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Unleashing Your Power: Principal Support and Its Relation to Teacher Longevity In Hard-to-Staff Schools930

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Unleashing Your Power:
Principal Support and Its Relation to Teacher Longevity
In Hard-to-Staff Schools

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Chapter 1: Introduction and Literature Review

Overview

Henry Brooks Adams said it best when he said, "Teachers affect eternity; no one can tell where their influence stops" (1907). Just like me, many teachers entered the field of education to positively impact the lives of the students they were given the opportunity to teach. Knowing that their level of influence would, in some small way, shape the people they would become and hopefully give them the tools necessary to enter adulthood as productive, successful citizens. Studies have shown student achievement to be closely dependent upon exposure to highly qualified teachers (Ronfeldt, Lankford, Loeb & Wyckoff, 2011). It is for this reason that attracting and retaining such teachers should be school administrators' top priorities. The goal of this work is to provide a universal meaning for the concept of principal support for teachers, identify the attributes a supportive building principal should possess, and develop professional training formats that serve to increase the effectiveness of principals as they realize their power over teacher retention.

Teacher attrition, the percentage of teachers who leave the field of education, has been a critical issue for many years. From general education teachers to special education teachers, from elementary to secondary, from public to private schools, and from rural to urban schools, much human and monetary capital are being spent to recruit and retain quality teachers; however, with very little success. Some research reports that the turnover rate is much larger for teachers than in other professions in the United States (Ingersoll, 2001). Ingersoll exclaimed that the teacher attrition rate was "twice the rate of nurses and five times the rate of lawyers" (p. 2). The National Center for Education

Statistics (NCES) reported data from their 2008-2009 teacher follow-up survey (Keigher, 2010). These data listed in Table 1 delineate the number surveyed and percentage of public-school teachers who left the profession after the 2008-09 school year distributed into specific categories. However, they do not capture those who may have moved to private or parochial schools.

Table 1: 2008-09 National Center for Education Statistics Teacher Follow-up Survey Results (Keigher, 2010)

Categories	Number Surveyed	Percentage of Leavers
Years of Teaching Experience:		
1 – 3	580,500	9.10%
4 – 9	965,800	7.90%
10 – 19	940,200	4.20%
20 - or more	857,300	11%
Teacher's Age		
Less than 30	575,100	9.20%
30 – 39	865,500	8.40%
40 – 49	812,700	3.90%
50 or older	1,126,900	10%
School Level		
Elementary	2,210,900	7.50%
Secondary	1,032,400	8.80%

As of 2010, teachers with less than 10 years' experience were less likely to stay in the profession than those more experienced. Teachers younger than 40 years old were more likely to leave the teaching field and more secondary teachers left the profession than elementary teachers after the 2008-2009 school year (Keigher, 2010).

Bland, Church and Luo (2014) reported on average 13.2% of teachers leave education each year. Annual attrition equates to approximately 90,000 additional teacher

vacancies each year thus creating a significant teacher shortage in the United States (Carver-Thomas & Darling-Hammond, 2017; Goldring et al. 2014). The state of Missouri reported, in their December 2020 Teacher Shortage Report, that there were over 71,000 positions vacant and an additional 3,558 positions being taught by an unqualified teacher during the 2019-2020 academic year. What is even more discouraging is that a large percentage of new Missouri teachers who decide to leave the field are doing so within their first five years of service. It was reported that 36% of Missouri's those teaching their first year do not continue in public schools for three years or more (DESE, 2020).

The teacher attrition epidemic can be traced back to our country's long battle attracting people to the profession of teaching. For more than a decade, public education has been taking a hit. More teachers or leaving than those entering the profession (Hanover Research, 2021). "Total enrollment in teacher preparation programs fell from 940,520 students in 2010 to 604,264 students in 2018" (Hanover Research, 2021, p. 4). The Hanover Research (2021. p. 4) also reports 28% less people completed the teacher preparation program from 2010 to 2018.

Problem Statement

Retaining teachers is a problem in most school districts all over the country. However, according to a study conducted in 2010 by Jennifer H. Waddell, urban schools, schools located in high poverty, underserved communities that usually serve low income, ethnically diverse families, experience more of a revolving door than most. Waddell (2010) shares that while 15% of all teachers leave their jobs, 19-26% of teachers in urban schools leave theirs. She uses Ingersoll's data to illustrate how serious teacher attrition has become and its dire effects on urban schools. Studies have cited low salaries, lack of

adequate preparation, lack of adequate mentoring support and working conditions as reasons for the drastic teacher attrition rates in urban schools/districts (Ingersoll, 2001, 2008). While all these reasons are valid, merely knowing them is not enough if we want to begin to shift this devastating trend. The Hanover Research report, published in 2021, reveals the hard truth. Things have not improved any since the early 2000's. Students of color and those who attend hard-to-staff/high poverty schools are disproportionately affected by teacher attrition. High poverty schools, for the purposes of this work, are defined as those that serve families whose financial resources are so low that they often have food insecurities, trouble maintaining full time employment and may experience homelessness and/or transient living conditions. Understanding the reasons that some teachers remain in poverty stricken, underserved, urban districts can help us to ultimately retain more quality teachers across the country (Hanover Research, 2021).

While there are studies focused on the teacher attrition rate, very few are dedicated to teachers who choose, despite the obstacles, to work in urban, hard-to-staff schools. However, from the limited research, most found that principal support contributes greatly to a teachers' decision to stay. One problem is that most principals and teachers do not have the same understanding of what "support" should look like. "Principals perceived their support for teachers was greater than the support the teachers felt they received" (Hughes et al. 2015, p. 132). Another problem is the insufficient amount of training administrators receive related to their role in the retention of teachers. These voids in the development of school leaders are why I believe that clear, concise, and actionable steps should be provided to school administrators in the form of a professional development series. It is my intention to illustrate the urgency for

development of school principals in the ways in which they might use the power of their

role to support teachers, to develop a shared understanding of how powerful/impactful

principals support their teachers, and to design professional development modules for

school principals to increase teacher longevity in schools that have proven to be hard-to-

staff.

<div align="center">**Contributing Factors of Teacher Attrition**</div>

<div align="center">"The impending teacher shortage is the most critical education issue we will face</div>

<div align="center">in the next decade."</div>

<div align="center">-David Price</div>

Teacher Stress & Job Dissatisfaction

According to Kyriacou (1989) the unpleasant emotions that teachers experience as

a result of the work environment are what defines stress. These emotions can include

frustration, tension, and anxiety. Teaching is ranked in the top five of the most stressful

occupations. As noted by Jennings et al. (2017) from a 2014 Gallup poll, 46% of

kindergarten through twelfth grade teachers report having high levels of stress during the

school year, even higher than nurses (46%) and physicians (45%). Furthermore, a 2013

MetLife survey of teachers found that most of those surveyed, 51%, feel a great deal of

stress several days a week (Markow, Macia, & Lee, 2017). Additionally, it has been

reported that the first five years of a teaching career is the period in which novice

teachers experience the highest levels of stress, emotional and physical exhaustion and

sheer burnout (Kelly & Northrop, 2015).

After examining the TALIS (Teaching and Learning International Survey) 2018

Results, Samuel Sullivan (2020), a teacher in his 5th year and blogger, believes teacher

stress can be divided into three categories: workload, student behaviors, and

responsiveness to all stakeholders (administrators, parents, etc.). He reports the following

as the top ten causes of teacher stress:

10) Having extra duties when other teachers are absent. For example, splitting the

class of an absent teacher into other classrooms will increase the class size and

could even lead to disruptive behaviors.

9) Having too many lessons to teach (particularly in middle and high school).

8) Modifying lessons for students who need accommodation, differentiation

and/or interventions.

7) The time and effort needed for lesson preparation. Teachers must plan for

questioning, activities, teaching strategies, assessments, and more.

6) Addressing the concerns of parents or guardians.

5) Maintaining classroom discipline. Shaping the classroom culture takes time

and experience.

4) Constant requirement changes. Sometimes teachers are asked to enforce district

rules (i.e., uniform mandates) when they just want students to come to school

every day ready to learn.

3) Having a lot of grading to do. Although some teachers may bring this on

themselves, it is still a cause of much stress.

2) Being held responsible for student achievement; and

1) Having too much administrative work. In addition to being effective teachers,

they must analyze data, record grades, write progress reports, keep a contact log,

answer emails and more.

While the daily demands on every teacher can be daunting, the conditions in urban, hard-to-staff schools tend to add to the level of daily stress teachers experience. Table 1 examines specific work conditions that make the teaching profession challenging and thereby causing stress. It compares what teachers in who teach in low socio-economic communities' face in comparison to those who teach in more economically stable communities, including higher rates of class-cutting (6.5 % vs. 2.5 %), tardiness (16.6 % vs. 6.1 %), student apathy (22.3 % vs. 11.2 %) and parents who are less engaged in school events (31.2 % vs. 9.1 %). In addition, Garcia & Wiess (2019) report the staggering disparity of reported absenteeism. Only 8% of teachers in low-poverty schools reported absenteeism as a serious problem, versus more than double that, 19.7 %, of teachers in high-poverty schools reporting student absenteeism as a serious problem.

These data clearly illustrate how stressful the general occupation of teaching can be. However, those who choose to teach in urban, hard-to-staff schools experience stress on a grander scale. Unabated stress leads to job dissatisfaction, which in turn leads to burnout.

Table 2: Barriers that add to teacher stress (Garcia & White, 2019).

	All	**High Socioeconomics**	**Low Socioeconomics**	**Gap: High-Low**
Poverty	28.8%	9.5%	45.1%	35.6 ppt.
Students come to school unprepared to learn	27.3%	12.1%	38.6%	26.5 ppt.
Lack of parental involvement	21.5%	9.1%	31.2%	22.1 ppt.
Student apathy	18.4%	11.1%	22.3%	11.3 ppt.

Student Absenteeism	14.9%	8.0%	19.7%	11.7 ppt.
Student tardiness	12.1%	6.1%	16.6%	10.5 ppt.
Poor student health	5.1%	2.0%	8.1%	6.1 ppt.
Student class cutting	5.0%	2.5%	6.5%	4.0 ppt.

Teacher Burnout

Fiorilli, Pepe, Buonomo, & Albanese. (2017) defined burnout as a prolonged response to chronic emotional and interpersonal stressors that one encounters at work (p. 129). It has been my experience that most teachers who experience burnout are emotionally exhausted. However, psychologists identify exhaustion as only one of the three dimensions of teacher burnout: "emotional exhaustion, cynicism, and a decrease in professional accomplishment" (Fiorilli et al., 2017, p. 2). Emotional exhaustion, according to Maslach, Schaufeli, and Leiter (2001), is a response to the overwhelming demand one's job can cause, especially when there are not enough resources provided to meet those demands. The work has gotten to be debilitating and results in a loss of energy. Cynicism is when a person copes with stress by distancing themselves from others. To their colleagues their personality can come off as negative, always irritated, and withdrawn. Finally, lack of professional self-fulfillment, the third dimension of burnout syndrome, can lead to teachers feeling useless and ineffective in their role. They may lack confidence in one's own abilities.

Researchers such as Bakker (2014) and Maslach et. al. (2001) has identified antecedents and consequences of having burnout syndrome. Professional antecedents can

include work overload (the perception the work is outweighs the available time), unclear role expectations, role ambiguity, and the little resources available to sufficiently perform in the role. Personal antecedents can include low levels of resilience, the feeling of not having control over their situation, low self-esteem, and avoidance. Unfortunately, key job-related outcomes of burnout can include: a reduction in the amount of productivity, reduced staff morale, low commitment leading to absenteeism, overall job dissatisfaction, and ultimately a high percentage of turnover. In addition, burnout syndrome could lead to undesirable mental and behavioral outcomes (Maslach & Leiter, 1996).

The 2017 research of Fiorilli et. al. examined "whether teachers' levels of burnout affect the process by which they appraise school-life events that elicit negative emotions" (p.1). One conclusion drawn was "Teachers, when emotionally fatigued, tend to appraise their working conditions more negatively, therefore perceive the school or classroom context as more threatening than before they developed such negative reactions: as a consequence, detachment and cynicism may act as coping strategies, given that they allow teachers to protect themselves from the emotional threats they perceive" (p.134). Teachers who have an exaggerated and negative view of their school's working conditions can find themselves experiencing reduced personal well-being and worsened teacher-student relationships. These conditions can greatly contribute to teacher attrition.

New Teacher Attrition

The U.S. Department of Education (2000) predicted that over the next decade public school districts would need to hire more than 2 million teachers. Most of those teachers would be entering their very first year in the classroom. Even then researchers debated as to whether the teacher shortage was due to a lack of supply or a lack of

retention. Ingersoll's study (2001b) suggests school staffing problems are primarily due to excess demand resulting from a "revolving door" issue (p.5). This results from an exorbitant number of teachers leaving the profession for reasons that do not include retirement. In fact, Ingersoll (2001; 2003) estimated that 45% of first year teachers leave education altogether within their first five years and that the mass majority of teachers leaving education are under the age of 30. They are 171% more likely to leave teaching than teachers between the ages of 30 and 50.

Over the past two decades researchers such as Ingersoll and Merrill (2012), Haberman (2005), Allensworth (2009), Ronfeldt, Loeb and Wyckoff (2013), DiCarlo (2014), Johnson and Birkeland (2003), and Simon and Johnson (2013) have demonstrated that retention is closely related to the quality of the first teaching experiences. In a more recent study of Midwestern teachers, the outcome was about the same. It was reported that the cause of teacher attrition, for those within their first three years, is insufficient levels of administrative support (Kolbe, 2014). In addition, The Analysis of the Schools and Staffing Survey (SASS) and the Teacher Follow-up Survey (TFS) administered by the National Center for Education Statistics noted a distinct correlation between the level of support received and the level of training provided to beginning teachers and their likelihood of leaving after only completing one year (Haynes, Maddock, and Goldrick, 2014).

Contributing Factors to Teacher Retention

"Teaching is a very noble profession that shapes the character, caliber, and future of an individual. If the people remember me as a good teacher, that will be the biggest honor for me." -Abdul Kalam

Why Teachers Stay

Shuls and Flores (2020) conducted semi-structured interviews with top personnel of Missouri school districts that have been successful in retaining their teachers. Districts included in the study were required to have more than one hundred full time teachers; a teacher average years of experience of at least 14.5 years; serve over 4,000 students and the district had to be within the greater St. Louis Metropolitan area. The results of Shuls and Flores research (2020) supports my belief that school administrators have more power than they realize and when exerted properly it can make an important difference in a teacher's decision to leave or remain in the field of education.

After analyzing the transcripts from each recorded interview, the following was discovered: District #1 communicated that developing an atmosphere of trust, respect, and freedom for teachers on both the district and individual school level greatly contributed to their success. District #2 attributed their success to the strong emphasis they place on building a thoughtful professional development platform to prioritize teacher growth. Their platform includes a new-hire induction program, a two-tiered mentor system, and program for aspiring administrators. District #3 works to "uphold its caring, collegial, and positive culture by seeking out and hiring candidates that have the same values, mission, and drive as the district" (p.8). They do this by putting their candidates through a rigorous, multi-channel hiring process. Once hired these teachers are not looked down upon because they are new to the profession or district. They are treated as professionals whose opinions matter. They are sought after to lead committees while also participating in personalized professional development.

The three participating school districts indicated several factors that play pivotal roles in the teacher retention success. As you might imagine, there were many parallels. "These include having a supportive administration; a culture of trust, openness, and academic freedom; a personalized professional development program; an induction program which includes mentorship for new and beginning teachers; and a leadership training program" (Shuls & Flores, 2020, p. 9).

Why Teachers in Hard-to-Staff School Settings Stay

To examine why teachers, remain in Hard-to-Staff schools I believe it is important to look at some of the reasons they leave. Allensworth, Ponisciak and Mazzeo (2009) suggested that teachers who leave hard-to-staff schools do so because the principal is not effective, the administrative structures are weak, student behaviors are unmanaged, district practices are too restricting, and the rate of pay is poor. While compensation rates and district practices may be out of a principal's sphere of control, a buildings' climate and culture are directly aligned with a building leader's role. Teachers in hard-to-staff schools and districts often encounter the following student behaviors: 1) defiance, 2) classroom disruptions, 3) inappropriate language, 4) posturing or confrontations, 5) insubordination, 6) physical aggression, and 7) fighting (Gibson, 2015). These hostile behaviors can raise the stress levels of teachers daily.

So, why do teachers stay in urban, Hard-to-Staff school settings? Gagni and Deci (2005) feel Self Determination Theory (SDT) can be directly applied to motivation in the workplace. SDT explains how intrinsic and extrinsic motivators can be regulated by three basic psychological human needs; feelings of competence, autonomy, and relatedness (Ryan & Deci, 2000). Gagni and Deci argue that when those three needs are fostered in

the workplace, intrinsic motivation is enhanced, thereby leading to greater job

satisfaction and teacher longevity.

Other researchers have studied factors that contribute to teacher longevity in hard-

to-staff schools. Chinn (2007) examined teachers' lived experiences and their perceptions

of commitment through a school leadership lens. Chinn claimed that passion for teaching

was the primary internal motivator for experienced teachers to stay, while principals

supporting teacher professional growth, student success, positive school climates and

collaboration among teachers are extrinsic motivators. Brown and Wynn (2009)

conducted a qualitative study to explore initiatives and strategies principals used to

encourage teacher retention in their schools. The researchers reported that being visible,

advocating for teachers, focusing on growth rather than evaluation and ensuring teachers

have the proper resources needed to effectively teach were important principal behaviors.

Kimball (2011) took a human capital management approach. "The study found that a

well-defined system devoted to management of performance, which also includes formal

settings of goals, facile access to support and mentoring, ongoing feedback, and

recognition of accomplishments, as well as repercussions for poor performance were

critical indicators of teachers' attitudes toward the nexus of leadership support and

retention decisions" (Holmes, Parker & Gibson, 2019, p.29). While somewhat different in

scope, these researchers have discovered similar factors that lead me back to the Self

Determination Theory.

Kokka (2016), conducted a study investigating the longevity of teachers of color

in urban school settings. SDT was used as a framework to consider how teachers' needs

for competence, autonomy and relatedness may influence their longevity. First, the

results indicated how important administrative responsiveness to discipline issues is to

their feelings of competence as a teacher. Second, participants in this study (each with six

or more years' experience) did not feel they needed principal support with curriculum

and instruction, mainly due to their lack of confidence in their principal's ability to offer

sound pedagogical guidance. Finally, teachers feel their work is especially meaningful in

an under-resourced urban public school because they can relate to those they serve. Their

interactions and relationships with their students feed their psychological need for

relatedness.

Role of Leadership in Teacher Retention

"There are no good schools without good principals. And where you have good

principals, great teachers come, they stay, they work hard, and they grow."

–Arne Duncan

Administrative Support

Districts must find a way to address teacher burnout if they plan to retain teachers.

Even in the wake of a national pandemic, which brings with it increased workloads and

even less job satisfaction, districts can successfully change their trajectory. I contend that

it is best done through the development of their building leaders. "Leadership makes a

substantial difference in the climate and function of an organization" (Von Fischer & De

Jong, 2017, p. 3). Shuls and Flores (2020) included the statement of a school district's

interim human resources director in their discussion. This HR professional stated,

"Building principals have power and control over school culture" (p. 9). Others

interviewed also attributed the positive school cultures in their district to the work of the

principals. We must teach principals how to unleash their power. As the needs of school

personnel grow greater and greater, principals' abilities to meet those needs have

diminished. Research shows the ability to receive emotional, environmental, and

instructional support from school administrators greatly influences a teachers' decision to

remain at hard-to-staff schools (Hughes, Matt, & O'Reilly, 2015). One complication is

that principals and teachers in hard-to-staff schools do not always agree on the meaning

of teacher support. Their findings showed the greatest difference in views of perceived

support was in instructional support. There were no specific examples given but I can

certainly relate. Having taught for over 20 years (mostly in hard-to-staff schools) I have

often debated with colleagues about just how knowledgeable our principal was and if he

or she was equipped to provide instructional guidance. For example, a principal who

marks teachers down on evaluations for not ensuring all students were cognitively

engaged in their lesson but doesn't bother to plan engaging staff meetings would most

certainly be marked down in the area of instructional support. Hughes, et.al. also

researched the relationship between principal and teacher support by grade level to

determine if there were any distinct differences in their perceptions.

