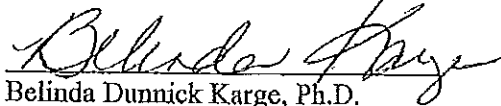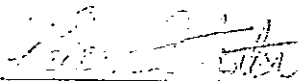## ACCEPTANCE

This dissertation, BUILD RAPPORT, INSPIRE FEEDBACK, CELEBRATE SUCCESS, AND EXCEED RESULTS (BICE): A LEADERSHIP PROGRAM TO INCREASE ADMINISTRATIVE SUPPORT AND RETENTION OF BEGINNING SECONDARY TEACHERS, was prepared under the direction of the candidate's Dissertation Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree of Doctor of Education in the School of Education, Concordia University Irvine.

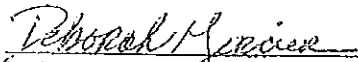Belinda Dunnick Karge, Ph.D.
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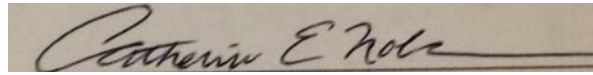
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BUILD RAPPORT, INSPIRE FEEDBACK, CELEBRATE SUCCESS, AND EXCEED
RESULTS (BICE): A LEADERSHIP PROGRAM TO INCREASE ADMINISTRATIVE
SUPPORT AND RETENTION OF BEGINNING SECONDARY TEACHERS

By

Catherine E. Nolan

A Dissertation

Presented in Partial Fulfillment of
Requirements for the
Degree of
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ABSTRACT

The purpose of this study was to analyze and evaluate the effects administrative support has on beginning secondary teachers in the state of California. The application of a four-level leadership program, BICE, on secondary school campuses provided beginning secondary teachers support and confidence in their roles as effective educators. The BICE leadership program incorporated a four-level sequential cycle to build rapport, increase feedback, celebrate success, and exceed results for beginning secondary teachers. Administrators used the four levels to reframe their role as leaders at their school site. Three areas of focus were addressed to analyze the effects of the BICE leadership program: professional development, stress, and administration. Beginning secondary teachers developed a higher priority towards professional development with an increase in willingness to observe and collaborate. The BICE leadership program lowered the levels of stress for beginning secondary teachers and increased job satisfaction. The study validated the importance administrative rapport has on beginning secondary teachers. The researcher recommends further study of the BICE leadership program and its impact on veteran secondary teachers or secondary athletic coaches, which could add greater significance to the effectiveness of rapport in the educational field.

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ACKNOWLEDGMENTS

The educator I am today would not carry such an amazing impact if I hadn't been given the blessing and privilege to call JoAnn Nolan my mom. Although she is no longer with us physically, she firmly instilled the lessons of hard work, kindness, and the pursuit of knowledge into my everyday life and career. This dissertation is dedicated to her. As an educator, she inspired others to achieve more and make a difference. I feel this study sincerely honors that tradition. To my dad, brother, sister, Little J and all my family who have all played a special part of the journey, thanks for all the support and showing me what hard work can do!

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CHAPTER 1: INTRODUCTION

Beginning secondary teachers typically bring a high level of energy, excitement, and personal goals to their school site, but they may lack the proficiency or effectiveness that comes with time and pedagogical experience (Protheroe, 2012). Administrators have a responsibility as school leaders to provide adequate support for all beginning secondary teachers.

Beginning secondary teachers may experience different forms of frustration in their career. The circumstances that cause these feelings can have a detrimental effect on student achievement. To address this possibility, leaders and educators need to identify the factors that create or heighten negative emotions. Common sources of frustration in educational careers are professional development, stress, and experience (Kirkpatrick & Kirkpatrick, 2006). Given these situations, it is imperative to focus on the leadership, support, and guidance given to beginning secondary teachers. This study evaluated the effects of a leadership system, Build rapport, Inspire feedback, Celebrate success, Exceed results (BICE), to help beginning secondary teachers diminish frustration and increase job satisfaction and retention.

Statement of the Problem

With limited time to assist and work with beginning secondary teachers, administrators need to find effective methods to help (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005; Protheroe, 2012). All secondary teachers and educators can benefit from strong leadership (Darling-Hammond et al., 2005). Leadership and mentoring has been used in various careers and fields to increase the effectiveness of employee performance. For example, a retail sales professional seeks out a new apprentice to watch and help sell the most products for profit-making properties. As the apprentice receives support and incentives from their leader, job performance increases and overall satisfaction with the career in place typically coincides

(Kirkpatrick, 1996). In the military, a presiding officer is required to mentor their trainees before crossing the lines of a battlefield. It would be unsafe and dangerous to send a beginning soldier without the necessary tools, experience, and support for battle in a war. A successful business, field, or career that is based on human interaction should expect leadership to be a top priority (Administrator A, personal communication, 2017; Kirkpatrick & Kirkpatrick, 2006).

The role of leadership gained significant attention in secondary schools since reports have shown that California has a shortage of teachers (Correa & Wagner, 2011). The decline in available qualified teachers arose from many different factors. Correa and Wagner focused on the factors that can specifically affect beginning secondary teachers with three or fewer years of experience. A strong leadership program by administrators could significantly reduce these negative factors that have shown a decrease in the retention of secondary teachers (Hudson, 2012). Effective leadership has created positive outcomes through its ability to lower stress in and out of the classroom for secondary teachers (Black, 2001; Hudson, 2012). The stress of achieving high academic results, fitting into an established school site and making a difference in the lives of students appeared to be at the threshold of many beginning secondary teachers (Protheroe, 2012). Given this circumstance, administrators can reevaluate their own role as leaders at the school site to alleviate this stress.

The school district used in the study had an average attrition rate of 8% for beginning secondary teachers who left the school by their own choice, or that of the administration, by the start of their fourth year (Administrator A, personal communication, 2017). The need to address this attrition surfaced in recent visits from the Western Association for Schools and Colleges (WASC). The two schools in this study received similar recommendations from WASC to improve the attrition rate and effective instruction with an action-oriented plan. To address this

problem, the researcher suggested a stronger focus on leadership, specifically from the role of the administrator.

Beginning secondary teachers have received different types of leadership, mentorship, and training through credential and induction programs (Ingersoll & Strong, 2011a; Rossi, Tinning, Flanagan, & Macdonald, 2011). The variance of support has depended upon the quality of opportunities each program chose to provide. Beginning secondary teachers in this study were given the opportunity to supplement their professional growth with outside classes or workshops offered by the school district. There was no minimum requirement for beginning secondary teachers to participate in any of these optional courses. All secondary teachers received one professional development day per year. The day was organized into content-specific groups and designed to incorporate keynote speakers and collaboration for professional growth (Administrator A, personal communication, 2017).

Contrast in the methodology to provide beginning secondary teachers support and professional growth has, in some ways, weakened public education (Darling-Hammond, 2006). Despite a common requirement by the California Commission on Teacher Credentialing (CCTC) for beginning secondary teachers to clear their credential within the first five years of new employment, the methods and support to achieve this have differed across various districts and regions. During the study, California required newly-credentialed teachers to complete an approved induction program to clear a preliminary credential. Previously, programs such as the Beginning Teacher Support and Assessment (BTSA), established by the CCTC and the California Department of Education (CDE), had been offered. BTSA was in many ways a type of leadership program that guided beginning secondary teachers to improve the development of their instructional practice (Darling-Hammond et al., 2005; Koppich & Humphrey, 2013).

Funding constraints threatened the effectiveness of BTSA to support beginning secondary teachers. BTSA programs that were locally designed and completed at the district level created adverse results for beginning secondary teachers (Darling-Hammond et al., 2005; Marquez-Lopez & Oh, 2010). The district in this study experienced financial and staffing limitations forcing district administrators to remove BTSA and adopt a new induction program. Beginning secondary teachers received less face-to-face training from veteran teachers and had minimal interactions with others in the program. Mentor observations were set at once a year compared to previous years that had allowed for as many as five observations per year (Administrator A, personal communication, 2017).

Budget cuts across districts forced certain beginning secondary teachers to expend personal funds to complete the induction requirements, increasing their level of stress. In the past, the district in this study provided induction programs free of charge. Beginning secondary teachers who completed the program successfully received awards and recognition and participated in celebration events. During the length of this study, the district did not have the resources to accommodate beginning secondary teachers in a comparable manner (Administrator B, personal communication, 2017).

Induction programs approved by the state of California were designed to improve instructional practices and increase the effectiveness of beginning secondary teachers in the classroom. Districts need to properly staff a group of leaders to work with beginning secondary teachers (Darling-Hammond et al., 2005; Marquez-Lopez & Oh, 2010). The induction program of the district in this study struggled to entice enough leaders to meet and work with beginning secondary teachers. The shortage diminished the opportunities for beginning secondary teachers

to collaborate with each other and gain relevant knowledge and advice from veteran educators (Darling-Hammond et al., 2005; Madigan & Scroth-Cavataio, 2012; Scherer, 2012).

District leaders in this study started to explore new ways to support beginning secondary teachers with compatible programs such as BICE.

Purpose of the Study

Administrators have had to take a much more active leadership role in the support and mentoring of beginning secondary teachers to improve their satisfaction, effectiveness, and ultimately, their retention. However, often administrators struggled to find the time or best method to actively address this vital concern (Hudson, 2012; Ingersoll & Strong, 2011a). This study provided techniques and methods for administrators to implement an on-site leadership program, BICE. The program was designed to decrease the stress factors of beginning secondary teachers and increase the satisfaction of their performance as educators in a secondary school. Benjamin Franklin endorsed the phrase that, "failure to prepare is preparing to fail." If beginning secondary teachers are not adequately prepared to be effective in the classroom, schools risk failure at all levels. Per Eggers and Calegari (2011), 46% of teachers nationwide quit before their fifth year due to a lack of preparation. Turnover of this magnitude costs the United States over $7 billion annually (Aaronson, 1999; Eggers & Calegari, 2011). In addition to the monetary loss, this problem also forces administrators to give up valuable time and resources to recruit new teachers, hence starting the entire process over. If schools do not address this issue immediately, the cycle of lost funds and time could have a direct effect on the population that is at the core of public concern, the students (Black, 2001).

Student-focused schools need their leaders to invest time and support into beginning secondary teachers. Schools that report high teacher morale characteristically have higher

student achievement and success (Black, 2001; Johnsrud & Heck, 2000). Schools that address the situations that may lower morale, such as teachers' feelings of frustration or lack of preparation, will promote positive trends of student success in and out of the classroom (Black, 2001; Darling-Hammond et al., 2005; Johnsrud & Heck, 2000). Beginning secondary teachers who do not feel fully supported are susceptible to low self-confidence and a sense of defeat in their career (Nolan & Stitzlein, 2011). The attitude to simply survive or get through the school year has not set a positive tone or strong focus for beginning secondary teachers (Lambeth, 2012). Survival mindsets in beginning secondary teachers have started to develop an indifference towards student achievement and the overall school (Black, 2001; Nolan & Stitzlein, 2011).

