to have tasks reduced.

Four items did not have significant change. These were statements regarding data,

high achievement, high expectations, and feedback. The commonality amongst these

items was that they all pertain to instruction.

According to the quantitative data, having a principal who prioritizes the social-

emotional needs of teachers and staff had a great shift. Having a principal who sets

realistic targets and prioritizes work-life balance had the second most significant shift.

Qualitatively, realistic targets had the greatest amount of mentions with compassionate

relationships having the second greatest number of mentions. Data, high achievement,

high expectations and feedback did not have statistically significant shifts.

---

[6] 1=Not important at all, 2=Not really important, 3=Not unimportant, but not important, 4=A little
important, 5=Somewhat important, 6=Very important, 7=Extremely important

Results for Research Question 2 (RQ2)

Quantitative Results Research Question Two (RQ2)

To understand what post-COVID-19 teachers identify they currently want from a principal, we used the sample statistics from the current data, i.e., the responses to what teachers want now (b). Because the mean was representative of the degree to which each participant felt the statement was important, we organized the data from greatest to least mean, which can be seen in Table 10.

Table 10

Current Perception of Importance

	Mean
Is not a micromanager (P8a)	6.8
Sets realistic targets regarding initiatives and is mindful of the teachers work-life balance (P3a)	6.7
Provides clear and consistent communication (P12a)	6.6
Listens to teachers without judgment (P14a)	6.5
Proactively and reactively communicates with the caregivers of the students in a way that supports teachers (P2a)	6.4
Builds compassionate relationships with the teachers (P5a)	6.4
Builds autonomy by allowing teachers to take initiative for student learning and growth (P6a)	6.4
Involves teachers in shared decision-making regarding various aspects of the school, including community-building, academics and scheduling (P7a)	6.4
Prioritizes the social and emotional needs of teachers (P11a)	6.4
Minimizes Distractions that impede teaching and learning in the classroom (P1a)	6.3

Supports high achievement for all students (P15a)	6.1
Gives praise and encouragement to the teachers (P13a)	6.0
Encourages and supports family involvement (P19a)	6.0
Sets high expectations for staff and student performance (P9a)	5.8
Manages people, data, and processes strategically to foster school improvement (P16a)	5.6
Provides access to professional learning that is relevant and timely (P10a)	5.4
Strong technical knowledge of curriculum and places an emphasis on curriculum articulation and learning processes (P17a)	5.1
Uses data and assessment to observe, provide feedback, and recognize success (P18a)	5.0
Provides ongoing, formal and informal feedback regarding instructional goals (P4a)	4.7

Note: The mean for each statement is taken from the present data from our WIN survey.

Teachers were asked to rank each statement for importance retrospectively and now. This

table represents the current data: 1=Not important at all, 2=Not really important, 3=Not

unimportant, but not important, 4=A little important, 5=Somewhat important, 6=Very

important, 7=Extremely important.

All 19 statements range from somewhat to extremely important[7] based on the

mean. Four statements were rated extremely important based on their mean. These

statements are not a micromanager (6.8), sets realistic targets regarding initiatives and is

mindful of the work-life balance (6.7), provides clear and consistent communication

---

[7] 1=Not important at all, 2=Not really important, 3=Not unimportant, but not important, 4=A little important, 5=Somewhat important, 6=Very important, 7=Extremely important

(6.6), and listens to teachers without judgment (6.5). Teachers considered four of the

statements to be somewhat important. Those statements are: provides access to

professional learning that is relevant and timely (5.4), strong technical knowledge of

curriculum and places emphasis on curriculum articulation and learning processes (5.1),

uses data and assessment to observe, provide feedback and recognize success (5.0), and

provides ongoing formal and informal feedback regarding instructional goals (4.7).

Qualitative Results to Research Question 2 (RQ2)

To provide context to RQ2, which asks what post-COVID-19 teachers identify

they currently want from a principal, we used the responses of Q1 and Q3 of our open-

ended questions. Q1 sought to find what teachers want from a principal to be successful

as an effective educator. Q1 was answered by 418 of the participants. The participants'

responses contained 743 mentions of 21 codes.

Table 11

Mentions for Q1: To be an effective educator, what do you want from a principal to be successful?

Code	Code	Number of Code Mentions in Text	Percent of Code Mentions in Text
Autonomy	A	150	20.2
Minimizes Distractions	MD	88	11.8
Compassionate Relationships	CR	87	11.7
Realistic Targets/Work-Life	RT	78	10.5
Manages Systems	MS	56	7.5
Communication	C	47	9.9
Communication with Stakeholders	CF	38	5.1

Listens	L	30	4.0
No Micromanagement	NM	27	3.6
Praise and Encouragement	PE	22	3.0
Feedback for Improvement	FE	16	2.2
Professional Development	PD	15	2.0
Shared Leadership	SL	11	1.5
Knowledge of the Curriculum	KC	10	1.3
Social-Emotional Learning	SEL	8	1.1
High Expectations	HE	2	0.4
Data for Improvement	D	1	0.2
Family Involvement	FI	1	0.2
High Achievement for Students	HA	0	0.2l

Note: This table represents how many times each code was mentioned regarding what a teacher wants from a principal to be successful. They are organized from greatest to least mentioned. There were 743 total mentions.

For Q1, we asked participants what they wanted from a principal to be successful. Autonomy had the most significant number of mentions, with 150. Minimizes distractions had the second most significant amount of mentions with 88. Compassionate relationships was just a little behind with 87 mentions. Four of the statements had two or fewer mentions. They are high expectations (2), data for improvement (1), family involvement (1), and high achievement for students (0).

Q3 sought to find the most critical thing teachers want from the principal to be successful in this pandemic era. Four hundred seven participants answered Q3. We used content analysis using the original 19 themes to build context to the quantitative data. There were 399 code mentions.

In addition to the frequency, researchers coded Q3 for valence. In this, we looked to see if each participant's response had a positive or negative valence. Specifically, we looked to see if each response explicitly stated an increase or decrease in what teachers want from a principal to succeed during this pandemic era. While a few of the responses showed either an increase or decrease in valence, most did not indicate or have neutral valence; therefore, coding them for such did not prove valuable.

Table 12

Mentions for Q3: What has been the single most critical thing you want from your principal to be successful in this pandemic era?

Codes	Code	Number of Code Mentions in Text	Percent of Code Mentions in Text
Compassionate Relationships	CR	72	18
Minimize Distractions	MD	60	15
Realistic Targets/Work-Life	RT	50	13
Autonomy	A	38	9.5
Manage Systems	MS	34	8.5
Communication	CC	30	7.5
Communication with Stakeholders	CF	23	5.8
Social-Emotional Learning	SEL	16	4.0

High-Expectations	HE	13	3.3
Listens	LI	10	2.5
No Micromanagement	NM	7	1.7
Praise and Encouragement	PE	7	1.7
Shared Leadership	SL	7	1.7
Professional Development	PD	5	1.2
Knowledge of the Curriculum	KC	1	0.2
Data for Improvement	D	0	0
Family Involvement	FI	0	0
Feedback	FE	0	0
High Achievement for Students	HA	0	0

Note: This table represents how many times each code was mentioned in regard to the most critical thing a teacher wants from a principal during the pandemic era. They are organized from greatest to least mentioned.

When looking for the single most vital thing teachers want from principals, 72 said compassionate relationships. Minimize distractions had the second highest number of mentions, with 60. Thirdly was realistic targets with 50 mentions. There were five categories with one or fewer mentions. They were knowledge of curriculum (1), data for improvement (0), family involvement (0), feedback (0), and high achievement for students (0).

Q1 and Q3 both asked teachers what they wanted from the principal. Q1 asked what they wanted to be successful, and Q3 asked what the single most critical thing was they wanted. While both yielded similar information, participants answered more broadly

in Q1 and narrowed down their focus in Q3. Therefore, there were more total codes in Q1

(743) than in Q3 (399). We combined the data regarding mentions. There were 1,142

total mentions pertaining to the 19 original codes.

Table 13

Combined Mentions for Q1 and Q3

Qualities	Code	Number of Code Mentions in Text	Percent of Code Mentions in Text
Autonomy	A	188	16.5
Compassionate Relationships	CR	159	13.9
Minimizes Distractions	MD	148	13
Realistic Targets	RT	128	11.2
Manages Systems	MS	90	7.9
Clear Communication	CC	77	6.7
Communicates with Stakeholders	CF	61	5.3
Listens	LI	40	3.5
No Micromanagement	NM	34	3.0
Praise and Encouragement	PE	29	2.5
Social Emotional	SEL	24	2.1
Professional Development	PD	20	1.8
Shared Leadership	SL	18	1.6
Feedback	FE	16	1.4
High Expectations	HE	15	1.3
Knowledge of Curriculum	KC	11	1.0
High Achievement	HA	2	.17
Data for Improvement	DI	1	.08

Qualities	Code	Number of Code Mentions in Text	Percent of Code Mentions in Text
Autonomy	A	188	16.5
Compassionate Relationships	CR	159	13.9
Minimizes Distractions	MD	148	13
Realistic Targets	RT	128	11.2
Manages Systems	MS	90	7.9
Clear Communication	CC	77	6.7
Communicates with Stakeholders	CF	61	5.3
Listens	LI	40	3.5
Family Involvement	FI	1	.08

Note: This table represents how many times each code was mentioned in regard to what a teacher wants from a principal to be successful. They are organized from greatest to least mentioned.

In looking at the data for Q1 and Q3, four of the qualities had over 100 mentions. These were: autonomy (188), compassionate relationships (159), minimizes distractions (148) and realistic targets (128). There were three codes that came in next with over 50 mentions. They are manages systems (90), clear communication (77), and communicates with stakeholders (61). There were three categories with two or fewer mentions. They were high achievement (2), data for improvement (1) and family involvement (1). The rest ranged between 11 and 40 mentions.

Additional Information

Q4 of our open-ended questions asked participants if they had additional comments. Because RQ2 specifically asks what post-COVID-19 teachers want from a

principal to succeed, we eliminated responses that were not specific to the role of the

principal. Eighty-six responses mentioned the part of the principal. Of those 86

responses, 79 were coded with 13 pre-existing codes. We opened the coding to Q4,

creating space for responses that fell outside our original 19 codes. Seven new or novel

responses added five potential areas for further research. They are:

Table 14

New mentions for further study from Q4

New Mentions	Examples From Text
Willingness to Change	• It is very hard to work with administrators who are defensive and protective of their methods rather than flexible and comfortable with change. • I earned my Masters in Educational Leadership in 2020-2021 and that has really reframed my outlook and my response to our current situation. I often have to bite my tongue when I see us return to what we always did rather than what would work better for kids, for logistics, for everything. I also went through some additional personal and professional trauma besides the pandemic which has made it hard for me to want to pursue a leadership position. There is this need to try to get back the two years that were more not normal than just the pandemic making them not normal. I had/have one school with strong admin and one school with struggling administration which makes everything that much more complicated to truly express what I need as a teacher.
Servant Leadership	• The pandemic has forced us to do more with less. Principals need to be aware of that. I want to see a servant leader that would willingly cover a class themselves before asking teachers or educational assistants to give up their planning to do it. • I was an administrator once and I'm finding my current administrators don't understand service leadership. Big distrust of teachers which inhibits growth. I want them to see the best in us not hunt for the picayune mistakes and problems
Professionalism	• I would love for principals to be professional especially when teachers leave and then they have negative things to say about teachers even though their behavior was lacking - I had a principal who was suspended for one year for having an extramarital affair and he became a principal again only to repeat the same behavior multiple times. He was eventually promoted.

| Departmentalization | • The structure of management of schools needs a rehaul. We need a person who handles curriculum, another discipline and another who assists with parents. One principal cannot handle it all. |
| District-Support | • The current system & structure of our educational system needs to change but this is beyond the principals more than likely. |

Note: These responses were taken from Q4 of the open-ended questions. This question asked for additional information. This table holds codes that fell outside of our content-analysis code.

The 18 codes, 13 existing and five new, are organized from greatest to least in terms of the number of mentions of that code across the data set (See Table 15).

Table 15

Mentions for Q4: Additional Information

Qualities	Codes	Number of Mentions in Text	Percent of Mentions in Text
Realistic Targets	RT	25	29
Compassionate Relationships	CR	11	12.8
Minimizes Distractions	MD	10	11.6
Social-Emotional Needs	SEL	8	9.3
Manages People, Data and Systems	MS	5	5.8
Shared Leadership	SL	4	4.7
Autonomy	A	3	3.5
Clear Communication	CC	3	3.5
No Micromanagement	NM	3	3.5
Communication with Families and Stakeholders	CF	3	3.5

Reimagine Education	New Mention	2	2.3
Servant Leadership	New Mention	2	2.3
High Expectations	HE	1	1.2
Praise and Encouragement	PE	1	1.2
Family Involvement	FI	1	1.2
Professional	New Mention	1	1.2
Departmentalized Principalship	New Mention	1	1.2
Beyond the Principal	New Mention	1	1.2

Note: This table represents the information from Q4. Responses were included that mentioned the role of the principal.

In Q4, 86 responses mentioned the principal when asked for any additional information. Realistic targets had the greatest number of mentions, with 25. Compassionate relationships (11), minimizes distractions (10), social-emotional needs (8), and manages people, data and systems (5) were the next mentioned. The remainder of the qualities had four or fewer mentions. Participant responses introduced three novel qualities in this data set. They were professional, departmentalized principalship, and beyond the principal.

Combined Data RQ2

The combined data for RQ2 address what post-COVID-19[8] teachers identify they want from a principal to succeed. To understand what post-COVID-19 teachers wish to

---

[8] For the purpose of this study, post-COVID-19 refers to October 1, 2022, of our research. We recognize that COVID-19 is still present in our society and schools.

have in a principal, researchers looked at the mean of the current data from our WIN

survey.

Teachers identified each of the qualities as somewhat to extremely important

based on the means ranging from 4.7 to 6.8[9]. Many qualities had equal means, indicating

an equivalent level of importance.

The current perception from greatest to least important is:

Is not a micromanager (NM)

The principal NOT being a micromanager has a mean of 6.8, indicating it is

extremely important to teachers currently. NM is defined in the codebook as allowing

freedom within limits. In response to what has been the single most critical thing teachers

want from a principal to be successful, NM was mentioned in 40 responses in Q1 and Q3,

making it the 10th most frequent mention. From Q1mentions, a teacher states, "I want to

be valued! I want a principal to know my commitment to my students and the success of

my students. I do not want to be micromanaged because it makes me feel that he/she is

unaware of my commitment." In Q4, in response to additional information, there were

three mentions regarding no micromanagement. As one participant stated, "Principals

need to always communicate and work with staff. Micromanaging is NOT effective!

They should not attack staff for lack of growth with students. Let's figure out what we

need to improve." More teacher statements from Q3 can be found in Table 13.

---

[9] 1=Not important at all, 2=Not really important, 3=Not unimportant, but not important, 4=A little important, 5=Somewhat important, 6=Very important, 7=Extremely important

Sets realistic targets regarding initiatives and is mindful of the teacher's work-life balance (RT)

The principal sets realistic targets regarding initiatives and is mindful of the teacher's work-life balance, with a mean of 6.7, indicating it is extremely important to teachers. RT is defined in the codebook as needing to understand the current demands and value of where we are over where we should be so that teachers can strike a work-life balance. RT was mentioned 128 times between Q1 and Q3, making it the fourth most frequent mention. From Q1 mentions, a teacher states, "I want a principal to have a clear and focused plan. It is extremely hard for me to hit targets if reactive decisions are being made because we have no real plans." There were 25 mentions regarding RT in Q4. As one participant stated, "Principals/admin need to remember what it is like to be a teacher. For many, this educational landscape is very different from the last time they were in a classroom. Don't continue to judge us based on old expectations." In Table 13, the reader can find more teacher statements from Q3 in Table 13.

Provides clear and consistent communication (CC)

The principal provides clear and consistent communication has a mean of 6.6, indicating it is extremely important to teachers currently. CC is defined in the codebook as having clear and consistent communication regarding goals and expectations. CC was mentioned 77 times in response to what teachers want from a principal to be successful (Q1) and what has been the most critical thing teachers want from their principal (Q3). This is the sixth most frequent mention. From Q1 mentions, a teacher states, "The lack of communication about absolutely everything is beyond belief. I think they may think they are lightening our load, but it actually increases it. Not knowing who is out, how

coverage is happening, including letting us know they are out. Not knowing who to track down for student support because we don't know the principal and counselor are out. Other basic things are also not shared. We have to figure out the evaluation system on our own." Participants mentioned CC three times in Q4. As one participant states, "I don't envy the job of a principal. I personally couldn't do it myself. Please remember that clear and effective communication is essential to a happy school. I may not agree with some decisions that are made but if you can communicate why they're made then I'm happy. Principals have done an amazing job over the past 2.5yrs and you deserve an award." The reader can find more teacher statements from Q3 in Table 16.

Listens to teachers without judgment (LI)

The principal listens to teachers without judgment has a mean of 6.5, indicating it is extremely important to teachers currently. LI is defined in the codebook as listening without judgment. LI has 40 mentions in response to what teachers want from a principal to be successful (Q1) and what has been the single most critical thing teachers want from principals (Q3), making it the eighth most frequent mention. From Q1 mentions, a teacher states, "A supportive principal who listens when I share strong concerns about parent concerns and also about struggling students having trouble behaving in class to learn: someone who listens to me when I am stating strengths/ areas that need improving and helps to brainstorm solutions in a timely manner: someone who makes connections with her staff members to check on how things are going and how we are doing." Listening was not explicitly mentioned in the additional information (Q4) data set. More teacher statements from Q3 can be found in Table 16.

Proactively and reactively communicates with the caregivers of the students in a way that supports teachers (CF)

The principal proactively and reactively communicates with the caregivers of the students in a way that supports teachers has a mean of 6.4 indicating it is very important to teachers currently. CF is defined in the codebook as proactive and reactive communication with stakeholders to build a community and protect and defend teachers. CF has 64 mentions in response to the most critical thing teachers want from principals (Q1, Q3), making it the seventh most frequent mention. From Q1 mentions, a teacher states they want "Support, especially when it comes to parents. I want to know my principal has my back and trusts me and will stand up for me and what is best for students." CF was mentioned three times in response to the request for additional information (Q4). One participant states, "It is impossible to divide the community's anger over COVID-19 restrictions from all of the book banning and anti-CRT push. As a teacher, I need to know that my principal will defend my choices, whether it is choosing to continue wearing a mask at school or teaching a book about slavery." The reader can find more teacher statements from Q3 in Table 16.