The data also showed that principals working in (K-12) and (9-12) schools felt they

provided a good deal of emotional and environmental support to all their teachers. One

example of emotional support was when a principal supported a teacher's decisions in

front of the teacher's colleagues and parents. One example of environmental support is

when a principal creates a safe working environment by implementing structures by

which students, families, and staff must adhere.

Table 3. Difference in Principal Support Scores (Hughes et.al. 2015)

Support Scale	Principal Scores	Teacher Scores	Difference
Emotional	70.333	64.567	5.766
Environmental	47.000	40.055	6.945
Instructional	47.583	35.171	12.412
Technical	41.833	34.514	7.319

Some research suggests that the support of school leadership can matter more than other factors, including teacher workload, when it comes to decisions to stay or leave schools (Starnes, 2018). Administrative support can take many forms depending on the individual needs of the teacher and the leadership style of the principal. Teachers look to their principals for support with difficult student behavioral issues, tense conversations with parents, need for more or better materials and resources, improvement in instructional practices, and personnel issues. A recent study of teachers in New York City public schools indicated that schools with effective administrative support retained teachers at 89%, while schools with low support retained teachers at 71%. Feeling supported by leaders can lead to increased intrinsic motivation in teachers (O'Reilly, 2014).

A 2007 publication titled "How Effective Principals Can Encourage Their Teachers" used teacher survey data to identify five principal behaviors that both new and veteran teachers feel are important. They are: (a) respect and valuing teachers as professionals, (b) supports teachers in matters of student discipline, (c) has an open-door policy, (d) is fair, honest, and trustworthy, and (e) supports teachers with parents. These are simple supports that administrators can offer in any school environment.

Principals who encourage high levels of teacher voice also have lower levels of teacher attrition (Kahlenberg & Potter, 2014). Similarly, Ingersoll (2003) found that schools where teachers are active decision-makers, in social and instructional areas, can retain their teachers at higher rates. On the other hand, schools with low teacher control had a turnover rate of 19% compared to 4% in schools with high teacher control. Teachers want to work in an environment where they feel like their ideas and their input matter.

More recent research conducted by the Learning Policy Institute (2017) appears to produce similar results as that of the earlier studies. It identified two main components of school leadership that contribute to a teachers' decision to stay in the profession: administrative support and leadership style. The research explained how more teachers are likely to remain in the classroom when they receive both emotional and instructional support from their principal. Principals at schools with reduced teacher turnover are those who "support teachers with instructional resources, teaching materials, and professional learning opportunities" (p.2). In addition, principals 'who look at themselves as facilitators, collaborators, team leaders and/or leaders also have low teacher attrition rates.

The Role of Leadership in Teacher Retention at Hard-To-Staff Schools

"Without a competent caring individual in the principal's position, the task of school reform is very difficult. Reform can be initiated from outside the school or stimulated from within. But in the end, it is the principal who implements and sustains the changes through the inevitable roller coaster of euphoria and setbacks."

Gerstner, Semerad, Doyle, & Johnston (1994)

What is known?

The Learning Policy Institute's research brief (2017) synthesized six studies

analyzing teacher turnover in high-poverty schools and found that effective school

leaders were:

- effective school managers who ensure the necessary resources and channels of

  communication are provided to teachers.

- effective instructional leaders who strategically hire teachers and staff, provide

  regular and fair teacher evaluations and help their teachers to continually

  improve; and

- inclusive decision makers who listen to teachers' ideas and engage in change and

  provide teacher autonomy within their classroom as appropriate.

In comparison, Habegger (2008) conducted a study of schools that succeeded

when others failed and discovered a principal's ability to create a positive school climate

(ethos) makes a difference in a school's ability to succeed. He particularly identifies, a)

creating a sense of belonging; and 2) providing a clear direction for all stakeholders

regarding activities that ensure a positive school ethos. Greenleaf (1970) discussed the

difference between traditional leadership and, what I think leaders in hard-to-staff schools

should possess, servant leadership. He states that while traditional leaders work to

accumulate and exercise power, servant leaders focus primarily on the growth and well-

being of the people they lead. "The servant-leader shares power puts the needs of others

first and helps people develop and perform as highly as possible" (p.7). It is my belief

that school administrators who possess the virtues of servant leadership–noble purpose,

humility, courage, forgiveness, gratitude, empowering others, foresight, and stewardship–

are more likely to create the type of school climate Habegger's study describes. "We argue that the leadership philosophy of Servant Leadership offers a viable approach to successfully develop and protect positive teacher and school ethos due to its foundational concerns with valuing people, building community, supporting the holistic development and well-being of all stakeholders and offering shared leadership" (Bier, Sherblom, Berkowitz & Sterling, 2021, p. 10). It is for that reason that these virtues will be interwoven throughout the fabric of my professional development modules which will be thoroughly outlined in chapter two.

What remains to be known?

Relative to their White counterparts, Teachers of Color are usually found teaching in urban, impoverished school districts that serve a large percentage of students of color (Carver-Thomas, 2018). However, if one were to look at the teacher attrition issue through a diversity lens, there would be many unknowns to study. Gist, Bristol, Carver-Thomas, Hyler, and Darling-Hammond (2021) listed the following as interesting topics for future studies: "(a) policies and programmatic interventions that have been found effective at influencing job satisfaction of Teachers Of Color and Indigenous Teachers, (b) ways school principals can foster a racially literate and supportive school climate, (c) whether and how teacher retention is influenced when teachers and school administrators share the same ethnic and racial backgrounds, and (d) whether certain types of programs and learning experiences are effective at preparing principals and other administrators to create a school climate that supports the retention of Teachers of Color" (p. 3)

Professional Growth for Principals

Many districts across the country are missing the mark when it comes to prioritizing the professional growth of their building administrators. The Ed Week Research Center conducted a nationally representative survey of educators from August 25th to September 8, 2021, about their professional development needs, access, and preferences. This study included more than 450 school and district leaders. About 50% of those surveyed report their districts provide continuous PD for principals and assistant principals; about 30% as needed, 15% yearly and 3% never provide professional development for their principals and assistant principals. When professional development is provided, only 38% of principals surveyed reported that the district consults with them on the type of PD needed. I looked for current professional development opportunities that would address the principal's role in teacher retention and could only find one.

The McREL Balanced Leadership Professional Development (BLPD) program is based on Marzano's meta-analytic work. "It is described to provide research-based guidance to principals to help them enhance their effectiveness and help them improve student achievement" (Jacob, Goddard, Kim, Miller & Goddard, 2015, p.2). Over the course of 10, 2-day sessions, BLPD requires participants to read, reflect on and discuss how to

- establish a vision of academic success for all students.

- create a climate hospitable to education.

- cultivate leadership in others.

- improve instruction; and

- manage people, data, and processes to foster school improvement.

While this type of on-going professional development may address some of the important

skills needed for principals to positively impact teacher retention, I felt it important to see

what research has to say about its effectiveness.

      Researchers Robin Jacob, Roger Goddard, Minjung Kim, Robin Miller, and

Yvonne Goddard (2015) tested the impact of the BLPD program on principal leadership,

instructional climate, principal efficacy, staff turnover, and student achievement by

randomly assigning 126 principals in Michigan's rural schools to either receive the BLPD

Program or to a control group that followed standard district approaches to school

improvement. Jacob et al. report that the BLPD program is heavily focused on the

following concepts:

1. helping principals understand that change is required to achieve certain outcomes

   and that change can be extremely complex; and

2. the importance of creating a purposeful community.

Much like other leading researchers (Marzano, Waters, & McNulty, 2005), BLPD

identifies the following key practices necessary for a principal's effectiveness: "shaping a

vision of academic success for all students; creating a climate hospitable to education;

cultivating leadership in others; improving instruction; and managing people, data, and

processes to foster school improvement" (Jacob et al., 2015, p. 2).

      It is important to point out that the BLPD consultants all have extensive school

leadership experience and are trained to facilitate the series of professional development

(Jacob et al., 2015). BLPD is organized into four areas of knowledge that are deemed

important for improving a principal's leadership practices. Jacob et al. described them as

1) knowing what to do (Declarative knowledge), 2) knowing how to do it (Procedural

knowledge), 3) knowing why what they do is important (Experiential knowledge), and 4)

knowing when to do it (Contextual knowledge). It is also interesting that the sample for

this randomized study was from the rural northern region of Michigan, where researchers

that conduct trials of this magnitude tend to use schools in larger urban areas. The initial

sample consisted of 126 schools. By the end of this three-year study the total number of

participating schools had decreased by 34 schools. There were 41 treatment schools

(those using BLPD strategies) and 50 control group schools (those using traditional

district strategies).

      Jacob et al. (2015) described the complex results of their 3-year study by noting

that while the participating principals reported feeling more efficacious, using more

effective leadership practices and having a better instructional climate than principals in

the control group, teacher reports indicated that the program did not positively affect the

principals' leadership practices nor the instructional climate. Furthermore, they found that

it had no impact on student achievement.

      "The one area in which we did find an impact of the program was on principal

and teacher turnover, with principals and teachers in treatment schools being significantly

more likely to remain in the same school over the 3 years of the study than their control

school counterparts" (Jacob et al., 2015, p. 16). Teacher turnover decreased by 5% and

principal turnover was reduced by 16%. Twenty-Eight of the principals in the control

group had changed over the 3 years of the study as opposed to 14 of the treatment

principals. "Although we know from our qualitative interviews that some districts worked

to keep principals at the same school so that they could continue to receive the BLPD

program and that many principals commented on their high degree of satisfaction with

the professional development, there were also cases in which districts worked to keep principals out of the training because they wanted to maximize the number of days they were in their schools" (Jacob et al., 2015, p. 15).

After reading the results of this three-year study, I have concluded that the McRel BLPD program was mildly effective with teacher and principal turnover in the rural community studied. However, while more teachers and principals remained throughout the duration of the study, there was no evidence of their effectiveness. One of the key factors of the BLPD program is to equip principals with the ability to shape a vision for academic success for all students. What is the use of having stability in staff if their attendance doesn't make an impact on student achievement? I believe the reason this program did not experience its desired results is because it is too heavily devoted to mindset shift. I fully understand the importance for leaders to be reflective about who they are and need to be to make a positive impact in their leadership. Time must be devoted to understanding the importance of change and how to communicate that to your learning community. However, it is equally important for leaders to learn and have an opportunity to practice how to implement changes within their school community. I do not believe the BLPD program focused enough on the "How"?

Implications for Understanding Teacher Retention at Hard to Staff Schools

"Be the teacher who when given the "hard" class says, these aren't hard kids, these are

my kids."

-Teresa Kwant

Retaining teachers, especially in schools that are in underserved communities and whose students disproportionately have low academic achievement, low socioeconomic

backgrounds, social-emotional concerns and/or other concerns that make teaching

challenging (hard-to-staff schools), will require school principals to examine their

philosophies and values, be attentive to the needs of their building and develop a style of

leadership that takes into account a teacher's need for competence, autonomy, and

relatedness (Self Determination Theory). Principal support of teachers can present itself

in many ways. However, in hard-to-staff schools, research shows (Harvard University,

2016; Holmes, Parker & Gibson, 2019; Hughes, et. al, 2015) support disciplinary issues,

with teacher autonomy, by promoting teacher growth and by prioritizing a culture of

belonging and collaboration is influential to a teacher's job satisfaction. Internal

influences are just as important as the external influences on teacher longevity in hard-to-

staff schools. Waddell's (2010) research identified perseverance, self-efficacy, service,

and sense of ownership as internal reasons teachers stayed in urban/hard-to-staff school

districts past their first five years. Waddell (2015) later added that teachers in urban

schools must also be made to feel vital to the growth of the school. Principals can

develop and foster a positive school culture and climate where teachers share a strong

sense of purpose (Garcia & Wiess, 2019).

Discussion

This literature review has defined effective leaders of hard-to-staff schools as

those who understand that teachers need to feel competent, related to the work and those

they serve, as well as a need for autonomous instructional practices. The goal of this

work is to provide a universal meaning for the concept of principal support for teachers

and identify the attributes a supportive building principal should possess (Table 3). These

findings will be used to develop two different forms of professional development for

administrators of Hard-to-Staff schools. The goal of these modules is to build-up the self-

efficacy of principals as they realize their power over teacher retention.

The literature studied in this review has clearly defined what principal support of

teachers should look like to accomplish the goal of retaining teachers past the five-year

attrition rate. Principals must understand that when they respect and value their teachers

as professionals, support them in matters related to student discipline, listen to their

concerns, and needs, are fair, honest, and trustworthy, and when they support their

teachers with parent concerns, they are providing the very support needed to fuel a

teacher's noble purpose and intrinsic motivations. Additionally, honoring the teacher's

voice and providing opportunities for them to lead will only strengthen their sense of

efficacy. Thereby, causing a feeling of empowerment and belonging.

In order to unleash their power over teacher attrition, principals must first realize

that they have it. A level of power comes with holding the mere title of Principal.

Unfortunately, colleges and universities don't spend a lot of time teaching prospective

school principals how their personality traits, values and morals play a huge part in their

ability to be an effective leader. A leaders' sense of self-efficacy is key to their

willingness to work at, first discovering their power, and then unleashing it effectively. I

soon realized that there was a void in leader preparation and development. After carefully

synthesizing the data, I collected during my extensive review of existing literature on the

topic of teacher retention by listing all the characteristics of a supportive principal and

sorting them into logical groupings. Once I was satisfied with the groups, I began the

process of naming or categorizing each group with an attribute of leadership. This

process was arduous, and the list went through many iterations. It started out as "The

Power in Eight". However, through conversations with colleagues I realized that I had

attributes of leadership that basically meant the same thing and other groupings that were

better characterized by a different attribute. Several weeks of reflection finally lead me to

"The Powerful Six".

Table 4. Principal Support of Teachers: The Powerful Six (Developed by T. Smith, 2022)

Supportive Principals… (As found in literature review)	The Powerful Six
● Clear and transparent ● Listens to teachers' concerns and needs. ● Operates in fairness and honesty	**Power in Trust**

● Communicate clear expectations.
  ○ Teacher/staff expectations
  ○ Student expectations
  ○ Parent expectations
● Establish a vision of academic and social-emotional success.
● Manage people, data, and processes.
	Power in Structure

● Provide development opportunities for teachers. ● Provide regular feedback regarding instruction. ● Understand pedagogy and research-based instructional strategies.	**Power in Efficacy**
● Honor teachers' voices. ● Provide opportunities for teachers to lead.	**Power in Empowerment**
● Build a community of belonging. ● Build rapport with teachers. ● Respect and value teachers as professionals.	**Power in Collegiality**
● Engage in change. ● Learn alongside teachers.	**Power in Vulnerability**

● Open to feedback / criticism	

The research reviewed suggests that principals who successfully provide teacher support in these six areas will develop teaching and learning environments that increase teacher job satisfaction, thereby leading to their longevity in hard-to-staff schools. Building upon existing professional development, my plan is to provide leadership training for school administrators. This professional development will leverage a principal's power over both internal and external teacher motivators. First, however, it is important to understand exactly what each "Power" is and what makes them so powerful.

Chapter 2: The Powerful Six

"Power is the ability to produce an effect; It is control, influence, and authority over

others." (Hoerr, 2005, p. 68).

Too often the word "power" is characterized as negative or self-serving. No one

wants to believe that another person may have power over them. I have even been guilty

of telling students, when they try to explain why another student made them do

something, that they are the only one that has power over their own actions. However, the

opposite is true, and it doesn't have to be a "bad thing". In his book, *The Art of School

Leadership*, Dr. Thomas R. Hoerr wrote, "If administrators lack power or fail to use the

power that they have (which is the same as not having the power in the first place), chaos

ensues" (2005, p. 68). So, when it comes to school principals, powerless leadership is the

"bad thing". This chapter will focus a little closer on the six powers school principals

should wield to maintain the longevity of their teaching staff, especially when it comes to

teachers in hard-to-staff schools. It will explain the meaning of each Powerful Six, how

they are interconnected and how unleashing them impacts the degree to which school

leaders are viewed as supportive by their teachers and staff.

Power in Trust: The Most Powerful of them All

Truth be told, I never thought I would be a principal. I have no problems speaking

up when I feel that people are not taking the job of educating children, especially those

who attend under-resourced schools, seriously. However, I can sometimes (more than I'm

willing to admit) rub people the wrong way when I'm passionately presenting my point

of view. Weird as it may seem, although I have a strong personality, I also have a strong

need for belonging and fellowship with my peers. How could I be a principal when

although I care, deeply, how people perceive me and, at the same time, I feel the urgency

around making teaching practices culturally relevant and rigorous? In my experience, if a

principal was holding teachers accountable for their instructional practices, then they

were not very well liked.

Once I decided to become an administrator, I began to wonder what kind of leader

I would be. I started to believe that I could be empowering and empathetic while still

holding teachers to a high standard. Now that I am an administrator, I understand that

being effective all begins with trust. "For teachers, their observations of and interactions

with their principal form the basis for discernment as to whether or not they are going to

extend trust to their principal" (TSchannen-Moran & Gareis, 2014, p.3). TSchannen-

Moran and Gareis also describe five facets of trust that contribute to teachers' decisions

to trust administrators: benevolence, honesty, openness, competence, and consistency.

Benevolence and honesty are very closely related. Benevolence as a spirit of

goodwill, a willingness to give of oneself to support someone else's wellbeing, and a

willingness to forego personal gain to prevent harming the relational trust previously

built (Tschannen-Moran, 2014a). Honesty refers to both the conventional sense of

telling the truth and a sense of integrity. Researchers believe teachers who trust the

principal believe the principal is authentic in their behaviors, believes in the principal's

sense of fairness and believes they will not play favorites among the teachers (Bird et

al., 2012, 2009; Hoy & Henderson, 1983; Hoy & Kupersmith, 1985).

Principals who come across as too guarded can be suspected of hiding something

and will not be seen as authentic, thus making teachers less willing to put themselves in a

position of vulnerability to the principal. Trust is garnered when principals are open in

both the sharing of information and the sharing of control (Tschannen-Moran & Gareis, 2014). When teachers not only have involvement but also influence over organizational decisions that affect them, the conditions necessary to foster mutual trust between teachers and principals becomes manifest (Handford & Leithwood, 2013; Mitchell et al., 2011; Tschannen-Moran, 2001). Candor in a trusting relationship can allow for more effective problem-solving and can provide an additional bulwark to an organization when confronting change or turbulence (Daly, 2009; Hoy & Sweetland, 2001; Mishra, 1996; Tschannen-Moran, 2009, 2014a, b; Tschannen-Moran and Hoy, 2000).

The final two facets go hand in hand. Tschannen-Moran (2014) describes a principal's responsibilities as multifaceted and therefore they must be competent and consistent. She believes principals are responsible for developing a compelling school vision, modeling the behaviors desired by their teachers, coaching teachers and staff to align their skills with the school vision, managing school resources in a fair and effective manner, and mediating conflicts among faculty that will inevitably arise. Tschannen-Moran takes me back to my personal quandary and the reason I was unsure about becoming a principal. Effective Principals must learn to balance the task-oriented part of their role with the relationship dimension of leadership (Tschannen-Moran, 2014a).

Just like Tschannen-Moran (2014), other researchers have found that trustworthy principals adopt knowledge, skills, work habits, and systems that enable them to achieve the myriad tasks necessary to operate and lead a school (Adams & Forsyth, 2007; Handford & Leithwood, 2013; Hoy & Sweetland, 2001). When principals demonstrate the ability to get the job done, whatever that job may entail, teachers are more inclined to trust in them.

Finally, faculty trust in the principal is dependent upon the consistency with which the principal exhibits qualities of benevolence, honesty, openness, and competence. Thus, principals who reliably act in ways that elicit trust across time and settings are more likely to earn and maintain the trust of their faculty than those who do not (Handford, Leith & wood, 2013; Tschannen-Moran, 2014a). Teachers want to be able to depend upon the actions of their principal, including the trust that decisions will be followed through on and that promises will be kept. Some researchers define this degree of trust as "Relational Trust".