Research Questions

The following research questions will be addressed:

1. How does administrative rapport and support impact beginning secondary teachers?

2. How does mentoring beginning secondary teachers impact satisfaction felt by the teachers in their current teaching assignment?

3. How does BICE, a four-level leadership program, increase the rapport of a beginning secondary teacher at their school site?

Theoretical Framework

Lack of preparation, evaluation, and support of beginning secondary teachers has contributed to high attrition rates in California (Paris, 2013). Administrators need to create a system of teacher development to support beginning secondary teachers, increase their effectiveness, and improve their career satisfaction. The best teacher development system will work long-term and apply to any secondary setting with ease and success by the administrators (Kirkpatrick, 1996; Stansbury & Zimmerman, 2002).

To find a successful system of support for the educational setting, educators should step back and look at the most successful businesses that require strong interpersonal skills like teaching. In 1959, Kirkpatrick built a four-level model of evaluation for upper-level management to use with their employees to improve the learning and performance curve of their daily operations. Kirkpatrick's model went beyond typical limitations of asking an employee how they felt. It set forth a sequence of methods for management to create a system of support that validated the goals of the organization and the individual (Kirkpatrick, 1996).

Using the theory set forth by Kirkpatrick, this study built four levels of support for beginning secondary teachers. As noted by Kirkpatrick (1996), "the four levels represent a sequence of ways to evaluate programs. Each level is important and has an impact on the next level" (p.19). The importance of building the support of beginning secondary teachers is crucial because it allows administrators time to rebrand their leadership role. As leaders, they can build rapport, give feedback, celebrate success, and exceed results. These four actions were based upon three areas that the researcher zoned as indicators of success as leaders: professional development, stress, and administration. The study used the Kirkpatrick model as a framework to analyze the BICE leadership program and its areas of focus for a beginning secondary teacher: professional development, perceived stress in the job setting, and relational trust with administration.

Kirkpatrick (1996) stated his areas of focus as reaction, learning, behavior, and results. In his first level of reaction, he called for some form of evaluation to measure the response from the employee. The reaction showed how the employee felt about a particular training and its benefit to their specific needs (Kirkpatrick & Kirkpatrick, 2006). To measure the reaction of beginning secondary teachers, administrators built rapport by asking for information, opinions,

and comments about their experiences in the classroom. Data was used to improve future communication. Conversation did not have a wrong answer or hidden agenda. Rather, communication was used to make a strong connection between an administrator and beginning secondary teacher. Communication was simply the sharing of information.

The second level of Kirkpatrick's model was learning. An administrator should be identifying and measuring particular skills, knowledge, or attitudes that will help the organization as a whole (Kirkpatrick, 1996; Kirkpatrick & Kirkpatrick, 2006). In the school setting, administrators can measure learning through observation, self-evaluation, and constructive feedback given to the beginning secondary teacher. An administrator should have a major role in the feedback given to beginning secondary teachers because he or she can help identify the areas of growth for effective instruction (Stansbury & Zimmerman, 2002).

The third level of Kirkpatrick's model built on the learning process to measure a change in the behavior of the employee (Kirkpatrick & Kirkpatrick, 2006). As beginning secondary teachers learn what is expected and receive feedback that motivates them to meet these expectations, their behavior in the classroom setting could change. A new confidence and the celebration of successful pedagogical choices in their career can spread to others and create a community of support for the beginning secondary teacher.

The last level that Kirkpatrick offered in his model was results. Results can be difficult or challenging to collect because it may take an employee or manager a longer amount of time mastering previous levels to schedule or find a sufficient final evaluation piece (Kirkpatrick & Kirkpatrick, 2006). Results drive a school in the same way as a business. Results can make a school look better than another and affect the morale of teachers. It is important to use results as a tool for improvement. In this study, results were used to move forward rather than backward.

There are going to be results that may not be as strong or good as a beginning secondary teacher wishes. For example, a significant portion of a class may fail a standardized test. Rather than focus on the word "failure," administrators used positive talking strategies to analyze student data. The study allowed administrators to identify positive trends and emerging patterns that help identify areas of growth.

Significance of the Study

The success of a secondary school is often measured by the effectiveness of its teachers and retention of those who succeed. If a secondary school suffers from a high attrition rate, there has been concern at the district level in terms of the performance of both the teachers and the administrative team that should be overseeing the staff and instruction (Correa & Wagner, 2011; Scherer, 2012). Administrators need to reexamine their role as leaders to improve the support, rapport, and genuine satisfaction beginning secondary teachers resolve high attrition and identify the missing parts that have supported teachers in their effective instruction.

This study was significant because it directly addressed the administrative role and satisfaction of at two secondary schools and provided an on-site mentoring program that is designed to decrease attrition rate of beginning teachers, increase effectiveness, and increase overall job satisfaction. It has become evident that beginning secondary teachers need more time to build their skills and assess their strengths to have a positive school-wide effect.

Hudson (2012) reveals that 60% of beginning secondary teachers believes their greatest achievements in the classroom as behavior management. Although strong behavior management is part of an effective classroom, it should not be the complete focus of a teacher. Behavior management is an expectation that creates an environment for strong and engaging instruction to take place (Jao-Nan Cheng, 2014). Effective teachers should centralize their efforts on building

student knowledge and critical thinking skills that will best prepare them for higher levels of learning (Black, 2001). The administration needs to step in, observe, and evaluate what is expected from every beginning secondary teacher to clarify what is an effective teacher. If an administrator simply wishes for a quiet room with little discipline issues, the academic achievement goals set forth by the school diminish in some way. Administrators need to mentor beginning secondary teachers to increase their quality as teachers to support all stakeholders (Madigan & Scroth-Cavataio, 2012).

Families of secondary students and other stakeholders have expressed opinions that high quality education is necessary because its long-term effects are priceless (Aaronson, 1999; Correa & Wagner, 2011). Surrounded by pressure to provide all school districts a fair and equitable amount of funding to provide the highest quality of instruction, California is challenged to choose the items that will benefit their most important consumers: students (Wasserman & Ham, 2012).

Every student deserves a quality education. In July of 2014, the California State Board of Education provided each governing board of school districts a summary of eight priorities for consideration in local control and accountability plan (LCAP). The LCAP secures excellence in education through student achievement, school climate, Common Core State Standards (CCSS), course access, parental involvement, student engagement, and other student outcomes (Sindelar, Heretick, Hirsch, Rorrer, & Dawson, 2010). These areas of focus are more than a set of categories, but rather a roadmap for success as a secondary school.

Each priority, although different in implementation, has a common component. A quality teacher facilitates the eight priorities. There are a lot of questions why some districts have cut money from induction or other mentoring programs that help develop excellent, quality teachers

(Masters, 2013). District officials have expressed their concern. In one California school district, Administrator C (2016) expressed "the lack of BTSA funding will either decimate our BTSA programs or, at best, force us to pull funds from other educational programs to make up what will be hundreds of thousands of dollars in lost revenue." Every step an administrator makes to provide leadership through the similar training and professional rapport in those such as BTSA has given in the past could be even more efficient if given consistently at the school site level (Administrator C, personal communication, 2016).

Definition of Terms

Attrition rate: For this study, the attrition rate refers to the percentage of credentialed secondary teachers that leave the profession of education within the first three years of their first assignment.

Beginning teacher: A teacher who has completed three or fewer years of teaching; may also be referred to as novice (Wasserman & Ham, 2012).

BICE: BICE is an acronym applied to the leadership program for this study; it stands for the four levels, Build rapport, Inspire feedback, Celebrate success, and Exceed results. In this study, the BICE leadership program is implemented by secondary administrators for beginning secondary teachers.

BTSA: BTSA is an acronym used previously for an induction program, Beginning Teacher Support and Assessment. It was a state-funded program co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC). The program engaged preliminary credentialed teachers in a job-embedded formative assessment system of support and professional growth to fulfill the requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials.

Burnout: The feeling that arrives from pressure or over exhaustion; often referred to as a sense of hopelessness or dissatisfaction from a specific position as a teacher (Black, 2001).

CCSS: Common Core State Standards are educational standards, adopted in the 2010 outline of what students should know in different content areas at specific grade levels. The State Board of Education in California finalizes the kindergarten through high school standards for all students. The CDE works with schools to help students meet the standards.

CSTP: The California Standards for the Teaching Profession (CSTP) summarize the set of standards for all teachers to define and develop their practice. The standards support professional educators. Each standard explains the roles and responsibilities to be met as a permanent teaching professional. The standards are not a way to control actions of the teachers, but rather help teachers cultivate, enhance, and increase their effectiveness as an educator.

Induction: An orientation program offered to new teachers as they enter a new teaching profession regarding training, workshops, or other opportunities to receive policies and procedures in place at a specific school site. Induction may vary from one school site to another within the same school district of this specific research study (Ingersoll & Strong, 2011a).

Mentoring: Derived from the Greek word meaning enduring, mentoring is defined as a sustained relationship between an adviser and less experienced individual. Through a purposeful, consistent, and continual involvement, the support providers (administrators in this specific study) offer guidance and assistance to the new colleague (Oplatka, 2011).

NCLB: The No Child Left Behind Act of 2001 (NCLB) was a U.S. Act of Congress that used its legislature to reauthorize the Elementary and Secondary Education Act; it included Title I provisions applying to disadvantaged students. In this research study, the background of NCLB set the stage for the hiring process of new teachers.

Secondary school: A school that provides education for students 9th through 12th grade

Veteran teacher: For this research study, a veteran teacher is one who has completed at least three years of teaching.

WASC: WASC, the Western Association of Schools and Colleges, is an association aligned with the U.S. Department of Education to conduct evaluations of schools, both public and private, from kindergarten through senior college levels (Protheroe, 2012). WASC measures school-wide engagement, effective education, student achievement, and a positive culture. The school needs to show proof of decision-making and communication between all stakeholders.

Limitations

The limitations that existed in this study were placed into two categories: administration and beginning secondary teachers. Regarding administration, the study used two different secondary school sites that had administrators of different experience, knowledge, and training in the educational profession. Administrator A was a principal at the high school with less than 3 years of experience at the secondary level. Administrator B was a veteran administrator at the high school level within the school district used in this study. Despite the variation of each administrator's background, the importance of leadership from the role of an administrator still supported common goals to support beginning secondary teachers and increase retention.

The second limitation that existed in this study was the level of comfort that a beginning secondary teacher may have with sharing of information based on their satisfaction of their current administration or the amount of support they were receiving. Beginning secondary teachers could have been less than fully upfront with their opinions concerning how effective their current leaders were, levels of stress they may or not have, and the level of

support received to their specific needs. To address this limitation, the researcher provided complete anonymity in the quantitative and qualitative collection of data to support the primary research question. Additionally, qualitative data was collected in two formats: a brief interview with a neutral person and through the educational Likert survey. In the survey, beginning secondary teachers could respond to open-ended questions without any name identification sent to the researcher.