Builds compassionate relationships with teachers (CR)

The principal builds compassionate relationships with teachers with a mean of 6.4 indicating it is very important to teachers. CR is defined in the codebook as building and developing relationships beyond the classroom through humility, honesty, and general interest through face-to-face conversations and check-ins. CR is the second-most mentioned quality in response to what teachers want from a principal (Q1, Q3). Participants mentioned CR 159 times. From Q1, a teacher states they want "A campus

leader who is compassionate and takes all facets into account about student performance. Someone who hasn't lost a sense of what it's like to be in the classroom and understands the demands placed on teachers." CR had 11 mentions in Q4. One participant stated, "I wish my admin saw us all as humans and not just a test result! Our school is going down quickly." More teacher statements from Q3 can be found in Table 16.

Builds autonomy by allowing teachers to take initiative for student learning and growth (A)

The principal builds autonomy by allowing teachers to take initiative for student learning and growth, with a mean of 6.4, indicating it is very important to teachers. A is defined in the codebook as giving space and trust to be a professional and make professional decisions. A is mentioned 188 times, making it the most common mention in response to what teachers want from a principal (Q1, Q3). From Q1 mentions, a teacher states they want "Trust and flexibility. I want my principal to trust my decisions about what and how I teach. Additionally, I would like her to be flexible with me because some days are just tough for kids and teachers. Sometimes I need to make time for us to enjoy school with SEL activities, which means I need to do a lesson another day." Autonomy had three additional mentions in Q4. One participant stated, "post-COVID-19 should focus on simplifying the profession and allowing teachers to support students. In my building, the principal focuses on micromanaging through intimidation and a lack of transparency."

Involves teachers in shared decision-making regarding various aspects of the school, including community-building, academics, and scheduling (SL)

The principal involves teachers in shared decision-making regarding various aspects of the school, including community-building, academics and scheduling has a mean of 6.4, indicating it is very important to teachers currently. SL is defined in the codebook as wanting teachers to be involved in decision-making. Teachers want to know their voice matters. SL is the 13th most frequent response to Q1 and Q3, with 18 mentions. From Q1 mentions, a teacher states, "In order to be successful and want to continue to invest, I must know that my principal thinks that I am a highly qualified educator and a talented team member in my role. They do this by consistently acknowledging my presence as a person (speaking to me by name when seeing me in person in the hall or at an extracurricular function), consistently asking me for input on appropriate items that I might have expertise on, acknowledging my talent and willingness to be a good team member (not necessarily openly to others but to me)." SL had four additional mentions in Q4. One participant stated, "When all stakeholders (parents, kids, teachers, admin, board, CO) work towards student success, students will be successful." More teacher statements from Q3 can be found in Table 16.

Prioritizes the social and emotional needs of teachers (SEL)

The principal prioritizes the social and emotional needs of teachers has a mean of 6.4, indicating it is very important to teachers. SEL is defined in the codebook as understanding that social-emotional support is necessary for both students and teachers. It should be provided proactively and reactively. SEL is the 11th most frequent mention in response to Q1 and Q3, with 24 mentions. From Q1 mentions, a teacher states they want "Empathy, remember what it was like in the classroom and that it is even harder now, our mental health is just as important as the students, take things off our plates." SEL had

four additional mentions in Q4. One participant states, "Principals should be coaches, not autocrats. They need to always be positive. They need to be cognizant of the mental health of all employees and do things to make everyone's life easier, not harder." More teacher statements from Q3 can be found in Table 16.

Minimizes distractions that impede teaching and learning in the classroom (MD)

The principal minimizes distractions that impede teaching and learning in the classroom has a mean of 6.3, indicating it is very important to teachers. MD is defined in the codebook as removing unnecessary items from teachers' plates. This includes unnecessary PD, discipline issues, and mandates. MD is mentioned 148 times, making it the third most frequent response to what teachers want from a principal to be successful (Q1, Q3). From Q1 mentions, a teacher wants a principal to "trust my professional judgment and be hands off, working instead to reduce distractions and unnecessary mandates." MD had ten additional mentions in Q4. One participant stated, "I need consistency and limited distraction from my admin." More teacher statements from Q3 can be found in Table 13.

Supports high achievement for all students (HA)

The principal supports high achievement for all students and has a mean of 6.1, indicating it is very important to teachers currently. HA is defined in the codebook as supporting students learning and achieving at high levels based on various metrics. HA has two mentions in response to Q1 and Q3. From Q1 mentions, a teacher states they want a principal to "support students in achieving excellence in academics and social skills." While it seems important, it is the 17th when it comes to mentions. There were no

additional comments regarding HA in Q4. More teacher statements from Q3 can be found

in Table 16.

Gives praise and encouragement to the teachers (PE)

The principal gives praise and encouragement to the teachers has a mean of 6.0,

indicating that it is very important to teachers currently. PE is defined in the codebook as

praising teachers for areas of relative strength and providing encouragement for areas of

relative challenge. PE is the 10th most frequent mention in response to Q1 and Q3, with

29 mentions. From Q1 mentions, a teacher states, "Recognize what I'm doing well.

Encourage it and support where I may struggle." PE has one additional comment in Q4,

"Teachers have a ton of their plates. It is vital to recognize the work your teachers are

doing, support your students and increase community involvement." More teacher

statements from Q3 can be found in Table 16.

Encourages and supports family involvement (FI)

The principal encourages and supports family involvement has a mean of 6.0,

indicating it is very important to teachers currently. FI is defined in the codebook as

including all stakeholders in school, so they feel part of the school experience. FI is not

mentioned in Q1 and once in Q3, making it tied for the least number of mentions. In the

Q3 mention, a teacher stated, "I need my principal to be there for behavioral support and

to facilitate connections with those outside my classroom (other teachers, other

classrooms, families, and communities)." Q4 has one additional comment for FI which

asks that principals "Increase community involvement."

Sets high expectations for staff and student performance (HE)

The principal sets high expectations for staff and student performance has a mean

of 5.8, indicating it is very important to teachers currently. HE is defined in the codebook

as having high standards for students and teachers' overall performance. HE is mentioned

15 times in response to Q1 and Q3, making it the 15th most frequent response. From Q1

mentions, a teacher states, "I want trust and I want to be held to high standards. I also,

more than anything, want high expectations for the students and swift discipline for

classroom disruptions." One person mentioned HE in Q4 stating, "I left my school of 10

years during the pandemic. The response to Covid was ridiculous and since the students

came back the school has gone to hell. Simultaneously the social-emotional learning and

discipline model overtook my district, and it was a complete disaster. Kids were fighting

everywhere and destroying the school every chance they got. Tardies and ditching went

unpunished. Referrals were responded to with emotional meetings with admin, and repeat

offenders were kept at the school at all costs. I couldn't be in such an environment any

longer. I've since moved to a new state and teach in a new public school that has high

standards and holds both teachers and students accountable. My principal is a badass and

a wonderful woman who loves the students and the teachers but doesn't suffer fools. The

teachers work hard, and the students work hard. There are very few fights, zero

destruction of school property, and practically no tardies. So grateful I made the change."

More teacher statements from Q3 can be found in Table 16.

Manages people, data, and processes strategically to foster school improvement (MS)

The principal manages people, data, and processes strategically to foster school

improvement, which is a mean of 5.6, indicating it is very important to teachers. MS is

defined in the codebook as developing consistent systems and processes and using data to

measure accountability. MS is the fifth most frequent response to Q1 and Q3, with 90

mentions. From Q1 mentions, a teacher states they want "Clear alignment to school plan

and targets including my role and our collective roles in the school-wide goals to be

achieved." There were five other mentions in Q4. One participant stated, "Have a process

and be fair in how you allocate stipends, choose teacher leaders/chairs and assign duties.

Respect contract hours and work/life balance." More teacher statements from Q3 can be

found in Table 16.

Provides access to professional learning that is relevant and timely (PD)

The principal provides access to professional learning that is relevant and timely

has a mean of 5.4, indicating it is somewhat important to teachers currently. PD is

defined in the codebook as providing professional learning that is targeted to teachers and

allows them to better their craft. PD is mentioned 20 times in response to Q1 and Q3,

making it the 11th most mentioned quality. From Q1 mentions, a teacher states they want

"someone who also supports teachers and seeks out opportunities and funding for teacher

improvement and training that will support our students to become lifelong learners who

are motivated and eager to learn." Participants did not mention PD in the additional

comments. More teacher statements from Q3 can be found in Table 16.

Strong technical knowledge of curriculum and places an emphasis on curriculum articulation and learning processes (KC)

The principal has strong technical knowledge of curriculum and places an

emphasis on curriculum articulation, and learning processes has a mean of 5.1, indicating

it is somewhat important to principals. KC is defined in the codebook as knowing and

understanding the curriculum and the ability to use that knowledge to develop teachers.

KC is mentioned 11 times in response to what teachers want in a principal (Q1&Q3), which is the 16th most mentioned. From Q1 mentions, a teacher states they want a principal "to be an instructional leader who knows/understands best practices and curriculum." KC is not mentioned in the additional data on Q4. More teacher statements from Q3 can be found in Table 16.

Uses data and assessment to observe, provide feedback and recognize success (D)

The principal uses data and assessment to observe, provide feedback and recognize success has a mean of 5.0, indicating that it is somewhat important to teachers currently. D is defined in the codebook as knowing how to collect and analyze data in ways that lead to student and teacher improvement. D is mentioned once in the qualitative data in Q3, indicating that perhaps it is somewhat important, but perhaps not when compared to the other qualities. A teacher stated, "Being a data driven/student driven educator, I need a principal to keep this in the forefront of our plan for student growth." D was not mentioned in response to Q4.

Provides ongoing, formal and informal feedback regarding instructional goals (FE)

The principal provides ongoing, formal and informal feedback regarding instructional goals has a mean of 4.7, indicating that it is somewhat important to teachers currently. FE is defined in the codebook as providing timely, relevant and specific feedback so teachers can improve their practice. FE is mentioned 16 times in the qualitative data in Q1 and Q3. In Q1 mentions. A teacher stated they want "support, constructive criticism, positive feedback, and professionalism." This is the 14th most

common mention. There are no mentions regarding FE in the request for additional

information in Q4. More teacher statements from Q3 can be found in Table 16.

In addition, the open-ended questions helped researchers to gather context

regarding what teachers want from a principal. Q1 and Q3 of our open-ended questions

specifically asked participants to name what they want from a principal. Each of the

responses was coded for positive or negative valence as we wanted to ensure reliability

regarding the respondents intended meaning and whether or not there was an increase or

decrease in teachers perceived wants; however, the valence was very minimal and had no

significant meaning for this question and therefore not included in the chart.

Table 16

What teachers currently want from a principal

Current Importance (Greatest to Least)	Sample Responses to Q3: What has been the single most critical thing you want from your principal to be successful in this pandemic era?
Is not a micromanager (M=6.8)	● More trust, not micromanage ● Understanding that the profession is changing and as teachers we need to be trusted to do our part without being micromanaged ● Space to do my work without micromanagement.
Sets realistic targets regarding initiatives and is mindful of the teacher's work-life balance (M=6.7)	● Someone who is supportive and realizes that the work life balance is even more important than it has been in previous years given covid's affect one family dynamics, childcare, etc. ● Being understanding of the changes in education in a pretty short amount of time, and being supportive as we adjust, readjust, and continue to grow and develop to reach students that seem to be coming with more and more deficits. ● Less emphasis on standardized testing and achievement scores more focus on student and staff wellness and engagement in school. The weight of COVID has contributed to disenfranchised students and staff. Principals must recognize the different needs and adapt their leadership model to best support those in their care.
Provides clear and consistent	● Need them to be better and more vocal leaders. Schools are

communication (M=6.6)	under fire for a number of different reasons and principals need to be effective leaders. ● Consistent communication to ALL staff ● Consistent communication about initiatives, about new practices, about new expectations, have been critical to their success and some level of comfort during these times.
Listens to teachers without judgment (M=6.5)	● Working as a partner who listens to teachers and removes obstacles we identify whenever possible. ● For the principal to listen to staff opinions and advice about school needs and improvements without judgment ● Do not pick and choose what to hear. It's unfortunate when leaders only want to hear positive items, but brush negative items under the rug. Or reprimand staffers who speak open and honest truths about flaws of aspects of the school.
Proactively and reactively communicates with the caregivers of the students in a way that supports teachers (M=6.4)	● Consistency when it comes to supporting us when dealing with the parents. ● Shield teachers from upper management nonsense and unreasonably angry parents ● Backing up teachers. Making sure that we are supported with the onslaught of parent complaints and picking at us.
Builds compassionate relationships with the teachers (M=6.4)	● I need to feel valued and by that, I mean 'don't be fake'. Don't just interact with me when you need something. Ask me how I'm doing, poke and probe my responses. If you want/need something done, then give me a reasonable deadline and/or recognize the extra demand you're placing on me...and then offer to take something off my 'to-do list' to help ensure I can complete what you've asked of me. I don't need you to be my friend, but I do need to know you care and value what I do. ● Fostering positive relationships between admin and teachers. Check in on us, especially those who have few supports within the school (singletons, those that have experienced trauma, those that are struggling, etc.). ● Understanding. Empathy. Knowing when the system is asking too much and trying to shield us from the impossible asks. I am incredibly lucky that I work for a principal who does and has always done this. Our principal has cried with us, shares when she is overwhelmed, encourages us to do the same, and has created an atmosphere where most people step up to help others, often without being asked. It is this that has made the last 2.5 years bearable.
Builds autonomy by allowing teachers to take initiative for student learning and growth (M=6.4)	● More support and trust given to employees that they will do the right thing for kids. ● Autonomy to meet the needs of my students without wasting time on required but unnecessary non negotiables ● We need trust that we know what we're doing. We are given timelines/scope and sequence from the district, but the kids are not where they should be, with regards to academics. We need to do for kids what they need…slow down, remediate, give breaks, give recess, etc.

Involves teachers in shared decision-making regarding various aspects of the school, including community-building, academics and scheduling (M=6.4)	• Collaborative problem solving is a must. No one has all the answers. • Partnership, shared leadership • To problem solve together as a team. One person shouldn't carry the load alone.
Prioritizes the social and emotional needs of teachers (M=6.4)	• Increased focus and opportunities for staff mental health and self-care. • Understanding that we are humans and we too are affected by the trauma our kids bring. We need support too. I've had so many life changes and been expected to support my students through their trauma, but I have been given 0 support as an educator. • I want my principal to care about everyone's wellbeing. I need him to clear barriers, inspire people, listen when things are tough, and have difficult conversations when external forces make my job with students harder. If my well-being and humanity is central, then I can take care of the rest.
Minimizes Distractions that impede teaching and learning in the classroom (M=6.3)	• Remove tasks and responsibilities from already overworked teachers. This could allow us to focus on being more successful teachers. • The ability to manage behavior so that students can be in a peaceful, productive classroom. • Less meetings and more time to plan, grade, and reach out to parents
Supports high achievement for all students (M=6.1)	• The role needs to include a strong INSTRUCTIONAL leader who motivates and equips teachers to bring effective instruction alive in their classrooms with purpose and meaning. A principal that advocates for 'worthy work' for all students - believes all students can attain high levels of learning and provides the resources and support to unite us and move us forward with positivity.
Gives praise and encouragement to the teachers (M=6.0)	• More: positivity/encouragement/motivation/smiles/ empathy/recognition • Encouragement to be Amazing. Don't let me settle for good enough, cheer me to be better than I think I can. • To be seen! I want to be seen for my hard work and appreciated for it!
Encourages and supports family involvement (M=6.0)	• I need my principal to be there for behavioral support, and to facilitate connections with those outside my classroom (other teachers, other classrooms, families, and communities).
Sets high expectations for staff and student performance (M=5.8)	• More student accountability, especially regarding attendance, and support for course rigor/fidelity • To hold teachers, students, and staff accountable and work

	together to bring the level of expectations back to where they were, pre-pandemic. ● To start holding kids accountable and stop making excuses for their behaviors
Manages people, data, and processes strategically to foster school improvement (M=5.6)	● More critical things — decision making and direction. I appreciate principals wanting to give teachers choice, but sometimes, in order for systems to work and to ultimately increase student achievement, the principal needs to give firm directions in regard to decisions. ● Having all staff on the same page and working on the same goal together. ● To be forward thinking about what schools need now and how we can move practices and change systems instead of going back to the same pre pandemic practices.
Provides access to professional learning that is relevant and timely (Mean=5.4)	● Give me what I ask for in terms of PD, resources, and assistance. Don't assume you know what I need without asking. ● Support, access to instructional technology, and relevant pd training. ● Their support in what I am pursuing and thoughts on how to improve
Strong technical knowledge of curriculum and places an emphasis on curriculum articulation and learning processes (Mean=5.1)	● I want her to understand the current trends of PE and how those trends will make my classroom a great learning environment. ● Trust in my professionalism to do what will help my students grow, help finding resources for curriculum to best meet my students needs ● Work to support teachers by providing an appropriate curriculum. Review and support school/student/teacher needs. Don't rely on data/test results that are meaningless to many students. Advocate for meaningful change in schools.
Uses data and assessment to observe, provide feedback, and recognize success (Mean=5.0)	● Being a data driven/student driven educator, I need a principal to keep this in the forefront of our plan for student growth.
Provides ongoing, formal and informal feedback regarding instructional goals (Mean=4.7)	● I want the principal to be consistent with the discipline of students, being visible in the halls and provide feedback in my teaching in my subject area. ● The best thing my principal can do is to foster collective efficacy and support that vision with timely feedback and professional learning opportunities. I also want the principal to articulate the shared vision in a way that's both meaningful and inspiring. ● I want support and opportunities for feedback and resources that foster growth-PD, books, online materials, paid collaboration time outside of contract hours, etc.

Note: This table is organized by greatest to least importance of what teachers want currently according to our quantitative findings. Q3 of the open-ended questions was used to provide context.

In summary, having a principal who is not a micromanager (6.8), sets realistic targets regarding initiatives, and is mindful of the work-life balance (6.7), provides clear and consistent communication (6.6), and listens to teachers without judgment (6.5) are all seen as extremely important[10]. Communication both with teachers and families (6.4), minimizing distractions (6.3), high achievement (6.0), family involvement (6.0), high expectations (5.8), and managing systems (5.7) are all very important. Having a principal who provides access to professional learning that is relevant and timely (5.4), has strong technical knowledge of curriculum and places emphasis on curriculum articulation and learning processes (5.1), uses data and assessment to observe, provide feedback and recognizes success (5.0), and provides ongoing formal and informal feedback regarding instructional goals (4.7) are all somewhat important.