Relational trust is the term used in the early 2000's connected with school improvement and increased student achievement. Bryk and Schneider (2002) defined it as an employee's understanding of the obligations tied to their and other's role, the expectations the individual holds for these roles, and the meaning they assign to social interactions based on these expectations. Bryk and Schneider's research (p. 26) discovered four criteria: "respect (Do people recognize my positive contributions to children?), competence (How effective is this person at meeting what I perceive as his or her role obligations?), personal regard (Do people care about me and others, and is a person extending himself or herself beyond what is formally required?), and integrity (Is there consistency between what people say, what they believe, and what they do?)". The MERC teacher retention study (2021) discovered the following as signs that principal-teacher relational trust has been established:

- Teachers' opinions are valued and called upon when making important decisions.
- Decisions and data are openly communicated with teachers.
- "Teachers are trusted to make sound professional decisions about instruction."

- School leadership is approachable and "makes a sustained effort to address teacher concerns."

- Collaboration is encouraged amongst teachers.

- Special emphasis on new teacher support

- Communicates regularly.

- "Principal supports professional development beyond those activities that are required."

- "Staff members are recognized for a job well done."

- The principal supports teachers with parent interactions when needed.

Power in Structure

Holmes, Parker, and Gibson (2019) reported that structural framing of the educational environment and student behaviors are two of the factors that greatly influence teacher retention in under-performing schools. Researchers have long agreed that strong structures are essential to the success and forward movement of schools (Eaker & DuFour, 2015; & Freeman, 2011). Administrators should ensure that all teachers can identify the structures as those that provide direction towards the success of the school's future. At the beginning of my first year as building principal, I conducted one-on-one conversations with every one of the school staff. I quickly noticed the recurring theme that clear structures, processes and procedures were areas of growth. Dealing with negative student behaviors became their focus. Dangerous and disruptive behaviors like eloping, destruction of property and physical aggression kept teachers and administrators in a constant state of collaboration as they developed functional behavior plans to support individual students. Instruction had to take a back seat to behavior

management and social-emotional supports. "When formulated structures in challenging

schools are weak, staff members become unstable, parents worrisome, and the onus on

student achievement diminishes and is drowned out by chaotic occurrences" (Holmes,

Parker & Gibson, 2019, p 1). It was important for me to gain prior knowledge from

teachers to get their points of view on what the school did well and what was necessary in

order to move the school toward academic success. The Boston Consulting Group (2014)

reported that knowing how a teacher's point of view was developed helps to position

principals for forward momentum toward their improvement goals. Based on a large-

scale study of retention of middle school teachers in New York City, Marinelli and Coca

(2013) determined that teacher retention was higher in schools that "...had high levels of

order—that is, fewer incidents of violence, theft, disrespect toward teachers, and student

absenteeism" (p. viii). "While principals cannot maintain school order on their own, they

play a critical role in establishing and reinforcing norms for student behavior" (p. viii).

Effective school structures also include establishing a shared vision. Qadach,

Schechter and Da'as (2020) measured shared vision using the Team Climate Inventory

(Anderson & West, 1998). This inventory looks at the extent to which participants feel

their colleagues (i.e., teaching staff) are in agreement with and committed to their school

objectives. "In the end, they find that instructional leadership is positively correlated with

shared vision which is then significantly negatively related to teachers' intent to leave"

(MERC, 2021, p. 11).

The point being made here is that having a clear structural framework is

paramount to having a successful teaching environment and directly connected to a

teacher's intentions on whether to leave or remain in their school. A principal who

establishes a vision for academic and social-emotional success, clearly communicates

student, teacher, and parent expectations, holds everyone accountable for meeting those

expectations and manages the business side of the work well, will build a structurally

sound school environment. Principals must unleash their power in structure if they plan to

positively impact teacher retention in hard-to-staff schools.

Power in Efficacy

According to the Self-Determination Theory, autonomy and self-perceived

competence are universal needs that are important for the motivation and psychological

well-being of people (Deci & Ryan, 2000; Gagne & Deci, 2005). When these

fundamental needs are met it triggers one's intrinsic motivations (Gagne & Deci, 2005).

Self-efficacy is a person's judgment of their own capabilities toward successfully

performing the requirements of their job or other endeavor. When speaking specifically

about teacher self-efficacy, Skaalvik and Skaalvik (2007) describe it as what they believe

about their abilities to plan, organize, and carry out activities required to attain specific

educational goals. Teachers understand the importance of their role and if they do not feel

that they can effectively master it in a certain environment, they are bound to leave it.

"Research on teachers shows that self-efficacy is positively related to work engagement

and job satisfaction, and negatively related to burnout" (Skaalvik and Skaalvik, 2014). As

far back as 2006, psychologist Albert Bandura claimed that teacher self-efficacy

determines how environmental impediments are perceived. In other words, if a teacher

believes they successfully impact a student's academic achievement, flaws in a school's

climate and/or culture won't scare them off. In Juharyanto, Pramono, Sofa and

Rahmania's research (2020), four roles performed by the principal in the effort to

strengthen teacher self-efficacy and collective teacher-efficacy were identified: inspirer, mentor, motivator, and facilitator of group process.

1. A principal who **inspires** must be able to carry out his or her basic duties and functions with dedication and responsibility (Juharyanto, Pramono, Sofa and Rahmania, 2020). The principal tries to inspire staff to perform at their best by preparing the vision, mission, actions, and providing practical instructions on how to realize them. This principal also models high optimism for the progress of the school, which is demonstrated through unwavering determination and confidence in carrying out his or her duties and when making decisions related to the school's progress.

2. Juharyanto, et al. (2020) found that principals, as **mentors**, carry themselves as examples of appreciation and trust. Appreciating the efforts of each teacher as they give them the freedom to take risks and try new things. Principals who show up as mentors also take the stance as a learning companion for the teachers rather than their boss, providing opportunities for them to improve their instructional competence together.

3. Principals continuously **motivate** educators to ensure their vision and mission are realized (Juharyanto, et.al, 2020). Motivation can take many forms. It can come in the form of encouragement, strengthening teacher confidence, building a nice physical work environment and positive school climate or support in the development of teacher professionalism. Juharyanto, et al. claimed that when strengthening teacher self-efficacy and collective teacher-efficacy, principals should be able to encourage all components of education in schools.

4. Principals who **facilitate the group process** accomplish this when they communicate well, clarify group tasks, ensure that everyone's contribution is heard, maintain time parameters, assist the group in reaching consensus, and establish follow-up responsibilities. Juharyanto, et al. describe various tasks principals as facilitators must do to 'facilitate' the people participating in group work: "(1) support individuals in groups in understanding their common goals; (2) help people collectively move through the process; (3) develop conversations and implement appropriate group facilities techniques to keep discussions effective; (4) grow participation and get people to come up with ideas, thoughts, and perspectives that add value; and (5) get all the individuals in the room to feel like they are in a group with a shared interest" (p.237).

In the context of school, efficacy is divided into two categories, teacher self-efficacy and collective teacher-efficacy. Both groups are the main capital in improving the quality of learning in schools. Therefore, it is crucial that principals recognize their power to promote efficacy and do their part to provide opportunities for efficacy to be fostered within their school environments. Juharyanto, et al. believe that principals who foster teacher self-efficacy and collective teacher-efficacy should embody the four roles of inspirer, mentor, motivator, and facilitator of group process. However, after taking a closer look at their breakdown I began to realize the descriptions of inspirer and motivator were closely linked and even overlapped. Therefore, I believe a principal who takes on the roles of mentor, motivator and group process facilitator can impactfully unleash their power of efficacy. Principals who give their educators opportunities to grow as professionals, recognize the efforts of teachers and encourage risk taking, and

effectively establish collaborative work groups are principals who have successfully

strengthened teachers' belief about their abilities to plan, organize, and carry out activities

required to attain specific educational goals. This principle has unleashed their power!

Power In Empowerment

Empowerment can be defined as the degree of autonomy and self-determination

in people and in communities. It could also be looked at as the power given to someone

to create their own success. For the purposes of this work, empowerment is

acknowledging the talents and strengths of teachers by providing opportunities for shared

decision-making and opportunities to serve as teacher leaders. Marvin Berkowitz (2021)

offers this metaphor to describe the meaning of empowerment, "A good metaphor is

"voice," both literal and figurative voice. Literal voice is speaking. But it entails hearing

others, listening to them, and caring about the voices of others, their perspectives,

insights, opinions, knowledge, needs and desires, reasoning, etc." (p.141). He goes on to

explain the power in figurative "voice". There are many educators who would love to

share their knowledge and experiences in leadership roles but have no desire to become

an administrator. Good principals should also realize teacher voice and buy-in are crucial

to the implementation of any school improvement plan, mission, or vision. Empowering

eager and capable teachers to share in the leadership load is not only beneficial for the

principal but also the school at large. It was due to my years of school and district

leadership experience that I remained a classroom teacher for over twenty years. I was

able to continue serving as my first love (teacher) while fulfilling my desire to broaden

my scope and sphere of influence. Researchers have found that a shared leadership

approach is most effective when working to increase teacher retention.

Robinson, Lloyd, and Rowe's meta-analysis of different leadership styles (2008) discovered that while early frameworks of instructional leadership were focused more on the principal, frameworks began to evolve into more of a shared instructional leadership model as time went on. "...researchers have found shared instructional leadership to have the largest effect on student achievement...These same principal behaviors associated with shared instructional leadership, such as shared decision making, a sense of teacher community and principal instructional direction and support, may influence teacher retention" (Urick, 2015, p. 434). Teachers are more apt to have longevity at hard-to-staff schools when their principals invite their involvement in decision making. Just sharing the leadership role increases a principal's stock or value in the eyes of their faculty. Dr. Melinda Bier (2022), a researcher around servant leadership, asserts that empowerment can be motivational due to its focus on the development and enabling of people. Principals must believe or trust in the abilities of their teachers, as well as "practice a little non-attachment, that is, become less attached to their own conception of process and outcome" (p. 11).

Prior to providing opportunities to lead outside of the classroom, teachers must be effective in the classroom. Larry Ferlazzo (2022) wrote in an *Education Week* article, "The best thing principals can do to support their teachers is to empower them to teach" (p. 1). Bolstering a teacher's self-efficacy is a vehicle to instructional empowerment. Teachers who believe they are equipped to perform the arduous task of educating students who may be years behind grade level or struggling with social, emotional and/or behavioral proficiencies are likely to have job satisfaction and ultimately continue their teaching careers in such communities. Evan Robb, the author of *The Ten-Minute*

Principal, believes that principals can empower teachers to support instructional

leadership through mentoring and coaching them, leading professional learning

workshops, and organizing professional book and article studies (2020).

Power in Collegiality

My career includes twenty-three years as a classroom teacher, most spent in Hard-

to-Staff schools. I am proud to share that fact with anyone who will listen because it

shaped me into the empathic servant leader that I am today. I loved the students, my

colleagues, and the parents (well, most of them) and I was fortunate to work in districts

that provided professional learning opportunities (on a broad scale) each year. One urban

school district, of which I served the longest, offered summer institutes in which teachers

and staff were paid an hourly stipend for attending. There was a diverse menu of high-

quality professional learning choices. However, only those who chose to attend would

receive the training. This model can contribute to the silos or singletons in a building who

are designing powerful lessons and producing high achieving students in a bubble. "If

students are to grow and learn, the adults in the school must grow and learn, too" (Hoerr,

2005, p.20). The work of a few researchers suggests that collegiality is important to the

success for any school culture and therefore I deem it a "Power" administrators,

especially those working in hard-to-staff schools, should unleash.

Thomas Hoerr (2005) wrote about the power of collegiality in thriving schools by

comparing the concept to others that share commonalities: congeniality and

collaboration. He asserts that getting along with peers (congeniality) and sharing ideas

with peers (collaboration) alone are not enough to meet the rising demands and

expectations in the field of education today. Building upon Roland Barth's components

of collegiality (1990), Hoerr offers five components specific to schools, of which he

believes reflection and dialogue become regular practice. He states that "...the norm

becomes a culture in which people willingly learn with, learn from and teach their

colleagues" (p.21).

Figure 5. The Five Components of Collegiality (Hoerr, adapted from Barth, 1990)

1. <u>Teachers talking together about students:</u> strengths, needs, growth, performance in different settings, ways to work with families
2. <u>Teachers talking together about curriculum:</u> developing, reviewing, revising, aligning with standards, applying multiple intelligences, integrating through thematic units, designing assessment tools, talking about pedagogy
3. <u>Teachers observing one another teach:</u> appreciating colleagues, asking questions that cause others to reflect, giving positive feedback, giving negative feedback, sharing ideas
4. <u>Teachers teaching one another:</u> sharing expertise about curriculum/pedagogy, sharing awareness from readings, sharing insight about families, sharing what was learned from conferences
5. <u>Teachers and administrators learning together:</u> talking about educational philosophy and vision, reviewing common perspectives and goals, tackling issues and problems in a collegial manner, discussing how individuals see issues differently due to their professional roles, working together on faculty, committee, and ad hoc groups to reflect on the past and plan for the future.

Principals who plan to increase teacher retention in their schools should work

hard to create communities of collegiality. The goal is for every teacher to grow in their

professional practices, creating an environment where everyone feels they belong and can

make a difference. Hoerr's components of collegiality, adapted from Barth (1990),

describe a community of collegiality as one where teachers engage in conversations about

students and curriculum, observe one another teaching and provide helpful feedback,

teach their colleagues strategies and concepts learned from personal professional

learning, and learn alongside administrators to gain different perspectives and to plan for the future.

More recent research confirms that there are many benefits to building a community of collegiality (Shah, 2012). Principals who embrace it will not only reap personal benefits, but the teachers, students and organization also benefit a great deal. "It is suggested that collegiality among staff leads to increased teacher satisfaction and adaptability. It breaks the isolation of the classroom and brings career rewards and daily satisfactions for teachers" (p.1243). Based on a literature review, Madiha Shah's study highlights the importance of collegiality among teachers and identifies major benefits of fostering a highly collaborative and collegial school culture:

- stimulates teacher enthusiasm.

- reduces stress and burnout.

- makes bonds more cohesive.

- increases teacher commitment.

- brings experienced and novice teachers together.

- helps teacher cope with change.

Not only does Shah's study list the benefits collegiality has for teachers but it also explains how communities that embrace collegiality ultimately benefit students. "Research on the extent of teacher's collaborative school improvement practices as related to students' academic achievement suggests that schools with higher levels of teacher collegiality had higher achievement scores" (2012, p.1244).

Navarro, Johnston, Frugo and McCauley (2016) added to the work of building collegiality in school communities by developing a model of Professional Growth

Leadership. Their model focuses on creating a culture of professional learning where the leader partners in the learning. "It is a norm that learning is happening daily, and the leader is modeling that as a priority. As they work on creating this culture, leaders make their learning visible and they learn in collaboration with others "(p, 117).

School principals should embrace the power in collegiality by employing the five components described by Hoerr (2005). Teachers must be given the opportunities to talk, observe, teach, and grow with each other regularly. They should have no doubt that this work is a school priority, and their principal will support their efforts. "It is pointed out that laying the groundwork for a collaborative and collegial culture is essential for school leaders, who realize that a collection of superstar teachers working in isolation cannot produce the same results as interdependent colleagues" (Shah, 2012, p.1244).

Power in Vulnerability

Vulnerability is not an attribute commonly associated with leadership. The word evokes images of weakness, fallibility, and defenselessness. Roget's Interactive Thesaurus identifies nine synonyms for the word "vulnerability": danger, dependence, exposure, infirmity, instability, jeopardy, liability, peril, and weakness. So why would anyone deliberately seek to be vulnerable? How can doing so possibly be necessary for leaders today? In contrast, today it is seen as one of the most crucial attributes for good leadership and it can help school leaders and educators to build trust. "A person who is vulnerable can have the insight to deeply understand oneself and also have the courage to express their ideas and feelings authentically" (Navarro, Johnston, Frugo & McCauley, 2016). In their group dissertation, Navarro et al. developed a framework for character

education entitled the Vulnerable Leader (p. 45). There are three overlapping components

to their framework (Figure 5): openness, humility, and authenticity.

Figure 5: Vulnerable Leader Framework (Navarro et al., 2016, p.45)

(Navarro, 2016)
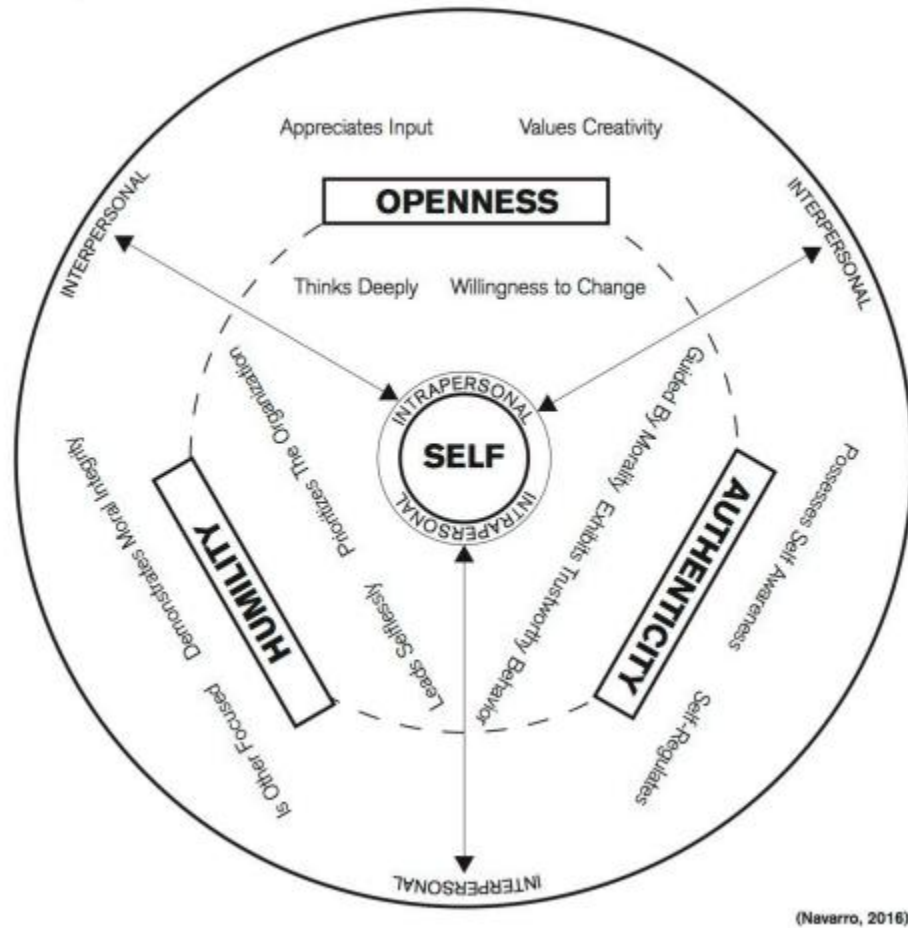
This framework is built upon the notion of leaders as both intrapersonal and interpersonal

practitioners who lead with the needs of people in mind. "For example, Openness in

leadership inspires innovation; for a leader to employ openness effectively, they must

first be open to the idea they may need to change (intrapersonal) and then have the

courage to be open to input and empower shared leadership with the 48 people of the

organization (interpersonal)" (p. 47). Each component of the Vulnerable Leader

framework is broken down into 4 subcomponents:

1. Openness- leaders who appreciate input, values creativity, think deeply and are willing to change.

2. Humility- leaders who are focused on others, demonstrate moral integrity, lead selflessly, and prioritize the organization.

3. Authenticity- leaders who possess self-awareness, self-regulation, are guided by morality, and exhibit trustworthy behavior.

"This framework suggests that an effective way to successfully lead an organization is for the leader to engage in a process of knowing themselves well and translating that knowledge into developing strong relationships and effective operations for the organization" (p. 47).