Delimitations

The delimitations applied to this study were to only use beginning secondary teachers in the leadership program. It would have been ineffective to use veteran teachers in the qualitative measurement of the secondary research questions because it would not have supported the primary research question that specified how administration affects beginning secondary teachers. Although there is literature collected to support the effectiveness of great leadership for all levels of experienced teachers, this study was designed to address beginning secondary teachers.

The second delimitation of this study existed in the researcher's use of only one school district. The use of only one school district did not address the possibility that funds towards the implementation of a leadership program may vary given the fiscal budgets in place for different locations. To address this delimitation, two schools with distinctive budgets within the same school district provided participants.

Summary

This study highlighted the effects a leadership program, specifically BICE, had on beginning secondary teachers. The effects of the four-level leadership program may influence future policies and procedures for administrators and secondary schools. The preparation of

beginning secondary teachers is crucial to the success of a school site emotionally, fiscally, and

scholastically (Eggers & Calegari, 2011). As secondary schools strive to provide quality

education, it is imperative that administrators have tools at their disposable to use with their staff,

especially beginning secondary teachers (Wasserman & Ham, 2012). This study aimed to grant

administrators the opportunity to help secondary beginning teachers through a four-level

leadership plan.

CHAPTER 2: REVIEW OF LITERATURE

The focus of this review of literature was to describe the effects that administrative support and leadership had on beginning secondary teachers as suggested by current research. The previous chapter presented three research questions and various definitions that helped explain the current research. This chapter gives an extensive review of current literature in the field of education. The review examines what role leadership and mentoring has played on beginning secondary teachers. It defines and explains the attributes of leadership and mentoring. The review also explores the aspects of mentoring that can be measured and its effect on teacher satisfaction as related to the secondary research questions of this study. Assorted programs and examples are discussed to reveal a comprehensive view of leadership and mentoring.

Background knowledge that underlies teacher preparation and support programs clarifies the important components of an induction program that should prepare a beginning secondary teacher for their career (Koppich & Humphrey, 2013). The review also examines the role of the administrator in a leadership program and what type of effects their position may have had on a beginning teacher's job satisfaction. By the end of this review, the reader will have a full understanding of the support and leadership structures in place for secondary teachers and the relevant components that can affect beginning secondary teacher satisfaction and retention.

Introduction

Education is not a stagnant entity in today's society (Gatlin, 2009). The strategies and methods to improve its implementation have long-term effects on both private and public sectors. Educators have a responsibility to build their professional practice to help secure the future of students. Teachers have to overcome adversity every day with a variety of stressful situations (Ferguson-Patrick, 2011; Koppich & Humphrey, 2013). Mentoring, evaluation, and induction

programs encourage educators to stay active and be effective in their day-to-day responsibilities to serve all students (Stansbury & Zimmerman, 2002).

History of Mentoring

Mentoring has been a part of the American educator's professional development for over a century (Darling-Hammond et al., 2005). The United States stressed the importance of education beyond the primary level from 1850 to 1900. American urban and rural areas opened the first public high schools and created a variety of instructional programs for secondary teachers to be trained and mentored (Darling-Hammond et al., 2005; Ingersoll & Strong, 2011a). During this time, many public secondary teachers had minimal content knowledge in the courses they had to instruct. The vision of quality teaching was not the effectiveness of cognitive content given to the students. An effective teacher was an individual who inspired the students to be good, love their country, and love their community (Ingersoll & Strong, 2011b; Trubowitz, 2004). Secondary teachers did not feel qualified to teach certain subjects and had to find ways to present information that they possibly did not fully know.

Secondary teachers sought mentors who could offer content knowledge rather than strategies that would engage learners (Darling-Hammond, 2006; Darling-Hammond et al., 2005). The focus to give teachers more content knowledge took away from the benefits of mentoring. There was little attention given to knowing the types of learners or how to develop a learning environment that helped all students succeed. By the start of the 20th century, the American public had an overall poor opinion of secondary teachers regarding their lack of instructional skills (Hudson, 2012; Scherer, 2012).

The leadership and mentoring provided to secondary teachers underwent multiple shifts. The focus on content knowledge changed to the development of instructional skills that could

apply to any content (Darling-Hammond, 2006; Graham & Fennell, 2001). A new sense of personal improvement and a spirit of renewal took place across the United States and sparked a shift in teacher training. Secondary teachers wanted their students to rise above economic hardships and enter the labor field with confidence (Aaronson, 1999; Tyack & Cuban, 1995). Many educators felt that if they could improve the lives of their students, they were helping the country by developing new leaders. American society had begun a transformation of personal reform (Tyack & Cuban, 1995).

In 1914, upon the completion of the Panama Canal, President Theodore Roosevelt motivated Administrative Progressives to "develop a blueprint for educational progress" (Tyack & Cuban, 1995, p.17). The administrative progressives led the implementation of school reform more vigorously than any other previous group (Tyack & Cuban, 1995). Educational leaders ran school districts in an almost sterile fashion, developing a scientific management technique to treat the schools as a business, rather than a place of learning. Schools emphasized standards as a measurement tool for both students and teachers (Graham & Fennell, 2001). There was not a significant push to have a massive reform, but rather to look at the curriculum and make sure that the classes offered matched the caliber of the students on either a vocational or an academic track. As school reform became more than a passing thought, the rise in Democratic values spurred the Progressive Education Movement (Tyack & Cuban, 1995).

The Progressive Education Movement modified secondary teacher training to use mentors in a new way. Mentors helped secondary teachers identify how students' interests and experience affected course instruction (Darling-Hammond, 2006; Tyack & Cuban, 1995). From 1933 to 1941, the Progressive Education Association (PEA) completed an eight-year study looking specifically at secondary education and its development of curriculum and teaching

(Watras, 2006). Given the low number of secondary students successfully entering higher education, the study looked for new ways to inspire students. Secondary teachers embraced the opportunity to collaborate with each other in their lesson preparation and instructional strategies for the first time. Instead of isolation, secondary teachers were encouraged to work together and make the best plans to prepare their students for higher education (Tyack & Cuban, 1995; Watras, 2006). The study mandated specific schools to provide non-instructional time on-site for secondary teachers to meet, creating what is now commonly referred to as in-service training (Watras, 2006).

In-service training redesigned mentoring as a process to assist secondary teachers in building a supportive community in which problem-solving techniques and collaboration could take place continuously (Gatlin, 2009). However, in the 1940s and the Cold War era, new views of learning began to evolve once again. The stress of a nation in war fighting for power changed the mindsets of many educational leaders (Tyack & Cuban, 1995).

The PEA's previous eight-year study lost momentum as secondary school leaders introduced more authoritarian methods into the secondary school systems. The power shifted from that of the teacher to the administrator. Secondary teachers had to work under extreme conditions as their choices in the classroom were no longer in their control, but instead in the hands of administration (Jao-Nan Cheng, 2014; Tyack & Cuban, 1995). In-service training still existed, but professional development took a new top-down approach. Mentoring began to dissipate as administration took more control of the classrooms (Jao-Nan Cheng, 2014). The events and casualties connected to World War II had caused many Americans to feel threatened and less than adequate concerning their power in an uncertain future (Tyack & Cuban, 1995).

By the 1950s, public criticism of secondary schools shifted the focus of teacher professional development to an immediate need for educators to have both content knowledge and expertise in teaching methods. This emerging pattern was nothing new from the turn of the century, but its focus was different. Secondary teachers became competitive with one another because administrators used content knowledge as an indicator of quality (Darling-Hammond, 2006; Tyack & Cuban, 1995). Administrators critiqued secondary teachers for poor discipline, laid back attitudes, and mediocre academic performance results (Tyack & Cuban, 1995). Memories of the Great Depression, combined with other social anxieties, led many Americans to scorn secondary education for ignoring the basics, offering insignificant courses, leading the youth towards socialist values, and poorly preparing students for a competitive job market (Darling-Hammond, 2006; Tushnet, 2005; Tyack & Cuban, 1995).

The United States government initiated educational reform in the 1960s. President Lyndon B. Johnson declared that the war on poverty starts with the improvement of education (Tyack & Cuban, 1995). The passage of the Elementary and Secondary Education Act of 1965 provided federal funds for primary and secondary schools to use for professional development (Darling-Hammond, 2006; Tyack & Cuban, 1995). Mentors could provide secondary teachers a new era of professional development emphasizing research, science, and technology (Tushnet, 2005; Watras, 2006).

In the 1980s, credential programs for secondary teachers stressed the importance of mentoring. Higher education programs responsible for credentialing teachers started to explore various methods regarding how to help beginning teachers become more successful in their careers (Aaronson, 1999; Ingersoll & Strong, 2011b). The extension of learning opportunities for new teachers during and after their teacher education programs became a priority. Possible

methods to achieve this extra practice and certification included shadowing opportunities and some form of teaching internships before the issuance of a clear credential (Ingersoll & Strong, 2011b). By the 1990s, the National Commission on Teaching and America's Future recommended that the first year of teaching should resemble some form of residency similar to the types of residency requirements found in the medical field (Watras, 2006). Beginning teachers would meet regularly with a mentor, preferably a veteran teacher, whom they would consult with on an ongoing basis for advice and evaluation. School districts looked for ways to provide beginning teachers regular opportunities to participate in in-service activities, watch veteran teachers' complete lessons, and be observed by their mentor. The goals of such a preparation program would be to create stable and highly qualified individuals who can help students to be more successful (Darling-Hammond et al., 2005; Waterman & He, 2011; Watras, 2006).

A program based upon a residential mentoring system to fully certify a teacher may have been a novice idea for some educators in the United States, but other countries throughout Europe and Asia had similar structures in place (Ahn, 2014). Beginning teachers in these countries are seen as less experienced and therefore, need the additional guidance and training to exhibit the type of skills their more experienced colleagues possess (Moskowitz & Stephens, 1997). The notion of providing educators additional support has transformed itself into current induction programs seen throughout the United States (Stansbury & Zimmerman, 2002).

In today's secondary schools, beginning teachers in California are required to participate in a formal induction program to clear their credential. However, the quality and practices of such induction programs vary depending on school location and resources (Ingersoll & Strong, 2011a). Through a series of activities and observations, beginning secondary teachers are

encouraged to interact with administrators and achieve a performance evaluation that satisfies the approval of their employment (Smith & Ingersoll, 2004).