Understanding Our Results Through Our Research

The initial data felt cumbersome, with all 19 qualities having an increased level of importance, as evidenced by the mean. In the literature review, the informal data we collected regarding teacher perception were clustered into three themes: Trust, Time, and Support. As we worked to draw conclusions regarding the quantitative data and the

---

[10] 1=Not important at all, 2=Not really important, 3=Not unimportant, but not important, 4=A little important, 5=Somewhat important, 6=Very important, 7=Extremely important

context provided by the qualitative data, more specific themes or connections emerged regarding what post-COVID-19 teachers want most in a leader.

We clustered the 19 original qualities from our literature review into seven overarching themes. Those themes are: Build Relationships, Communication, Empowerment, Instructional Leadership, Stewardship, Time, and Trust. Support is not a stand-alone category as when participants talked about support; it was about one of the more significant themes.

Figure 2: Overarching Themes

Note: Yellow=Quantitative Variables, Pink=Emergent Themes The emergent themes that developed represent what teachers want in a principal with each of the 19 qualities nested within each theme.

Builds Relationships

Builds relationships is a theme that emerged as researchers deepened their understanding through the context added by the open-ended questions. Teachers want a present principal who sees beyond the teacher to the human being. In response to the

single most critical thing they want from a principal, one teacher stated, "Support

teachers and students both in the classroom while also paying attention to personal things

that might affect them." Teachers have long focused on students' social and emotional

needs, but teachers also want to be cared for. One teacher mentioned in response to what

they needed, "To feel that teacher well-being matters as much as the students' well-

being." Teachers want these relationships to extend past them and to all stakeholders; in

many instances, they named compassion as a key to relationship building.

Communication

In our literature review, communication fell under the umbrella of support.

However, the qualitative data demonstrated how vital communication is. While

communication is undoubtedly a support, it extends beyond clear communication. Many

participants mentioned both proactive and reactive communication and transparency and

consistency. Clear communication often came up when teachers talked about what they

needed. In addition to clear communication with teachers, teachers wanted principals

willing to protect them through communication with other stakeholders. In response to

the most critical want from a principal, one teacher states, "Teacher support against

parents who don't appreciate teachers."

Empowerment

Listening was undoubtedly part of the leadership literature review, and the idea of

listening for the sake of leadership emerged as a theme. Teachers want to be involved in

the decisions that impact them. They also want to work to take the load off of

administrators. One teacher responded to what they want in a principal, "To problem

solve together as a team (I'm an administrator- campus testing coordinator). One person shouldn't carry the load alone."

Instructional Leadership

Instructional leadership qualities are considered necessary for teachers. Teachers talked about how they wanted instructional leadership to be more personalized. From feedback to learning, teachers are looking for principals to target individuals and allow time and trust to better their craft. In addition, teachers want principals who support high achievement for all students by developing metrics to ensure all students learn and achieve at high levels. While the participants didn't mention knowledge of curriculum, it was noted that teachers want loose and tight structures and to know their limits regarding teaching and learning. As one teacher states, "I want her to understand the current trends of PE and how those trends will make my classroom a great learning environment."

Stewardship

Teachers desire a principal who sets high expectations for all staff and students, works to develop consistent systems, and uses data and feedback to improve practice. This is what stewardship is. While this did not necessarily emerge in teacher perception in our literature review, stewardship is undoubtedly present in our research regarding effective leadership. One teacher stated in response to what they want from a principal, "Open-mindedness and the principal showing their commitment to finding resources and evidence-based practices to best support teachers. The principal needs to model this for staff." Another teacher stated, "More critical thinking — decision making and direction. I appreciate principals wanting to give teachers choice, but sometimes, in order for systems

to work and to ultimately increase student achievement, the principal needs to give firm directions in regard to decisions."

Time

Time was a theme that was part of our original literature review. The desire for time through realistic targets and attention to work-life balance was incredibly prevalent in our qualitative data. As one teacher states, "Understanding that you can't do more with less. Being reasonable in the expectations of what can be accomplished." Another teacher responded to what they needed with, "Understanding that teacher burnout is real and to be supportive of us". When we think of time, it's difficult because it's certainly not something we can produce more of. However, teachers want principals who will work to minimize the distractions that impede teaching and learning. Based on our qualitative research, this may look like removing unnecessary items from teachers' plates and streamlining student discipline.

Trust

Trust was perceived as important prior to the pandemic per our literature review, and it remains important. Trust is not just about listening without judgment. For current teachers, it is about autonomy, which means providing the space and trust to be a professional and make professional decisions. One teacher states, "We need trust that we know what we're doing. We are given timelines/scope and sequence from the district, but the kids are not where they should be, with regards to academics. We need to do for kids what they need…slow down, remediate, give breaks, give recess, etc." Teachers want freedom within limits. As one teacher states, "Understanding that the profession is changing and as teachers we need to be trusted to do our part without being

micromanaged." Teachers want to be seen, heard, and trusted to do what is best for their

teachers.

Data Synopsis of RQ1

Table 17

Is there a difference between what teachers reported they wanted from principals prior to COVID-19 and what teachers identify they want from their principals currently?

Theme/ Qualities	Pre-Covid Mean (Rank of Importance to Teachers)	Post-Covid Mean (Rank of Importance to Teachers)	Statistical Shift	Statistical Shift Y/N (Rank of Statistical Shift)	Total Mentions Q2
Builds Relationships			**.98***		**36***
Social-Emotional Needs	4.8 (17)	6.4 (9)	1.60	Y (1)	64
Praise and Encouragement	5.1 (15)	6.0 (12)	.90	Y (3)	9
Compassionate Relationships	5.5 (10)	6.4 (6)	.89	Y (4)	70
Family Involvement	5.4 (11)	6.0 (13)	.53	Y (10)	1
Communication			**.67**		**21**
Communication with Families and Stakeholders	5.7 (7)	6.4 (5)	.76	Y (6)	27
Clear Communication	6.0 (2)	6.6 (3)	.57	Y (9)	15
Empowerment			**.68**		**4**
Listens	5.8 (6)	6.5 (4)	.68	Y (7)	5
Shared Leadership	5.7 (8)	6.4 (8)	.68	Y (8)	2

Instructional Leadership			**0.15**		**0.6**
Professional Development	5.1 (14)	5.4 (16)	.33	Y (14)	0
Knowledge of Curriculum	4.8 (18)	5.1 (17)	.31	Y (15)	1
High Achievement	6.0 (3)	6.1 (11)	.06	N	0
Data for Improvement	4.9 (16)	5.0 (18)	.14	N	0
Feedback	4.7 (19)	4.7 (19)	-.083	N	2
Stewardship			**0.2**		**11**
Manages Data, People and Systems	5.2 (13)	5.6 (15)	.37	Y (13)	18 (1)
High Expectations	5.8 (5)	5.8 (14)	.03	N	3 (1)
Time			**1.1**		**85**
Realistic Targets and Work-Life Balance	5.3 (12)	6.7 (2)	1.38	Y (2)	112
Minimizes Distractions	5.5 (9)	6.3 (10)	.82	Y (5)	58
Trust			**0.5**		**26**
Autonomy	5.9 (4)	6.4 (7)	.51	Y (11)	44
No Micro-management	6.3 (1)	6.8 (1)	.49	Y (12)	8

Note: Themes are in alphabetical order with. Variables are nested under each theme in order of statistical shift from greatest to least. *For each theme, we calculated the mean of the statistical shifts. In addition, we calculated the mean of mentions. These results can be seen in bold.

Time

Time, which consists of realistic targets, work-life balance, and minimizing distractions, had the most significant statistical shift with a mean of 1.1. In addition, time had the greatest number of mentions, with a mean of 85. While we can't necessarily give teachers more time, the desire for realistic expectations, work-life balance, and the removal of items from teachers' plates has had the greatest shift from pre-COVID to post-COVID.

Builds Relationships

Builds Relationships consists of having a principal who prioritizes social-emotional needs, gives praise and encouragement, builds compassionate relationships, and involves families had the second most significant statistical shift with a mean of .98. Builds Relationships also had the second most mentions with a mean of 36.

Empowerment

Empowerment has to do with shared leadership and listening. Empowerment has the third most significant shift with a mean shift of .68. In addition, Empowerment had a mean of four mentions. While teachers do want to be involved in shared decision-making regarding various aspects of the school, more than that, they want to be listened to without judgment. Listening is ultimately what edged Empowerment in front of Communication.

Communication

Communication, which involves clear and consistent communication with teachers, families, and stakeholders, had the fourth most significant statistical shift with a mean of .67. Though quantitatively, Communication is behind Empowerment,

qualitatively, it has more mentions with a mean of 21. Teachers want a principal who has clear, consistent, and timely communication regarding goals and expectations. They also want a principal who proactively and reactively communicates with stakeholders to shield teachers.

Trust

Trust, which is about autonomy and not being micromanaged, had the fifth greatest statistical shift with a mean of .05. While Trust is the fifth most important, it's important to note that not being micromanaged was the number one important quality before COVID and currently. Trust had a mean of 26 mentions. Teachers want a principal who allows freedom within limits and provides the space and trust to be a professional and make professional decisions.

Stewardship

Stewardship had the sixth most significant statistical shift with a mean of 0.2. Stewardship consists of managing people, systems, and data and setting high expectations for staff and students. Stewardship mentions had a mean of 11. Stewardship is about setting high standards for students and their overall importance and developing consistent systems and processes. Within the Stewardship theme, managing systems statistically shifted, while setting high expectations for staff and students did not shift.

Instructional Leadership

Instructional Leadership consists of five qualities. They are high achievement, professional learning, knowledge of curriculum, and data for improvement. Though Instructional Leadership did have a mean of 0.15, three qualities (high achievement, data, and feedback) did not have statistical shifts. Instructional Leadership had a mean of 0.6

mentions. Professional learning and knowledge of the curriculum both statistically shifted

from pre-COVID-19 to post-COVID-19. Therefore, in looking at Instructional

Leadership, those might be areas of focus.

In summary, all seven themes show a consistent or increased mean. Time had the

most significant statistical shift and the greatest number of mentions. Builds

Relationships had the second most significant statistical shift as well as comments.

Empowerment had the third most significant statistical shift, with listening weighing in

heavily. Closely following was Communication. Trust was fifth in terms of statistical

changes. Though they hold a level of importance, Stewardship and Instructional

Leadership have the least significant shifts. Some of the qualities within Stewardship and

Instructional Leadership didn't shift in importance from pre-COVID-19 to post-COVID-

19.

Data Synopsis of RQ2

Table 18

What do post-COVID-19 teachers identify they want from a principal to succeed?

Theme/Variable	Post-Covid-19 Mean	Post-Covid-19 Mean (Rank)	Total Mentions
Builds Relationships	**6.2**		**53**
Compassionate Relationships	6.4	6	159
Social Emotional Needs	6.4	9	24
Praise and Encouragement	6.0	12	29
Family Involvement	6.0	13	1
Communication	**6.5**		**69**
Clear Communication	6.6	3	77
Communication with Families and Stakeholders	6.4	5	61
Empowerment	**6.45**		**58**
Listens	6.5	4	40
Shared Leadership	6.4	8	18
Instructional Leadership	**5.26**		**9**
High Achievement	6.1	11	2
Professional Learning	5.4	16	20
Knowledge of Curriculum	5.1	17	11
Data for Improvement	5.0	18	1
Feedback	4.7	19	16

Stewardship	**5.7**		**53**
High Expectations	5.8	14	15
Manages Data, People and Systems	5.6	15	90
Time	**6.5**		**138**
Realistic Targets and Work-Life Balance	6.7	2	128
Minimizes Distractions	6.3	10	148
Trust	**6.6**		**111**
No Micromanagement	6.8	1	34
Autonomy	6.4	7	188

Note: Themes are in alphabetical order with variables in order of importance to teachers. For each theme, we calculated the mean of importance and mentions of the qualities nested within that theme. These results can be seen in bold.

Teachers were asked to fill out Likert-based scales. The scales ranked from 1 (not at all important) to 7 (extremely important). Teachers read each statement twice, once for what they wanted currently and then retrospectively for what they wanted pre-COVID-19. We used the current means to answer RQ2, which is what teachers want to be successful. Once there, we used our cluster of qualities into themes. The following themes are listed from greatest to least in terms of what teachers want from a principal now.

Trust

Trust, consisting of no micromanagement and autonomy, is extremely important to post-COVID-19 teachers. Trust had a mean of 6.6, with a mean of 111 mentions. Trust is about providing the time and space to be a professional and make professional decisions. One participant stated, "We need trust that we know what we're doing. We are given timelines/scope and sequence from the district, but the kids are not where they should be regarding academics. We need to do for kids what they need…slow down, remediate, give breaks, give recess, etc."

Time

Time, which consists of realistic targets and minimizing distractions, is also considered extremely important, with a mean of 6.5. Time had a mean of 138 mentions. Teachers want principals to realize how stressful the job is, so they remove items from the full plates of teachers. Teachers are looking for work-life balance and have difficulty finding it without the principal's support. One teacher stated, "We need trust that we know what we're doing. We are given timelines/scope and sequence from the district but the kids are not where they should be with regard to academics. We need to do for kids what they need…slow down, remediate, give breaks, give recess, etc."

Communication

Communication is also extremely important, with a mean of 6.5. Communication consists of communication both with teachers as well as all stakeholders. According to teachers, communication with stakeholders should help remove some of the pressure placed on students. Communication had 69 mentions. As one participant stated when speaking about what they want, "Transparency, authenticity, and frequent/consistent

communication (as allowed)." Another teacher commented, "Communication backing up teachers. Making sure that we are supported with the onslaught of parent complaints and picking at us."

Empowerment

Empowerment was also seen as extremely important, with a mean of 6.45. Empowerment consists of listening without judgment and shared leadership. Empowerment had 58 mentions. In response to what is the most critical thing you want from a principal, one teacher stated, "Support. Both in listening and being willing to learn from teachers and in supporting teachers struggling with issues in and out of the classroom. Everyone, students and teachers, has been through a lot of trauma in the past few years and we need grace to navigate the new normal."

Builds Relationships

Builds relationships, which consists of building compassionate relationships, prioritizing social and emotional needs, giving praise and encouragement, and encouraging family involvement, was considered very important with a mean of 6.2. In response to what teachers want from a principal, building relationships had a mean of 53 mentions. One participant states, "I want my principal to care about everyone's well-being. I need him to clear barriers, inspire people, listen when things are tough and have difficult conversations when external forces make my job with students harder. If my well-being and humanity is central, then I can take care of the rest."

Stewardship

Stewardship was also considered very important, with a mean of 5.7. Stewardship consists of high expectations and managing systems and people. Stewardship had a mean

of 53 mentions. In response to what teachers want currently, one teacher stated, "To be forward thinking in what schools need now and how we can move practices and change systems instead of going back to the same pre-pandemic practices."

Instructional Leadership

Instructional leadership was considered somewhat important, with a mean of 5.26. Instructional leadership consists of professional learning, knowledge of the curriculum, using data, giving feedback, and high achievement. Instructional leadership had a mean of 9 mentions. In response to what teachers want, one teacher stated, "Support, access to instructional technology, and relevant PD training."

In summary, not being micromanaged scored highest when looking at what teachers want post-COVID-19 from the quantitative data. When the qualities were clustered into themes, Trust scored highest in the quantitative data, consisting of autonomy and no micromanagement. Of the 19 qualities in the qualitative data, autonomy was mentioned most frequently. When the qualities were clustered into themes, Time had the greatest number of mentions.

Synopsis of Chapter 3

In conclusion, we used a mixed-methods approach to determine how COVID-19 changed what teachers want from a principal and what they want now. We used a concurrent nested approach where our quantitative data was the primary source for answering the questions, our qualitative responses served to provide context. Research Question One (RQ1), asked if the impact of COVID-19 shifted what teachers identify they want from their principals. Our quantitative data show that Time was the theme with

the most statistically significant shift. Time is about having a principal who minimizes distractions and sets realistic targets and prioritizes work-life balance. Many teachers felt that now, more than ever, teachers want their time protected so they can be human first. Research Question Two (RQ2) asked what teachers identify they want from a principal to succeed. Trust was identified by quantitative data as the theme that scored the highest, though time also held a high level of importance. Teachers want autonomy to meet the needs of their students without being micromanaged. The pandemic has undoubtedly shifted expectations, therefore the need to adjust what we do and how to do it is necessary.

Chapter 4: Discussion

This chapter first provides a brief overview of the study. Most of this chapter summarizes the findings of this mixed-methods study and offers an interpretation of the findings. Implications of the findings, limitations of the study, and directions for future research are also discussed.

This study was designed to determine if the COVID-19 pandemic has impacted what teachers want from a principal to be successful and, more generally, to describe what teachers want now. Success is defined as being supported emotionally, having proper resources, and maintaining a desire to stay in the profession. The researchers used current and retrospective data to gain quantitative and qualitative data regarding what teachers wanted before the pandemic and what they want now. While stress resulting from the demand-resource imbalance in education is not new, researchers sought to find what specific qualities teachers currently want from a principal and if and how COVID-19 has impacted these qualities.

Findings

In this section, main results are organized and discussed by the two research questions:

RQ1: Is there a difference between what teachers reported they wanted from principals prior to COVID-19 and what teachers identify they want from their principals currently?

RQ2: What do post-COVID-19[11] teachers identify they want from a principal to succeed?

---

[11] For the purpose of this study, post-COVID-19 refers to October 1, 2022, of our research. We recognize that COVID-19 is still present in our society and schools.

The Change in Teacher Perceptions Post-COVID-19

RQ1 seeks to find if and what COVID-19 shifted what teachers want from a principal to be successful. Based on our results, the answer is yes; COVID-19 has shifted what teachers want from a principal. While all 19 qualities have changed in a positive direction, 15 of them were significant. Those that did not shift significantly had to do with instructional leadership. It's possible that the retrospective design we used impacted the data; however, in our qualitative data, the evidence suggests that there has been a change. Let us look more deeply at the difference and the evidence supporting it.

We reduced the 19 qualities from the research literature into seven themes: Builds Relationships, Communication, Empowerment, Instructional Leadership, Stewardship, Time, and Trust. In looking at the themes, we did two things: we looked at the average change across the qualities that made up that theme and the average of how many times they were mentioned within the themes in open-ended questions. The changes can be observed in detail in Table 17.