More recently, researchers Brené Brown and Simon Sinek are leading the charge on how vulnerability creates better leaders. In her book, *Daring Greatly*, Brené Brown describes vulnerability as "the birthplace of love, belonging, joy, courage, empathy, and creativity" (2012, p. 12). Simon Sinek explained, in one of his YouTube blogs, that being vulnerable doesn't mean letting everything out like you're speaking to your therapist, but vulnerability can simply be admitting, "I don't know; I made a mistake; I'm uncertain" (2020, July 8). If you're struggling, don't lie about it. Sinek believes that putting on a brave face can hurt the morale of those around us (2021, February 5).

Leaders who embrace vulnerability are likely to also embody many of the other Powerful Six attributes. As leaders, we should work to foster a culture of belonging where people can bring their true and authentic selves to work and the best way to do this is to lead by example. Showing vulnerability and an openness to feedback creates an environment of trust, improves relationships, and makes a stronger team. Deborah Reidy

(2018) outlined the principles of vulnerability. Much like Navarro et al., she believes vulnerability requires openness (receptive to the influences of others), transparency (willingness to be critiqued), "not knowingness" (approach things with a lack of certainty), trust (willingness to engage in relationships), and compassion (openness to the suffering of others).

So, what exactly does vulnerability look like? The Canada School of Public Service developed the following six practical approaches to embracing vulnerability as leaders (2022, p.1):

1. 360 Degree Feedback: Getting feedback from both peers and direct reports discussing your current weaknesses, and your plans to address them.

2. Pulse Surveys: Checking the climate frequently through surveys can help you discover how team members are feeling, where they are struggling and what support they need. Discuss results with the team and pursue solutions.

3. Share Airtime: Great leaders give others the opportunity to share their ideas, thoughts, and concerns – listening is part of being a good communicator.

4. Reverse Mentoring: You cannot be an expert in everything, but there is a lot of expertise on your team. Seek opportunities to learn from junior team members who have recent or specialized knowledge.

5. Wallet Card: Intellectual humility means respecting other views, letting go of ego, and always considering you could be mistaken. A wallet card can be a business card sized piece of paper that you always keep with you. It has a simply written statement that reminds you to "listen to understand, not to respond" or "always ponder an idea before you decide whether to use it".

6. <u>Psychological Safety</u>: Employees should be free to be who they are, without fear of negative consequences. Invite and support others to share their ideas, express uncertainty, ask for help, or admit to struggles – be a role model.

In conclusion, it is important that administrators who serve at hard-to-staff schools be willing to be both interpersonal and intrapersonal as they embrace vulnerability. They must be open to the ideas of others, authentic and put the welfare of the group first, morally pursue the common goal. The work begins with Mindshift. Seeing vulnerability as a weakness rather than a strength sets up roadblocks, making it nearly impossible to visualize all the possible benefits embracing vulnerability can bring to a staff and school culture. The Power in Trust is the most powerful of all six. However, it can be difficult for principals to achieve relational trust without being willing to open themselves up to recognize change is necessary and collaborate with staff in making that change.

Wrapping Things Up

It may not be apparent why I have chosen to bill these six powers as important for principals who serve in hard-to-staff schools. Aren't the Powerful Six just good attributes that all administrators should possess regardless of region or community? I don't disagree. However, it is important to emphasize them when building capacity in principals of hard-to-staff schools due to the sheer number of distractors that can cause what some may describe as tunnel vision, narrow-mindedness, fixations, or blind spots to control their approach to leadership. Those who serve in underserved communities are faced with students who disproportionately have low academic achievement, low socioeconomic backgrounds, social-emotional concerns and/or other concerns that make

teaching and learning challenging. Those administrators are under tremendous pressure from district leaders to find quick fixes for low student achievement and they also feel pressure not to become a school that is labeled by their state as "failing".

I believe principals in urban, hard-to-staff schools don't give themselves permission to trust their teachers because they aren't always trusted to lead their schools. It is unfortunate, but all too often they see the teachers' performance alone as the problem and spend the bulk of their time instituting procedures and processes that revoke teacher autonomy and diminish teacher self-efficacy. The Powerful Six gives principals an opportunity to get what they want and what our students ultimately need by looking within and taking a more humanistic approach to leadership. In Chapter 3 I will look at what my home state has to offer in terms of principal professional development. I will describe the Missouri Leadership Development System, examine its effectiveness, point out the missing links and describe ways to build upon its strengths.

Chapter 3: Missouri Leadership Development System

The principal turnover rate in Missouri is almost identical to that of the nation (Missouri Department of Elementary and Secondary Education, 2019) and there are many urban school districts located in the state of Missouri. As a Missouri resident who has spent the bulk of her career teaching and leading in urban, hard-to-staff schools, I wanted to look deeply into Missouri's efforts to equip their school leaders for the difficult task of effective school leadership. It is my belief that this program could benefit from the "Powerful Six" concepts that I plan to bring to the administrative leadership arena.

The Missouri Leadership Development System (MLDS) was developed in 2015 and implemented in the 2016-2017 school year. The state of Missouri and education leadership experts, including Mike Rutherford, partnered to develop a school leaders' program that would aid in their success as they were beginning their leadership careers. As a part of this work, MLDS was born. The Missouri Department of Elementary and Secondary Education (DESE, 2019) executive summary describes the purpose of MLDS as a program used "...to develop and support effective school leaders" (p. 2). They began by defining five main leadership roles domains that a principal must assume to lead a school effectively (Figure 1): a visionary leader, an instructional leader, a managerial leader, a relational leader, and an innovative leader. As these roles may often overlap, MLDS reveals to principals how they will have to perform tasks which may require operating within several of these areas at once.

MLDS (DESE, 2019) is divided into five domains, and each describe a specific quality that transformational principals should possess: a) Visionary leadership; b)

Instructional leadership; c) Innovative leadership; d) Managerial leadership; and e)

Relational leadership:

1. The visionary domain takes emerging leaders through a series of activities to help
   them develop, implement, and sustain focus on a school vision. They also help
   leaders begin to think about their school's core values and how they relate to the
   vision.

2. The instructional leadership domain focuses on a guaranteed and viable
   curriculum, effective instructional practices, and the coordinated and effective use
   of assessments. Discussions and collaboration around how will principals, whose
   content expertise is not likely to cover the entire curriculum, move the needle
   when it comes to improving instruction?

3. The innovative leader domain focuses on navigating change successfully through
   thoughtful action and a deep understanding of the aspects at play. Experienced
   facilitators engage participants in exercises to simulate the dips in confidence that
   is inevitable when taking risks to achieve better outcomes for the school.

4. The managerial leadership domain breaks down the implementation of
   operational systems, personnel management, and the equitable use of school
   resources.

5. The relational leadership domain speaks to the complex nature of human
   relations. Participants learn about the level of trust and collaboration necessary to
   navigate through relationship building with all stakeholders: teachers, students,
   parents, and the surrounding community.

Participants are educated on each domain through the set of competences provided through the MLDS program. These competencies provide a more detailed description of the effective administrator's role. The training sessions focus on each of these competencies and are structured to provide different levels of support based on the unique needs of new principals (Rutherford, Gregory, Katnik, & Shellinger, 2016).

Realizing that principals may come to the work with differing experience levels, the MLDS is designed to differentiate for a variety of needs. There are four levels (aspiring, emerging, developing, and transformational) to provide a continuum of support and each level represents leadership growth across the career of a principal beginning with pre-service preparation (DESE, 2019).

Table 6. MLDS: Intentional Capacity Building

Progressive system of support and training for school principals

Aspiring Level	Emerging Level	Developing Level	
before license	Years 1 & 2	Years 3+	**Transformational Level**

'The MLDS program is set up through professional development centers that are established in different regions of Missouri' (DESE, 2019, p.5.). The program provides a variety of workshops and mentoring and monthly mentoring from a practicing or retired school or district leader. Each learning experience is divided up into specific "treatments" that get principals into activities that are meant to simulate real world experiences. Each level of development has specific and tailored experiences which are designed to meet the differentiated needs of that level (Missouri Department of Elementary and Secondary Education, 2019).

As principals participate in each of these "treatments'' and undergo professional development, MLDS has also provided a way to measure or to visualize growth throughout the competencies. To do this, they have created progressions for the competencies. See an example below of the measurement that is used (Rutherford, Gregory, Katnik, & Shellinger, 2016).

Table 7: Learning Progression Example

The Principal as the Instructional Leader ensures a guaranteed and viable curriculum.

Leadership Competency #4-Engages and supports staff to vertically and horizontally align curriculum to state/district standards			
Aspiring Leader	**Emerging Leader**	**Developing Leader**	**Transformational Leader**
Understands standards as they apply to horizontal and vertical alignment of local curricula and content areas.	Examines and becomes familiar with the existing curriculum and learning standards.	Facilitates staff discussions to ensure curriculum is comprehensive, rigorous, aligned and engaging and supports continuity and fidelity across all grade and content areas.	Ensures staff regularly collaborates to continuously monitor and adjust the vertical and horizontal alignment of the curriculum to improve student learning.
The **Distinguished Transformational Leader** coaches, trains and/or mentors others in how to ensure a guaranteed and viable curriculum.			

Most importantly for the work of supporting and developing new principals, MLDS has identified specific programming for the Emerging Level (Rutherford, Gregory, Katnik, & Shellinger, 2016), which consists mainly of principals in their first and second year on the job. "They focus on developing an awareness of the large and persistent effects of first impressions, identifying key windows of opportunity for building positive momentum,

and learning practical and timely strategies for creating successful and future shaping initial school experiences" (p. 3).

According to some of the early findings, MLDS has been effective for the principals who are able to participate during their first or second year. In strong contrast to the high turnover rates of principals in general, data from the spring of 2019 shows that 98.5% of principals who participated in the MLDS program at the Emerging level have returned for the second or third year. This shows that with purposeful and meaningful support it is possible to help new principals get off to a great start and to lessen the impact of early principal turnover. However, how does this program impact teacher turnover or more importantly, teacher longevity?

Why MLDS Does Not Work for All

When considering the factors that contribute to a new principal's level of stress, it is important to remember the overwhelming managerial responsibilities and long hours are two of the main reasons mentioned (Celoria & Robinson, 2015; Levin, Scott, Yang, Leung, & Bradley, 2020; Schools Leaders Network, 2014). These factors are important when considering any model, including Missouri's model, because, unlike teachers, most principals do not have the luxury of being provided a substitute when they are out of the building. Missouri's model requires principals to leave their building for professional development (Missouri Department of Elementary and Secondary Education, 2019). Speaking from firsthand experience, being gone for the day doesn't diminish the amount of managerial or job-related concerns for a principal, it can add to them. The emails will still come, and the sender will expect to be answered, phone calls and messages will be there when you return, and any issues that may have popped up will remain unresolved

until he or she is able to address it. To address these issues, it can mean going to the office or working from home after the professional development session and/or having them added to the to-do list for the next day. Then, there is the fact that new principals may be worried about getting a reputation for being gone all the time, and they will be careful to not have their supervisors, staff and school community think that there is no one leading the ship (Browne-Ferrigno, 2003). All these factors and some which aren't mentioned, may likely keep a significant number of principals from participating in MLDS. However, that doesn't mean that the need for support and training is any less.

May 17, 2022, Wallace Blog reported on Paul Katnik's, assistant commissioner at the Missouri Department of Elementary and Secondary Education, assessment of MLDS. Only 120 out of 300 new principals got mentoring each year (Duffrin, 2022). Out of 2,200 principals in the state, MLDS served only 150 annually. Duffrin also included Katnik's belief that the content of their training is not amiss, "But it was being done at a scale that didn't have any real measurable impact" (p.1). Missouri's staggeringly low rate of success prompted them to develop professional development for administrators from aspiring to retiring. However, the same concerns that new administrators have about leaving their buildings still apply.

What is MLDS Missing?

I applaud Missouri for recognizing the need to support beginning administrators so that they are more likely to continue in the work. The Emerging Competencies of the MLDS framework do address many of the aspects of school leadership and have proven to be successful in helping to support new principals: mentoring, real world connections to actual problems framed through a lens which addresses some unique aspects of the job

and a focus on hearing from others about what to prioritize, what worked and what didn't. As an assistant principal in an urban school district, I participated in MLDS for two years and have firsthand knowledge of its missed opportunities. While necessary and helpful, I must admit that many of the "treatments" I experienced in my two-year program were repeats from my master's program at the University of Missouri, St. Louis. My literature review has taught me that principals must leverage more of the power they wield if they want to retain their teaching staff for longer than five years (especially in hard-to-staff) schools.

There is nothing wrong with the five leadership roles that MLDS is based upon. A leader most certainly must be a visionary, innovator, manager, relationship builder and an instructional leader to be effective. However, they do not have to shoulder all those roles alone. The MLDS program does not explicitly discuss how principals can and should empower their staff. It does not explain that doing so will foster a sense of belonging and ownership that only feeds a teacher's need for relatedness, competency, and autonomy (SDT). My "Powerful Six" concept fits into the five roles of an administrator quite nicely as trust, structure, efficacy, empowerment, collegiality, and vulnerability should play a role in all that effective principals do. They can serve as an extension to what Missouri has already outlined for beginning principals, while also beginning to reframe the mindset of principals who have been leading for more than three years.

Chapter 4: Conference-Style Professional Development

To address the void in effective principal professional development and build upon the guidance that MLDS provides for new administrators, I have created a development series for administrators entitled *The Powerful Six: Six aspects of leadership to increase teacher longevity in hard-to-staff schools*. This administrator professional development will take participants through each Powerful Six in an experiential way, providing a combination of turnkey and extended applications for leadership effectiveness. In an effort to make it accessible to a wider variety of participants, I have created two formats of this administrator professional development: a conference-style learning experience and a school district leader's development that will be sustained over the course of a school year. The goals of these two professional development formats are to (1) build-up the self-efficacy of principals as they realize their power over teacher retention, (2) help principals to identify where they are strong and areas for growth, and (3) guide principals through a process of building professional learning teams that will serve as thought partners, mentors and even accountability partners through this ongoing stage of development.

The Grounding Professional Development Theory

Both formats of The Powerful Six administrator professional development are built around the Andragogy theory of adult learning. Andragogy was developed in the 1980s by the educator Malcolm Knowles (WGU Missouri, 2022). "The andragogy theory states that adult learners are vastly different from children in terms of their motivation, the relevancy of the education to their lives, and how they apply that education" (pg.1). Andragogy came at a time when the shift from professional development to professional

learning was being made in an attempt to emphasize the importance that skills and

concepts be not only taught but learned and applied (Martin, Kragler, Quotroche, &

Bauserman, 2014). It is for that reason that The Powerful Six administrator professional

development is aligned with the following principles and standards of professional

learning (Learning Forward, 2011) (WGU Missouri, 2022):

- Participants commit to all students (in this case teachers).

- Participants are ready to learn.

- Participants are actively engaged in the learning experience.

- Participants identify the direct relevance to their role.

- The learning process incorporates audio, visual, reading/writing, kinesthetic,

  independent, and group techniques.

- The learning process utilizes dilemmas and scenarios to challenge participants'

  assumptions, which helps them to guide their own learning.

- Participants' goal set to increase the intensity of their learning.

- Participants are recognized for their successes.

The Powerful Six professional development employs several of the above

standards of professional learning. It includes opportunities for participants to engage in

independent reflection, journal, brainstorm and share ideas in small groups and with

partners, apply The Powerful Six to responsibilities in their current roles, set goals and

write an action plan (Table 1). These standards and principles of andragogy were chosen

as strategies for optimal engagement and personal reflection and planning. The Powerful

Six conference-style development is my offering to leadership conferences across the

country. Participants will be introduced to each of the six powers using an abbreviated

method. A benefit to this option is that individual leaders, regardless of school, district,

years of service, or leadership capacity can partake in this interactive learning.

Table 8: Conference-Style: Standards of Professional Learning (derived from

Learning Forward, 2011)

Learning Standard	Activity
A Commitment to all teachers	Established Norms
A commitment to begin ready to learn and actively engaged in the learning	Established Norms
Addresses things that are directly relevant to the administrative role	• Problem-solving • Peer collaboration
Incorporates group techniques, movement, visuals, reading and writing	• Collaborate with colleagues. • Share experiences in groups and with partners. • Engage in interactive presentation slides. • Use a notebook to respond to reflection prompts
The learning process utilizes dilemmas and scenarios	• Dealing with a toxic work environment • Supporting teachers with low self-efficacy • Improving collegiality in the school
Participants are encouraged to set goals	Writing an action plan

Evaluation of The Powerful Six

The Powerful Six evaluation was built on Thomas R. Guskey's Five Critical

Levels of Professional Development Evaluations (2000). He explains that this method of

evaluation is "hierarchically arranged from simple to more complex" (p. 78). Guskey's

Five Critical Levels of Professional Development Evaluation are:

1. <u>Participants' reactions</u> -a focus on how well the participants enjoyed the development.

2. <u>Participants' learning</u> - measuring the knowledge and skills gained by the development.

3. <u>Organizational support and change</u> - measures the impact made on the organization.

4. <u>Participants' use of new knowledge and skills</u> - measures the level at which participants are using their new knowledge on the job.

5. <u>Student learning outcomes</u> - addresses the development's impact on students.

These levels are meant to build upon one another making it difficult to succeed at any level without achieving success at the one that preceded it. Participants of the conference-style development will receive an evaluation (Appendix D) that has questions pertaining to the participants' reactions (level 1) and learning (level 2) only. These were chosen due to the limited nature of a conference-style workshop. Participants do not have an opportunity to receive ongoing support and continued development over time. In addition, there is no way to know if administrators will put The Powerful Six into practice once they return to their school. Getting feedback in these two categories will help me to improve the program design and delivery, as well as the content, format and organization of the professional development (Guskey, 2000). The evaluation designed for participants of the district sustained school-year development (Appendix E) includes questions from all five levels. The district format of professional development lends itself to deeper learning and application. For that reason, the evaluation needed to address more than just program design and content but also provide feedback on the degree of

organization support (level 3) toward the application of the learning and the impact on the

administrator's effectiveness (level 4) and student achievement (level 5).
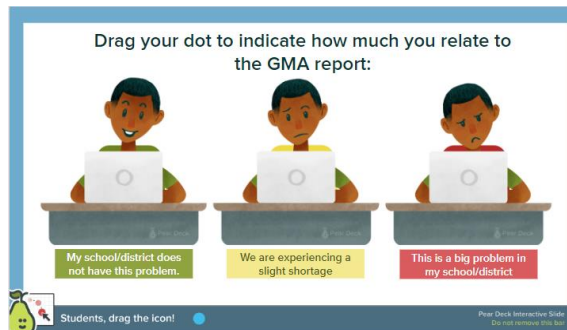
Presentation Logistics

➢ Duration: 90-minute session

➢ Participation: registered participants (ideally building and district administrators)

➢ Learning Style:

    ○ Interactive Slide Presentation using Pear Deck

        ■ Participants will need the access code to log into the interactive

          slide deck.

        ■ (See Appendix A)

    ○ Personal Reflection

    ○ Table Talk & Collaboration

    ○ Mix & mingle cooperative learning protocol

➢ Materials (Appendix B)

    ○ The Powerful Six reflection notebook

    ○ The Powerful Six checklist

    ○ Action Plan template

    ○ Principal Rating sheet

    ○ Optional Teacher Feedback form

    ○ PD Evaluation (Appendix D)

➢ Coherence: only likely if participant ties the learning to their personal goals

Presentation Introduction

The presentation will be facilitated using Pear Deck slides. Pear Deck slides can be made with PowerPoint online or Google Slides. It makes slides interactive so participants can respond to questions or prompts right on their screens. Presenters can decide whether they want participants to join the session with an email address or anonymously. There are two different modes: Student-paced or Instructor-paced. I will use the instructor mode which is synchronous and opens the projector view option. As I lead participants through the slides using the projector view, their view syncs up. Participants must join the session by using a link or typing in the unique five letter join code generated only after I turn on the Pear Deck presentation.