History of Evaluation

Teacher evaluation has evolved significantly in the last 60 years. Before the 1950s, the quality of a teacher was often measured by their personal traits (Hallam, Chou, Hite, & Hite, 2012). In the late 1950s, Morris Cogan developed an evaluation system with his colleagues using observation and basic trial and error with various students in the Masters of Arts Teaching (MAT) program. In his studies, Cogan (1973) found that "the typical supervisory pattern of observing a lesson and then conferring with the teacher was not perceived as helpful either by the teacher in training or the supervisor" (p. 85). Cogan (1973) suggested a revised evaluation system known as "clinical supervision," (p.86) which states that the assessment of a teacher's performance in the classroom should depend upon a supervisor's ability to identify specific classroom behaviors and how these incidents may take away from the learning environment. He organized a systematic approach to evaluation. Specifically, he noted:

> A cornerstone of the supervisor's work with the teacher is the assumption that clinical supervision constitutes a continuation of the teacher's professional education. This does not mean that the teacher is 'in training,' as is sometimes said of pre-service programs. It means that he is continuously engaged in improving his practice, as is required of all professionals. In this sense, the teacher involved in clinical supervision must be perceived as a practitioner fulfilling one of the first requirements of a professional maintaining and developing his competence. He must not be treated as person being rescued from ineptitude, saved from incompetence, or supported in his stumbling. He must perceive himself to be engaged in the supervisory processes as a professional who continues his

education and enlarges his competences. (p. 87)

Cogan built a foundation for teacher evaluation to work as an opportunity for growth instead of a recognition of missing instruction (Cogan, 1973; Hallam et al., 2012). This mindset shaped the development of professional teaching standards for every state. The standards created a foundation for evaluations to help all educators monitor and improve their teaching practices (Graham & Fennell, 2001; Hallam et al., 2012).

Present-day Evaluation Systems

The American public always wants to find the best way to evaluate and improve student achievement. People argue that student improvement starts at home with the family and finishes with the student at school (Scherer, 2012). This narrow vision leaves out the one factor that has always had the most effect: the teacher. The teacher is at the heart of school culture. The effectiveness of a teacher is a deciding factor to the quality of student learning.

The state of Tennessee has earned national recognition for its use of evaluation systems to improve both educators and students (Tatter, 2015). This acknowledgement has encouraged the public schools in District A and District B in Shelby County, Tennessee to develop teacher evaluation systems and support that will assess, monitor, and improve the effectiveness of classroom instruction. Each district has their way of personalizing the evaluation while still holding true to the basics of the State Education Code in its procedures and standards of evaluation. Through organization and communication, each district has established an evaluation system that confirms the need for each teacher to use mentors. Each school district uses formal and informal assessments to help teachers provide the highest quality of learning to their students (Administrator D, personal communication, 2016).

Administrators, educators, and other stakeholders explore the best methods to improve student achievement in the public-school system. People tend to blame demographics, class size, or lack of materials for low student achievement (Evertson & Smithey, 2000). However, the most direct factor that can affect how well a student learns is the teacher (Tushnet, 2005).

The focus needs to shift to teacher effectiveness and instructional practice to increase student achievement. Located only 15 miles apart, District A and District B in Shelby County, Tennessee are faced with two very different and diverse cultures given their physical location and demographics. However, both districts unite under the goals to increase student achievement. In this unity, the administrators of each district developed teacher evaluation systems to assess, monitor, and improve the effectiveness of classroom instruction. Each district has aligned the procedures and standards of their evaluation system to the Common Core Standards and Tennessee Education Code. Both districts have also collaborated with their respective unions to secure an evaluation process that is justified and fair to the needs of their teachers (Administrator D, personal communication, 2016).

Both districts have personalized their evaluation process at district and site level given their demographics to provide their employees with what they feel will best serve their professional growth and development as teachers (Sindelar, et al, 2010). Minor differences in preparation and progress monitoring reveal how two evaluation systems based on the same set of standards can achieve different results (Administrator D, personal communication, 2016).

In 1997, many states began to look at revising their current evaluation system. In California, the California Commission on Teacher Credentialing (CCTC) and the California Department of Education (CDE) promoted the California Standards for the Teaching Profession (CSTP). The CSTP, although not intended at first for teacher evaluation, set forth six areas of

professional growth that school districts across the state use as a guide to quality teaching.

Teachers need to engage support all student learning, create and maintain effective

environments, and understand how to organize the subject content. Teachers also need to design

and plan their instruction, assess students, and partake in professional development

(Administrator B, personal communication, 2016).

In Tennessee, the Framework for Evaluation and Professional Growth (FEPG) was

created by the Tennessee Department of Education (DOE) and approved by the Tennessee State

Board of Education (SBOE). FEPG was piloted for two years from 1997 to 1999 in 50 schools

across the state and successfully implemented statewide in Tennessee before the start of the

school year in 2000. The FEPG consisted of 44 criteria within six categories like California:

Planning, Teaching Strategies, Assessment and Evaluation, Learning Environment, Professional

Growth, and Communication (Administrator F, personal communication, July 6, 2016). SBOE

rules gave the state of Tennessee guidelines for administrators to complete teacher evaluations

including a detailed description of the purpose of the evaluation process, what data sources used,

and what procedures school districts had to follow to develop their evaluations. Trained

evaluators reviewed teachers through a series of observations. These reviewers included school

administrators, school district staff, and peer evaluators who currently held a leadership position

such as department head. The school principals at each site were only responsible for the final

evaluation decision after looking at the input gathered from the other trained evaluators

(Administrator E, personal communication, 2016).

In 2010 with the increased attention to Common Core State Standards, states such as

California and Tennessee began to recognize that their standards needed to address the role of

the teacher first and foremost in the teacher evaluation process. In California, administrators now

prioritize the CSTP above previous quality indicators such as experience or certification. However, the fact remains that a single degree or set amount of tenure cannot guarantee that a teacher is effective in their classroom (Mays & Pope, 1995; Sindelar et al., 2010). Administrators are challenged to make sure every teacher is measured effectively regardless of standing and still abide to the California Education Code that designates how often and in what means every teacher, new or veteran is evaluated (Sindelar et al., 2010).

In 2010, the Tennessee Educator Acceleration Model (TEAM) formed the "Tennessee First to the Top Act" (FTTT). The FTTT changed the way schools evaluate teachers. FTTT bolstered Tennessee's 2010 Race to the Top (RTTT) Application. One of the larger goals of the system is to develop a consistent and fair evaluation system that better serves new teachers and uses student achievement as a focal point for effectiveness (Tatter, 2015). The new teacher evaluations create opportunities for teachers to be a participant and factor in their employment decisions including tenure, dismissal, promotion, and retention. The purpose of annual teacher evaluations is to identify and support instruction that will lead to high levels of student achievement. The steps to achieve this purpose become clear by looking at two neighboring districts in Shelby County, Tennessee referred to as District A and District B (Administrator E, personal communication, 2016).

District A. District A has established a system of evaluation and assessment to promote professional development through each school year. Like its neighboring district, B, it bases the system upon the FTTT. However, District A takes it a step further by adding the 7th standard. The 7th standard is written specifically to the professional standards and expectations of being a District A educator. Items such as maintaining confidentiality in all professional relationships, sharing responsibility for the operation of school programs, and conducting timely conferences

with students, parents, and support personnel are part of the evaluation process. This additional standard gives educators a personal and professional goal unique to their school site. All educators in District A submit a form outlining their annual personal and professional goals to their principal by the last Friday of September. The form asks each employee to choose two to four personal goals. With each goal, the teacher must identify the FEPG standard it addresses, how to observe it, and the progress of its completion. The teacher also must provide evidence of meeting this area. The form also gives each principal a chance to provide a goal for all teachers to address. This additional goal allows District A educators to have a stronger sense of their expectations and often ties into the district objectives each school has been given (Administrator D, personal communication, 2016).

Each District A teacher is paired with an administrative evaluator to discuss the goals and schedule formal observations for the upcoming school year. Temporary, probationary, and Peer Assistance and Review (PAR) teachers receive a minimum of two scheduled formal observations. Each observation will have a pre-observation form and post conference to help monitor the progress of each teacher towards his or her goals. If any teacher receives an evaluation of "partially meets" or "does not meet" a standard in a previous evaluation, they will also receive two formal observations. This proactive choice by District A holds all teachers accountable to their goals and expectations. Permanent teachers, like District B, are given two options: one scheduled or unscheduled formal classroom observation with post conference or an alternative evaluation agreed upon by the teacher and evaluator. All teachers, regardless of tenure, receive an annual evaluation and attend an end of the year conference with their assigned evaluator (Administrator D, personal communication, 2016).

District B. District B shares the same timeline as District A regarding goal writing, and

the number of observations and conferences each teacher will experience as part of their evaluation. However, District B differs its evaluation system with the amount of preparation. A self-assessment worksheet is given to each employee before submission of his or her individual performance goals (IPG) at the beginning of the school year. The worksheet serves a tool to understand the framework of FEPG. Each employee receives a handbook that explains how to write goals. Examples are given to each employee and posted online for constant reference throughout the school year. Despite not having seven standards like District A, each teacher employed by District B is provided a much more detailed explanation of the six FEPG areas to comprehend the evaluation process. For example, each goal within the goal sheet links to a standard, and the teacher must give an action plan, recognize any revisions or modifications, as well as ask any for any assistance that might be needed. This extra attention to detail and preparation allows administrative evaluators to have a cohesive portfolio for each teacher and support them in their professional growth. If a teacher does not meet the standards outlined in District B, the teacher receives an improvement plan. In the improvement plan, the teacher will be paired with a peer to assess the areas of concern and work towards a specific goal set by both the teacher and evaluator. If a teacher misses the goal within the agreed timeline, the teacher will then be susceptible to their written evaluation being termed negative or unsatisfactory. An unsatisfactory evaluation places the employee on a formal observation schedule of two visits regardless of tenure and may affect the renewal of contract if the employee is temporary. After speaking to several District B administrators, it became apparent that every effort is taken to avoid such cases. Particular schools inside District B have provided professional development workshops and classes for an employee who receives unsatisfactory marks (Administrator F, personal communication, 2016).

Observations of District A and B. Every teacher in District A and District B agrees to a scheduled day for observation in which an appointed administrative evaluator will complete an official evaluation form. Although each evaluator arrives with the intent to help the teacher grow professionally, each district organizes this information differently. District A evaluators provide a form that does not offer a large amount of space for written notes to share with the teacher. Rather, each standard has a small comment section and a large column that reads: meets standard, partially meets the standard, or does not meet the standard. It is clear to the teacher to see if they meet each standard, but the feedback seems to be minimal. Most of the form lists the details of each standard in outline form rather than a checklist (Administrator D, personal communication, 2016). District B has an official evaluation form that uses a checklist of each standard's details and offers a large column for the evaluator to write evidence of the standard and reflection. The evaluator will complete this section for each standard discussed in the pre-observation conference and submitted IPG form. The reflection creates a connection to each part of the evaluation process and organizes the teacher's expectations (Administrator F, personal communication, 2016).

Necessity of Evaluation. Both District A and District B highlight the necessity of evaluation (Figures 1-5). Through PowerPoints, websites, and other outside resources, both districts make their expectations visible not only to their employees as legally required but also to the public. They respect the confidentiality and privacy of each teacher's evaluation but do not hide the steps they take to prepare each teacher for a positive evaluation process. Through initiatives such as TEAM and peer coaching, both districts take proactive steps to ensure that each employee is meeting the standards and goals of their school site. Upon research of each district's evaluation system, there were multiple informal procedures found that support a good

evaluation (Administrator F, personal communication, 2016).