The two themes that changed the most were Time and Builds Relationships. Time consists of having a principal who sets realistic targets, prioritizes work-life balance, and minimizes distractions. Time had the single most significant mean shift, as evidenced by the quantitative data and the mean number of mentions, which was 85. Of note, the single quality of realistic targets had 112 total mentions; Builds Relationships had the second-greatest mean change and the second-greatest mean of mentions with 36. Building Relationships consists of the qualities of compassionate relationships, social-emotional needs, praise and encouragement, and family involvement. The shifts in these two themes, Time and Builds Relationships, would have been equal if it were not for the

quality of family involvement. While compassionate relationships, social-emotional needs, and praise and encouragement statistically shifted, family involvement did not. Family involvement does hold a level of importance. However, the lack of shift for this quality lowered the mean of Builds Relationships, as seen in Table 17.

The pandemic caused an increase in the need for social-emotional support for students and staff. This likely impacted Time and Builds Relationships in two ways. First, the need for teachers to take on social-emotional instruction for students certainly affects the amount of time they need within the classroom. As a result, some academic needs might need to be placed on the back burner. This means that students may not be academically where they are supposed to be. One teacher states, "The biggest change is how much has been put on us. We have more responsibilities to add to our agenda and little time to complete them. It would be helpful for a principal to prioritize necessary things at the school level and decrease unnecessary business." Principals should discontinue using unrealistic targets that cause teachers to work harder and longer, leading to a more profound impact on a teacher's work-life balance. An example of this is maintaining the same academic standards when preliminary data shows that students may have fallen behind academically and need to catch up.

Secondly, teachers' personal social-emotional states have been impacted by the disruptions created by COVID-19. The back and forth between in-person and distance learning was disruptive and challenging. Teachers were isolated and forced to make unprecedented changes without the face-to-face encouragement of principals. As one teacher stated, "Distance learning almost broke me. All that work, and not once did anyone come to see me. I need that encouragement." In addition, distance learning

blurred the lines between work-life by being home, causing teachers to realize how out of balance their lives were. The need to care for their loved ones and themselves became more of a priority.

The three themes of Empowerment, Communication, and Trust saw some significant shifts in importance, though less than Time and Builds Relationships. Empowerment, which includes the qualities of listening and shared leadership, saw the third most significant shift and had a mean of four mentions. Communication, which includes clear communication and staying connected with families and other stakeholders, had the fourth largest statistical change and a mean of 21 mentions. Trust, including the qualities of autonomy and not being micromanaged, had the fifth largest shift and a mean of 26 mentions.

According to the retrospective data we collected, these themes were important to teachers before the pandemic hit, so while the importance of these themes grew during the pandemic, they were already high on the list of priorities for teachers. Communication and Empowerment were relatively equivalent, with a balance in the mean of the shifts. However, Empowerment had significantly fewer mentions. Trust, though lower in statistical shift, had a greater amount of mentions than Communication and Empowerment, most of which were regarding autonomy, with 44 mentions. It is possible that latent coding impacted the number of mentions or that these themes were not mentioned as much when compared to other qualities and themes.

The throughline to Empowerment, Communication, and Trust is listening. During the pandemic, teachers did not feel their voices were being heard. Many participants commented about the changes they were expected to implement without having any say

in them. As one participant stated, "We were expected to go from in-person to online and then hybrid, yet not one time did anyone ask us what would work. We knew things were going to fail before they failed, and still, we were never consulted." Shifts and changes were taking place, yet teachers needed to be in the decision-making space to explain how these changes impacted them. One teacher stated, "The pandemic may have highlighted the importance of teachers feeling heard and valued in their contributions, leading to a heightened sense of empowerment." Part of these changes was regarding what students truly needed. It seems the pandemic has impacted these students academically and social-emotionally. As a result, teachers will need to shift and adjust to meet the needs of their students. They want the freedom to do so. They do not want to ask permission or be given direct orders, particularly from principals who have not been in the classroom during the pandemic. One teacher stated, "I need support-for administration to not freak out over data. Get out of our way and let us work our magic."

Communication has always been important. However, the shifts and changes in students' academic and social-emotional support have increased student misbehaviors. As one teacher noted, "Communication has always been important when it comes to the staff, but now I need someone who can speak to families and the community about the hard work of teachers. That's something I didn't need before the pandemic." This has led to the desire for principals to communicate with families in proactive ways that protect teachers. Teachers were seen as heroes at the beginning of the pandemic; however, some narratives aren't as positive, in particular, the way in which teachers carried out online learning and handled discipline. These narratives don't consider the change in mandates and the increase and changes in student behaviors, much of which is out of the teacher's

control. Teachers want these distractions removed. Therefore, they want to be listened to, protected, and trusted.

The theme of Stewardship, which involves the two qualities of managing systems, data, and people, and having high expectations, has seen a significant shift during the pandemic, with a mean shift of 0.2 and a mean of 11 mentions. Specifically, the desire to manage systems has increased significantly, but the desire for high expectations has not. Only one of the two qualities in the theme of Stewardship shifted; therefore, Stewardship had a minor shift than previously mentioned themes.

The turmoil caused by COVID-19 has highlighted the lack of systems and consistency in education. Teachers were searching for consistency, which likely led to a greater desire for a principal to manage data, systems, and processes. As one participant stated, "There were no consistencies during COVID-19. Kids didn't have computers or Wi-Fi, teachers didn't have consistent materials, and everyone had different programs. No one knew what to do. We needed direction." It's plausible to believe that there is a pause among teachers as we continue to think about high achievement based on yesterday's metrics. Teachers seem to find more importance in someone who seeks realistic targets rather than someone who holds high expectations, as evidenced by the data. One participant states, "I don't need high achievement. I need safety. I need to know that a principal has my back. I need to know that we are owning the realities of the impact of COVID-19." This sentiment is similar to the feelings of teachers regarding instructional leadership.

Regarding the theme of Instructional Leadership, the data suggests that there was not a significant shift in what teachers wanted from their principals due to the pandemic,

as evidenced by a mean shift of 0.15 and a mean of 1 mention. This is likely due to the increased desire for a principal who supports social-emotional learning. One teacher stated, "A focus on academics felt more important before the pandemic. Now it feels like social-emotional health is more important," As we look more closely at the data, we can see that there were some specific areas that teachers did express a greater desire for. Specifically, teachers wanted more support in professional development and knowledge of the curriculum. This makes sense when considering the rapid shift to virtual learning during the pandemic. Teachers were dealing with new technology and teaching methods and wanted to ensure they were well-prepared. One teacher said, "I need the principal to stay current in professional learning and knowledge of the curriculum, or I won't be current." While instructional leadership didn't see a significant shift overall, these specific areas increased in importance among teachers.

Overall, Covid-19 seems to have impacted the change in teachers wanting a principal to prioritize Time and Builds Relationships. Per the quantitative mean, Both Time and Builds Relationships were considered "somewhat important" before COVID. Post-COVID, they are both considered to be very important. Whereas Empowerment, Communication, and Trust had a shift, though less significant than Time and Building Relationships. Empowerment, Communication, and Trust were already considered very important pre-COVID-19. The importance of all three themes shifted to extremely important. The pandemic impacted Stewardship and the desire for the management of systems. However, high expectations, which fall within Stewardship, and the qualities nestled within Instructional Leadership remained the same.

What do post-COVID-19[12] teachers identify they want from a principal to succeed?

RQ2 asks what post-COVID-19 teachers identify they want from a principal to succeed. When we began our literature review, we looked at perceptions regarding what teachers want from a principal and research on effective leadership and retention-successful schools. The data led us to identify 19 qualities that had perceived importance to teachers. Therefore, we believed that all 19 qualities would hold a level of importance both retrospectively and currently, which turned out to be true. All 19 qualities were rated at or above 5.3, corresponding to a "somewhat important" rating. They also all hold equal or greater importance to teachers now than the retrospective pre-covid ratings, as further supported by our qualitative data.

To better understand the breakdown of what teachers want from principals post-COVID-19, we clustered the 19 qualities into the same seven themes from RQ1: Builds Relationships, Communication, Empowerment, Instructional Leadership, Stewardship, Time, and Trust. We calculated the average of both the pre- and post-COVID-19 mean ratings and the mean number of mentions of the cluster of qualities comprising each theme to determine the relative levels of importance of the themes. Per the quantitative data, all seven themes show an increased level of perceived importance, as seen in Table 19.

---

[12] For the purpose of this study, post-COVID-19 refers to October 1, 2022, of our research. We recognize that COVID-19 is still present in our society and schools.

These data identified three distinct levels of importance: Extremely important, very important, and somewhat important[13]. Post-Covid-19, the four themes that teachers find "extremely important" are Trust, Time, Communication, and Empowerment. Following those themes, two "very important" themes emerged: Builds Relationships and Stewardship. One theme, Instructional Leadership, was found to be "somewhat important" post-COVID-19.

Table 19

What do post-COVID-19[14] teachers identify they want from a principal to succeed

Theme	Pre-COVID-19 Mean	Post Covid Mean Average	Total Mentions Average
Builds Relationships	5.2	6.2	53
Communication	5.9	6.5	69
Empowerment	5.8	6.5	58
Instructional Leadership	5.1	5.3	9
Stewardship	5.5	5.7	53
Time	5.4	6.5	138
Trust	6.1	6.6	111

Note: Themes are in alphabetical order.

To further understand what post-COVID-19 teachers perceive they want from a principal to be successful, we looked critically at the current quantitative and qualitative data. We used quantitative data to categorize the qualities into levels of importance. Because there were distinct discrepancies within the number of mentions, we used the

---

[13] 1=Not important at all, 2=Not really important, 3=Not unimportant, but not important, 4=A little important, 5=Somewhat important, 6=Very important, 7=Extremely important

[14] For the purpose of this study, post-COVID-19 refers to October 1, 2022, of our research. We recognize that COVID-19 is still present in our society and schools.

qualitative data to break down our results further. Two themes emerged as most critical to

what teachers perceive they want from a principal: Trust and Time.

Trust, which encompasses having a principal who is not a micromanager and

grants autonomy, went from very important to extremely important. It appears that

teachers are deeply concerned about principals who trust them and do not try to

micromanage how they enact their role as teachers, who allows them to take the lead and

make important decisions. Trust is the single most critical theme post-COVID-19 as

defined by the mean. The high mean number of mentions, 111, confirms the importance

of Trust. Time, which includes setting realistic targets with a focus on work-life balance

and minimizing distractions, went from being somewhat important to extremely

important. It seems now, more than before, teachers want a principal who owns the

current realities and minimizes distractions by focusing on balancing the workload. While

Trust had a higher mean, Time had the most mentions, with 138 confirming the

importance of this theme. Having a principal who sets realistic targets and prioritizes

work-life balance holds a significant amount of mentions within the theme of Time.

Time and Trust from principals have long been important because they create a

positive and supportive work environment, allowing teachers to focus on their primary

goal of helping students reach their full human potential. Time allows teachers to plan

lessons effectively, differentiate instruction to meet the needs of individual students,

engage in professional development opportunities to improve their skills, and maintain a

reasonable workload. Trust from the principal means that teachers feel valued and

respected and that their professional judgment is trusted. This can lead to teacher

satisfaction which in turn can lead to higher levels of motivation and better performance

in the classroom. In the *Handbook of Research on Teacher Education: Enduring Questions and Changing Contexts*, Cohen and Sproull (2015) state, "Time and trust are critical for teachers, and both are in short supply in many schools. Time is needed for teachers to reflect on their practice, to plan lessons, and to collaborate with colleagues. Trust is needed for teachers to feel comfortable taking risks and trying new things, as well as for building positive relationships with students" (pg. 29).

Time and Trust seem to be even more important now as the needs of students have changed. There is a greater need to focus on social-emotional needs. This takes time and requires principals to trust teachers to make the best student decisions. One teacher noted, "The current situation requires a shift in approach, and teachers should be given the autonomy to adapt their teaching methods accordingly. Trust in the expertise and experience of teachers is crucial during these challenging times." Social-emotional needs are not isolated to students. Teachers are currently experiencing their own stresses, leading to teachers needing to take care of themselves and balance their work and home life. This, of course, requires Trust and Time. One teacher stated they want to be "a human first and an educator second" and that their home life needs to be prioritized.

Communication and Empowerment also scored extremely important to teachers, both of which were very important to teachers before the pandemic. Communication, which consists of clear communication with teachers and all stakeholders, had 69 mentions, and Empowerment, which includes shared leadership and listening, had 58 mentions. So, while quantitatively, they were equivalent to Time and Trust, teachers spoke of Empowerment and Communication roughly half as much when given the opportunity to speak about what they want. From this, we concluded that Empowerment

and Communication are extremely important, however slightly less so than Trust and Time.

Empowerment and Communication have always been very important to teachers. Effective communication between teachers and principals helps create a supportive and collaborative work environment where teachers feel their voices matter (Leithwood & Jantzi, 2005). Effective principal communication can help clarify expectations, support, and foster collaboration among teachers. Communication isn't only about having a principal who speaks to teachers, it's also important that teachers have opportunities to speak to principals. Empowerment, in turn, allows teachers to take ownership of their work and to feel that they have a say in decisions. When teachers are given a voice in decisions, they are more likely to take ownership of their work which has the potential for more satisfaction and fulfillment (Goddard & Goddard, 2001). Teachers seem to find value in being listened to, which is a throughline in both communication and empowerment.

It seems the desire for Empowerment and Communication is certainly deeper now. While they have long been deemed important due to their impact on job satisfaction, motivation, and performance (Goddard & Goddard, 2001), our data show that the desire to listen and be listened to has been elevated. Many teachers in our study expressed frustration about not having their voices in the space when decisions were made that they would need to carry out. One teacher stated, "We kept being asked to bend and twist and move and change. Which we did. But we were never asked. I want to know that my voice matters."

While teachers want to be listened to and their ideas heard, it seems they also want to be protected. While teachers desire proactive communication, reactive communication with families and stakeholders has become more of a priority in the current educational landscape. Teachers want a principal willing to defend them from external pressures of criticism from families and the greater community. One participant stated, "I want to know the administration has my back should a conflict arise with a family. At the very least, for the principal to come into the conversation, assuming the best intentions on my part. The more open, honest, and respectful the principal is, the more likely we will work together in productive ways that don't just cause distractions." Communication and empowerment contribute to the development of trust between teachers and administrators, which is important to note as trust is the most critical quality for teachers. When teachers feel supported and valued, they are more likely to trust that their opinions and decisions are respected and valued by their leaders.

Two themes emerged as very important to teachers in what they want from a principal, though not as critical as Trust, Time, Communication, and Empowerment. These themes are Builds Relationships and Stewardship. Builds Relationships consists of compassionate relationships, social-emotional needs, praise and encouragement, and family involvement. Stewardship consists of high expectations and managing data, people, and systems. While Builds Relationships was considered somewhat important in our retrospective data, Stewardship was very important. Both themes had a mean of 53 mentions, which is just below that of Empowerment.

The desire for principal-teacher relationships is not new. Research has shown that principals who build positive relationships with students, teachers, and families create

more supportive and effective learning environments that lead to improved student outcomes (Leithwood et al., 2004). With that said, it seems the pandemic has created unprecedented challenges, making relationships crucial to post-COVID-19 teachers. Teachers want a principal who connects with staff and students and cares about them as people. These relationships help mitigate some of the current stress and uncertainty teachers have. Positive and supportive relationships with administrators can foster a sense of collaboration, teamwork, and shared responsibility which can help to reduce stress and burnout. This is especially true with the increase of teachers needing to feel cared for.

Teacher efficacy and confidence have been impacted by COVID-19. As Garcia et al. (2021) state, "The COVID-19 pandemic has had a profound impact on teachers' confidence in their ability to deliver quality instruction, as many are grappling with new and challenging teaching environments, including virtual and hybrid learning models" (p. 55). Teachers were placed in unprecedented situations with little to no feedback or praise. Moving to virtual meetings replaced face-to-face interactions. As one participant stated, "I want relationships and trust from a principal. This went away during the pandemic, and now I need it more than ever. I need the principal to acknowledge I am human first, teacher second." Another participant stated, "Recognize what I'm doing well. Encourage it and support where I may struggle. This pandemic nearly broke us. Acknowledge that with your words and actions."

Stewardship has been and remains very important. Research has shown that the role of the principal as a steward of the school community is imperative to creating a positive school culture and improving student outcomes (Leithwood et al., 2004). One reason Stewardship holds a level of importance is that it emphasizes systems which are

crucial to education as they help to understand interrelationships and interdependencies and to identify leverage points for change (Ladson-Billings, 2014). It is possible the pandemic magnified how leaders were not being systematic within the field of education as they scrambled to find a new path forward in the pandemic teaching context, thereby leaving teachers themselves to scramble to access and serve their students. This has likely made consistency a current priority. As one participant states, "I need to know what the targets are. I need to be held accountable for the targets. I need the targets to be realistic. The end." Another participant stated, "I need a supporting, consistent leader that does not change what they are wanting teachers to focus on. Trying to meet the principal's expectations at an ever-moving target is impossible. That's what happened during covid, and it didn't go well. I need to know what to expect and how it will be measured. We need consistent systems and processes." Relationships and Stewardship seem to be significantly desired by teachers and should be addressed by current principals.

Teachers found Instructional Leadership to be only somewhat important both before the pandemic and now. Instructional Leadership includes knowledge of the curriculum, providing feedback, professional learning, data for improvement, and high achievement. All instructional leadership qualities were considered somewhat important, except high achievement. Teachers scored high achievement as very important, which is interesting as teachers have expressed that they want realistic targets. It would be interesting to learn more about how high achievement and realistic targets intersect in the post-COVID-19 world.

While Instructional Leadership is somewhat important to teachers post-COVID-19, it seems it is the least critical of all the themes. In the post-COVID-19 context, teachers want principals to supply them with the resources, support, and professional development they need to help students learn at high levels. One teacher stated, "I still

need instructional support, but it looks different. I need the resources. I don't need instruction on how to use them to meet the needs of students. I need affirmation, not critical feedback. I want to improve but tread carefully. The pandemic has been damaging."