After accessing the slide deck and reviewing the norms for professional learning: (1) Assume good will, (2) Be present in mind and body, and (3) Use an equity lens, the session will begin with participants taking a poll choosing just how short the teacher shortage would be by 2025. After gathering the real-time data and displaying the results, I will present the fact that Hanover Research's 2019 report predicted the teacher shortage to reach 200,000+ by 2025. Following the reveal, participants will be shown a video clip of a news story aired on Good Morning America in November of 2022, entitled *Teachers Shortage Seen Growing in America*. I will then ask participants to identify just how connected they are to this epidemic. Participants will be prompted to drag a virtual dot to the statement that best describes their current school or district situation. We will watch the responses as they generate in real-time (Figure 1).
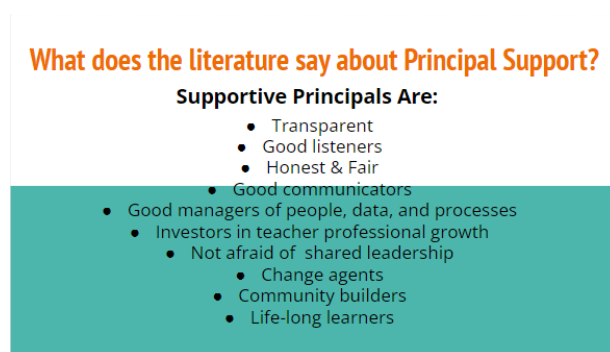
Figure 1: Personal Reflection

After gauging just who is in the room, I will give a bit of my background and explain that losing two new teachers, in the same school year, before winter break was a turning point for me. As a doctoral student studying Educational Administration, I became committed to finding out how much, if any, power administrators had over teacher retention. It became my why.

Body of Presentation

This section of the presentation is what I would call the "meat and potatoes". This is where participants are taught about each of The Powerful Six and given an opportunity to practice applying them through authentic scenarios. I begin by explaining what resulted from my literature study. My hope is that after sharing what researchers have concluded about the power of principal support (Figure 2), participants will understand how The Powerful Six were chosen.

Figure 2: Characteristics of a Supportive Principal

Next, I list The Powerful Six and explain my belief that these aspects of leadership will increase teacher longevity in hard to staff schools. Using the interactive Pear Deck slide, participants are asked to write a response to the following question: Which of these powers would you say you possess? As the responses populate on the screen, I will read a few aloud and inform the group that we will revisit their responses at the end of the session to see if they will feel the same. The next several slides will be dedicated to defining each power and the use of different protocols to foster table conversation around the new learning.

The first power addressed is The Power of Trust. I spend the next 5 slides identifying the five facets of trust (see figure 3) and explaining how they contribute to a teacher's decision to trust their administrator. After giving context to each of the five facets, I list a few signs that relational trust between a principal and teacher may be present (see figure 4) and allow time for table talk around what was presented (see Figure 5)
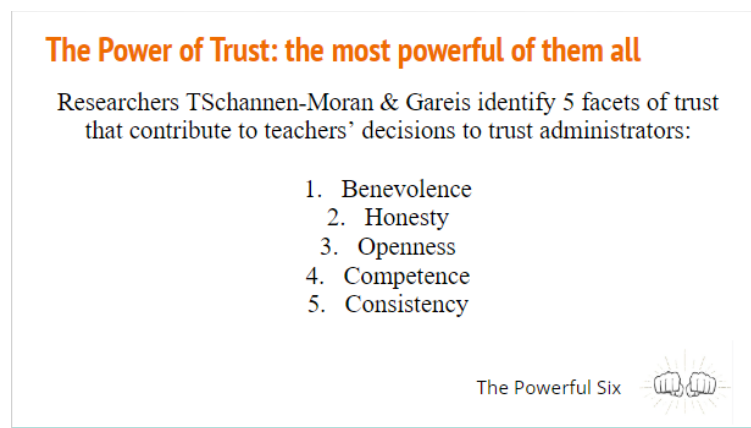
Figure 3: The Five Facets of Trust.

The Power of Trust: the most powerful of them all

Researchers TSchannen-Moran & Gareis identify 5 facets of trust that contribute to teachers' decisions to trust administrators:

1. Benevolence
2. Honesty
3. Openness
4. Competence
5. Consistency

The Powerful Six

Figure 4: Signs of Relational Trust

Signs of Relational Trust

- Teachers' opinions are valued and teacher collaboration is encouraged
- Decisions and data are openly communicated with teachers
- Teachers are trusted to make sound decisions about instruction
- Special emphasis on new teacher support is given
- Communicates regularly
- Staff members are recognized for a job well done
- Principal supports teachers with parent interactions when needed

Tschannen-Moran & Gareis, 2014
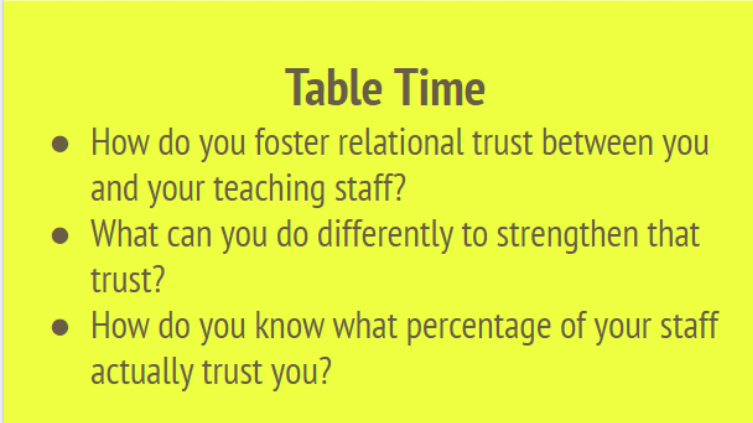
Figure 5: Table Talk

Table Time

- How do you foster relational trust between you and your teaching staff?
- What can you do differently to strengthen that trust?
- How do you know what percentage of your staff actually trust you?

Participants will share their responses with a shoulder partner as a way to reflect on their personal practices and think through what may be missed opportunities in the area of building trust. I end this section with the following scenario using a fictitious character, Mrs. Smith: *Mrs. Smith is a hard-working 3rd grade teacher at an inner-city elementary school. She is known for building nurturing relationships with students and communicating with parents regularly. Her colleagues look to her for teaching tips and inspiration. Lately, she has been very negative during staff meetings, and you've heard that she's been complaining to her colleagues about all the new demands being put on them with little to know support. She's arriving at work late and is one of the first*

teachers out the door at dismissal. You notice this attitude is starting to spread and negatively affect the building climate. What do you do? Participants will be prompted to participate in a popular Kagan cooperative learning protocol, Stand up, Hand up, Pair up (Figure 6). In this protocol, participants stand up, put one of their hands up and pair up with someone in the room by walking to them and giving each other a high five. Participants are encouraged not to pair up with anyone at their table.

Figure 6: Stand up, Hand up, Pair up

What do you think?

Using what you know about

The Power of Trust

how could you, as Mrs. Smith's administrator, work to repair your working relationship. What would you do? How would you follow up on it's effectiveness?

The Power of Structure is next. I define school structures as those that provide direction towards the success of the school's future, a shared vision of the school's academic, social, emotional, and behavioral objectives. It's anything from dismissal procedures to lunch supervision; from crisis plans to how discipline infractions are handled; from guidelines for parent communication to student problem-solving procedures to the building master schedule.

Figure 7: Power of Structure

The Power of Structure

School structures provide direction towards the success of the school's future; a shared vision of the school's academic, social, emotional and behavioral objectives.

The Powerful Six

I also share a few signs of a strong school structure:

- A clear process for addressing individual student needs:

- A clear process for teacher collaboration

- Clearly communicated expectations for students, teachers and parents

- A clear process for handling logistics like ordering supplies, getting materials, and behavioral concerns.

- Organization of teacher-led teams to address community engagement, school climate and culture, etc.

Finally, participants are asked to reflect on their own school structures by responding to the following questions, (1) Name something about the Power of Structure that squares with your beliefs. (2) Reflecting on your own school, which area could use a bit more structure? using a Pear Deck interactive slide (see Figure 8). Their responses will be displayed on the screen in real time and I will highlight a few by reading them aloud. Participants are encouraged to capture their thoughts or new revelations in their notebooks.

Figure 8: Personal Reflection
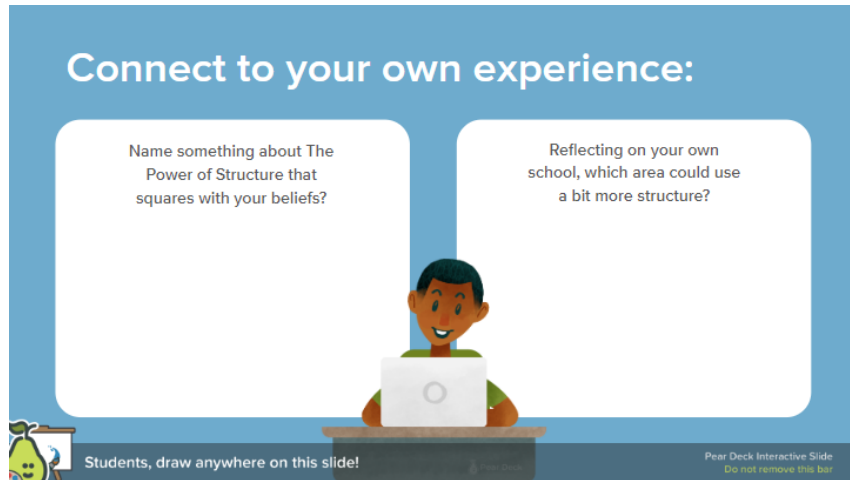
After taking a short break, we move on to the Power of Efficacy (see Figure 9). This Power involves strengthening a teacher's self-efficacy and collective teacher efficacy through mentoring, inspiring, motivating and facilitating group meetings. The next 4 slides of the presentation are dedicated to describing what it looks like when a principal takes on those roles.

Figure 9: The Power of Efficacy

A principal works to inspire their staff to do their best work in the way they write the vision, mission and action steps for the school. When principals frequently provide specific positive feedback on a teacher's performance it inspires them to continue their

hard work and helps them to feel that their efforts matter. Principals who are mentors help teachers to take risks. They learn alongside their teachers and give opportunities for teachers to safely try innovative approaches or strategies.

Motivating teachers to work hard in fulfilling the school's mission and vision is also the role of the building administrator and it increases a teacher's self-efficacy and collective efficacy. Principals can motivate by ensuring that the conditions within their schools are conducive for teaching and learning at high levels. Ensuring the environment is peaceful and aesthetically pleasing is one of doing just that. Principals who have good structures and procedures in place help the climate of the building to be ripe for "out-of-the-box" teaching. Finally, principals who (see figure 10) facilitate the process of teachers working productively in a group invests in the collective efficacy of their teachers…which also builds empowerment and trust.

Figure 10: Principals who Facilitate a Group Process

The Power of Efficacy - principals who facilitate

Principals who **facilitate the group process** accomplish this when they communicate well, clarify group tasks, ensure that everyone's contribution is heard, maintain time parameters, assist the group in reaching consensus, and establish follow up responsibilities.

The Powerful Six

Principals should be focused on the following if they plan to build high functioning teams:

1. support individuals in groups in understanding their common goals.

2. help people collectively move through the process.

3. develop conversations and implement appropriate group facilities techniques to keep discussions effective.

4. grow participation and get people to come up with ideas, thoughts, and perspectives that add value; and

5. get all the individuals in the room to feel like they are in a group with a shared interest.

After describing how principals use their power of efficacy to inspire, mentor, motivate and facilitate groups, participants are asked to respond to the following prompt with a shoulder partner: *Recall a time when you inspired, mentored, or motivated a teacher. Share its impact with a shoulder partner.* I end this section with the following scenario using the fictitious character, Miss Ryan: *Miss Ryan teaches kindergarten in a very transient neighborhood. Most of the students who attend her school receive free or reduced lunch and did not previously participate in any pre-k program. She loves her students but is finding it difficult to handle the diverse needs of her class. Daily, she leaves work doubting her ability to fill in the learning gaps of her children and is beginning to wonder if this is the school for her. She comes to you for guidance. What do you do?* Participants will be prompted to participate in the popular Kagan cooperative learning protocol, Stand up, Hand up, Pair up. This time pairing with a different person than the first time.

Figure 11: Stand up, Hand up, Pair up

What do you think?

As Miss Ryan's administrator, how would use what you learned about

The Power of Efficacy

to help her increase her self-efficacy so that she can effectively educate her students?

Next is The Power of Empowerment. I explain that principals who acknowledge the talents and strengths of their teachers by providing opportunities for shared decision-making and opportunities to serve as teacher leaders are those who empower their teachers. Using the findings of researchers like Bier (2022), Urich (2015) and the research-based character education design principles of Berkowitz (2021) I inform participants that sharing leadership in simple ways can lead to teacher retention. Figure 12 gives participants a few ways principals may choose to empower their teachers.

Figure 12: Ways to Empower Teachers

Ways to Empower Teachers

- Allow autonomy for innovative teaching at high levels
- Become grade level lead teachers
- Participate in school governance committees
- Mentor novice teachers
- Organize professional book and article studies
- Facilitate professional learning using the train the trainer model

The Powerful Six

Principals are then asked to take the next three minutes to respond to the following questions (Figure 13) in their notebooks. When time has lapsed, participant are prompted to share at least one their responses at the table with their leadership team:
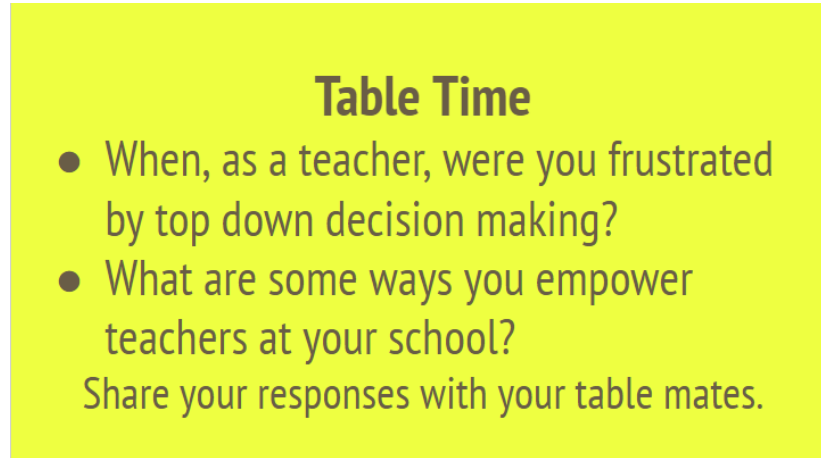
Figure 13: Table Talk

Table Time
- When, as a teacher, were you frustrated by top down decision making?
- What are some ways you empower teachers at your school?

Share your responses with your table mates.

Next, the presentation turns to focus on The Power of Collegiality. I explain that collegiality is about more than just getting along with one another. Rather this power mainly addresses how colleagues learn from, learn with, and teach one another. Principals should provide opportunities for teachers to come together to have strategic conversations about students and curriculum. There should be ongoing opportunities for teachers and administration to learn together, for teachers to observe one another's classes and opportunities for teachers to teach each other through professional learning communities or workshops. The following (Figure 14) are some benefits of promoting collegiality in schools.:

Figure 14: Benefits of a Collegial School Culture

Benefits of a Collegial School Culture
- Stimulates teacher enthusiasm
- Reduces stress and burnout
- Makes bonds more cohesive
- Increases teacher commitment
- Brings experienced and novice teachers together
- Helps teachers to cope with change

(Shah, 2012)

To end this section of the presentation, participants will be invited to respond to the following question using the interactive Pear Deck slide (see Figure 15): Which of the five components of Collegiality does your school do well? Their responses will be displayed on the screen in real time, and I will highlight a few by reading them aloud. Participants are then encouraged to take the next three minutes to record in their notebooks the component of Collegiality their school needs to establish or strengthen and why.

Figure 15: Personal Reflection

Finally, I will introduce the group to another fictitious teacher, Mr. Nelson. *Mr. Nelson teaches 8th grade science in a school district that serves a large immigrant population. English is the 2nd language for about 75% of those enrolled at his particular school and many teachers find it difficult to teach their rigorous content due to the language barrier. You hired five novice teachers that are eager to be in such a diverse school community and have a lot of great ideas on how to boost student morale. Mr. Nelson has been part of the faculty for 10 years and feels that he doesn't need to change his methods. He is resistant to listening to the new teachers' ideas. However, as the principal, you have noticed a decline in achievement and a sense of belonging in your Hispanic population and you feel a change is necessary. You would like your veteran teachers to collaborate*

with the new hires to develop a plan to improve the school's culture and climate. How do

you improve collegiality in your building?

Participants will be prompted to participate in Stand up, Hand up, Pair up to share how

they would encourage collaboration between novice and experienced teachers and how

they would help experienced teachers see the value in doing so. Participants are given six

minutes for both to share. They are prompted to return to their seats after the time has

lapsed and I encouraged two people who are wearing the color "Blue" to stand up and

share either what they said or what they heard their partner say (with partners permission)

with the entire group.

Figure 16: Hand up, Stand up, Pair up

What do you think?

Using what you know about
The Power of Collegiality
as Mr. Nelson's administrator, what would
you do to encourage the experienced and
novice teachers to work collaboratively
and see the value in doing so?

When addressing the final power, The Power of Vulnerability, I start by

explaining what it is not. Vulnerability is not an attribute commonly associated with

leadership. The word evokes images of weakness, fallibility, and defenselessness.

Roget's Interactive Thesaurus identifies nine synonyms for the word "vulnerability":

danger, dependence, exposure, infirmity, instability, jeopardy, liability, peril, and

weakness. Then I explain that it is actually a very valuable tool that is crucial when trying

to embody some of the other Powers (Figure 17).

Figure 17: The Power of Vulnerability

The Power in Vulnerability

In contrast to all the negative connotations that usually accompany the act of showing vulnerability, today it is seen as one of the most crucial attributes for good leadership and it can help school leaders and educators to build trust.

The Powerful Six

I go on to explain that leaders who are vulnerable show up authentically, thereby making teachers more comfortable doing the same. Participants are introduced to a framework that was developed by four doctoral students in 2016. As their dissertation project, Navarro, Johnson, Frugo and McCauley developed The Vulnerable Leader, a character education framework (see Figure 18). Their framework clearly illustrates how building leaders should show up in hard to staff schools when working to increase teacher retention.

Figure 18: The Vulnerable Leader (developed by Navarro, et al. 2016)

The Vulnerable Leader

Openness-leaders who appreciate input, values creativity, thinks deeply and are willing to change.

Humility-leaders who are focused on others, demonstrates moral integrity, leads selflessly and prioritizes the organization.

Authenticity-leaders who possess self-awareness, self regulates, are guided by morality and exhibits trustworthy behavior.

The Powerful Six

Before giving participants ways they can embrace vulnerability in their schools, it is important to explain the potential dangers when a building is devoid of vulnerability. It is important that administrators who work in hard-to-staff schools be willing to be both

interpersonal and intrapersonal as they embrace vulnerability, and it is important that one begins the work with a mindset shift. Seeing vulnerability as a weakness rather than a strength sets up roadblocks, making it nearly impossible to visualize the benefits vulnerability brings to the entire school community.

Figure 19: 6 Ways to Embrace Vulnerability (The Canada School of Public Service, 2022)
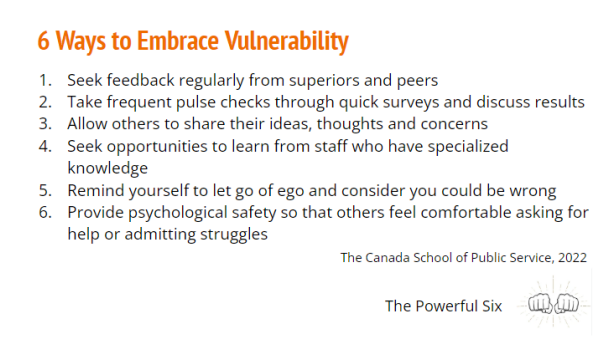
The Canada School of Public Service developed six practical approaches to embracing vulnerability as leaders (see Figure 19). By acknowledging that they are susceptible to making mistakes, administrators gain more credibility with their staff. They are seen as humans which build relational trust. To conclude this section, participants will be asked to respond to the following prompt (see Figure 19) in their notebook and share their responses with a shoulder partner.