District A has implemented peer coaching to help teachers within the same curricula or grade level to assess the parts of their instruction. Professional learning communities contribute to ensuring that time is given to evaluate how certain lessons worked and what steps can be taken to improve. There is no formal observation form or goal writing session in these instances, but regardless, the process is part of evaluating their effectiveness as teachers. District A has set a district-wide goal to monitor their progress every day. Each day, teachers see reminders of their responsibility to quality teaching through the school's mission statement and vision. Often, administrators will ask employees, "How have you demonstrated the vision today?" Informal evaluation removes some of the pressure from teachers (Administrator D, personal communication, 2016).

District B uses the TEAM initiative to evaluate teachers informally. The TEAM model utilizes teachers as evaluators. For example, each department at the high school level has a leader and an instructional coach. The leader attends professional development workshops and brings back new effective instructional strategies to their team. The instructional coach supports the leader and helps set up ways for each teacher to assess themselves and each other. Every leader and instructional coach meets with other departments at the school site and exchange information to foster evaluation. At one specific site in District B, the high school designated an entire week to celebrate the TEAM protocol for evaluation to help teachers improve their instruction and support one another in the professional growth. Teachers receive free resources such as posters, professional teacher memberships, and more to get excited about their growth as educators (Administrator F, personal communication, 2016).

To evaluate effective performances of teachers, Tennessee gathers student data as seen in

Figure 1. The data shows a correlation in teacher performance with student opinions of teachers. Low performing teachers do not have many students who feel cared for or respected. The same relationship exists in terms of effort, explanations, and encouragement. The data shows a trend those students who have positive opinion of their teacher and enjoy the process of learning score higher academically (Administrator F, personal communication, 2016).
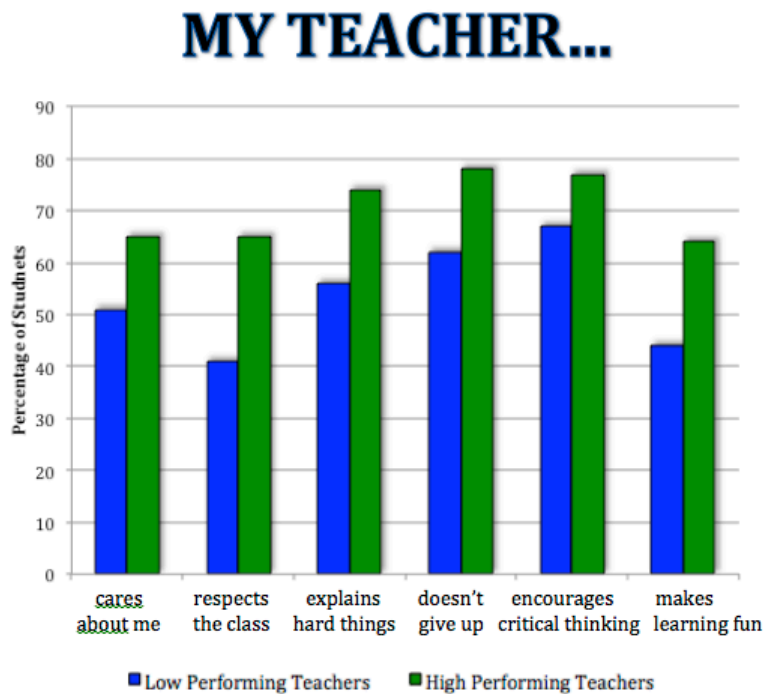
Figure 1. My teacher's feelings taken from Department of Education, Tennessee (2012).

To support teachers with their instruction and student rapport, school districts in Tennessee have narrowed administrative support into four categories: feedback and development, recognition, responsibility and advancement, and resources. As seen in Figure 2, these areas of focus provide specific administration strategies that can increase retention. Data has shown that school sites that give teachers at least two or more of these steps in support keep their employment in good standing at their school for an additional 4-6 years (Administrator F, personal communication, 2016).

Figure 2. Administrator's support from Department of Education, Tennessee (2012).

Teachers who leave the field of education have multiple reasons for their choice. The school districts in Tennessee collected teacher data from those who left their current position at a school site to evaluate why teachers choose to leave their school. To decrease the attrition rate, school districts plan to use the data to prevent top performing teachers from leaving their school site. As seen in Figure 3, the more information an administrator has in terms of why teachers leave, the easier it could be to be proactive in their support. Figure 3 shows the actions that top performing teachers take after they leave their school site. The data suggests that approximately 74% of these actions are either highly or potentially preventable. This raises questions to what administrators do to support top performing teachers and keep them on site (Administrator F, personal communication, 2016).

Teachers Leave the Site to...

■	Highly preventable
■	Potentially Preventable
■	Perhaps Unavoidable
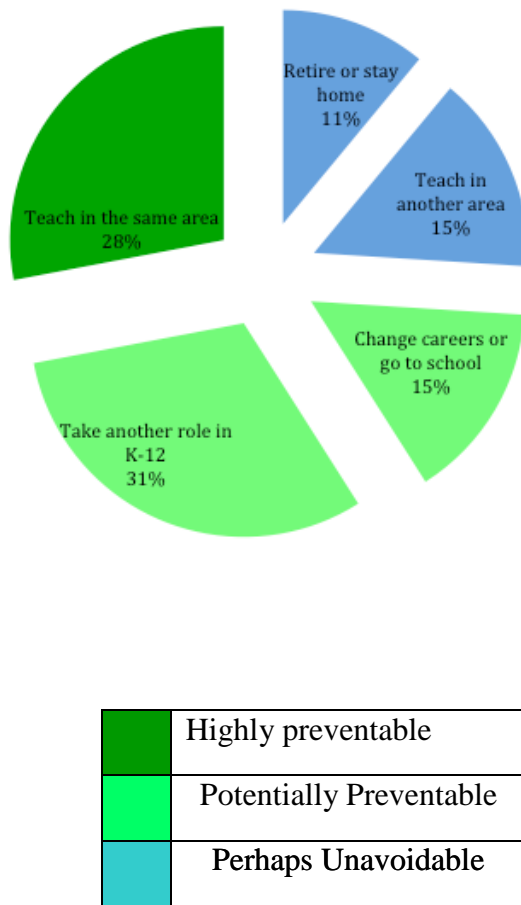
Figure 3. Teacher's school site exit from Department of Education, Tennessee (2012).

Like the correlation of positive student opinions (Figure 1) to student achievement, teacher opinions of the school site and administration can play a role in effective performance. In Figure 4 and Figure 5, teacher feedback was taken in both District A and District B. The data reveals that the lower performing schools have a lower teacher opinion of the school and the support of administration. There is a strong variance in level of teacher performance in both District A and District B. Figure 4 focuses on the statement that teachers feel there is an atmosphere of mutual respect and trust in the school (Administrator F, personal communication, 2016).

Teacher Opinion: My school has mutual trust and respect for me
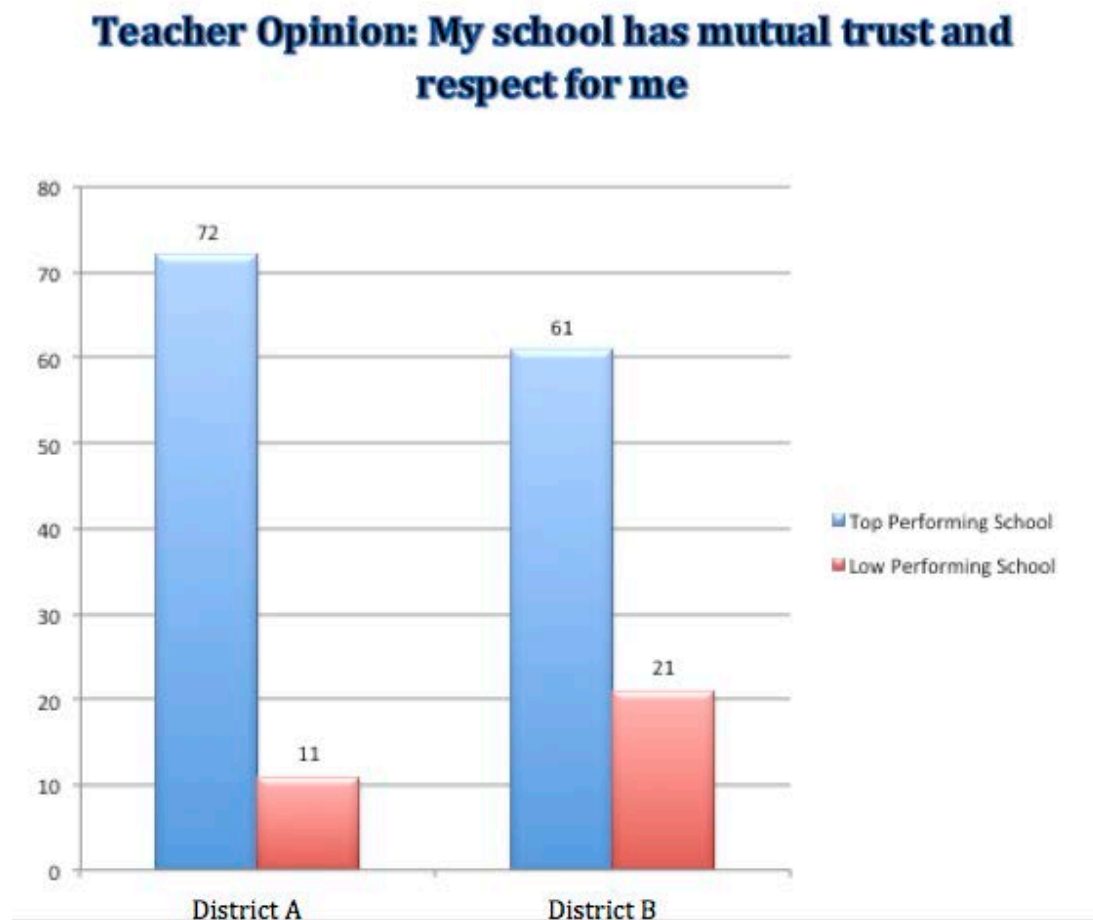
Figure 4. Teacher's opinion of trust and respect from Department of Education, Tennessee (2012).

Teacher opinions of their administration can have a direct effect on their performance in the classroom. Figure 5 shows the feedback shared by teachers who feel that administration takes positive action with teachers who perform poorly (Administrator F, personal communication, 2016).