In conclusion, teachers' desire for Trust is most significant. They want to be given the freedom and autonomy to do what it takes to meet the needs of students. They also want to be able to trust their principals to support them and have their backs. Additionally, Time, Empowerment, and Communication, while always being important to teachers, feel particularly urgent in the changing education landscape amid the pandemic, as evidenced by the increase to being "extremely important.". Building Relationships and Stewardship cannot be ignored, as teachers want to be vested stakeholders in decision-making. While they do want accountability, that might look different; they want that accountability to be based on current realities. Instructional Leadership is not unimportant; however, until teachers are provided social-emotional support and educators find where students are and what educators might need to do to bridge those gaps, Instructional Leadership may look different. Within Instructional Leadership, feedback, data, knowledge of curriculum, and professional learning are not as important as high achievement. However, based on the participants' responses, what qualifies as high achievement might need to be adjusted based on today's standards.

Implications for Practice

The purpose of our dissertation was to determine if COVID-19 has shifted what teachers perceive they want from a principal to achieve success and what they want from a principal now. Success is defined by being supported emotionally, having proper

resources, and maintaining a desire to stay in the profession. Teachers are both leaving

and not entering the profession at alarming rates (Garcia & Weiss, 2019; Gomez, 2022).

The imbalance of demands and resources has caused stress, which has been a leading

cause of teachers either not feeling success or not achieving success. The Pandemic has

exacerbated that imbalance.

Leadership is one of the most significant workplace predictors of teacher retention

prior to COVID-19 (Boyd et al., 2011; Perrone, 2022). Ultimately, teachers were looking

for someone who could shift the work-life imbalance. We have been unsure of what

teachers want from a principal post-COVID-19 pandemic and whether the resources and

characteristics teachers identify as important have changed.

Our research shows that what post-pandemic teachers want from a principal has

shifted. While our research shows that all 19 qualities remain somewhat to extremely

important to teachers, much of what teachers perceive they want from a principal has

grown. Principals need to work to become what teachers want despite what their role may

have been before COVID-19. The following paragraphs outline what principals can do to

support their teachers now. These implications are based on our qualitative data.

Builds Relationships

In the post-COVID-19 world, building compassionate relationships and

supporting social-emotional needs have become even more critical for students, families,

and teachers. Principals can play a crucial role in this by providing praise and

encouragement to their staff and students. They can also involve families in the school

community and keep them informed about the progress of their children. This can be

done through regular communication, parent-teacher conferences, and by creating

opportunities for families to be involved in the school. Additionally, providing support

and resources for students' social-emotional well-being is critical. By building strong

relationships and supporting the social-emotional needs of their students and families,

principals can create a positive and supportive learning environment, where everyone

feels valued and appreciated.

Some specific actions principals can take to build relationships are:

- Build and develop compassionate relationships

- Extend grace, love, and understanding.

- Embrace a human-first mentality

- Respond to social-emotional needs by providing support.

- Give teachers praise for areas of relative strength and growth.

- Provide encouragement for areas of relative challenge.

- Include all stakeholders in the school so they feel part of the school
  experience.

Communication

Post-Covid-19, teachers require clear and consistent communication from their

principals regarding goals and expectations. Effective communication also involves

facilitating two-way communication. In this, the principal, students, staff, and

stakeholders have the opportunity to express their thoughts and views to one another and

to receive feedback, which means there is a need for principals to be authentic listeners.

Principals need to proactively communicate with stakeholders, including parents,

to build a strong community within the school. Additionally, they must be ready to

defend and protect their teachers, when necessary, by communicating with relevant

authorities and stakeholders.

Some specific steps principals can take in building communication are:

- Provide clear, consistent, and timely communication regarding goals and
  expectations.

- Provide proactive communication with stakeholders to build community.

- Communicate with families and communities to protect and defend
  teachers.

Empowerment

Principals play a crucial role in empowering teachers and building a positive work

environment. To achieve this, they should listen to teachers without judgment and

involve them in shared decision-making regarding various aspects of the school,

including community-building, academics, and scheduling. Teachers want to be involved

in the decision-making process and feel that their voices are heard. Encouraging

collaboration and teamwork, fostering innovation, providing differentiated professional

development opportunities, and showing appreciation for their hard work and dedication

are all important components of empowering teachers. By doing so, principals can create

a supportive and productive environment for both teachers and students.

Some specific steps principals can take to empower teachers are:

- Involve teachers in decision-making by providing opportunities to receive
  input and authentic feedback.

- Provide opportunities for teachers and students to include their voices,
  particularly when they are impacted by the decisions being made.

Instructional Leadership

Principals play a vital role in demonstrating instructional leadership and ensuring student success. To achieve this, they need to develop metrics to track student learning and achievement, establish both loose and tight structures, and provide targeted professional learning opportunities for teachers to improve their craft. Principals should have a thorough understanding of the curriculum and use that knowledge to support teacher development. Providing ongoing, formal and informal feedback on instructional goals is critical, as is collecting and analyzing data to drive improvement for both students and teachers. By prioritizing instructional leadership, principals can create an environment in which all students are able to learn and achieve at high levels. Some specific steps principals can take to provide instructional leadership are:

- Develop metrics to ensure all students learn and achieve at high levels.

- Establish loose and tight structures.

- Provide professional learning that is targeted to teachers and allows for them to better their craft.

- Know and understand the curriculum and use that knowledge to develop teachers.

- Provide ongoing formal and informal feedback regarding instructional goals.

Stewardship

Principals play a crucial role in demonstrating stewardship in the school environment. To achieve this, they should set high but realistic standards for staff and students, based on their current level of understanding, and establish clear, realistic

expectations. Consistent systems and processes should be developed to provide clarity

and stability for teachers. Data should be used to measure accountability, and analyzed in

ways that lead to constructive improvement for both students and teachers. Professional

development opportunities should be provided to support teachers' growth. Principals

should also proactively identify and address challenges and be responsive to the needs

and concerns of teachers and stakeholders. By managing people, data, and processes

strategically, principals can set high expectations for performance and foster school

improvement. Included in this is monitoring institutional health as well as advocacy for

the school to internal and external stakeholders.

Some specific steps principals can take to be stewards are:

- Set high, but realistic, standards for staff and students based on their

  current level of understanding.

- Establish clear, realistic expectations.

- Develop consistent systems and processes so teachers know what to

  expect.

- Use data to measure accountability, with an understanding of the current

  realities.

- Collect and analyze data in ways that lead to constructive student and

  teacher improvement.

Time

Post-Covid-19, teachers want a principal who sets realistic targets and prioritizes

work-life balance. In addition, teachers want a principal who understands the current

demands and minimizes distractions that get in the way of helping students succeed. This

includes giving priority to the most essential tasks and responsibilities, supporting mental health and well-being, providing flexibility in scheduling, removing unnecessary items from teachers' plates, and streamlining student discipline. Additionally, the principal should prioritize teachers' workloads by reducing the amount of time spent on non-essential tasks, review meetings and paperwork to make them more efficient, and provide the support and resources needed to help teachers cope with stress. The goal is to create a healthy work-life balance for teachers and eliminate unnecessary stressors.

Some specific steps principals can take to provide time are:

- Know and understand the current demands on teachers inside and outside of the classroom.

- Work to prioritize work-life balance.

- Remove unnecessary items from the plates of teachers.

- Streamline and systemize student discipline to help teachers maximize instructional time.

Trust

Teachers want to be trusted and they want to trust their principals. Two-way trust is necessary to effectively meet the needs of their students. This trust involves a balance between autonomy and empathy, allowing teachers the freedom to teach in their own style and make decisions that are best for their students while also understanding the challenges. Principals should give teachers the freedom to do their jobs without micromanaging, and the trust and understanding that they will always do what is best for their students. Principals should delegate tasks to teachers and trust them to carry out

their responsibilities. Trust needs to be modeled by the adults so that it is felt by the

students.

Some specific steps principals can take to provide trust are:

- Trust teachers by allowing them freedom within limits.

- Listen to teachers without judgment.

- Listen for relative strengths and challenges.

- Provide space and trust to be a professional and make professional

  decisions.

Table 20

Implications for Principals

Theme	Quantitative Variables	Implications For Practice
Builds Relationships		
	Builds compassionate relationships with the teachers	• Build and develop compassionate relationships • Extend grace, love and understanding • Human-first mentality
	Prioritizes the social and emotional needs of teachers	• Proactively provide social-emotional support for students and teachers • Be responsive to social-emotional support
	Gives praise and encouragement to the teachers	• Give teachers praise for areas of relative strength • Provide encouragement for areas of relative challenge.
	Encourages and supports family involvement	• Include all stakeholders in the school so they feel part of the school experience

Communication

	Provides clear and consistent communication	● Provide clear, consistent, and timely communication regarding goals and expectations
	Proactively and reactively communicates with the caregivers of the students in a way that supports teachers (	● Provide proactive communication with stakeholders to build community ● Communicate to protect and defend teachers.

Empowerment

	Listens without judgement.	● Involve teachers in decision making. ● Provide opportunities to include their voice
	Shared leadership	

Instructional Leadership

	Supports high achievement for all students	● Develop metrics to ensure all students learn and achieve at high levels ● Establish loose and tight structures
	Provides access to professional learning that is relevant and timely	● Provide professional learning that is targeted to teachers and allows for them to better their craft.
	Strong technical knowledge of curriculum and places an emphasis on curriculum articulation and learning processes	● Know and understand the curriculum ● Use knowledge to develop teachers
	Provides ongoing, formal and informal feedback regarding instructional goals	● Provides ongoing, formal and informal feedback regarding instructional goals

Stewardship

	Sets high expectations for staff	● Set high standards for

	and student performance	staff and students
	Manages people, data, and processes strategically to foster school improvement	• Establish clear expectations • Develop consistent systems and processes • Use data to measure accountability
	Uses data and assessment to observe, provide feedback, and recognize success	• Collect and analyze data in ways that lead to student and teacher improvement.
Time		
	Sets realistic targets regarding initiatives and is mindful of the teacher's work-life balance	• Know and understand the current demands • Prioritize work-life balance.
	Minimizes Distractions that impede teaching and learning in the classroom	• Removes unnecessary items from the plates of teachers. • Streamline student discipline
Trust		
	Not a micromanager	• Trust teachers by allowing them freedoms within limits
	Listens to teachers without judgment	• Listen to teachers without judgment • Listen for relative strengths and challenges
	Builds autonomy by allowing teachers to take initiative for student learning and growth	• Provide space and trust to be a professional and make professional decisions

It is important to note that we cannot have monolithic thinking in terms of what teachers want from a principal. While our sampling was relatively representative of the K-12 United States teacher, new principals must research what their specific teachers want from a principal. Our WIN Survey could be given to teachers by principals to

understand what their specific teachers want and need. Principals could modify the survey to only include the prospective questions if only interested in what teachers want now.

With morale for teaching at a low and teachers leaving the profession, principals will have to adjust to respond to the demand-resource imbalance. Principals could use the characteristics of what teachers perceive they want as focal points for self-reflection. Principals asking themselves to what degree I show trust or what ways I build autonomy might help them refine their practices.

Conversely, knowing that this is what teachers want from a principal, teachers could use this as they seek employment. Using this research as a springboard for asking principals how they demonstrate these qualities and actions to teachers might help as teachers seek employment in various schools.

School districts could use these data as they work to build the profile of a leader. Many districts are working on building consistent characteristics of what they hope to see in a school leader so there is consistency in the hiring process. This research could help districts as they build these profiles. There is undoubtedly room to tailor this data to the school's unique needs and demographics; however, hiring principals with favorable characteristics to teachers could ultimately impact teacher turnover within a district.

Lastly, principal preparatory programs could use this research to build programs regarding today's leadership. Not only could courses be developed around teacher-centered leadership, it is also possible to use the research and statements in conducting surveys asking what regional teachers want from a principal to succeed.

Limitations

Although the present results support that post-COVID-19 teachers' perceptions of what they want from a principal have shifted, our study has certain limitations. One limitation is the use of Twitter as a tool for gaining participants. While the convenience of Twitter is a benefit, it is also a limitation because it is a convenience sample. People who are not active on Twitter did not have the opportunity to respond to the survey unless someone who was an active Twitter user sent them the survey to complete. Nor can we be sure who the respondents actually were.

Because we could not ask teachers what they wanted from a principal to be successful before the COVID-19 pandemic, we had to use retrospective data. As a result, this was not a longitudinal study. This certainly is a limitation of our research. While retrospective designs can provide valuable insights, we had to consider the limitations when evaluating the confidence of our conclusions. With retrospective designs, there can be a higher risk of selection and recall bias as participants could have inaccurate memories or only provide information that supports their current thinking. In addition, we had to rely on self-reported information, which could be partial or inaccurate. In addition, as researchers, we don't have control over the variables. While a prospective study would be preferred, in this case, it was not an option.

In addition, we used content analysis to understand our qualitative data. While thematic analysis would have given us big ideas regarding what teachers want from a principal, we wanted to use the qualitative data to build the story behind the quantitative data. This made content analysis a practical way of looking at our responses. However, it's important to note that

content analysis does not proceed in a linear fashion and is more complex and difficult

than quantitative analysis because it is less standardized and formulaic (Polit & Beck

2004)

Further Research

If the present research suggests that post-COVID-19 teachers' perceived wants

have changed, then there is a need to explore further if teacher retention is impacted by

principals who demonstrate these characteristics with proficiency. Subsequently, it would

be worth understanding if retention-successful schools post-COVID-19 show consistent

results with what teachers have identified as important.

In terms of future research, it would be beneficial to extend the current research

by looking into the additional information the participants shared in Q4 when we asked

for additional information. Participants shared information about positivity, servant

leadership, respect, comfort with change, revamping education, and district-level support

(See Table 20). Unpacking information regarding how these fit into retention-successful

and teacher perception data could lead to useful information that might help with the

current state of teaching and educator morale. The following paragraphs were derived

from the participants' quotes in Q4 and help provide additional context should further

research be considered.

Positivity

Per the data, post-COVID-19 teachers desire a principal who takes a coaching

approach to leadership, rather than an autocratic one. The ideal principal should maintain

a positive attitude, be aware of the mental health of all employees, and strive to make

their work lives easier rather than harder. One participant stated, "It is important to have a

principal be positive and be visible on campus." A negative work environment can be

detrimental to employee morale, so it is important for the principal to foster a positive

culture. One participant stated, "My school seems to be when you talk to others, everyone

is negative and wants to tell you how hard their job is compared to you, even the admins.

It creates a negative culture." Adopting positivity has the potential to lead to a supportive

and fulfilling work environment for all employees.

Servant Leadership

Per the data, post-COVID-19 teachers desire a servant leadership approach from

their principal. The most effective principals are those who have not forgotten what it is

like to be a teacher and show respect, listen to concerns, seek opinions, and appreciate the

hard work of their staff. The pandemic has created new challenges for teachers and

principals alike, and teachers now need a principal who is in the trenches with them,

understands their struggles, and offers grace and understanding. One participant stated,

"The most amazing principals I have worked for have been people who aren't afraid to

get down to my level and get their hands dirty. "A servant leader who is not "above" the

staff but is aware of the challenges brought on by the pandemic and is willing to pitch in

and help, is what post-COVID-19 teachers want from their principal. One participant

stated, "I appreciate when principals don't see themselves as "above" the staff - they are

just playing a different role than the teachers."

Respect from Stakeholders

Post-COVID-19 teachers want a supportive and inclusive environment for their

students, free from hate speech and hateful behaviors. One teacher stated, "Unfortunately,

there are groups of people using harmful strategies to gain more power or enrich

themselves and our children are paying the price." Unfortunately, the appreciation for

teachers has taken a full turnaround, with virtual learning being taken less seriously,

resulting in a lack of support from families and accountability. One teacher stated,

"Covid hit. Teachers jumped in and went virtual. After the kids were at home, we became

the targets. Lack of effort, lack of support at home, failure to attend online classes, lack of

accountability from the parents for the students and their responsibility. Virtual was a

great option but was not taken seriously. Teachers are not valued as we were in the past.

If I were in my first few years of education and being disrespected the way I am now, I

would seek another career. Yet I won't give up. I believe I am still making a difference to

the few focused on learning."

Teachers are not respected or treated as professionals, and the demands on them

have only increased with the added responsibilities of addressing learning loss, student

mental health, and other challenges. The education system is undergoing a fundamental

shift, and many teachers feel disrespected, cursed at, and threatened, leading some to

consider leaving the profession. The lack of respect and support for teachers is a major

issue in education post-COVID-19.

District Level Support

Post-COVID-19 teachers want a supportive and inclusive learning environment

for students and to be valued as professionals. They believe that responsibility for student

success should be shared among all stakeholders, not just teachers and that more support

is needed from school districts and administration. Per one participant's comments, the

push for privatization and vouchers is concerning as it could increase crime and

segregation. The difficulty of dealing with systemic issues in education and being asked

to handle more responsibilities without adequate support can lead to burnout among teachers. One teacher stated, "My principal must continue to work within a system that makes it hard to really support great teachers and to help less great teachers find a way out. It is not the kids who will push me out of education. It is the adults who are here because they see it as their calling to "fix" whole communities, families, and students that do not need fixing." The district has a crucial role in supporting great teachers and addressing issues faced by less effective teachers but must work within a system that makes it challenging to provide proper support.

Comfort with Change

Teachers want administrators who are open to change and can adapt to the post-COVID-19 world. They are frustrated with administrators who are defensive and rigid with their methods and want leaders who understand that education has changed and cannot go back to pre-covid standards. One teacher stated, "It is very hard to work with administrators who are defensive and protective of their methods rather than flexible and comfortable with change." Teachers desire flexibility and a willingness to adapt from their leaders to meet the new challenges of the current times. One teacher stated, "Big picture-principals need to understand that the world has changed. Any expectation that education can or should go back to February 2020 standards is absurd. Leadership must adapt to the times we are currently in."

Revamp Education

Teachers want change post-Covid-19 and they believe that the pandemic has magnified and exacerbated the existing problems in the educational system. They need leaders who value their work and support them in achieving their goals. Teachers are

frustrated with the focus on returning to "normal" and the lack of recognition for their

work and the difficulties they face. One teacher stated, "This has been hard on teachers

and leaders, but we have GOT to learn from it and make changes moving forward…. not

just default to pre-pandemic because it's the easy thing to do." They see the pandemic as

an opportunity to revamp education and address the long-standing issues in the system

but feel that this change needs to go beyond just the principals and involve a broader

political, social, and economic shift. As one participant stated, "I think we need to see the

pandemic as causing huge changes throughout our country by exposing so many more

issues that affect the education systems. Aspects of our society have been exposed for

shortfalls and we are expected to act like it's all back to normal. The broad political,

social, economic changes are too numerous to undercount."