Figure 20: Table Talk
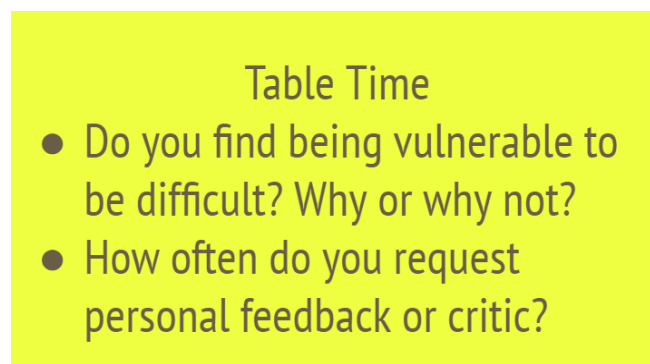
Conclusion

First, participants will go back to the first page of their notebooks to read their responses to the prompt: "Successful Leaders…". I will encourage them to adjust their list by adding or taking away attributes they deem necessary as a direct result of the day's learning. Next, each will reflect upon all they have learned and respond to the following prompt using the interactive Pear Deck slide (see Figure 21): *After today's learning, which of The Powerful Six are you likely to begin prioritizing when you go back to your school?* Their responses will be displayed on the screen in real time. I will highlight a few responses by reading them aloud. The goal is for the participants to see they are not alone in this work, but we will get there together.

Figure 21: Personal Reflection
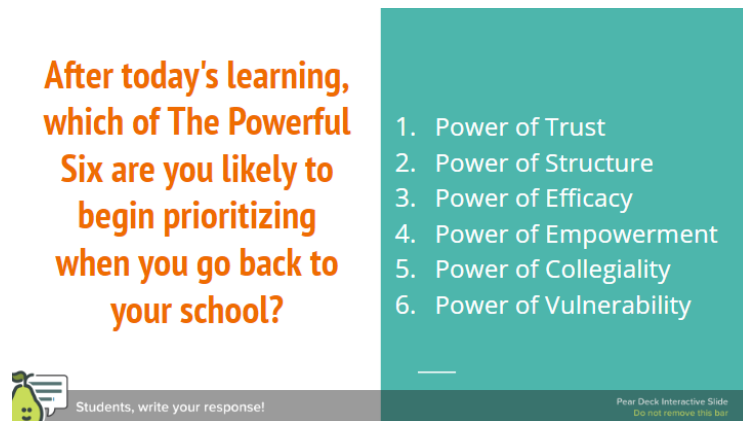
Finally, participants will be asked to write an action plan. Using the form provided in their presentation materials, they will develop their plan for prioritizing the Powers (at least two) that they have chosen as their priority (Figure 22).

Figure 22: Action Plan

~The Powerful Six Action Plan~

Six aspects of leadership to increase teacher retention in hard-to-staff schools

Objective: This guide is used to help document your anticipated actions based on your learning from today's workshop. Participants may choose to start with as few as two attributes or make a plan for all six.

The Power of Trust		
Desired Outcomes	Action Steps	Dates

The Power of Structure		
Desired Outcomes	Action Steps	Dates

The Power of Efficacy		
Desired Outcomes	Action Steps	Dates

The Powerful Six (Smith, 2023)

Participants will be asked to complete an evaluation before leaving the session (Figure 23).

Figure 23: Conference Style Professional Development Evaluation

The Powerful Six   Professional Development Program Evaluation Form

Date _____

We would appreciate knowing how you rate this program in comparison to similar professional development sessions you have attended. For each of the items below please provide a 1 to 4 rating by filling in the appropriate number with pencil or ink pen.

1 = strongly disagree   2 = disagree   3 = agree   4 = strongly agree

I. **Overall Program**
1. The entire learning experience was of high quality.   [1] [2] [3] [4]
2. I found the content to be useful to me.   [1] [2] [3] [4]
    Comments:_____
    _____
    _____
    _____
    _____

II. **Presenter** _____
3. The speaker's overall effectiveness was high.   [1] [2] [3] [4]
4. The activities in the presentation were meaningful.   [1] [2] [3] [4]
5. The speaker used appropriate instructional techniques.   [1] [2] [3] [4]
6. The speaker used high quality materials.   [1] [2] [3] [4]
    (i.e., handouts, templates, etc.)
    Comments: _____
    _____
    _____
    _____

III. **Meeting Facilities**
7. The accommodations were of high quality.   [1] [2] [3] [4]
    (i.e., conference room, restrooms, public areas, etc.)   [1] [2] [3] [4]
8. The refreshments were fresh and tasty.   [1] [2] [3] [4]
9. The temperature of the room was comfortable.   [1] [2] [3] [4]

Chapter 5: District Administrator Sustained Professional Development

For maximum effectiveness, professional development should be sustained over time (Guskey, 2000). This sustained district administrator professional development begins with a full day workshop (ideally during a summer retreat) and continues with additional monthly installments, during district principals' meetings. Participants will engage in ongoing development, collaboration, safe practice, and reflection alongside their district colleagues. A benefit to this option is that leaders can align their work to the district goals and initiatives, while building learning communities within the district that can serve as immediate support for each leader…building upon the Power of *Collegiality* and *Vulnerability*. Districts may decide to engage all administrators in the work or choose a particular group of administrators (i.e., new administrators, north end of the district or high schools) based on their needs. In addition, districts will be given options to ensure for a development experience that is more tailored to their needs:

1. School climate surveys to administer at the beginning and end of the school year as a way to monitor the progress of each principal's efforts.

2. One on one coaching for new administrators in addition to their assigned mentor

3. Diversify the training according to years of experiences (1st year, 2-5 years, established leader)

Presentation Logistics

➢ Duration:

   ○ Full Day Workshop (In-Person)

   ○ Monthly 45 minute in-person sessions throughout the school year.

➢ Participation: School district administrators (new, novice, and/or experienced)

➢ Content Focus: The Powerful Six

➢ Learning Style:

    ○ Self-Examination

    ○ Team Building

    ○ Interactive Slide Presentation using Pear Deck (Appendix C)

    ○ Monthly Practice & Personal Reflection

    ○ Administrator Professional Learning Committee Collaboration

➢ Material (Appendix B)

    ○ Reflection Notebook

    ○ The Powerful Six checklist

    ○ Action Plan template

    ○ Monthly Agenda

    ○ Personal Rating Sheet

    ○ Optional Teacher Feedback form

    ○ PD Evaluation (Appendix E)

➢ Coherence: Extremely likely due to extended pd

Full Day Workshop

District administrators will participate in a day of self-examination, team building and interactive development around The Powerful Six. This workshop is designed to occur in-person.

Getting to Know You

After reviewing the norms for professional learning: (1) Assume good will, (2) Be present in mind and body, and (3) Use an equity lens, administrators will stand in a circle

and each take 30 seconds or less to introduce themselves by stating their name,

position/school and naming one thing they hope to gain by participating in this

administrator development. If a member of the circle shares something that another

person also hopes to gain from the workshop, they will take one step into the circle and

say, "Just like me!" They will then step back into their original place in the circle. No one

is permitted to share the same hope. They must do their best to share something new.

Once everyone has had a chance to introduce themselves, they are free to return to their

seats.

At their tables, administrators will work collaboratively with their table mates to

complete the following task: Make a poster containing several statements, assumptions or

cliches related to the following topic *Successful leaders…* A few possible responses may

be:

- are tough and commanding.

- must know it all.

- must have a strong vision.

- are born, not made.

- are specialists in their field.

- are nurturing and developing of others.

- are creative and innovative.

- are empathetic.

I will engage the group in a discussion technique called a Gallery Walk. A representative

will post their team's poster on the wall. Once every poster is up groups will move as a

team from poster to poster, leaving comments using post-it notes. Finally, the leadership

teams will go back to their original poster, read the comments, and discuss.

Getting to Know Me

Personality tests are used for many reasons. During his junior year in high school,

my son was given a personality test by his school counselors. They used the information

to help him choose careers and universities that may be best suited for him. Some

businesses use them to help choose potential candidates for employment and to help build

cohesive teams. I have chosen to have participants take a personality test to help them

identify their strengths before they embark upon this professional learning journey. The

goal is for principals to use what they learn about themselves to help identify possible

weaknesses and determine what current leadership practices may need to be changed as

they strive to increase teacher satisfaction and ultimately teacher retention in their school.

Administrators will take The 5-Minute Personality Test (Figure 1) to determine which

personality type they more closely identify with: Lions, Otters, Golden Retrievers or

Beavers. The personality traits are likened to animals to make them easier to understand

and remember. There are ten horizontal lines with four words on each line, one in each

column. On each line, participants are to put the number "4" next to the word that best

describes them in that line; a "3" next to the word that describes them next best; a "2" to

the next best word, and a "1" by the word that describes them the least. For example: One

choice for the first line of words would be as follows: 3 Likes Authority 4 Enthusiastic 2

Sensitive Feelings 1 Likes Instructions.

Figure 1: The 5-Minute Personality Test (Retrieved online from:
mrfarshtey.net/Psychology/5minute_personality_test.doc)

The "5-MINUTE PERSONALITY TEST"

Below are ten horizontal lines with four words on each line, one in each column. **In each line, put the number "4" next to the word that best describes you in that line; a "3" next to the word that describes you next best; a "2" to the next best word, and a "1" by the word that least describes you.** On each horizontal line of words, you will then have one "4", one "3", one "2", and one "1".

For example: One choice for the first line of words would be as follows:

3 Likes Authority   4 Enthusiastic   2 Sensitive Feelings   1 Likes Instructions

L	O	G	B
1. ___ Likes Authority	___ Enthusiastic	___ Sensitive Feelings	___ Likes Instructions
2. ___ Takes Charge	___ Takes Risks	___ Loyal	___ Accurate
3. ___ Determined	___ Visionary	___ Calm, Even Keel	___ Consistent
4. ___ Enterprising	___ Very Verbal	___ Enjoys Routine	___ Predictable
5. ___ Competitive	___ Promoter	___ Dislikes Change	___ Practical
6. ___ Problem Solver	___ Enjoys Popularity	___ Gives In To Others	___ Factual
7. ___ Productive	___ Fun-Loving	___ Avoids Confrontations	___ Conscientious
8. ___ Bold	___ Likes Variety	___ Sympathetic	___ Perfectionist
9. ___ Decision Maker	___ Spontaneous	___ Nurturing	___ Detail-Oriented
10. ___ Persistent	___ Inspirational	___ Peacemaker	___ Analytical
___ TOTAL "L"	___ TOTAL "O"	___ TOTAL "G"	___ TOTAL "B"

Next, participants will total up each L, O, G and B. Each letter (L, O, G, B) stands for a particular personality type. The column with the highest score is the dominant personality type, while the column with the second highest number is the subdominant type. While we are a combination of all four personality types, the two types with the highest scores are supposed to reveal the most accurate picture of our natural inclinations, strengths and weaknesses, and how we will naturally respond in most situations.

Lions are focused on now instead of the distant future. They get a lot more done in a lot less time than their peers and they hate wasting time. They are great at initiating conversations but not so great at listening. They can be impulsive and need to see results. Next, Otters focus on the future and tend to rush to the next exciting thing. They are intuitive and fast, so they make a lot of right calls and a lot of wrong ones. They can be more concerned with their popularity than achieving tangible results. They need

recognition and social activities. Golden Retrievers focus on the present and devote lots of time helping others and building relationships. They are great listeners and provide empathetic responses. Golden Retrievers get input from others before making decisions and often yield to the input. They can be viewed as too tolerant. They need security, gradual change, and time to adjust to it. Finally, Beavers desire to be right and maintain quality. They tend to work slowly to ensure accuracy. Beavers are good listeners; they communicate details and are usually diplomatic. They will avoid making decisions, needing lots of information before doing so. They try to avoid pressure or tense situations and they need security, gradual change, and time to adjust to it.

Once the administrators complete their personality test, they will reflect on the results by responding to the following in the notebook provided:

1. To what degree would you say your results are accurate?
2. Name the characteristics that are most like you.

Administrators then reveal the animal that most describes their personality type and share their reactions with their table mates. After about 5 minutes the administrators will be asked to engage in a mix and mingle activity. There is a stack of animal cards in the center of the table. Each person is to take the card that pictures their animal (lion, otter, gold retriever, or beaver), gather all their belongings and divide themselves into groups of four. The goal is to have one of each animal in your group. However, in cases when that is not possible groups will mix as well as they can. The members of their group will now become their new table mates and thought partners.

Body of Presentation

After a 10-minute break, we will continue with the participants using a Pear Deck interactive slide to answer just one multiple choice question (Figure 3). Pear Deck slides can be made with PowerPoints online or Google Slides. It makes slides interactive so participants can respond to questions or prompts right on their screens. Presenters can decide whether they want participants to join the session with an email address or anonymously. There are two different modes: student-paced or Instructor. I will use the instructor mode which is synchronous and opens up the projector view option. As I lead participants through the slides using the projector view, their view syncs up. Participants must join the session by using a link or typing in the unique five letter join code generated only after I turn on the Pear Deck presentation.

Figure 3: Personal Reflection

After gauging just who is in the room, I will give a bit of my background and explain that losing two new teachers, in the same school year, before winter break was a turning point for me. As a doctoral student studying Educational Administration, I became committed to finding out how much, if any, power administrators had over teacher retention. It became my why.

Body of Presentation

This section of the presentation is what I would call the "meat and potatoes". This is where participants are taught about each of The Powerful Six and given an opportunity

to practice applying them through authentic scenarios. I begin by explaining what

resulted from my literature study. My hope is that after sharing what researchers have

concluded about the power of principal support (Figure 4), participants will understand

how The Powerful Six were chosen.

Figure 4: Characteristics of a Supportive Principal

Next, I list The Powerful Six and explain my belief that these aspects of

leadership will increase teacher longevity in hard to staff schools. Using the interactive

Pear Deck slide, participants are asked to write a response to the following question:

Which of these powers would you say you possess? As the responses populate on the

screen, I will read a few aloud and inform the group that we will revisit their responses at

the end of the session to see if they will feel the same. The next several slides will be

dedicated to defining each power and the use of different protocols to foster table

conversation around the new learning.

The first power addressed is The Power of Trust. I spend the next 5 slides

identifying the five facets of trust (figure 5) and explaining how they contribute to a

teacher's decision to trust their administrator. After giving context to each of the five

facets, I list a few signs that relational trust between a principal and teacher may be

present (figure 6) and allow time for table talk around what was presented (Figure 7)

Figure 5: The Five Facets of Trust.

The Power of Trust: the most powerful of them all

Researchers TSchannen-Moran & Gareis identify 5 facets of trust
that contribute to teachers' decisions to trust administrators:

1. Benevolence
2. Honesty
3. Openness
4. Competence
5. Consistency

The Powerful Six

Figure 6: Signs of Relational Trust

Signs of Relational Trust

- Teachers' opinions are valued and teacher collaboration is encouraged
- Decisions and data are openly communicated with teachers
- Teachers are trusted to make sound decisions about instruction
- Special emphasis on new teacher support is given
- Communicates regularly
- Staff members are recognized for a job well done
- Principal supports teachers with parent interactions when needed

Tschannen-Moran & Gareis, 2014

Figure 7: Table Talk

Table Time

- How do you foster relational trust between you and your teaching staff?
- What can you do differently to strengthen that trust?
- How do you know what percentage of your staff actually trust you?

Participants will share their responses with a shoulder partner to reflect on their personal

practices and think through what may be missed opportunities in the area of building

trust. I end this section with the following scenario using a fictitious character, Mrs.

Smith: *Mrs. Smith is a hard-working 3rd grade teacher at an inner-city elementary*

school. She is known for building nurturing relationships with students and

communicating with parents regularly. Her colleagues look to her for teaching tips and

inspiration. Lately, she has been very negative during staff meetings, and you've heard

that she's been complaining to her colleagues about all the new demands being put on

them with little to know support. She's arriving at work late and is one of the first

teachers out the door at dismissal. You notice this attitude is starting to spread and

negatively affect the building climate. What do you do? Participants will be prompted to

participate in a popular Kagan cooperative learning protocol, Stand up, Hand up, Pair up

(Figure 8). In this protocol, participants stand up, put one of their hands up and pair up

with someone in the room by walking to them and giving each other a high five.

Participants are encouraged not to pair up with anyone at their table.

Figure 8: Stand up, Hand up, Pair up

What do you think?

Using what you know about

The Power of Trust

how could you, as Mrs. Smith's
administrator, work to repair your working
relationship. What would you do? How
would you follow up on it's effectiveness?

The Power of Structure is next. I define school structures as those that provide direction towards the success of the school's future, a shared vision of the school's academic, social, emotional and behavioral objectives. It's anything from dismissal procedures to lunch supervision; from crisis plans to how discipline infractions are handled; from guidelines for parent communication to student problem-solving procedures to the building master schedule.

Figure 9: Power of Structure

I also share a few signs of a strong school structure:

- A clear process for addressing individual student needs:

- A clear process for teacher collaboration

- Clearly communicated expectations for students, teachers, and parents

- A clear process for handling logistics like ordering supplies, getting materials, and behavioral concerns.

- Organization of teacher-led teams to address community engagement, school climate and culture, etc.

Finally, participants are asked to reflect on their own school structures by responding to the following questions, (1) Name something about the Power of Structure that squares with your beliefs. (2) Reflecting on your own school, which area could use a bit more structure? using a Pear Deck interactive slide (see Figure 10). Their responses will be displayed on the screen in real time, and I will highlight a few by reading them aloud. Participants are encouraged to capture their thoughts or new revelations in their notebooks.

Figure 10: Personal Reflection
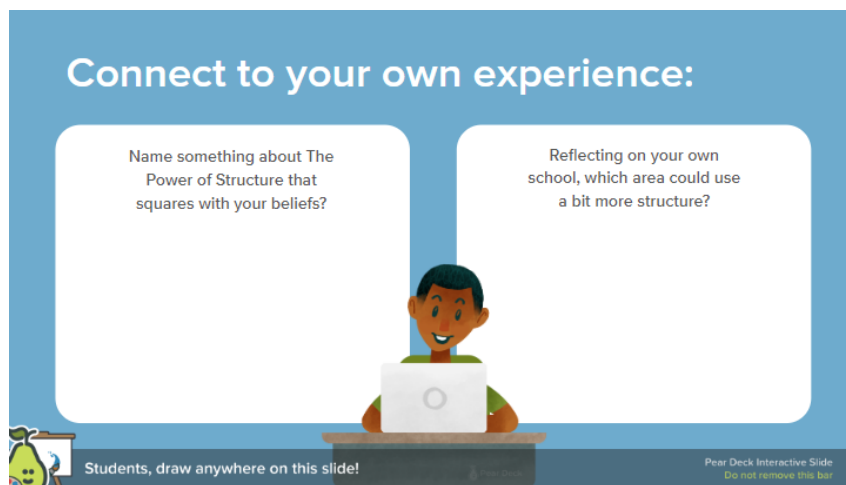
After taking a short break, we move on to the Power of Efficacy (see Figure 11). This Power involves strengthening a teacher's self-efficacy and collective teacher efficacy through mentoring, inspiring, motivating and facilitating group meetings. The next 4 slides of the presentation are dedicated to describing what it looks like when a principal takes on those roles.

Figure 11: The Power of Efficacy

A principal works to inspire their staff to do their best work in the way they write the vision, mission, and action steps for the school. When principals frequently provide specific positive feedback on a teacher's performance it inspires them to continue their hard work and helps them to feel that their efforts matter. Principals who are mentors help teachers to take risks. They learn alongside their teachers and give opportunities for teachers to safely try innovative approaches or strategies.

Motivating teachers to work hard in fulfilling the school's mission and vision is also the role of the building administrator and it increases a teacher's self-efficacy and collective efficacy. Principals can motivate by ensuring that the conditions within their schools are conducive for teaching and learning at high levels. Ensuring the environment is peaceful and aesthetically pleasing is one of doing just that. Principals who have good structures and procedures in place help the climate of the building to be ripe for "out-of-the-box" teaching. Finally, principals who (figure 12) facilitate the process of teachers working productively in a group invests in the collective efficacy of their teachers…which also builds empowerment and trust.