Teacher Opinion: My administration takes positive action to help low performing teachers
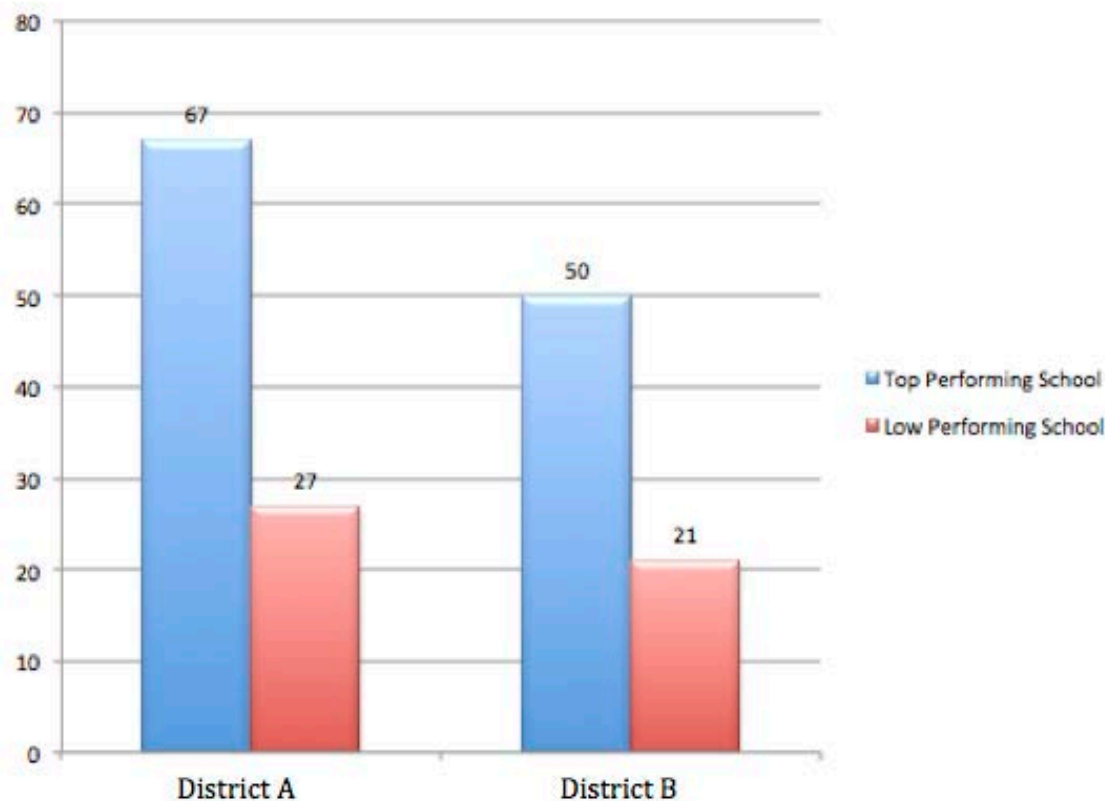
Figure 5. Teacher's opinion of administration support with low performing teachers from the Data provided by Department of Education, Tennessee (2012).

Evaluation Closing Gaps. The research and experience of seeing two very different districts within Shelby County highlight how teacher evaluations can close cultural gaps. The students in District A and District B boast very different socio-economic statuses, yet they unite in their mission to improve student growth. As an observer of the physical appearance of both districts, one may assume that one school has more growth than the other. However, the physical appearance does not designate the scores of the schools. The performance measurements of the school are directly related to how much support, feedback, and overall

effective evaluation each teacher receives. This enlightened realization paints a vivid picture that any school, no matter what demographic or culture is in place, can achieve student greatness (Long, 2010; Madigan & Scroth-Cavataio, 2012). As administrators look to evaluate and support teachers, it is imperative to consider this potential as less than a possibility and more as a reality (Wasserman & Ham, 2012).

Effective instruction requires support. Evaluations give teachers that support. In other fields, evaluations may carry a negative tone, but in education, it is a positive tool. In previous years, when a teacher hears that they are going to be evaluated, they immediately may sweat, pace, and think they did something wrong (Kowalski, 2000). Districts in Shelby County, Tennessee have worked hard to create evaluation systems that erase this negative connotation. Evaluations are used to recognize areas of strength and improvement. The collective work of administrators, board members, unions, and stakeholders have developed evaluation procedures that are standard based through the FEPG and personalized to meet the needs of specific school sites. Teachers are given guidance through goal setting conferences to help identify their strengths and room for improvement. Observations promote professional growth. District A and District B in Tennessee have successfully transformed evaluations from non-productive assessments to support for increased student achievement (Madigan & Scroth-Cavataio, 2012; Tatter, 2015).

Reasons Teachers Leave the Profession

Teachers exit the classroom because they are not effective or skilled enough to perform the duties of the teaching profession, often finding a career that possibly interests them more (Lambeth, 2012). Administrators typically will not argue that a teacher who possesses the pedagogical training but does not demonstrate the ability or skill set to teach should remain in the

classroom (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005; Hudson, 2012; Paris, 2013; Tushnet, 2005). A teacher who cannot deliver instructional skills into the demands of the classroom is at a disadvantage. A classroom can have many factors that will test a beginning secondary teacher and take away from instruction. Feelings of frustration and possible shortcomings in the classroom can lead teachers to make the decision to leave the profession, increasing the attrition rate of the school site (Blömeke & Klein, 2013; Hannan, Russell, Takahashi, & Park, 2015; Hendricks, 2013; Oplatka, 2011).

Some teachers take permanent leave from their careers due to the desire to raise a family. This decision is inevitable for administrators and can become a positive situation or negative situation. If a beginning secondary teacher views their time in the classroom as trivial, there is little motivation to return after having a child. Miech and Elder (1996) mention various studies that suggest once a teacher has a child, the attrition rate is higher if the teacher is female compared to a male teacher. Additionally, a teacher's choice to leave the profession due to raising a family may only be a temporary departure, but still affects the attrition rate of the school site (Miech & Edler, 1996).

Most research studies explain that the main reason a teacher leaves the profession can be qualified under the category of stressors (Ingersoll & Strong, 2011a; Polikoff, Desimone, Porter, & Hochberg, 2015). Stress is the pressure felt mentally or physically when individual combats a particular set of stressors (Polikoff, Desimone, Porter, & Hochberg, 2015). This research study defines stressors as factors that lead to the discontent and frustration with the teaching profession. Stressors can increase attrition rate for teachers at a school site (Paris, 2013). If conditions create an immense amount of stressors, the stress can lead to job burnout (Friedrichsen, Chval, & Teuscher, 2007; Graziano, 2010; Ingersoll & Strong, 2011a; Polikoff et

al., 2015). According to past studies, teachers suffer a disproportionate amount of stress as compared to other professions in the same field of education (Kidd, Brown, & Fitzallen, 2015; Nolan & Stitzlein, 2011; Scherer, 2012). Stress can lower a teacher's immune system, lead to physical illness, and can cause mental pain. A national study found that teachers utilize more days due to sickness than any other professionals, even though teachers have a shorter work year than others (Polikoff et al., 2015). More and more teachers use accrued vacation days for sickness and work-related stress after their direct contact with sick children (Blömeke & Klein, 2013; Scherer, 2012; Wasserman & Ham, 2012).

The Causes and Effects of Stressors. Many teachers that have reported stress in their profession raise questions to its source. Researchers have found that almost anything can cause stress depending on the individual's personality, temper, and work experience (Kowalski, 2000). Some stressors are external factors such as illness or an abundance of work. Controlling external factors as an administrator is hard. Some stressors are internal because they are either self-imposed such as worries about their performance as the teacher or a student's opinion of themselves. An administrator's interactions with a beginning teacher can modify internal stressors (Kamman & Long, 2010; Kowalski, 2000; Wasserman & Ham, 2012). Stressors are not always negative. For example, an experience such as directing a choral concert can have a significant amount of stress but produce a very positive experience for a conductor who perceives their skills and efforts as productive for the students in their care. A coach winning a game after weeks of late nights and additional practices had stress leading up to the moment of victory (Kowalski, 2000). The manner that a teacher chooses to deal with stress determines their well-being in their teaching profession and can increase or decrease their likelihood of attrition. The methods and direction a teacher takes under stressful situations provide a strong sense of

whether or not they are satisfied in their current teaching profession (Kowalski, 2000; Oplatka, 2011).

Stress is a major health concern in the United States of America. Kowalski (2000) states that stress is "the mental and physical pressure you feel from circumstances perceived as threats, called stressors" (p. 6). If teachers experience high levels of stress, serious medical issues can arise. Sleeplessness and other physical ailments become byproducts of stress. Even though stress often begins in the mind of the teacher, it doesn't stay in their mind. Stress can lead to a response Kowalski (2000) refers to as "fight or flight" (p.8). Stress tells the body's glands to release adrenaline and other hormones, which can lead to an increase in blood pressure, muscle tension, and heart rate (Blömeke & Klein, 2013; Kowalski, 2000). When a teacher's immune system is low, medical problems such as insomnia, colds, headaches, and rashes can make it difficult to work. Illness can take away from the beginning secondary teacher's ability to come to work or be productive at work. In extreme medical cases, stress can develop into anxiety, depression, and heart ailments (Kowalski, 2000; Wasserman & Ham, 2012).

Situations such as anxiety, depression, and heart disease affect teacher job performance in a negative way. Studies show that teacher absenteeism and turnover increases when levels of stress are high, and burnout becomes a factor (Blömeke & Klein, 2013; Wasserman & Ham, 2012). Continued exposure to burnout conditions results in feelings of hopelessness, exhaustion, ineffectiveness, and detachment from the teaching profession. Administrators with teachers that experience these conditions are faced with a challenge to decrease the experience of professional burnout (Maslach, Schaufeli, & Leiter, 2001; McCann, 2011). McMann (2011) reviews several surveys regarding beginning teacher's opinions about the profession and its intrinsic stressors. His findings indicate that the lack of respect students show and the lack of support from families

is a major problem and source of stress (McCann, 2011). When one professional has chosen to enter the teaching field because of a high opinion of its effects but then discovers that other practitioners in the field do not share similar feelings, there is a sense of disheartenment and disengagement. In the United States of America, the opinions of teachers and the necessary level of confidence in schools have diminished considerably in recent years. It is time to change the way teachers are supported to improve the performance of our schools (Darling-Hammond, 2006; McCann, 2011; Scherer, 2012).

Leadership in a California Induction Program

Effective leadership is a driving force of California induction programs for beginning secondary teachers (Mullen, 2011). Most school districts across the state have policies in place that require teachers to complete a specific induction program within the first two years. Some districts take a deliberate tactic to how these beginning secondary teachers work with their leaders. Some districts will appoint a leader whereas some have left the choice to the beginning secondary teacher. Although both approaches have shown benefits, the level of long-term achievement varies (Evertson & Smithey, 2000; Mullen, 2011).

Leadership is a key component of an effective induction program. There are numerous factors to consider in making this determination. First, the preparation of the leader needs to be heavily considered (Stansbury & Zimmerman, 2002; Trubowitz, 2004). Everston and Smithey (2000) indicated that if a beginning secondary teacher had a leader who had completed a formal mentoring training program, the beginning secondary teacher had stronger classroom management. Leadership is a skill that requires preparation, time, and experience (Evertson & Smithey, 2000; Waterman & He, 2011). Leaders have to know their audience and recognize their needs (Moir & Gless, n.d.; Odell & Huling, 2000) Leaders must appreciate the rationale behind

supporting beginning secondary teachers because their effect on student achievement is widespread in a school setting (Wood & Stanulis, 2009). Leaders who can focus their efforts on beginning secondary teachers will help create long term success (Ingersoll & Strong, 2011b; Wood & Stanulis, 2009).