Table 21

Additional Information for Future Research

Themes for Further Research	Sample Participant Response from Open-Ended Q4
Positivity	• Principals should be coaches, not autocrats. They need to always be positive. They need to be cognizant of the mental health of all employees and do things to make everyone's life easier, not harder. • My school seems to be when you talk to others, everyone is negative and wants to tell you how hard their job is compared to you, even the admins. It creates a negative culture. • It is important to have a principal be positive and be visible on campus.
Servant Leadership	• The most amazing principals I have worked for have been people who aren't afraid to get down to my level and get their hands dirty! (shoveling snow, helping me with a setup, a text to let me know their door was open because I looked emotional even though I never said anything about it). • Administrators in general, not all, once given the admin title seem to forget what it's like being a teacher and they become top-down bosses. All the amazing principals I've had have been those that

respect and value teachers because they have not forgotten what it's like. They need to show respect, listen to our concerns, seek our opinions, and appreciate the hard work we do.

- I didn't NEED my principal to be as involved prior to COVID. Now I need them in the trenches with me. I need understanding. I need grace when I fail.
- I appreciate when principals don't see themselves as "above" the staff - they are just playing a different role than the teachers.
- The pandemic has forced us to do more with less. Principals need to be aware of that. I want to see a servant leader that would willingly cover a class themselves before asking teachers or educational assistants to give up their planning to do it.

Respect from stakeholders

- Unfortunately, there are groups of people using harmful strategies to gain more power or enrich themselves and our children are paying the price. Children deserve a safe living and learning environment that is supportive and inclusive. A small percentage of people who are hateful are having an outsized voice in decision-making, which impacts us all. Hate speech and hateful behaviors can never be excused or accepted. I actually think this is a huge part of what is making things difficult in education right now.
- When all stakeholders (parents, kids, teachers, admin, board, CO) work towards student success, students will be successful.
- As a veteran teacher, I have seen education and the appreciation of teachers take a full turnaround. Covid hit. Teachers jumped in and went virtual. After the kids were at home, we became the targets. Lack of effort, lack of support at home, failure to attend online classes, lack of accountability from the parents for the students and their responsibility. Virtual was a great option but was not taken seriously. Teachers are not valued as we were in the past. If I were in my first few years of education and being disrespected the way I am now, I would seek another career. Yet I won't give up. I believe I am still making a difference to the few focused on learning.
- Education is in the midst of a fundamental shift. I know people changing their majors in college to avoid teaching. Teachers are not respected or treated as professionals when considering the amount of education requirements, we have ourselves. It's more than money. It is about respect and support. I genuinely feel the treatment of teachers has gotten worse post Covid. It's as if we are single handedly responsible for fixing everything: learning loss, mental health of students, collecting and applying data solely

& effectively, classroom management! - not even normal - we are cursed at, threatened, hit, families send horrible emails, disrespected, kids bring drugs, they have ankle bracelets & criminal records, identity issues, and so much more that teachers are expected to handle on top of teaching.

District-level support	• My role as a resource teacher is to support staff and students in achieving school wide improvement goals. I really think the problem goes beyond the principal level to the districts in some areas who are back to "business as usual" in terms of resources and staffing and not responding to systemic issues challenging schools. • Thank you for asking. This has been frustrating to see my profession that I have loved so dearly become so painstakingly difficult especially when more and more is asked of teachers and little to none is taken off of the plates of teachers. It is frustrating to be told that students are solely your responsibility, when there is an entire campus of people that should have shared responsibility for student success holistically. I really hope there are changes soon that move us to a positive place especially when a lot of places have a push for privatization and Vouchers. Widespread Privatization would increase the crime rate and will make the school system even more segregated. Education is the best and oftentimes only hope for so many title 1 students that deserve to have access to determine their own future. • My principal must continue to work within a system that makes it hard to really support great teachers and to help less great teachers find a way out. It is not the kids who will push me out of education. It is the adults who are here because they see it as their calling to "fix" whole communities, families, and students that do not need fixing.
Comfort with change	• It is very hard to work with administrators who are defensive and protective of their methods rather than flexible and comfortable with change. • Big picture principals need to understand that the world has changed. Any expectation that education can or should go back to February 2020 standards is absurd. Leadership must adapt to the times we are currently in.
Revamp education	• This has been hard on teachers and leaders, but we have GOT to learn from it and make changes moving forward…. not just default to pre-pandemic because it's the easy thing to do. • I think that covid 19 simply has worked to reveal many structural and philosophical issues between

principals and staff that existed prior. I do think that for many staff members, like many Americans, Covid put into stark relief their work and the value of their own work life balance. In return, they need leaders that value them for the work they do, support them in that work, and recognize that they are human beings trying to do an incredibly vital and difficult job. Feeling on any of those accounts makes it so that people know that they are not valued and will leave to look for a place that will value them.

- I've been in education a long time and I don't think the pandemic changed anything, but it did magnify and exacerbate some of the major issues. The school I left was so focused on returning to "normal" that everything else--including the concerns of teachers (even the non-pandemic concerns) were brushed aside. As you can see from my responses, things that were important to me prior to 2020 are still important. They were important when I started in 1998 and will continue to be, whether there is a pandemic or not. I think the data showing the number of educators leaving the profession is a clear indicator that there are many problems, but they didn't start in 2020. Many educators, me included, are really frustrated that there was a tremendous opportunity to revamp education and instead the powers that be clung to "normal" but "normal" isn't really working for a whole lot of students or teachers. In that sense, yes, the pandemic brought about teacher frustrations and many leaving the profession, but these issues have been percolating for years. Decades.

- The current system & structure of our educational system needs to change but this is beyond the principals more than likely.

- I think we need to see the pandemic as causing huge changes throughout our country by exposing so many more issues that affect the education systems. Aspects of our society have been exposed for shortfalls and we are expected to act like it's all back to normal. The broad political, social, economic changes are too numerous to undercount.

Much work remains to be done to understand the impact that COVID-19 has had on the field of education, and the implications for schools and leadership. Despite these limitations, the present study has deepened our understanding of the relationship between COVID-19 and teachers' perceptions of what they want from a principal to succeed, as well as simply what teachers feel they need in general from principals. We hope that the

current research will stimulate further discussion and research. The field of education

depends on it.

Conclusion

The purpose of this study was to learn if post-COVID-19 teachers' perceptions of

what they want from a principal to be successful have changed. In addition to this, the

researchers hoped to learn what, specifically, teachers want from a principal to be

successful post-COVID-19.

COVID-19 has shifted what teachers want from their principals. The single

quality with the greatest statistical shift was the need for a principal to provide social and

emotional support to teachers and students. Time was the theme that shifted the most,

which consists of setting realistic targets so that teachers can strike a better work-life

balance and minimizing the distractions that get in the way of teachers' ability to meet

the needs of students.

Other significant shifts included principal characteristics that fell into the categories of

Trust, Relationships, Empowerment, Communication, Stewardship. Though all have

some relative importance, instructional support has not increased in importance during

the COVID-19 pandemic and remains the least important of the ones studied throughout

this period. The importance of the qualities either stayed the same or decreased.

All 19 qualities held some degree of importance as indicated by the data, which is

not surprising as they were selected from our research on teacher perception, retention-

successful schools, and effective leadership qualities. Of the 19 qualities, teachers

identify having a principal who is not a micromanager as the most important desire from

a principal to be successful. It is interesting to note that not being micromanaged was also

what teachers wanted from a principal prior to the pandemic, as noted in the retrospective data.

Clear communication, listening, and setting realistic targets with a focus on work-life balance are also considered to be extremely important in post-COVID-19 teachers. Trust is identified as the most important theme to post-COVID-19 teachers. Trust is made up of not being micromanaged and giving teachers autonomy. Time, Communication, and Empowerment are also considered extremely important. Our research indicates that all themes are important and worth understanding how principals can become what teachers want.

While each statement holds a level of importance, it's important to note that as leaders, we may need to let go of what we thought the job would be to become who teachers want today. Shifting the demand-resource imbalance isn't going to be easy. There are many external factors over which we have no control. Therefore, we must pay close attention to those things within our sphere of influence.

Based on the data, we conclude that servant leadership best encapsulates the qualities teachers want from a principal. Servant leadership, coined by Robert K. Greenleaf in 1970, prioritizes well-being and growth.

According to Greenleaf (1970), a servant leader serves first and leads second. Greenleaf describes the characteristics of a servant leader as being empathetic, serving, and having a strong sense of stewardship. All of which were identified as important to teachers. In addition, servant leaders prioritize the needs of their teachers and work to build strong relationships.

Servant Leaders:

- Prioritize building strong relationships with their followers by being approachable, listening to needs, and showing genuine empathy and concern for well-being.

- Communicate openly, honestly, and transparently.

- Empower teachers by giving autonomy, providing resources and support, and recognizing strengths.

- Act as stewards and work to create a sustainable future by providing resources and ensuring systems.

- Support instruction by providing resources, fostering collaboration, and promoting a culture of continuous learning and improvement.

- Build trust by being ethical, transparent, and consistent in their actions. They prioritize the needs of teachers with a focus on overall well-being.

- Value the time and effort of their teachers and provide opportunities for them to recharge and rejuvenate.

As the world continues to adapt to the impact of the pandemic, it is important for leaders to adopt an approach that prioritizes the growth and well-being of their employees. Thus, servant leadership embodies the growing trend towards a more caring leadership style utilizing a team approach and creating a learning environment in which personal growth and employee fulfillment is emphasized (Laub 1999 cited by Taylor et al., 2007). Therefore, it can be concluded that the principles of servant leadership align with the changing needs and expectations of teachers post-COVID-19. By creating a supportive learning environment, leaders can foster a culture of trust and collaboration,

leading to greater employee fulfillment and satisfaction, and ultimately, improved

organizational outcomes. In this sense, the principles of servant leadership can play a key

role in shaping the future of leadership and development in the post-COVID-19 world.

References

ACT. (2015) *The condition of future educators*.

https://www.act.org/content/dam/act/unsecured/documents/Condition-of-College-and-Career-Readiness-Report-2015-United-States.pdf

Albig, W. (1952). Berelson, Bernard. Content Analysis in communication research. pp. 220. Glencoe, Ill.: The Free Press, 1952. $3.50. *The ANNALS of the American Academy of Political and Social Science*, *283*(1), 197–198. https://doi.org/10.1177/000271625228300135

Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009, May 31). *The schools teachers leave: Teacher Mobility in Chicago public schools.* Consortium on Chicago School Research. https://eric.ed.gov/?id=ED505882

American Federation of Teachers. *2017 educator quality of life survey* (2017, November 3). https://www.aft.org/2017-educator-quality-life-survey Washington, D.C

Anderson, J. (2019, September 17). *The gift of teacher time*. Harvard Graduate School of Education.https://www.gse.harvard.edu/news/uk/19/09/gift-teacher-time

Attride-Stirling, J. (2001). Thematic Networks: An analytic tool for qualitative research. *Qualitative Research*, *1*(3), 385–405. https://doi.org/10.1177/146879410100100307

Audrain, R. L., Weinberg, A. E., Bennett, A., O'Reilly, J., & Basile, C. G. (2022). *Ambitious and sustainable post-pandemic workplace design ...* Springer Link. https://link.springer.com/chapter/10.1007/978-3-030-81500-4_14

Batsis, T. M. M. (1986, November 30). *Characteristics of excellent principals.* ERIC.

Berg, B. L., & Lune, H. (2018). *Qualitative research methods for the Social*

Sciences. Amazon. https://www.amazon.com/Qualitative-Research-Methods-Social-Sciences

Berg, B. L. (2001). *Qualitative research methods for the Social Sciences*. Google Books. https://books.google.com/books/about/Qualitative_Research_Methods

Berg, B. L., & Lune, H. (2018). *Qualitative research methods for the Social Sciences*. Amazon. https://www.amazon.com/Qualitative-Research-Methods-Social-Sciences

Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, *78*(3), 367–409. https://doi.org/10.3102/0034654308321455

Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*, *48*(2), 303–333. https://doi.org/10.3102/0002831210380788

Boyd, D., Wyckoff, J., Lankford, H., Ing, M., & Grossman, P. (2011, April 1). *The influence of school administrators on teacher retention decisions*. Sage Journals. https://cepa.stanford.edu/sites/default/files/Admin%20Teacher%20Retention.pdf

Brierton, K. (2022, March 30). *Building compassionate teacher-student relationships: Cambridge English*. World of Better Learning | Cambridge University Press. https://www.cambridge.org/elt/blog/2019/01/17/building-compassionate-teacher-student

M. Brown, K., & R. Wynn, S. (2009). Finding, supporting, and keeping: The role of the principal in teacher retention issues. *Leadership and Policy in Schools*, *8*(1), 37–

63. https://doi.org/10.1080/15700760701817371

ten Bruggencate, G., Luyten, H., Scheerens, J., & Sleegers, P. (2012). Modeling the

influence of school leaders on student achievement. *Educational Administration*

Quarterly, *48*(4), 699–732. https://doi.org/10.1177/0013161x11436272

Bryk, A. S. (2010). Organizing schools for improvement. *Phi Delta Kappan*, *91*(7), 23–

30. https://doi.org/10.1177/003172171009100705

Butt, G., Lance, A., Fielding, A., Gunter, H., Rayner, S., & Thomas, H. (2005). Teacher

job satisfaction: Lessons from the TSW pathfinder project. *School Leadership &*

Management, *25*(5), 455–471. https://doi.org/10.1080/13634230500340807

Catanzaro, M. (1988). Using qualitative analytical techniques. *Nursing research:*

Theory and Practice, 437, 456.

Chapman, D. W., & Green, M. S. (1986). Teacher retention: A further examination. *The*

Journal of Educational Research, *79*(5), 273–279.

https://doi.org/10.1080/00220671.1986.

Cobanoglu, C., Moreo, P. J., & Warde, B. (2001). A comparison of mail, fax and web-

based survey methods. *International Journal of Market Research*, *43*(4), 1–15.

https://doi.org/10.1177/147078530104300401

Cohen, J. (2021). Whole-child education: A framework for success. Educational

Leadership, 78(2), 34-39.

Cohen, J., & Sproull, L. (2015, February 19). *Handbook of Research on teacher*

education: Enduring questions in changing contexts. Google Books.

https://books.google.com/books/about/Handbook

Cooper, C. L., & Cartwright, S. (1997). An intervention strategy for workplace stress. *Journal of Psychosomatic Research*, *43*(1), 7–16. https://doi.org/10.1016/s0022-3999(96)00392-3

Chapman, D. W., & Green, M. S. (1985, November 30). *Teacher retention: A further examination.* Journal of Educational Research. https://eric.ed.gov

Creswell, J., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), Handbook of mixed methods in social and behavioral research (pp. 209–240). Thousand Oaks, CA: Sage

Crossman, A., & Harris, P. (2006). Job satisfaction of Secondary School Teachers. *Educational Management Administration & Leadership*, *34*(1), 29–46. https://doi.org/10.1177/1741143206059538

Diliberti, M. K., Schwartz, H. L., & Grant, D. (2021). *Stress Topped the Reasons Why Public School Teachers Quit, Even Before COVID-19*. Rand Corporation. https://www.rand.org/content/dam/rand/pubs/research_reports/RRA1100/RRA1121-2/RAND_RRA1121-2.pdf

Dillon, L. (2021, May 20). *Strategic leadership: The 10 characteristics of a good leader*. ClearPoint Strategy. https://www.clearpointstrategy.com/strategic-leadership-characteristics

Dinham, S., & Scott, C. (1998). A three domain model of teacher and school executive career satisfaction. *Journal of Educational Administration*, *36*(4), 362–378. https://doi.org/10.1108/09578239810211545

Downe-Wamboldt, B. (1992). Content analysis: Method, applications, and issues. *Health

Care for Women International, *13*(3), 313–321.

https://doi.org/10.1080/07399339209516006

Educators for Excellence. (2020) *Voices from the classroom 2020: A survey of America's educators*. https://e4e.org/news/survey-americas-educators/voices-classroom-2020-survey

Elfers, A. M., Plecki, M. L., & Knapp, M. S. (2006). Teacher Mobility: Looking more closely at "The movers" within a state system. *Peabody Journal of Education*, *81*(3), 94–127. https://doi.org/10.1207/s15327930pje8103_4

Espino-Díaz, L., Fernandez-Caminero, G., Hernandez-Lloret, C.-M., Gonzalez-Gonzalez, H., & Alvarez-Castillo, J.-L. (2020). Analyzing the impact of COVID-19 on education professionals. toward a paradigm shift: ICT and neuroeducation as a binomial of action. *Sustainability*, *12*(14), 5646.

https://doi.org/10.3390/su12145646

Farkas, S., Johnson, J., & Foleno, T. (1999, November 30). *A sense of calling: Who teaches and why. A report from public agenda.* ERIC.

https://eric.ed.gov/?id=ED443815

Feldman, C. D., & Arnold, H. (1983). *Managing Individual and Group Behavioral in Organization*. McGraw Hill Book Company.

Fuller, E. J., Pendola, A., & Young, M. D. (2017, December 31). *The role of principals in reducing teacher turnover and the shortage of teachers. policy brief 2018-2.* Online Submission. https://eric.ed.gov/?id=ED580347

Futernick, K. (2007). *A possible dream - California State University*. The Center for Teacher Quality. https://www2.calstate.edu/impact-of-the-csu/teacher-education

Garcia, A. M., Rodriguez, M. A., & Chiappe, P. (2021). Teacher Confidence During the

     COVID-19 Pandemic. Journal of Educational Leadership and Policy Studies,

     6(1), 55-62. https://doi.org/10.24085/jelps.v6i1.743

García, E., & Weiss, E. (2019, March 26). *The teacher shortage is real, large, and*

     growing, and worse than we thought: The first report in 'The perfect storm in the

     teacher labor market' series. Economic Policy Institute.

Gersten, R. (2001). Sorting out the roles of research in the improvement of Practice.

     Learning Disabilities Research and Practice, *16*(1), 45–50.

     https://doi.org/10.1111/0938-8982.00005

Ghamrawi, N., & Al-Jammal, K. (2013, March). *Teacher turnover: Impact of school*

     leadership and other ... ResearchGate.

     https://www.researchgate.net/publication/285785842_Teacher_turnover_Impact_

     of_school_leadership_and_other_factors

Goddard, R. D., & Goddard, Y. (2001). A handbook for developing schools: The role of

     the educational leader. London: Paul Chapman Publishing.