Figure 12: Principals who Facilitate a Group Process

The Power of Efficacy - principals who facilitate

Principals who **facilitate the group process** accomplish this when they communicate well, clarify group tasks, ensure that everyone's contribution is heard, maintain time parameters, assist the group in reaching consensus, and establish follow up responsibilities.

The Powerful Six

Principals should be focused on the following if they plan to build high functioning teams:

6. support individuals in groups in understanding their common goals.

7. help people collectively move through the process.

8. develop conversations and implement appropriate group facilities techniques to keep discussions effective.

9. grow participation and get people to come up with ideas, thoughts, and perspectives that add value; and

10. get all the individuals in the room to feel like they are in a group with a shared interest.

After describing how principals use their power of efficacy to inspire, mentor, motivate and facilitate groups, participants are asked to respond to the following prompt with a shoulder partner: *Recall a time when you inspired, mentored, or motivated a teacher. Share its impact with a shoulder partner.* I end this section with the following scenario using the fictitious character, Miss Ryan: *Miss Ryan teaches kindergarten in a very transient neighborhood. Most of the students who attend her school receive free or reduced lunch and did not previously participate in any pre-k program. She loves her*

students but is finding it difficult to handle the diverse needs of her class. Daily, she leaves work doubting her ability to fill in the learning gaps of her children and is beginning to wonder if this is the school for her. She comes to you for guidance. What do you do? Participants will be prompted to participate in the popular Kagan cooperative learning protocol, Stand up, Hand up, Pair up. This time pairing with a different person than the first time.

Figure 13: Stand up, Hand up, Pair up

What do you think?

As Miss Ryan's administrator, how would use what you learned about

The Power of Efficacy

to help her increase her self-efficacy so that she can effectively educate her students?

Next is The Power of Empowerment. I explain that principals who acknowledge the talents and strengths of their teachers by providing opportunities for shared decision-making and opportunities to serve as teacher leaders are those who empower their teachers. Using the findings of researchers like Bier (2022), Urich (2015) and the research-based character education design principles of Berkowitz (2021) I inform participants that sharing leadership in simple ways can lead to teacher retention. Figure 14 gives participants a few ways principals may choose to empower their teachers.

Figure 14: Ways to Empower Teachers

Ways to Empower Teachers

- Allow autonomy for innovative teaching at high levels
- Become grade level lead teachers
- Participate in school governance committees
- Mentor novice teachers
- Organize professional book and article studies
- Facilitate professional learning using the train the trainer model

The Powerful Six

Principals are then asked to take the next three minutes to respond to the following questions (Figure 15) in their notebooks. When time has lapsed, participant are prompted to share at least one their responses at the table with their leadership team:

Figure 15: Table Talk

Table Time
- When, as a teacher, were you frustrated by top down decision making?
- What are some ways you empower teachers at your school?

Share your responses with your table mates.

Next, the presentation turns to focus on The Power of Collegiality. I explain that collegiality is about more than just getting along with one another.   Rather this power mainly addresses how colleagues learn from, learn with, and teach one another. Principals should provide opportunities for teachers to come together to have strategic conversations about students and curriculum. There should be ongoing opportunities for teachers and administration to learn together, for teachers to observe one another's

classes and opportunities for teachers to teach each other through professional learning

communities or workshops. The following (Figure 16) are some benefits of promoting

collegiality in schools.:

Figure 16: Benefits of a Collegial School Culture
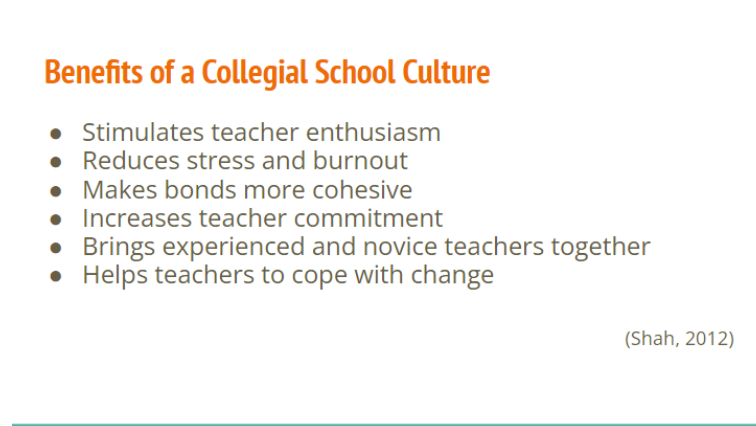
To end this section of the presentation, participants will be invited to respond to

the following question using the interactive Pear Deck slide (see Figure 17): Which of the

five components of Collegiality does your school do well? Their responses will be

displayed on the screen in real time, and I will highlight a few by reading them aloud.

Participants are then encouraged to take the next three minutes to record in their

notebooks the component of Collegiality their school needs to establish or strengthen and

why.

Figure 17: Personal Reflection

Finally, I will introduce the group to another fictitious teacher, Mr. Nelson. *Mr. Nelson teaches 8th grade science in a school district that serves a large immigrant population. English is the 2nd language for about 75% of those enrolled at his particular school and many teachers find it difficult to teach their rigorous content due to the language barrier. You hired five novice teachers that are eager to be in such a diverse school community and have a lot of great ideas on how to boost student morale. Mr. Nelson has been part of the faculty for 10 years and feels that he doesn't need to change his methods. He is resistant to listening to the new teachers' ideas. However, as the principal, you have noticed a decline in achievement and a sense of belonging in your Hispanic population and you feel a change is necessary. You would like your veteran teachers to collaborate with the new hires to develop a plan to improve the school's culture and climate. How do you improve collegiality in your building?*

 Participants will be prompted to participate in Stand up, Hand up, Pair up to share how they would encourage collaboration between novice and experienced teachers and how they would help experienced teachers see the value in doing so. Participants are given six minutes for both to share. They are prompted to return to their seats after the time has lapsed and I encouraged two people who are wearing the color "Blue" to stand up and

share either what they said or what they heard their partner say (with partners permission)

with the entire group.

Figure 18: Hand up, Stand up, Pair up

What do you think?

Using what you know about
The Power of Collegiality
as Mr. Nelson's administrator, what would
you do to encourage the experienced and
novice teachers to work collaboratively
and see the value in doing so?

When addressing the final power, The Power of Vulnerability, I start by

explaining what it is not. Vulnerability is not an attribute commonly associated with

leadership. The word evokes images of weakness, fallibility, and defenselessness.

Roget's Interactive Thesaurus identifies nine synonyms for the word "vulnerability":

danger, dependence, exposure, infirmity, instability, jeopardy, liability, peril, and

weakness. Then I explain that it is actually a very valuable tool that is crucial when trying

to embody some of the other Powers (see Figure 19).

Figure 19: The Power of Vulnerability

The Power in Vulnerability
In contrast to all the negative connotations that usually
accompany the act of showing vulnerability, today it is
seen as one of the most crucial attributes for good
leadership and it can help school leaders and educators
to build trust.

The Powerful Six

I go on to explain that leaders who are vulnerable show up authentically, thereby making

teachers more comfortable doing the same. Participants are introduced to a framework

that was developed by four doctoral students in 2016. As their dissertation project,

Navarro, Johnson, Frugo and McCauley developed The Vulnerable Leader, a character

education framework (see Figure 20). Their framework clearly illustrates how building

leaders should show up in hard to staff schools when working to increase teacher

retention.

Figure 20: The Vulnerable Leader (developed by Navarro, et al. 2016)

Before giving participants ways they can embrace vulnerability in their schools, it is

important to explain the potential dangers when a building is devoid of vulnerability. It is

important that administrators who work in hard-to-staff schools be willing to be both

interpersonal and intrapersonal as they embrace vulnerability, and it is important that

one begins the work with a mindset shift. Seeing vulnerability as a weakness rather than

a strength sets up roadblocks, making it nearly impossible to visualize the benefits

vulnerability brings to the entire school community.

Figure 21: 6 Ways to Embrace Vulnerability (The Canada School of Public Service, 2022)

6 Ways to Embrace Vulnerability

1. Seek feedback regularly from superiors and peers
2. Take frequent pulse checks through quick surveys and discuss results
3. Allow others to share their ideas, thoughts and concerns
4. Seek opportunities to learn from staff who have specialized knowledge
5. Remind yourself to let go of ego and consider you could be wrong
6. Provide psychological safety so that others feel comfortable asking for help or admitting struggles

The Canada School of Public Service, 2022

The Powerful Six

The Canada School of Public Service developed six practical approaches to embracing vulnerability as leaders (see Figure 21). By acknowledging that they are susceptible to making mistakes, administrators gain more credibility with their staff. They are seen as humans which build relational trust. To conclude this section, participants will be asked to respond to the following prompt (see Figure 22) in their notebook and share their responses with a shoulder partner.

Figure 22: Table Talk

Table Time
- Do you find being vulnerable to be difficult? Why or why not?
- How often do you request personal feedback or critic?

Conclusion

First, participants will go back to the first page of their notebooks to read their responses to the prompt: "Successful Leaders...". I will encourage them to adjust their list by adding or taking away attributes they deem necessary as a direct result of the day's learning. Next, each will reflect upon all they have learned and respond to the following prompt using the interactive Pear Deck slide (see Figure 23): *After today's learning, which of The Powerful Six are you likely to begin prioritizing when you go back to your*

school? Their responses will be displayed on the screen in real time. I will highlight a

few responses by reading them aloud. The goal is for the participants to see they are not

alone in this work, but we will get there together.

Figure 23: Personal Reflection

Finally, participants will be asked to write an action plan. Using the form provided in

their presentation materials, they will develop their plan for prioritizing the Powers (at

least two) that they have chosen as their priority (Figure 24).

Figure 24: Action Plan

Before ending the session, participants will be given the schedule for the monthly

sessions and told that September's session will require them to have their school

improvement plan as we dive deeper into The Power in Structure.

Monthly Sessions

After the full day workshop, ideally in August during the principal's retreat, each

month leaders will receive additional bite-sized chunks of experiential training for each

Powerful Six, one at a time. It is also a time for the professional learning teams,

established during the full day workshop, to come together and share experiences,

celebrations and/or mishaps. Doing so gives colleagues a chance to serve as

accountability partners and mentors for one another. For districts that hold monthly

principals' meetings, these 45-minute sessions are ideal.

Figure 24: Monthly PD Sessions (Smith, 2023)

The Powerful ⚡ Six Monthly Sessions		
August	• Objective: • Administrators will create their own action plan for implementing their chosen "Powers". (Handout provided)	Introduction to The Powerful Six: • Initial presentation • Professional learning committee designations
September	• Objective: • Administrators will examine their school improvement plan and determine if their school structures align. (Handout provided)	The Power of Structure: • Are your building structures in alignment with your building goals?
October	• Objective: • Administrators will engage in a study of Bandura's Theory of Self Efficacy.	The Power of Efficacy • How can administrators help to increase teacher efficacy in their buildings?
November	• Objective: • Administrators will share their building practices with one another by playing a game. (Handout provided)	The Power of Collegiality • What do the five components of collegiality look like in your building?
January	• Objective: • Administrators will develop ways to leverage the virtue of empowerment in their school building by tapping into their teachers' superpower. • (Handout provided)	The Power of Empowerment • How can principals empower their teachers to lead?
February	• Objective: • Administrators will consider how their staff might characterize their competency. (Personal calendar needed & competency assessment provided)	The Power of Trust: • How do you exhibit competence and consistency in your school building?
April	• Objective: • Administrators will examine how open they are to sharing the leadership load. (Task Cards provided)	The Power of Trust: • What role does openness play in your leadership?
May	• Objective: • Administrators will create their own feedback survey to gather data on their leadership performance. (Action Plan needed)	The Power of Vulnerability • Opening yourself up to receive feedback
June	• Objective: • Administrators will share the results of the feedback survey and reflect on their growth. (Action Plan Needed)	End of the Year Reflections • How has your leadership improved as a result of this year's development?

September: The Power in Structure

The monthly sessions will be dedicated to one of The Powerful Six beginning with The Power of Structure. The start of the school year is a time when teachers are testing out their classroom structures and procedures, assessing how their students will respond to them. Administrators and their leadership teams usually do the same. Ensuring the arrival and dismissal procedures makes for smooth transitions. Checking on the lunch and recess schedules to ensure there's enough supervision and time for each grade level to eat, while teachers receive their duty free 30-minute lunch time. It is for this reason that I decided to begin the monthly sessions with Structure. Participants should be seated with their professional learning team, established during the full day workshop, to engage in the following:

Topic: Do your building structures align to your school's goals?

Activity: Using the social-emotional goals and academic goals from your school improvement plan, list your current building structures that clearly address those goals. Reflect on your discoveries by responding to the following prompts in your notebook: (1) What have you noticed? (2) List any gaps or areas to improve. After about 15 minutes I will ask for participants to share something that struck them about the task by using the following protocol: Stand up if you have a birthday this month. Each person who stands will be asked to share their thoughts with the entire group. If no participants have a September birthday, I'd ask for those who have a family member celebrating a birthday in that month to stand and share.

Figure 25: Existing School Structures Example (Smith, 2023)

School Improvement Plan

Social-Emotional Goals	Academic Achievement Goals
Do Right Elementary staff will build positive relationships with all students. Students will have a trusted adult they can seek guidance from throughout the school year. Staff will also focus on building positive peer relationships as well.	Do Right Elementary will monitor and measure growth on the ELA and Math learning targets using the district benchmark assessments. In addition, student in Grades 3 - 5 will outperform MPI from last year by scoring 5% better in the areas of ELA, math, and science.

School Structures That Address Your Building Goals

• Morning Meetings • Community Circles • Student Leadership/government • Consistently teach and monitor core values • Monthly Virtue assemblies	• Common formative assessments • Student goal setting • Monitoring & charting progress • Problem Solving Meetings • PLC • Conferring with Students

Team Time: The next 20 - 25 minutes will be time for each professional learning team, established during the full day workshop, to reflect on their month, discussing their focused power and the successes or mishaps they may have experienced. Each person will have approximately five minutes of team time: two minutes to share something from their month and three to get reactions and/or suggestions from the other members of their team.

Next Steps: I will bring everyone's attention back to the whole group and explain that they will use the final 2 minutes to record their next steps toward the goals outlined in their action plan.

October: The Power in Efficacy

Teachers who possess self-efficacy believe in their own power and therefore have the power to directly engage and therefore overcome a multitude of circumstances. Not even flaws in a school's climate and culture will scare a teacher away if he or she believes they successfully impact a student's academic achievement. However, if they do not feel that they can effectively master it in a certain environment, they are bound to leave it. Bandura's Theory of Self-Efficacy (1977, 1994) organized four influences when evaluating a person's belief in their level of competence: mastery experiences, vicarious

experiences, social persuasion, and emotional states. Mastery experiences are the experiences one gains when tackling a new challenge and succeeding (Lopez-Garrido, 2020). These successes provide the individual with actual evidence of their capabilities, motivating the individual to attempt other challenging tasks. Bandura (1977) discussed the second source as vicarious experiences. This experience is when people see others, who they view as like themselves, succeeding through continued effort, which creates their confidence that they too can possess the capabilities to master similar activities. The third source is social persuasion (Bandura, 1977). This influence is when a person is willing to accept positive feedback from others while undertaking a task. Receiving positive verbal feedback persuades a person to believe that they have the skills and capabilities to succeed, especially in challenging tasks. Finally, Bandura (1977) discussed the fourth source as emotional states. These can influence how individuals feel about their capabilities in a particular situation. If a person is struggling with anxiety, their methods of perceiving and interpreting emotions are impacted, thus directly reducing their sense of self-efficacy.

Topic: How can building administrators help to increase teacher efficacy in their building?

Activity: The facilitator will engage each participant in a learning opportunity in which each part of the Theory of Self Efficacy will be explained. Participants will then take five minutes to list, in their notebooks, ways they feel they are addressing the components of Bandura's theory in their building to support teachers and reduce attrition. A few examples could include the following:

- Mastery Experiences - The Principal will provide opportunities for teachers to organize service-learning programs, write curriculum, pilot new curriculum resources, and/or serve as a committee chairperson or grade-level lead.

- Vicarious Experiences - The Principal will provide opportunities for teachers to participate in learning walks, in their own building or other similar buildings, where colleagues can observe one another and prioritize time for teacher collaboration.

- Social Persuasion - The principal will provide opportunities for teachers to observe one another practice a new strategy and leave positive feedback related to their performance, student engagement or both, as well as inviting in district curriculum coordinators to observe teachers and leave them with positive feedback.

- Emotional States - The principal will do frequent "Temperature Checks" by sending out short surveys to examine teacher stress levels and use the data to help with stress management.

Table Time: Once time has lapsed, they will use the next 25 minutes to share with their professional learning teams (established during the summer workshop) what they've written. Each person will have approximately six minutes of team time: two minutes to share something from their list and four to get reactions and/or suggestions from the other members of their team. Each will be encouraged to take notes in the notebook provided.

Next Steps: The facilitator will bring everyone's attention back to the whole group and explain that they will use the final 2 minutes to record their plans in their notebook as

they continue improving their effectiveness in the implementation of the "Power" of their choice.

November: The Power of Collegiality

The Power of Collegiality is often underestimated. Schools where teachers have been taught how and given the opportunity to work cohesively on behalf of students are schools that has very little teacher turnover and a great deal of student achievement. This month the administrators engage in their own opportunity to display collegiality by sharing the benefit of their experiences with each other.

Topic: What do the five components of collegiality look like in your building?

Activity: For this activity all participants will have the opportunity to share with more than just the members of their professional learning team, established during the summer workshop. We will play a game of "Musical Shares". Using the Five Components of Collegiality placemat provided, participants will share how they promote collegiality in their buildings. Each administrator will place their placemat on the table, in front of their chair, stand up, push in their chair, and begin moving around the room to the beat of the music playing. Once the music stops, they will go to the nearest placemat and share something from their school about one of the five components of collegiality by writing on their team member's placemat in the appropriate spot. For example: I might write in the Teachers Talking About Students section that we gather with other building professionals for problem solving meetings to collaborate around strategies that might help the student improve academically or behaviorally. When the music continues, participants begin milling around the room once again. They will share five times before returning to their seats to read what has been shared with them.

Figure 26: Collegiality Placemat (developed by Tracy Smith, 2023)
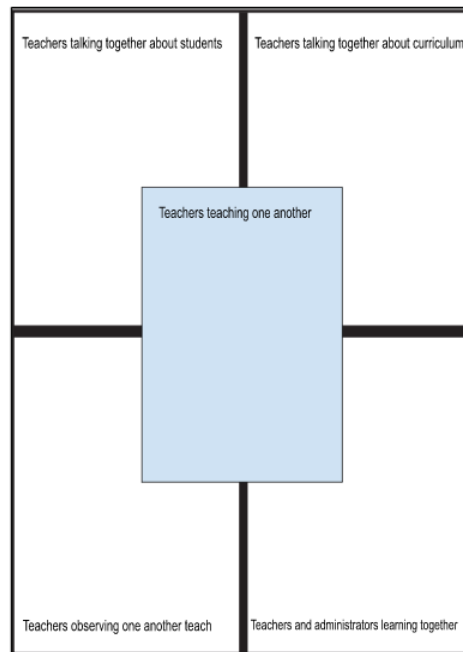
Team Time: First, participants will read and digest the responses their colleagues added to their placemat. After about five minutes participants will share with their team something that was written on their placemats and that they had never tried before and perceive as relevant and valuable. This will give everyone a chance to add ideas to their personal placemat they may choose to use in their own buildings.

Next Steps: I will bring everyone's attention back to the whole group and explain that they will use the final two minutes to record their plans as they continue their efforts toward reaching the goals written on their action plan. Due to December being a short month, development will continue in January.

January: The Power in Empowerment

In the book *Time for Change* (Muhammad & Cruz, 2019), the authors explain that both teachers and administrators should work collectively toward the goal of guiding and supporting staff towards embracing the notion that all students need to learn at high

levels, which can be applied as well to the goal of optimal character development (Berkowitz, 2021; Bier, 2022). The implementation of new and effective research-based best instructional practices is better accepted and more likely to be attempted when it comes from teacher leaders. This month's session is dedicated to ways school administrators can leverage the virtue of empowerment in their school building in a way that builds a teacher's sense of purpose and competence.