California Funding of Induction Programs

Funding constraints have frightened many educators, especially regarding how well induction programs can fulfill their own mission statement and guidelines (Sindelar et al., 2010). Induction programs are locally designed and completed at the district level which can take away from its consistency, structure, and state-wide stability considering its specific offerings (Darling-Hammond et al., 2005). School districts have experienced financial and staffing limitations that forces district administrators to remove allocated funds from induction and provide less face to face training experience for beginning secondary teachers. Observations in the last ten years have decreased down to once a year which in previous years were are high as five per year (Marquez-Lopez & Oh, 2010; Stansbury & Zimmerman, 2002).

Measurement of Leadership

With the availability of student performance measurements over a period of time, it is clear there are quite a few definitions of teacher effectiveness based on student assessment data. Per Darling-Hammond, "high teacher turnover is often linked to teacher's sense of effectiveness" (Darling-Hammond, 2010, p. 1). More importantly, "teaching has long experienced steep attrition in the first few years of teaching and about 30% of new California teachers leave the profession within five years" (Darling-Hammond, 2010). One reason for these statistics is the amount of guidance and support given to classroom teachers during their initial years on the job differs across schools and school districts (Koehler & Kim, 2012; Wood & Stanulis, 2009).

Therefore, offering leadership programs beyond the standard two-year period typically seen in induction programs ensures that teachers acquire fundamental knowledge and skills needed for today's 21st century classroom (Hudson, 2012). Programs with strong leadership could help create a highly qualified teacher pool that would ultimately increase student achievement nationwide (Hudson, 2012; Lambeth, 2012).

Leadership is provided on an individual basis for teachers through professional development workshops, but a school is more than one or two effective teachers. A school is a team of effective teachers. California needs a high-quality teacher in every classroom. Administrators are aware that:

> The years of research have proven that nothing schools can do for their students matters more than giving them effective teachers. A few years with effective teachers can put even the most disadvantaged students on the path to college. A few years with ineffective teachers can deal students an academic blow from which they may never recover (Masters, 2013, p. 8).

A weak team of teachers can be minimized with a structured leadership program (Ingersoll & Strong, 2011a; Scherer, 2012). Effective support and training of beginning teachers cuts down on attrition costs and raises the value of every student's education (Eggers & Calegari, 2011). The money invested in strong leadership is a secure investment in the state's commitment to quality education. California is second in the nation for attrition cost with a total of $138,178,465 (Hudson, 2012; Lambeth, 2012). Administrators that choose to support, lead, and mentor new teachers can change this statistic and create a long-term solution to teacher turnover (Scherer, 2012).

Schools that evaluate teachers and adopt a leadership programs prioritize their

commitment to long-term student achievement and success (Protheroe, 2012). The improvement

of effective teachers through consistent evaluation is the most influential single factor that can

have the largest overall effect on the improvement of education (Wright, Horn and Sanders,

1997).

Summary

The review of the literature in Chapter Two of this study supported many of the

characteristics and components of an on-site leadership program at several secondary schools

within a specific school district to increase the support, rapport and retention of beginning

secondary teachers (Darling-Hammond, 2010; Johnsrud & Heck, 2000; Oplatka, 2011; Scherer,

2012). Teacher shortage needs to be reduced to increase the number of qualified teachers

available to work successfully and effectively in a secondary classroom. Administrators need to

deal with the issues that cause teachers who began their career with enthusiasm, but leave

looking for other professions. One way to increase retention and offer beginning secondary

teachers support, evidenced by the review of the literature, is to use an on-site leadership

program. The program should give beginning secondary teachers the strategies and support

networks for coping with the various stressors experienced at the school site. The knowledge of

what to expect inside and outside of the classroom and how to best deal with the stressful parts of

the teaching profession can go a long way towards increasing retention and lowering the

likelihood of burnout. Often, leadership and mentoring programs give beginning secondary

teachers the support and knowledge through their first three years as more of a professional

courtesy or requirement (Hudson, 2012). Programs can foster a sense of connection to the

secondary school and the overall teaching profession by reducing the feelings of isolation that

can overwhelm the novice teacher (Lambeth, 2012). Administrators can give beginning secondary teachers the skills necessary to be successful in their professional career so that they do not become frustrated by feelings of trial and error over a long period. Leadership programs can allow administrators to retain competent teachers. The cost expended to provide an on-site leadership program will be paid back in full when the school district's secondary classrooms are staffed with satisfied, skilled educators who make their teaching a lifelong career, lead school reform, and improve student achievement for the betterment of all (Darling-Hammond et al., 2005; Hudson, 2012; Lambeth, 2012).

CHAPTER 3: METHODOLOGY

The primary objective of the researcher was to analyze how the four-level leadership program, BICE, impacted beginning secondary teachers and to examine their perception of professional development, stress, and administration as related to the research questions. The methodology used to test the defined research questions are presented in this chapter. The chapter is organized into seven sections: (a) setting and participants, (b) sampling procedures, (c) instrumentation and measures, (d) plan for data collection, (e) plan for data analysis, (f) plan to address ethical issues, and (g) summary.

Setting and Participants

The sample of beginning secondary teachers had full-time positions in two high schools, School A and School B. The two schools were within the same district. The district offered a program called School of Choice for both school sites. This program provided students who wished to attend either of these schools, but did not live in their attendance area, a chance to apply for consideration. Parents were given this option on a space-available basis.

The high schools served the growing cities of South Orange County, California. These suburban communities have thrived in the last five years in the most southern area of the county. Per the most recent U.S. census, these areas had a total population of approximately 136,000 in 2016. Population demographics revealed residents were 72% White, 17.1% Hispanic or Latino, 15% Asian, 5.6% from two or more races, 5.1% from other races, 2% African American, 0.3% Native American, and 0.3% Pacific Islander. Nearly 20% of the residents were immigrants, 32% spoke a language other than English at home, and 95% graduated from high school. The median value of a home in these communities was 24% higher than the median state value, and the average household income was approximately 60% higher than the state average. There were

about 50,000 households of which 39% had children under 18, 52% were married, and 16% were run by a single parent. Per the 2016 U.S. Census Bureau survey, 6% of the population was living below the poverty level, which was 9% below the California state average.

School B is over 50 years old and was a recipient of the Blue Ribbon and California Distinguished School in 2007. School A was the newest public school in the district and had just celebrated its ten-year anniversary. The 2016 CBED, the official enrollment index of a school, estimated the student population of School A at 2,700 and School B at just over 3,000. Given these large populations, every classroom was in use at both locations. There were no rooms to spare or extra spaces to use for instruction. Each site had one new building built on the campus the year prior to the study. Each building was designed with 24 new classrooms to accommodate the growth of students at both sites. The two new buildings were identical in size, layout, and amenities. Some teachers still needed to share classrooms or rotate (Administrator B, personal communication, 2017).

Of the 5,700 combined students, 7.3% of the student body were identified as English Language Learners. There were 12 different ethnicities represented, as well as 33 languages spoken by the students. The large student population required each school site to employ a faculty of well over 100 teachers and staff. School A had 98 teachers and 32 staff members. School B had 116 teachers and 46 staff members. School A had one principal, three assistant principals, one activities director, and two athletic directors that made up the administration team. School B had one principal, four assistant principals, one activities director, and one athletic director that made up the administration team. In 2015, both schools met their annual performance index (API) growth goals and shared similar academic rankings and scores. API was not scored in 2016. However, the results of the 2016 Smarter Balanced Assessment

Consortium (SBAC) showed a drop in academic achievement for School B. School B underwent a mid-cycle WASC accreditation during the 2015-16 school year and received multiple suggestions to improve the instructional effectiveness of its teachers. College ready assessments such as the SAT, ACT, AP, and IB highlighted a negative trend for School B and a positive trend for School A (Administrator B, personal communication, 2017).

The school calendars for the two sites divided the school year into two semesters and placed students in school for a total of 180 instructional days. The schools used a balance of a block schedules (three periods) and traditional schedules (six periods). Mondays were typically traditional schedules for both schools. The remaining days of the week were designated to a block schedule. Both school sites included a 35-minute tutorial period in their block schedules to give students additional support. The focus for both schools this year was based on the initiative of Great First Instruction (GFI) in all subject areas (Administrator A, personal communication, 2017).

Geographically, the high schools were both set at the base of hills, surrounded by a variety of residential communities including single-family homes, townhomes, and apartments. There was an abundance of parks and creeks in walking distance from both school campuses. The high schools were near popular tourist points such as the historic Mission San Juan Capistrano and the famous beach community that surrounds San Clemente Pier. School A was in San Juan Capistrano and bordered Ladera Ranch to the north and San Clemente to the south. The school campus was adjacent to a large horse show grounds and the county waste management. School B resided in San Clemente. The school campus was adjacent to a busy freeway exit that provided direct access to downtown San Clemente and densely populated beaches. The high schools had four public middle feeder schools that served students from sixth

through eighth grade and School of Choice options available to families that lived within the district boundary lines. School B also served a large population of students from the local Marine base (Administrator A, personal communication, 2017).

Transportation to each school varied. Public bus transportation was offered free for students who qualified for free or reduced lunches. Bus transportation to School B was removed during the 2016-17 school year. Bus transportation to School A was still available during this study; however, students who did not qualify for free or reduced lunches were required to pay an annual fee to use the bus. Large portions of students walked, skateboarded, or rode a bicycle to each school. Many families chose to self-transport students to the school sites (Administrator B, personal communication, 2017).

The decision to observe two schools with similar student demographics was purposeful to have a valid sample population and consistent setting. The choice to use these two schools encouraged the reliability of the study because the results were attained at different locations. Both schools had a large population of beginning secondary teachers as defined by three or fewer years of teaching experience. In 2016, several beginning secondary teachers at both schools were not given rehire status (Administrator A, personal communication, 2017). Twenty percent (two out of 10) of School A's new teachers during the 2015-16 school year were not rehired for the 2016-17 school year. One out of four (25%) new teachers at School B were also not rehired.

Sampling Procedures

The participants in this research study were sampled based on a specific criteria (Creswell, 2007). The sample of beginning secondary teachers in this study all had three or fewer full years of secondary teaching experience. The primary role of the researcher was to

collect anonymous and confidential data from the beginning secondary teachers, analyze it, and measure the impact the BICE leadership program made upon each beginning secondary teacher.

All potential participants received a consent form (see Appendix D) with an explanation about the researcher, the study, and the steps taken to keep their participation confidential. The purpose of the study was shared with all potential participants to highlight the intention to provide techniques and methods for administrators to use with beginning secondary teachers. Participation in the study was entirely voluntary. Participants had the option to not participate at all or to exit the study at any time. Potential participants were informed as to why they qualified to participate in the study.