Goldring, R., Taie, S., & Riddles, M. (n.d.). Teacher Attrition and Mobility: Results From

     the 2012–13 Teacher Follow-up Survey. *National Center for Educational*

     Statistics. http://nces.ed.gov/pubsearch.

Gomez, D. (2022, October 12). *Council post: Why teachers are leaving and where*

     they're going. Forbes.

     https://www.forbes.com/sites/forbescoachescouncil/2022/02/01/

Gonzalez, J. (2017, September 4). *What Teachers Want You To Know: A Note to*

     Administrators. https://www.cultofpedagogy.com/letter-to-administrators

Gonzalez, J. (2021, November 27). *Teachers are barely hanging on. here's what they need.* Cult of Pedagogy. https://www.cultofpedagogy.com/barely-hanging-on/

Gorton, R. A., & Schneider, G. (1991). *School Based Leadership, Challenges and Opportunities.* Wm C. Brown Publishers.

Greene, P. (2020, December 8). *Survey: During pandemic, teachers are working more and enjoying it less*. Forbes. https://www.forbes.com/sites/petergreene/2020/12/08/survey

Greenleaf, R. K. (1970). The servant as leader. The Greenleaf Center for Servant Leadership.

Gu, Q. & Johansson, O. (2013). Sustaining school performance: School contexts matter. *International Journal of Leadership in Education*, *16*(3), 301–326. https://doi.org/10.1080/13603124.2012.732242

Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, *11*(3), 255–274. https://doi.org/10.3102/01623737011003255

Grissom, J. A. (2011). Can good principals keep teachers in disadvantaged schools? linking principal effectiveness to teacher satisfaction and turnover in hard-to-staff environments. *Teachers College Record: The Voice of Scholarship in Education*, *113*(11), 2552–2585. https://doi.org/10.1177/016146811111301102

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021, March 31). *What great principals really do.* Educational Leadership. https://eric.ed.gov/?q=great&id=EJ1292971

Guarino, C. M., Santibañez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational*

Research, *76*(2), 173–208. https://doi.org/10.3102/00346543076002173

Hanushek, E. A. (2007). The single salary schedule and other issues of teacher pay.

Peabody Journal of Education, *82*(4), 574–586.

https://doi.org/10.1080/01619560701602975

Heller, H. W., Rex, J. C., & Cline, M. P. (1992). Factors related to teacher job

satisfaction and dissatisfaction. *ERS Spectrum*, *10*(1), 20–24.

Hirsch, E. (2004, November 30). *Listening to the experts: A report on the 2004 South

Carolina Working Conditions Survey.* Southeast Center for Teaching Quality

(The), University of North Carolina. https://eric.ed.gov/?id=ED485956

Hirsch, E., & Emerick, S. (2007, January 31). *Teacher working conditions are student

learning conditions: A report on the 2006 North Carolina teacher Working

Conditions Survey.* Center for Teaching Quality. Retrieved March 12, 2022, from

https://eric.ed.gov/?id=ED498770

HMH's 7th annual educator confidence report. EltAction. (2022, January

13).https://eltaction.com/hmhs-7th-annual-educator-confidence-report/

Hoy, W. K., & Miskel, C. (1987). *Educational Administration: Theory, Research, and

Practice*. Random House.

Hughes, A. L., Matt, J. J., & O'Reilly, F. L. (2014). Principal support is imperative to the

retention of teachers in hard-to-staff schools. *Journal of Education and Training

Studies*, *3*(1). https://doi.org/10.11114/jets.v3i1.622

Hull, J. (2012, April 16). *The principal perspective*. Core Education, LLC. Retrieved

February 26, 2022, from https://www.coreeducationllc.com/blog2/the-principal-

perspective/

Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational

analysis. *American Educational Research Journal*, *38*(3), 499–534.

https://doi.org/10.3102/00028312038003499

Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. .

Educational Leadership, *60*(8), 30–33.

Jeon, H. J. (2021). Perceived Principal Support and Teacher Job Satisfaction: The

Mediating Roles of Teacher Empowerment and Burnout. International Journal of

Environmental Research and Public Health, 18(2), 497. doi:

10.3390/ijerph18020497.

Johnson, S. M., & Birkeland, S. E. (2003). Pursuing a "sense of success": New teachers

explain their career decisions. *American Educational Research Journal*, *40*(3),

581–617. https://doi.org/10.3102/00028312040003581

Khan, N. (2017, April 30). *Adaptive or transactional leadership in current Higher

Education: A brief comparison.* International Review of Research in Open and

Distributed Learning.

Kim, I., & Loadman, W. E. (1994). *Predicting Teacher Job Satisfaction*. Kim, I., &

loadman, W. (1994). predicting teacher job satisfaction. Eric Document

Reproduction Service No. D383707, Columbus, OH Ohio State University. -

references - scientific research publishing.

https://www.scirp.org/reference/ReferencesPapers.aspx

Kirby, S. N., Berends, M., & Naftel, S. (1999). Supply and demand of minority teachers

in Texas: Problems and prospects. *Educational Evaluation and Policy Analysis*,

21(1), 47–66. https://doi.org/10.3102/01623737021001047

Klassen, A. C., Creswell, J., Plano Clark, V. L., Smith , K. C., & Meissner , H. I. (2012). *Best practices in mixed methods for quality-of-life research*. Quality of life research: an international journal of quality-of-life aspects of treatment, care and rehabilitation. 21, 377–380. https://pubmed.ncbi.nlm.nih.gov/22311251/

Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, *102*(3), 741–756. https://doi.org/10.1037/a0019237

Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O., & Baumert, J. (2008). Teachers' occupational well-being and quality of instruction: The important role of self-regulatory patterns. *Journal of Educational Psychology*, *100*(3), 702–715. https://doi.org/10.1037/0022-0663.100.3.702

Krippendorff, K. (1980, October 1). *Content analysis: An introduction to its methodology*. Google Books https://books.google.com/books/about/Content_analysis.html

Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, *105*(3), 805–820. https://doi.org/10.1037/a0032583

Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, *53*(1), 27–35. https://doi.org/10.1080/00131910120033628

Ladson-Billings, G. (2014). The Dreamkeepers: Successful Teachers of African American Children. San Francisco: Jossey-Bass.

Lambert, R. G., McCarthy, C. J., Fitchett, P. G., Lineback, S., & Reiser, J. (2015).

Identification of elementary teachers' risk for stress and vocational concerns using the national schools and staffing survey. *Education Policy Analysis Archives*, *23*, 43. https://doi.org/10.14507/epaa.v23.1792

Lazarus, R. S. (2001). Relational meaning and discrete emotions. *Appraisal Processes in Emotion: Theory, Methods, Research,* 37–67. Oxford University Press

Lazarus, R. S., & Folkman, s. (1984). *Stress, appraisal, and coping*. Google Scholar. New York: Springer

Learning Policy Institute. (2017, February). *The role of principals in addressing teacher shortages*. https://www.learningpolicyinstitute.org/sites/default/files/product-files

Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, *40*(1), 5–22. https://doi.org/10.1080/13632434.2019.1596077

Leithwood, K., & Jantzi, D. (2005). Transformational school leadership effects on teacher morale and student outcomes. Educational Administration Quarterly, 41(2), 246-281.

Leithwood, K., Louis, K. S., Wahlstrom, K., Anderson, S., Mascall, B., & Gordon, M. (2010). How successful leadership influences student learning: The second installment of a longer story. *Second International Handbook of Educational Change*, 611–629. https://doi.org/10.1007/978-90-481-2660-6_35

Little, T., Chang, R., Gorrall, B. K., Waggenspack, L., Fukuda, E., Allen, P. J., & Noam, G. G. (1970, January 1). *The retrospective pretest-posttest design redux: On its validity as an alternative to traditional pretest-posttest measurement*. Texas Tech University Scholars. https://scholars.ttu.edu/en/publications/the-retrospective-

pretest-posttest-design-redux-on

Locke, E. A. (1969). What is job satisfaction? *Organizational Behavior and Human Performance*, *4*(4), 309–336. https://doi.org/10.1016/0030-5073(69)90013-0

Loewus, L. (2022, January 10). *Why teachers leave-or don't: A look at the numbers*. Education Week. https://www.edweek.org/teaching-learning

Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, *39*(3), 370–397. https://doi.org/10.1177/0013161x03253412

Maxouris, C., & Zdanowicz, C. (2022, February 5). *Teachers are leaving and few people are choosing the field. experts are sounding the alarm*. CNN. www.cnn.com/2022/02/05

McCarthy, C. J. (2019). Teacher stress: Balancing demands and resources. *Phi Delta Kappan*, *101*(3), 8–14. https://doi.org/10.1177/0031721719885909

McCarthy, C. J., Fagell, P. L., Welby, K. A., Pawlo, E., Anderson, R. E., Minahan, J., Fagell, P. L., Starr, J. P., Ferguson, M., Kim, R., Lacrete, J., Roza, M., & Toppo, G. (2019, October 31). *Teacher stress: Balancing demands and resources* . kappanonline.org. https://kappanonline.org/teacher-stress-balancing-demands

Miller, S. B. (2010). *The revolving door: How leaders push teacher turnover*. Scholar Works @ Georgia State University. https://scholarworks.gsu.edu/cgi

MissionSquare Research Institute. (2021, September 15). *K-12 public school employees have a multitude of concerns as pandemic lingers*. GlobeNewswire Newsroom. https://www.globenewswire.com/news-release/2021/09/15

National Center for Education Statistics. (2021). Teacher Turnover: Stayers, Movers, and

    Leavers. *Condition of Education*. U.S. Department of Education, Institute of

    Education Sciences. https://nces.ed.gov/programs/coe/indicator/slc.

Nimon, K., Zigarmi, D., & Allen, J. (2010). Measures of program effectiveness based on

    retrospective pretest data: Are all created equal? *American Journal of Evaluation*,

    32(1), 8–28. https://doi.org/10.1177/1098214010378354

Office, U. S. G. A. (1996). *Content analysis: A methodology for structuring and

    analyzing written material*. Content Analysis: A Methodology for Structuring and

    Analyzing Written Material | U.S. GAO. https://www.gao.gov/products/pemd-

    10.3.1

Pardosi, J., & Utari, T. I. (2021). Effective principal leadership behaviors to improve the

    teacher performance and the Student Achievement. *F1000Research*, *10*, 465.

    https://doi.org/10.12688/f1000research.51549.1

Parkes, S. E., & Ross Thomas, A. (2007). Values in action: Observations of effective

    principals at work. *Journal of Educational Administration*, *45*(2), 204–228.

    https://doi.org/10.1108/09578230710732970

Partelow, L. (2019, July 9). *What to make of declining enrollment in teacher preparation

    programs*. Center for American Progress.

    https://www.americanprogress.org/article

Perrone, F. (2022). Leadership and teacher retention. *Leadership and Teacher Retention*.

    https://doi.org/10.4324/9781138609877-ree85-1

Polit, D.E. and Beck, C.T. (2006) *Essentials of Nursing Research.* 6th Edition, Lippincott

    Williams & Wilkins, Philadelphia.

Pressley, T. (2020, November 30). *Elementary hybrid and virtual teacher stress during*

    COVID-19. Journal of Research in Education. https://eric.ed.gov

Richards, L., & Morse, J. M. (2013). *Readme first for a user's guide to qualitative*

    methods. Amazon. https://www.amazon.com/Readme-First-Users-Qualitative-

    Methods

Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on

    student outcomes: An analysis of the differential effects of leadership types.

    Educational Administration Quarterly, *44*(5), 635–674.

    https://doi.org/10.1177/0013161x08321509

Rogers, B. (1996, January 1). *Managing teacher stress (1996 edition)*. Open Library.

    https://openlibrary.org/books/OL22848959M/Managing_teacher_stress

Rosenberg, M. S., & Decker, L. C. (2018). The impact of principal leadership behaviors

    on teachers' job satisfaction. Journal of Educational Administration, 56(6), 548-

    563. doi: 10.1108/JEA-09-2017-0135.

Russell, J. S., Mazzarella, J. A., White, T., & Mauer, S. (1985, June). *Linking the*

    behaviors and activities of secondary school principals to school effectiveness.

    Google Books. https://books.google.com/books

Shuls, J. V., & Flores, J. M. (2019, November 30). *Improving teacher retention through*

    support and development. Journal of Educational Leadership and Policy Studies.

    https://eric.ed.gov/?id=EJ1282763

Singh, K, & Billingsley, B.(1996). Intent to stay in teaching. *Remedial and Special*

    Education, *17*(1), 37–47. https://doi.org/10.1177/074193259601700105

Sinnenberg, L., Buttenheim, A. M., Padrez, K., Mancheno, C., Ungar, L., & Merchant, R.

M. (2017). *Twitter as a tool for Health Research: A Systematic Review*. American

journal of public health. https://pubmed.ncbi.nlm.nih.gov/27854532/

Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave

the teaching profession: Relations with school context, feeling of belonging, and

emotional exhaustion. *Teaching and Teacher Education*, *27*(6), 1029–1038.

https://doi.org/10.1016/j.tate.2011.04.001

Skaalvik, E. M., & Skaalvik, S. (2015). Job satisfaction, stress and coping strategies in

the teaching profession—what do teachers say? *International Education Studies*,

8(3). https://doi.org/10.5539/ies.v8n3p181

Slade, S., & Griffith, D. (2013). A whole child approach to student success. *KEDI*

Journal of Educational Policy, 21–35.

https://doi.org/10.5040/9781492596936.ch-004

Taylor, T., Martin, B. N., Hutchinson, S., & Jinks, M. (2007). Examination of leadership

practices of principals identified as servant leaders. *International Journal of*

Leadership in Education, *10*(4), 401–419.

https://doi.org/10.1080/13603120701408262

Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools*. Wiley.

van Veldhoven, M. J. P. M. (1996, January 1). *Psychosociale arbeidsbelasting en*

Werkstress. NARCIS > Home. https://www.narcis.nl/publication/RecordID

Viano, S., Pham, L. D., Henry, G. T., Kho, A., & Zimmer, R. (2020). What teachers

want: School factors predicting teachers' decisions to work in low-performing

schools. *American Educational Research Journal*, *58*(1), 201–

233.https://doi.org/10.3102/0002831220930199

Walker, T. (2018). *How many teachers are highly stressed? maybe more than people think.* NEA. https://www.nea.org/advocating-for-change/new-from-nea

Walker, T. (2021, January 18). *"How Many Teachers Are Highly Stressed? Maybe More Than People Think,"* . NEA News. https://www.nea.org/advocating-for-change

Wallace Foundation (2013). *The school principal as leader: Guiding schools to better teaching and learning*. https://www.wallacefoundation.org/knowledge-center/pages

Weber, R. P. (1990). Basic Content Analysis, 2nd ed. Newbury Park, CA.

Weiss, E. M. (1999). *Perceived workplace conditions and first-year teachers' morale, Career Choice Commitment, and planned retention: A secondary analysis.* Teaching and Teacher Education, 15(8), 861–879. *https://doi.org/10.1016/s0742-051x(99)00040-2*

Zamarro, G., Camp, A., Fuchsman, D., & McGee, J. B. (2022, March 9). *How the pandemic has changed teachers' commitment to remaining in the classroom*. Brookings. https://www.brookings.edu/blog/brown-center-chalkboard/2021/09/08/how-the-pandemic-has-changed-teachers-commitment-to-remaining-in-the-classroom/

Appendix A

Codes

			A		Autonomy
			C		Clear, consistent communication
			CF		Communication with stakeholders
			CR		Compassionate relationship
			D		Data for improvement
			FI		Family involvement
			FE		Feedback on Instruction
			HA		High achievements
			HE		High expectations
			KC		knowledge of curriculum
			L		listens
			MS		manages people, data, processes
			MD		Minimizes distractions
			NM		No micro-management
			PE		praise and encouragement
			PD		Professional development
			RT		Realistic targets
			SEL		SEL
			SL		Shared decision making
			SU		Support
			WL		Work-Life Balance

Appendix B

Nested Concurrent Data

Nested Concurrent Data

Statement	Theme	Qualitative Definition	Quoted Qualitative Example
Not a micromanager (Q8)	Trust	Allows freedom within limits	Not micromanaging me! It is the difference between me doing a good job, or deciding I no longer want to be in education. It's a fine line, and I love my job!
Sets realistic targets regarding initiatives and is mindful of the teacher's work-life balance (Q3)	Time	Expectations for teachers and students shift frequently. Principals need to understand the current demands and value where we are over where we should be so that teachers can strike a work/life balance	c
Provides clear and consistent communication (Q12)	Communication	Clear, consistent, and timely communication regarding goals and expectations	Consistent communication about initiatives, about new practices, about new expectations, have been critical to their being successful and some level of comfort during the covid times. I think that my principal has done a better than decent job with that. This is in particular when my district has at times struggled and scuffed in these areas.
Listens to teachers without judgment (Q14)	Shared Leadership	Listens without Judgement	Do not pick and choose what to hear. It's unfortunate when leaders only want to hear positive items but

			brush negative items under the rug. Or reprimand staffers who speak open and honest truths about flaws of aspects of the school.
Proactively and reactively communicates with the caregivers of the students in a way that supports teachers (Q2)	Communication	Proactive and reactive communication with stakeholders to both build a community and to protect and defend teachers.	Backing up teachers. Making sure that we are supported with the onslaught of parent complaints and picking at us.
Builds compassionate relationships with the teachers (Q5)	Builds Relationships	Building and developing relationships beyond the classroom through humility, honesty and general interest through face-to-face conversations and check-ins.	Knowing they care about us as people, and they have our backs
Builds autonomy by allowing teachers to take initiative for student learning and growth (Q6)	Trust	Space and trust to be a professional and make professional decisions	We need trust that we know what we're doing. We are given timelines/scope and sequence from the district, but the kids are not where they should be, with regards to academics. We need to do for kids what they need…slow down, remediate, give breaks, give recess, etc.
Involves teachers in shared decision-making regarding various aspects of the school, including community-building, academics and scheduling (Q7)	Empowerment	Teachers want to be involved in decision-making. They want to know that their voice matters.	Collaborative problem solving is a must. No one has all the answers.
Prioritizes the social and emotional needs of teachers (Q11)	Builds Relationships	Social-Emotional support is necessary for both students and teachers. It should be provided proactively and reactively	I want my principal to care about everyone's wellbeing. I need him to clear barriers, inspire people, listen when things are tough, and have difficult

			conversations when external forces make my job with students harder. If my well-being and humanity is central, then I can take care of the rest.
Minimizes Distractions that impede teaching and learning in the classroom (Q1)	Time	Removes unnecessary items from the plates of teachers. This includes unnecessary PD, discipline issues and mandates	Remove tasks and responsibilities from already overworked teachers. This could allow us to focus on being more successful teachers.
Supports high achievement for all students (Q15)	Instructional Leadership	Students will learn and achieve at high levels based on various metrics.	I want a principal who believes that all students can learn at high levels.
Gives praise and encouragement to the teachers (Q13)	Builds Relationships	Gives teachers praise for areas of relative strength and provides encouragement for areas of relative challenge.	Encouragement to be Amazing. Don't let me settle for good enough, cheer me to be better than I think I can.
Encourages and supports family involvement (Q19)	Builds Relationships	Including all stakeholders in the school so they feel part of the school experience.	I need my principal to be there for behavioral support, and to facilitate connections with those outside my classroom (other teachers, other classrooms, families, and communities)
Sets high expectations for staff and student performance (Q9)	Stewardship	High standards for students and their overall importance.	To hold teachers, students and staff accountable and work together to bring the level of expectations back to where they were, pre-pandemic.
Manages people, data, and processes strategically to foster school improvement (Q16)	Stewardship	Develops consistent systems and processes and uses data to measure accountability.	Consistency and maintaining expectations
Provides access to professional learning	Instructional Leadership	Provides professional learning that is targeted	Clear expectations, regular feedback,

that is relevant and timely (Q10)		to teachers and allows for them to better their craft.	relevant and applicable PD, opportunities for professional growth
Strong technical knowledge of curriculum and places an emphasis on curriculum articulation and learning processes (Q17)	Instructional Leadership	Principals know and understand the curriculum and are able to use that knowledge to develop teachers.	I want a principal who encourages me to provide solid reading materials for my students to challenge their thinking and learning.
Uses data and assessment to observe, provide feedback, and recognize success (Q18)	Stewardship	Principals know how to collect and analyze data in ways that lead to student and teacher improvement.	I want a principal who uses data to provide the right instruction to the right kid.
Provides ongoing, formal, and informal feedback regarding instructional goals (Q4)	Instructional Leadership	Timely, relevant, and specific feedback so teachers can improve their practice.	I also want actionable and specific feedback. I am considered a master teacher in my division. I have 23 years of experience and mentor new teachers officially and unofficially. I think my principal assumes I don't have anything to learn. I used to be ok with figuring out what I wanted to improve on my own. I'd like more support from her in helping to determine that.