Topic: How can principals empower their teachers to lead?

Activity: Principals will be tasked with listing their teachers' "Superpower" in their notebook. Strengths can include instructional, relationship building, organization skills, or even communication skills. Next, principals will collaborate with their shoulder partner to develop opportunities (at least two) for their teachers to partner or work in groups and solve a building dilemma. For example, your school may have a problem with congestion at dismissal time. Cars are blocking traffic on the main street in front of your school causing traffic jams and neighborhood complaints. The principal could empower teachers to come up with a viable solution. Although the information from the T-Chart may be helpful in choosing teachers to solve their dilemma, principals will be encouraged to ask for volunteers before going to teachers directly. The information from the T-Chart can be used if there are no volunteers and to determine those qualified to serve on building leadership teams.

Closing: To give principals ample time to spend on this activity, we will forgo the "Table Time" this month. Instead, the final five minutes will be used for whole group sharing. Participants will be asked to stand and share one of the dilemmas that developed and how they feel it will empower their teachers.

February: The Power of Trust

The Power of Trust will be covered in two installments. During this first installment administrators will reflect upon how competent and consistent they may be viewed by their staff. In most school districts, November marks the beginning of the second quarter of school. Teachers have not only assessed how proficient their students have been performing but most have unofficially sized up their principal's performance as well. Consistent competence refers to how well an administrator can handle the multifaceted responsibilities of leadership (Tschannen-Moran, 2014). Tschannen-Moran asserts that principals need to be able to competently develop a compelling school vision, model the behaviors desired by their teachers, coaching teachers, and staff to align their skills with the school vision, manage school resources in a fair and effective manner, and mediate conflicts among faculty. These duties must be a consistent practice in order for teachers to trust that their administrator is competent to lead them successfully toward high levels of teacher and increased student achievement. Participants will engage in an activity that may help them to self-assess and ultimately make changes.

Topic: How do you exhibit competence and consistency in your school building?

Activity: Administrators will be asked to look at their calendars for the months of September and October. Having a printed copy would be ideal. They will take five minutes to highlight or list the times they did classroom visits/observations, had coaching conversations or feedback sessions with teachers, and/or met with grade level teams to discuss student data. Once the allotted time has lapsed, they are given the next three minutes to use their notebooks to list any patterns they notice with regards to the times of day, grade levels represented, and type of interaction. Next, participants will reflect on

what they discovered by responding to the following prompt in their notebooks: *Based upon what you discovered, how might your staff characterize your consistency?*

Finally, participants will take some time (about five minutes) to self-assess their level of competence based upon the following categories: school climate, cultivation of teacher leaders, improvements in instructional strategies, and increases in student achievement. Using the handout provided, they will rate their level of competence by choosing from a linear scale of one (not yet competent) to five (very competent) and writing an explanation of their rating. Participants will then be asked to provide their staff with the same assessment to see just how congruent their ratings are with one another. This data should be used to make any improvements to leadership necessary to reach the intended goal of improving teacher job satisfaction and increasing teacher retention. Although participants will be provided with a physical copy of the assessment, providing teachers with a google form like the one shown below will help with data collection.

Figure 27: Administrator Competence Assessment (Smith, 2023)

Team Time: The next 20 minutes will be time for each professional learning team, established during the full day workshop, to reflect on their month, discussing their focused power and the successes or mishaps they may have experienced. Each person will have approximately five minutes of team time: two minutes to share something from their month and three to get reactions and/or suggestions from the other members of their team.

Next Steps: Everyone's attention will be brought back to the whole group. The facilitator will explain that they should come to the next session with data from their competency assessment. Due to spring break shortening March attendance, development will continue in April.

April: The Power of Trust

This month the goal is for administrators to notice the degree to which they are willing to be open, including sharing school information to, and building leadership with, their staff. We are building upon what was presented during the full day workshop. Openness refers to both sharing information and the sharing of control. It is one of the five facets of trust (see Figure 6) that has a great effect on a teacher's ability to trust their administrator.

Topic: How does openness aid in building relational trust? How open are you?

Activity: Administrators will work with their professional learning teams, established during the full day workshop, to play a sorting game. Each member of the team will get a set of cards. Each card will have a commonly known school task on it; e.g., lunch duty schedule, ice cream social, or student handbook. With three minutes on the clock, each person is to sort the cards into the following categories: Principal Only, shared between

Principal and Staff, or Staff Managed based upon how they feel each should be done. After time has been called the team will get three more minutes to come to a consensus on just how each task should be categorized. This can be done by starting with the commonalities in their sorts and negotiating the rest. Once the three minutes have lapsed, all additional cards will be put away to only show the one sort per table. The next eight minutes will be used for a gallery walk. Teams will move clockwise around the room to see how other teams have sorted their cards, making note of any differences from their group's work they may see. Everyone may not have the chance to see each table's work but when time has lapsed each team will return to their table. Each administrator will spend time reflecting on what they learned through this process by answering the following questions: What surprised you? What new ideas did you encounter or generate that you have not previously considered? After participating in this activity, to what degree would you characterize your level of openness? Participants will be encouraged to record their thoughts in their notebooks. The reflection activity should take no more than 10 minutes.

Team Time: The final 20 minutes will be time for each professional learning team to share what they discovered after surveying their staff around their competence as leaders. Each person will have approximately five minutes of team time: two minutes to share an area of growth and three to get reactions and/or suggestions from the other members of their team.

Next Steps: Participants will be reminded to bring their original action plans with them to next month's meeting, which will be the final session for the school year.

May: The Power of Vulnerability

My deep dive into literature has helped me to realize that admitting mistakes, owning up to shortcomings and being real about your feelings are actually qualities of effective leaders (Navarro, Johnston, Frugo & McCauley, 2016). Principals who are not ashamed to be vulnerable come across as more human and therefore are more apt to build relational trust with their teachers and staff. The objective of this month's activity is for participants to examine their willingness to be both an intrapersonal and interpersonal practitioner using one of the components of the Navarro et al. (2016) Vulnerable Leadership Framework: Openness. Openness is a leader's ability to appreciate input, value creativity, think deeply and make personal changes.

Topic: Opening yourself up to receive feedback

Activity: What would the staff say about you as their administrator? When doing the literature study around principal support, I discovered that although principals thought they were supporting teachers, teachers report not feeling a sense of support from their administrator (Hughes et.al. 2015). One sure fire way to find out if your efforts are being noticed and appreciated is to survey your staff. Each participant will be asked to create a five-question survey. Figure 28 is an example template, however participants will be encouraged to use a digital platform, like google forms, so that the data collection and analytics would be easily managed. Their survey should question the level at which teachers perceive them as being supportive of them. Using closed-ended questions, participants should decide what quantitative data they would like to collect and craft their questions to that end. Questions could resemble the following (and these will be shared with participants as examples):

1. How much feedback do you receive on your teaching?

2. How useful do you find the feedback you receive on your teaching?

3. How comfortable are you sharing your ideas with your administrator?

4. How supportive has your administrator been of your growth as a teacher?

5. How effective has your evaluation feedback been toward helping you to improve?

Response options can vary and should not be limited to those in the example. Options

could include:

- No feedback at all, very little feedback, Some feedback, tremendous feedback

- Almost never, occasionally, Sometimes, frequently

- Not at all, Somewhat, quite a bit, Extremely

Figure 28: Principal Feedback Survey Template (Smith, 2023)

Principal Feedback Form				
Administrator:	Date:			
School:	Never	Sometimes	Frequently	Always
1.				
2.				
3.				
4.				
5.				

Closing: Participants will be asked to bring their data to our final meeting in June for

final reflections.

June: Year-End Reflection

Objective: How has your leadership improved as a result of this year's development?

Activity: To close out this school year's development participants will engage in two

final activities. First, each administrator will share a summary of their Principal Feedback

Survey with the members of their professional learning team by providing the following

data:

- What were the most important outcomes?

- What evidence best represents those outcomes?

- What are your next steps as a result of these outcomes?

Each person will have 5 minutes, three to share their results and two for colleague feedback.

Next, principals will use about seven minutes to look at their original action plan, developed at the August full day workshop and reflect on their personal accomplishments by responding to the following prompts in their notebooks: *What did you accomplish from your action plan? What, in retrospect, would you change about your action plan? How?*

Closing: After about five minutes of quiet reflection, participants will be asked to participate in a final Circle to end the year-long professional learning the way it began. This circle time will be dedicated to getting short testimonials of how the sincere practice of these six attributes has improved the climate and culture of their building, thereby decreased teacher job dissatisfaction and increased teacher retention. Each member of the circle will respond to the following prompt: "By unleashing The Power of _____ I have noticed _____ at my school." Once we have gotten around to everyone's testimonial, I will thank all participants for their willingness to be vulnerable and introspective then invite them to complete the evaluation provided.

Professional Development Feedback

Participants will be asked to complete an evaluation before leaving (Figure 29).

Figure 29: District Administrator Professional Development Evaluation (Smith, 2023)

The Powerful Six   School District Professional Development Program Evaluation

Date _____ School District _____

We would appreciate knowing how you rate this program in comparison to similar professional development sessions you have attended. For each of the items below please provide a 1 to 4 rating by filling in the appropriate number with pencil or ink pen.

1 = strongly disagree   2 = disagree   3 = agree   4 = strongly agree

I.   Overall Program

1. The entire learning experience was of high quality.   [1]   [2]   [3]   [4]
2. I found the content to be useful to me.   [1]   [2]   [3]   [4]

Comments: _____
_____
_____
_____
_____

II.   Presenter _____

3. The speaker's overall effectiveness was high.   [1]   [2]   [3]   [4]
4. The activities in the presentation were meaningful.   [1]   [2]   [3]   [4]
5. The speaker used appropriate instructional techniques.   [1]   [2]   [3]   [4]
6. The speaker used high quality materials.   [1]   [2]   [3]   [4]
   (i.e., handouts, templates, etc.)

Comments: _____
_____
_____
_____

III.   Meeting Facilities:

7. The accommodations were of high quality.   [1]   [2]   [3]   [4]
   (i.e., conference room, restrooms, public areas, etc.)   [1]   [2]   [3]   [4]
8. The refreshments were fresh and tasty.   [1]   [2]   [3]   [4]
9. The temperature of the room was comfortable.   [1]   [2]   [3]   [4]

Chapter 6: Discussion

Research from Greenleaf (1970), Habegger (2009), and The Learning Policy

Institute (2017) identify key practices for a principal's effectiveness like a vision of

academic success for all students, a climate hospitable to education, cultivating

leadership in others, improving instruction, and management of people, data, and

processes. Principals must understand that when they respect and value their teachers as

professionals, support them in matters related to student discipline, listen to their

concerns, and needs, are fair, honest, and trustworthy, and when they support their

teachers with parent concerns, they are providing the very support needed to fuel a

teacher's noble purpose and intrinsic motivations. Additionally, honoring the teacher's

voice and providing opportunities for them to lead will only strengthen their sense of

efficacy, thereby causing a feeling of empowerment and belonging. When administrators

master those key practices, their teaching staff have less job-related stress, increased job

satisfaction and more will to do the job they always felt called to do. Therefore,

identifying a core set of leadership practices to do exactly this and to reduce teacher

burnout and dropout is well warranted.

Determining The Powerful Six

The road to discovering The Powerful Six was a long one. I reviewed the relevant

research to try to understand both what made teachers who left hard-to-staff schools leave

and what made those who did not drop out remain for a longer time. In short, I learned

that teacher stress, job dissatisfaction and burnout are contributing factors to teacher

attrition. However, the support of the building principal can greatly reduce a teacher's

level of stress. Over the past two decades researchers such as Ingersoll and Merrill

(2012), Haberman (2005), Allensworth (2009), Ronfeldt, Loeb and Wyckoff (2013), DiCarlo (2014), Johnson and Birkeland (2003), and Simon and Johnson (2013) have demonstrated that retention is closely related to the quality of the first teaching experiences. In a more recent study of Midwestern teachers, the outcome was about the same. It was reported that the cause of teacher attrition, for those within their first three years, is insufficient levels of administrative support (Kolbe, 2014). This revelation led to me digging into just how principal support is characterized in the eyes of teachers. In other words, how do teachers need to be supported to decrease their level of stress and increase their job satisfaction.

Research on some of Missouri's leading school districts (Shuls & Flores, 2020) that had been recognized for having high percentages of teacher retention supports my belief that school administrators have more power than they realize and when exerted properly it can make an important difference in a teacher's decision to leave or remain in the field of education. District #1 communicated that developing an atmosphere of trust, respect, and freedom for teachers on both the district and individual school level greatly contributed to their success. District #2 attributed their success to the strong emphasis they place on building a thoughtful professional development platform to prioritize teacher growth. District #3 works to "uphold its caring, collegial, and positive culture by seeking out and hiring candidates that have the same values, mission, and drive as the district". They put their candidates through a rigorous, multi-channel hiring process. Once hired these teachers are not looked down upon because they are new to the profession or district. They are sought after to lead committees while also participating in personalized professional development (Shuls & Flores, 2020).

Although this was great information and more importantly confirmation of what my experience as a long-time educator told me, the districts that participated in this study were not hard-to-staff and did not have very many hard-to-staff schools within them. I needed to find out why teachers who choose to teach in such environments remain past the five-year attrition mark. Researchers Gagni and Deci (2005) identify the Self Determination Theory (SDT) as being directly related to motivation in the workplace. SDT explains how intrinsic and extrinsic motivators can be regulated by three basic psychological human needs; feelings of competence, autonomy, and relatedness (Ryan & Deci, 2000). Gagni and Deci argue that if those motivators are present it will lead to greater job satisfaction and teacher longevity. To further validate my assertions about the power in administrative supports, researchers Allensworth, Ponisciak and Mazzeo (2009) suggested that teachers who leave hard-to-staff schools do so because the principal is not effective, the administrative structures are weak, student behaviors are unmanaged, district practices are too restricting, and the rate of pay is poor.

An HR professional, interviewed by researchers Shuls and Flores (2020), stated, "Building principals have power and control over school culture" (p. 9). Others interviewed also attributed the positive school cultures in their district to the work of the principals. After synthesizing these data, I realized simply: It's time for principals to unleash their power! The Powerful Six (see Table 3 from chapter one) was derived from that synthesis of the data I collected during my extensive review of existing literature on the topic of teacher retention. First, I listed all the characteristics (found in literature) of a supportive principal. I then began to sort them into logical groupings. This step took several iterations before finally settling on the one shown in Table 3 (p. 25). Once I was

satisfied with the groups, I began the process of naming or categorizing each group with an attribute of leadership. This too went through many changes. It started out as The Power in Eight. However, through conversations with colleagues I realized that I had attributes of leadership that basically meant the same thing and other groupings that were better characterized by a different attribute. Several weeks of reflection finally led me to The Powerful Six (Smith, 2022).

The Relationships Among the Powerful Six

While each of the six aspects of effective leadership have their own distinct characteristics there is some overlap, making their implementation both logical and attainable. A principal's ability to become vulnerable, admitting areas of growth and failures, helps teachers see their administrator as human and therefore can increase the trust built between them. In addition, a principal who works to empower her staff to solve school problems instead of developing a culture of top-down leadership is a principal who is also building relational trust, collegiality, and teacher efficacy. Teachers who have had opportunities to successfully serve in leadership roles, on problem-solving teams and those who successfully increase student achievement levels will begin to see themselves as capable and valuable members of the staff, fueling their noble purpose and increasing their desire to remain both at their school and in the teacher profession.

Building the Administrator Development

Realizing that adults bring vastly different experiences and knowledge to the learning experience than do students, The Powerful Six administrator professional development is built around the Andragogy theory of adult learning and is aligned with standards of professional learning presented in the Learning Forward report (2011).

The Powerful Six administrator professional development is written in two different formats. I began building the first presentation deck (Appendix A) to be used for a conference-style learning opportunity. Then I created a more extensive presentation deck by adding relevant slides to the existing deck. The second presentation deck (Appendix C) would be used during the full-day workshop. Finally, I structured the monthly sessions that would follow the full-day workshop and developed handouts and templates as tools for the learning. These handouts were chosen to increase participant engagement as well as a way for participants to have something concrete to take back with them as a reminder of lessons learned and goals set. These sessions were included to ensure that all six powers were revisited in an authentic, experiential way.

Implications and Customizations

The Powerful Six gives principals an opportunity to get what they want and what our students ultimately need by looking within and taking a more humanistic approach to leadership. The goals of these two professional development formats are to (1) build-up the self-efficacy of principals as they realize their power over teacher retention, (2) help principals to identify where they are strong and areas for growth, and (3) guide principals through a process of building professional learning teams that will serve as thought partners, mentors and even accountability partners through this ongoing stage of development. A benefit to the conference-style option is that individual leaders, regardless of school, district, years of service, or leadership capacity can partake in this interactive learning. A benefit to the district year-long option is that leaders can align their work to the district goals and initiatives, while building learning communities within the district that can serve as immediate support for each member…building upon the

Power of *Collegiality* and *Vulnerability*. Districts also have the added benefit of being able to tailor their PD to the needs of their administrators. They may customize their presentations to only include certain "Powers". They may decide to only provide this PD to administrators at a certain grade level (e.g., elementary, middle, or high school). They may decide that only administrators with less than three years' experience should be developed in this way and finally, they may choose to add individual support like one-on-one coaching or learning team coaching.

Limitations

While this professional development is written to immerse building administrators in the six aspects of leadership, I derived from reviewing the existing literature, this project generated only two ways this development can be accessed. Leaders will need to either invest in attending a leadership conference and choose my workshop as a break-out session, or they would have to work in a school district that values development of their administrators and hires me to provide customized support. One disadvantage of the conference-style format, besides its limited reach, is that the level of coherence is very low. Participants are not given the opportunity to have on-going support and feedback as they try putting into practice what they learned. One disadvantage of the district/ongoing pd is that access is dependent upon district leaders seeing the value and investing in the opportunity for their administrators.

 Future Development Formats

I believe this work is important enough to be made available for any leader who desires it. It is my hope that I will be able to offer this timely administrator development in additional formats in order to increase its reach across the country and abroad. One

option is to provide the district development on a regional level as an extension of the

MLDS. In addition, districts could decide to only engage their administrators in the full

day workshop only. The Powerful Six can also be developed using the formats described

below:

- Online modules: Seven online modules giving busy administrators an

asynchronous option.

- Webinar Series: A virtual option featuring a live facilitator with whom

students are able to interact via the chat. There will be three 60-minute webinars

in the series.

- Summer Institute: This five-day option will feature guest speakers,

planning sessions and on-the-spot coaching.

In conclusion, *The Powerful Six: Six aspects of leadership to increase*

teacher longevity in hard-to-staff schools is an experiential learning opportunity

for school administrators who understand the importance of reducing teacher

attrition and are willing to learn about, take responsibility for and unleash the

power they have over it. Many districts are missing the mark in terms of

providing professional development for their school administrative staff and while

most colleges and universities do a good job of preparing aspiring administrators

for the day to day demands of leading a school building, many do not address the

intrapersonal skills one should identify and sharpen to be the support teachers in

Hard-to-Staff schools need. The Powerful Six requires leaders to examine their

leadership practices from both an interpersonal and intrapersonal perspective and

will leverage a principal's power over both internal and external teacher

motivators. Although there are two iterations of this professional development,

conference-style and districtwide style, districtwide and site-based designs work

best in terms of sustainability and coherence (Guskey, 2000).

Appendices

Appendix A - The Powerful Six: six aspects of leadership to increase teacher longevity in

hard-to-staff schools conference-style professional development presentation slide deck.

Appendix B - The Powerful Six Presentation Handouts

Appendix C - The Powerful Six: six aspects of leadership to increase teacher longevity in

hard-to-staff schools district professional development presentation slide deck.

Appendix D - The Powerful Six Conference-Style Workshop Evaluation Form

Appendix E - The Powerful Six District Professional Development Evaluation Form

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