Appendix C

Codebook

Code	Definition	Examples
Autonomy (A)	Space and trust to be a professional and make professional decisions.	"The autonomy to do what I know is best for students"
Communication (CC)	Clear, consistent, and timely communication regarding goals and expectations.	"Communication decreased from my admin after Covid so I would like to see it increase again. There was a sense of disconnectedness once COVID occurred from my principal"
Communication with Stakeholders (CF)	Proactive and reactive communication with stakeholders to both build a community and to protect and defend teachers.	"To communicate with parents daily so they can be calm and helpful." "teacher if/when parents complain"
Compassionate Relationships (CR)	Building and developing relationships beyond the classroom through humility, honesty and general interest through face-to-face conversations and check-ins.	"During COVID I've definitely wanted a real person as a principal. Before COVID I felt like my principal was a real person who had emotions and was cognizant of the school culture."
Data for improvement (D)	Principals know how to collect and analyze data in ways that lead to student and teacher improvement.	"Being a data driven/student driven educator, I need a principal to keep this in the forefront of our plan for student growth."
Family involvement (FI)	Including all stakeholders in the school so they feel part of the school experience.	"I need my principal to be there for behavioral support, and to facilitate connections with those outside my classroom (other teachers, other classrooms, families, and communities"
Feedback on Instruction (FE)	Timely, relevant and specific feedback so teachers can improve their practice.	"I want support and opportunities for feedback and resources that foster growth-PD, books, online materials, paid collaboration time outside of contract hours, etc."
High expectations (HE)	High standards for students and their overall importance.	"Focus more on student achievement and school improvement instead of

		trying to turn our school into a traditional theme high school."
Knowledge of Curriculum (KC)	Principals know and understand the curriculum and are able to use that knowledge to develop teachers.	"Trust in my professionalism to do what will help my students grow, help finding resources for curriculum to best meet my student's needs"
Listens (LI)	Listens without judgment	"Do not pick and choose what to hear. It's unfortunate when leaders only want to hear positive items but brush negative items under the rug. Or reprimand staffers who speak open and honest truths about flaws of aspects of the school."
Manages people, data, processes (MS)	Develops consistent systems and processes and uses data to measure accountability.	"Support and hold all members of the campus accountable for their job duties."
Minimizes Distractions (MD)	Removes unnecessary items from the plates of teachers. This includes unnecessary PD, discipline issues and mandates.	"The biggest change is how much has been put on us. We are having more and more responsibilities to add to our agenda and little time to get it all done. It would be helpful for a principal to prioritize things that are necessary at the school level and decrease the unnecessary business"
No micromanagement (NM)	Allows freedom within limits	"Support without micromanagement."
Praise and Encouragement (PE)	Gives teachers praise for areas of relative strength and provides encouragement for areas of relative challenge.	"Support and encouragement for teachers."
Professional Development (PD)	Provides professional learning that is targeted to teachers and allows for them to better their craft.	"I want the principal to be dedicated to continued learning. We cannot simply move forward and look for a "back to normal". A lot has changed, and teachers need to be provided development and learning to be able to effectively adjust. This all starts with the principal."
Realistic Targets (RT/WL)	Expectations for teachers and students shift frequently. Principals need to understand the current demands and value where we are over	"Not using the standardized test scores of ELA to dictate student learning and teacher autonomy. There needs to be an understanding that scores will be what they are as a result of the pandemic."

	where we should be so that teachers can strike a work/life balance	
SEL (SEL)	Social-Emotional support is necessary for both students and teachers. It should be provided proactively and reactively	"More focus on the social-emotional lives of teachers is crucial"
Shared Leadership (SL)	Teachers want to be involved in decision-making. They want to know that their voice matters.	"Collaborative problem solving is a must. No one has all the answers."
Support (SU)	General support for teachers.	"Support and guidance for what I am trying to do in the classroom."
High Achievement for Students	Students will learn and achieve at high levels based on various metrics.	N/A

Appendix D

WIN Survey

WIN (What I Need) Survey

Thank you for participating in our research. Our names are Erika Niles (ennczb@umsl.edu) and Kristen Pelster (kkpz8d@umsl.edu), and we are conducting research as part of the Doctorate in Educational Practice degree program (Ed.D) at the University of Missouri - St. Louis.

Our research is looking at the impact of the COVID-19 pandemic on teachers. Specifically, we want to explore what teachers needed from principals before the COVID-19 pandemic, and what they presently need from their principal in order to be successful. By successful, we mean being supported emotionally, having proper resources, and maintaining a desire to stay in the profession. The survey consists of three parts: Part I - Descriptive Information; Part II – Perceptions; Part III - Open-Ended Questions.

Your answers will be confidential and no identifiable information will be collected or stored as part of our research.

You may exit the survey at any time, and all information is optional.

Consent will be obtained by reading this statement and survey completion.

Part I: Descriptive Information

1.   D1. What is your gender?

   Mark only one oval.

   ◯ Male
   ◯ Female
   ◯ Other

2.   D2. What is your race?

Mark only one oval.

⭕ American Indian or Alaska Native

⭕ Asian

⭕ Black or African American

⭕ Native Hawaiian or Other Pacific Islander

⭕ White

⭕ Multiracial

3.   D3. Total years in education:

Mark only one oval.

⭕ 1-10 years

⭕ 11-20 years

⭕ 21-30 years

⭕ 30+ years

4.   D4. How many more years do you plan on staying in education?

Mark only one oval.

⭕ 1-5 years

⭕ 6-10 years

⭕ 10-15 years

⭕ Over 15 years

5. D5. What grade levels are you currently serving?

Mark only one oval.

- ◯ Early Childhood
- ◯ Elementary
- ◯ Middle
- ◯ High
- ◯ Other

6. D6. What is your school setting?

Mark only one oval.

- ◯ Urban
- ◯ Suburban
- ◯ Rural

7. D7. What type of school do you work in?

Mark only one oval.

- ◯ Public
- ◯ Private
- ◯ Parochial
- ◯ Charter
- ◯ Other

8. D8. What is your current role?

   Mark only one oval.

   ◯ Classroom Teacher

   ◯ Counselor

   ◯ Instructional Coach

   ◯ Other

9. D9. What is your school's free & reduced lunch rate?

   Mark only one oval.

   ◯ Less than 10%

   ◯ 11-40%

   ◯ 41-70%

   ◯ 71-99%

   ◯ 100%

10. D10. In what state is your school located?

Mark only one oval.

- ⬭ Alabama
- ⬭ Alaska
- ⬭ Arizona
- ⬭ Arkansas
- ⬭ California
- ⬭ Colorado
- ⬭ Connecticut
- ⬭ Delaware
- ⬭ Florida
- ⬭ Georgia
- ⬭ Hawaii
- ⬭ Idaho
- ⬭ Illinois
- ⬭ Indiana
- ⬭ Iowa
- ⬭ Kansas
- ⬭ Kentucky
- ⬭ Louisiana
- ⬭ Maine
- ⬭ Maryland
- ⬭ Massachusetts
- ⬭ Michigan
- ⬭ Minnesota
- ⬭ Mississippi
- ⬭ Missouri
- ⬭ Montana
- ⬭ Nebraska
- ⬭ Nevada
- ⬭ New Hampshire
- ⬭ New Jersey

○ New Mexico

○ New York

○ North Carolina

○ North Dakota

○ Ohio

○ Oklahoma

○ Oregon

○ Pennsylvania

○ Rhode Island

○ South Carolina

○ South Dakota

○ Tennessee

○ Texas

○ Utah

○ Vermont

○ Virginia

○ Washington

○ Washington DC

○ West Virginia

○ Wisconsin

○ Wyoming

Part II: Perceptions

For the following section, you will give a response to each statement two times. The first time you answer, we are asking you to answer based on your present-day perception. The second time you answer, we are asking you to answer from a retrospective perception: your perception before the COVID-19 pandemic.

The questions will have you gauge how important a principal's specific action is to your success as a teacher.
Think of the principal as the "role of the principal" and not a specific person.

Please rate the statement 1 (not important at all) to 7 (extremely important) in regards to your perceptions of importance.

11. P1a. CURRENTLY, how important is it to your success as a teacher that the principal minimizes distractions that impede teaching and learning in the classroom?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

12. P1b. BEFORE COVID-19, how important was it to your success as a teacher that the principal minimized distractions that impeded teaching and learning in the classroom?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

13. P2a. CURRENTLY, how important is it to your success as a teacher that the principal proactively and reactively communicates with the caregivers of the students in a way that supports the teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

14. P2b. BEFORE COVID-19, how important was it to your success as a teacher that the principal proactively and reactively communicated with the caregivers of the students in a way that supported the teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

15. P3a. CURRENTLY, how important is it to your success as a teacher that the principal sets realistic targets regarding initiatives and is mindful of the teacher's work-life balance?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

16. P3b. BEFORE COVID-19, how important was it to your success as a teacher that the principal set realistic targets regarding initiatives and was mindful of the teacher's work-life balance?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

17. P4a. CURRENTLY, how important is it to your success as a teacher that the principal provides ongoing, formal and informal feedback regarding instructional goals?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

18. P4b. BEFORE COVID-19, how important was it to your success as a teacher that the principal provided ongoing, formal and informal feedback regarding instructional goals?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

19. P5a. CURRENTLY, how important is it to your success as a teacher that the principal builds compassionate relationships with the teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

20. P5b. BEFORE COVID-19, how important was it to your success as a teacher that the principal built compassionate relationships with the teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

21. P6a. CURRENTLY, how important is it to your success as a teacher that the principal builds autonomy by allowing teachers to take initiative for student learning and growth?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

22. P6b. BEFORE COVID-19, how important was it to your success as a teacher that the principal built autonomy by allowing teachers to take initiative for student learning and growth?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

23. P7a. CURRENTLY, how important is it to your success as a teacher that the principal involves teachers in shared decision-making regarding various aspects of the school, including community-building, academics, and scheduling?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

24. P7b. BEFORE COVID-19, how important was it to your success as a teacher that the principal involved teachers in shared decision-making regarding various aspects of the school, including community-building, academics, and scheduling?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

25. P8a. CURRENTLY, how important is it to your success as a teacher that the principal is not a micromanager?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

26. P8b. BEFORE COVID-19, how important was it to your success as a teacher that the principal was not a micromanager?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

27. P9a. CURRENTLY, how important is it to your success as a teacher that the principal sets high expectations for staff and student performance?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

28. P9b. BEFORE COVID-19, how important was it to your success as a teacher that the principal set high expectations for staff and student performance?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

29. P10a. CURRENTLY, how important is it to your success as a teacher that the principal provides access to professional learning that is relevant and timely?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

30. P10b. BEFORE COVID-19, how important was it to your success as a teacher that the principal provided access to professional learning that was relevant and timely?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

31. P11a. CURRENTLY, how important is it to your success as a teacher that the principal prioritizes the social and emotional needs of teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

32. P11b. BEFORE COVID-19, how important was it to your success as a teacher that the principal prioritized the social and emotional needs of teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

33. P12a. CURRENTLY, how important is it to your success as a teacher that the principal provides clear and consistent communication?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

34. P12b. BEFORE COVID-19, how important was it to your success as a teacher that the principal provided clear and consistent communication?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

35. P13a. CURRENTLY, how important is it to your success as a teacher that the principal gives praise and encouragement to the teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	○	○	○	○	○	○	○	Extremely important

36. P13b. BEFORE COVID-19, how important was it to your success as a teacher that the principal gave praise and encouragement to the teachers?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

37. P14a. CURRENTLY, how important is it to your success as a teacher that the principal listens to teachers without judgment?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

38. P14b. BEFORE COVID-19, how important was it to your success as a teacher that the principal listened to teachers without judgment?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

39. P15a. CURRENTLY, how important is it to your success as a teacher that the principal supports high achievement for all students?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

40. P15b. BEFORE COVID-19, how important was it to your success as a teacher that the principal supported high achievement for all students?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

41. P16a. CURRENTLY, how important is it to your success as a teacher that the principal manages people, data, and processes strategically to foster school improvement?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

42. P16b. BEFORE COVID-19, how important was it to your success as a teacher that the principal managed people, data, and processes strategically to foster school improvement?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

43. P17a. CURRENTLY, how important is it to your success as a teacher that the principal has strong technical knowledge of curriculum and places an emphasis on curriculum articulation and learning processes?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

44. P17b. BEFORE COVID-19, how important was it to your success as a teacher that the principal had strong technical knowledge of curriculum and placed an emphasis on curriculum articulation and learning processes?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

45. P18a. CURRENTLY, how important is it to your success as a teacher that the principal uses data and assessment to observe, provide feedback, and recognize success?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

46. P18b. BEFORE COVID-19, how important was it to your success as a teacher that the principal used data and assessment to observe, provide feedback, and recognize success?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

47. P19a. CURRENTLY, how important is it to your success as a teacher that the principal encourages and supports family involvement?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

48. P19b. BEFORE COVID-19, how important was it to your success as a teacher that the principal encouraged and supported family involvement?

Mark only one oval.

	1	2	3	4	5	6	7	
Not important at all	◯	◯	◯	◯	◯	◯	◯	Extremely important

Part III - Open-Ended Questions

49.   To be an effective educator, what do you need from a principal in order to balance the demands of teaching with the resources available to you?

_____

_____

_____

_____

_____

50.   Q2. What, if anything, has been different in what you need from a principal during the COVID-19 pandemic?

_____

_____

_____

_____

_____

51.   Q3. What has been the single most critical thing you need from your principal in order to be successful in this pandemic era?

_____

_____

_____

_____

_____

52.   Q4. Do you have any additional comments?

_____

_____

_____

_____

_____

UMSL

Department of Education

One University Boulevard
St. Louis, Missouri 63121-4499
Telephone: 314-516-5953
Fax: 314-516-5942
E-mail: kkpz8d@umsl.edu

Informed Consent for Participation in Research Activities
The Impact of Covid-19 Pandemic on What Teachers Need from a Principal in Order to be Successful: A Study on Teacher Perception

HSC Approval Number
Principal Investigator: Kristen Pelster   PI's Phone Number: 314-629-3647
Co-Investigator: Erika Niles

Participants
You are invited to participate in a research study conducted by Kristen Pelster, Erika Niles and Dr. Marvin Berkowitz. This research is being conducted as part of the Doctorate in Education Practice Degree Program (Ed.D) at the University of Missouri. We are seeking participants who are current teachers who have been in the field of education for more than 5 years.

Purpose
The purpose of this research is to better understand the impact of the COVID-19 pandemic on teachers. Specifically, we want to explore what teachers needed from principals before the COVID-19 pandemic, and what is presently needed from principals in order to be successful.

Procedures
Your voluntary participation will involve completing an anonymous web-based 3-part survey regarding what teachers needed from a principal a before the COVID-19 pandemic and what they presently need from a principal in order to meet the needs of students. Participation in this survey will take approximately twenty minutes.

Approximately 300-500 participants may be involved in the research at the University of Missouri-St. Louis.

Potential Risks and Discomforts
There are certain risks and discomforts that may be associated with this research. They include:

> There are no significant physical or psychological risks that would arise from participating in this study.

Benefits
The primary benefit for your participation is to help the researchers develop an understanding of whether or not the needs of teachers have changed as a result of the COVID-19 pandemic.

Rev 012419

Options

Your participation is voluntary and you may choose not to participate in this research study or withdraw your consent at any time. You will NOT be penalized in any way should you choose not to participate or withdraw. Because the information is being collected anonymously, we will be unable to inform participants of any significant findings or changes in the risks or benefits.

Costs

There is no cost for you to participate in this research. You will need a suitably-configured computer with an internet connection.

Payment

Participants will not be paid for participating.

Privacy and Confidentiality

Identifying factors for participants will not be requested or required.

Consent will be obtained by clicking on a link to access the survey and reading this statement in the description of the survey.

We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication that may result from this study. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection) that would lead to disclosure of your data as well as any other information collected by the researcher, however due to the confidentiality and lack of identifiers, risk is minimal.

Questions

If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Kristen Pelster at 314-629-3647 or the Faculty Advisor, Marvin Berkowitz at 314-516-7521. You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research, at 516-5897.

Rev 012419