In all, 28 beginning secondary teachers participated in the study. Of this sample, 13 beginning secondary teachers worked at School A, and 15 beginning secondary teachers worked at School B. A total of four administrators were used in the study, two at School A and two at School B. All participants were over the age of 18. Selection of the participants did not use criteria based on gender, ethnicity, or race. There was no way to identify the data to a specific beginning secondary teacher or administrator given the use of secure instruments of quantitative data collection and the use of a neutral volunteer to collect qualitative data from open-ended questions and interviews.

Confidentially was a priority for the researcher. The person who scheduled and conducted the interviews was not an administrator nor were they a beginning secondary teacher at either of the school sites. The researcher did not have knowledge of the names for the 42 potential participants who received the invitation and letter of consent for the educational Likert survey or the interviews. The four administrators were also anonymous in their participation and interviews. Each participant was coded with a label. Secondary beginning teachers were labeled

"T1" through "T28." Administrators were labeled "V1" through "V4." Secondary beginning

teachers in the interviews were labeled "B1" through "B4."

<div align="center">

Instrumentation and Measures

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BICE

The researcher created the BICE leadership program prior to the start of the study as a

possible way to help improve the relationship between an administrator and beginning secondary

teachers at two school sites that recently had changes in administrative staff. Given the research

and significance related to common frustrations felt by beginning secondary teachers, the study

was approved to measure the impact of the BICE leadership program specifically in its support

of beginning secondary teachers.

The researcher shared the four levels of the BICE leadership program with two

administrators at School A and two administrators at School B. To assist the administrators, the

details of the program were provided with explanations and examples for each level of BICE

(see Appendix E). The fours levels were defined by the four letters in the acronym BICE: "Build

rapport" (level 1), "Inspire feedback" (level 2), "Celebrate success" (level 3), and "Exceed

results" (level 4). Each level of the BICE leadership program had a focus and a task attached to

it. The levels built upon one another via a bimonthly timeline that allowed for all four levels to

be achieved within ten school days or approximately two weeks (see Figure 6).
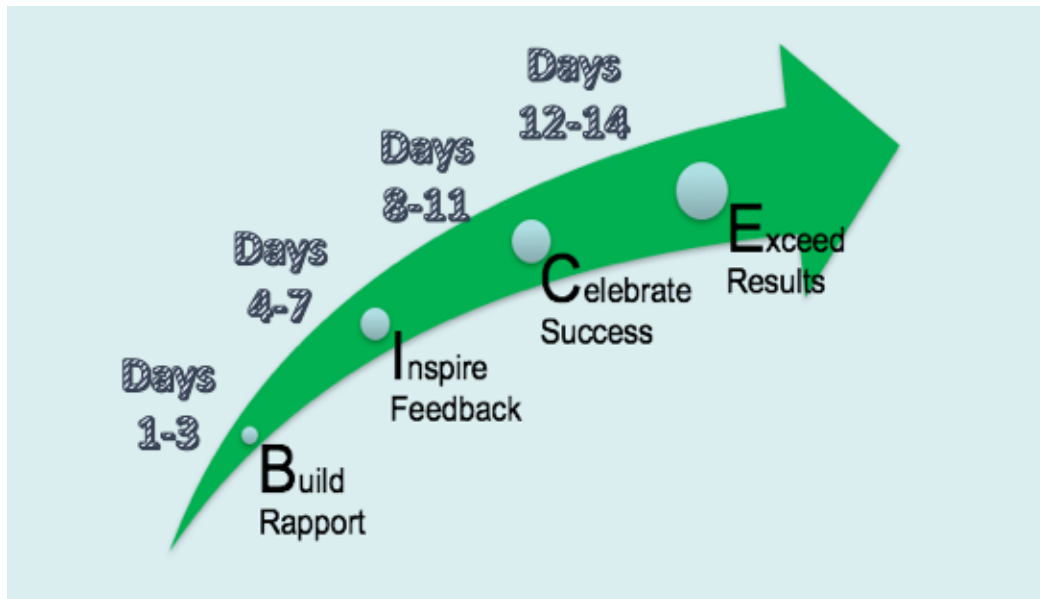
Figure 6. The four-level BICE leadership program.

During level one, "Build rapport," administrators were given the focus of open lines of communication. Administrators left a positive note in the staff lounge or sent an email to the staff about something unrelated to teaching. The four administrators shared a recent activity that he or she enjoyed outside of the school site. The key to level one was to help the administrator make a connection with the beginning secondary teachers. Simple conversation that is unrelated to the workplace shows interest in the beginning secondary teachers' lives outside the classroom (Black, 2001). The notes or emails provided a foundation for discussion and could help build rapport. Rapport with beginning secondary teachers reiterated the concept that when someone shows interest in the well-being of another person, the two develop a personal connection (Gatlin, 2009).

Level two, "Inspire feedback," had a focus on meaningful reflections. Administrators used the BICE observational tool (see Appendix C) to guide their feedback of the beginning secondary teachers' classrooms. The focus was not to point out what was missing or needs improvement. The administrators were required to watch a class for a short amount of time (no

more than five minutes) without taking notes inside the room. Once the observation was

complete, the administrator accessed the BICE observational tool and filled out some items that

were seen. The BICE observational tool allowed administrators to keep track of instructional

"look-for items" in the observed classrooms. These "look-for items" included grouping

(individual, pairs, small groups, whole class), engagement (high, average, room for

improvement), objectives (yes, no), agenda (yes, no), instructional delivery (coaching,

discussion, hands-on experience, learning centers, lecturing, modeling, providing directions,

practice opportunities, student presentations, teacher directed questions/answers, testing,

independent work, self-reading, and one to one help), technology (video, Chromebooks,

instructional use of personal electronic device), and depth of knowledge (DOK) (DOK

one/routine thinking, DOK two/conceptual thinking, DOK three/strategic thinking, and DOK

four/extended reasoning). To help administrators identify the most appropriate DOK level, the

BICE observational tool gave examples of words to listen for inside the classroom (see Figure 7).

☐

DOK 1: Routine Thinking
(recall, state, memorize,
recognize, etc.)

☐

DOK 3: Strategic Reasoning
(assess, investigate,
construct, critique, etc.)

☐

DOK 2: Conceptual Thinking
(infer, predict, interpret,
summarize, etc.)

☐

DOK 4: Extended Reasoning
(create, design, connect,
synthesize, etc.)
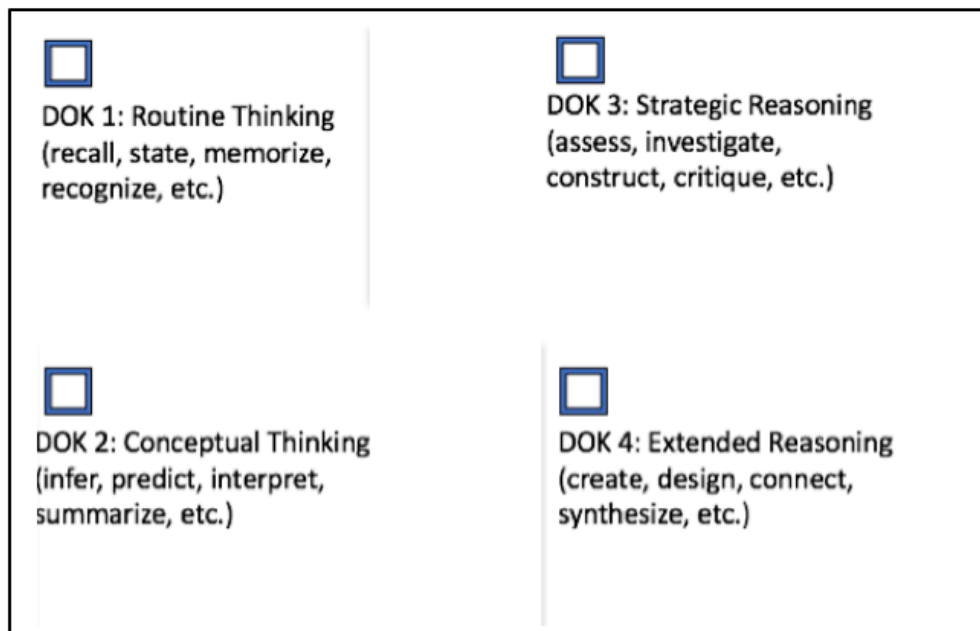
Figure 7. The Depth of Knowledge Tools for administrators.

The next part of the BICE leadership program was level three, "Celebrate success." This level connected well with level two because it helped frame the feedback from the BICE observational tool as less evaluation and more like positive recognition and opportunity for growth. Administrators shared three "strength" comments and one "growth" comment from the BICE observational tool form completed in the last section (titled "Feedback") to the staff without identifying the observed room or beginning secondary teacher. The administrator did not share the quantitative data gathered from the instructional "look-for items."

Level four, "Exceed results," was a goal setting exercise for the administrators. The administrator reviewed the quantitative results taken from the BICE observational tool form and waited at least one day from level four to choose one area they would like to see improvement in for the beginning secondary teacher. Then, the administrator created a short email to all staff about this area of focus and wrote a suggested goal related to the quantitative result. The examples given to the administrators were

1. The Math department had 80% of objectives written for students to see on the board. Let's go for 90%!

2. The English department effectively used whole group and pairs in their instruction. Let's try small groups!

3. The Science department had 70% of their lessons at DOK three. Let's go for 80%!

As seen in Figure 6, the four levels of the BICE leadership program were designed to spread out over a two-week period of instructional school days. The administrators were given a copy of Figure 6 to check off the levels as they were successfully completed. Level one, "Build rapport," took place between the first and third day of the BICE leadership program. On the fourth day, the administrator could start level two, "Inspire feedback." Level two had to be

completed by the seventh day. Level three, "Celebrate success," started as early as the eighth day and finished by the eleventh day of the BICE leadership program. Level four, "Celebrate success," was completed by the administrator between the twelfth and fourteenth day of the BICE leadership program.

The BICE leadership program was designed to be repeated throughout the school year. This study collected pretest data prior to the start of the first cycle and completed two full cycles before collecting posttest data.

Confidentiality. To maintain full confidentiality and privacy of the data and participants, no identifying questions, transcripts, or other personal information was stored as data during the BICE leadership program. If a participant gave identifying information in the study, the researcher removed it. All participants were given pseudonyms and data was coded with validity and reliability. The collected data was stored in a secure locked data file. No information regarding data or anecdotes was shared with the participants.

Survey

The educational Likert survey (see Appendix A) had 15 select-criterion statements and three open-ended questions, equally divided into three sections that addressed the research questions of this study. The survey also had 10 optional demographic questions for data collection.

Targeted respondents for this study were contacted to access the educational Likert survey through electronic mail. The secure URL address was given to all potential respondents through a web-based survey tool that was designed by the researcher with Survey Gizmo. A detailed description of confidentiality, purpose, and informed consent was given to all potential respondents in the electronic mail message and the first page of the web-based educational Likert

survey (See Appendix D). Thirty beginning secondary teachers were contacted to access the online survey. Of these, 28 (93%) consented and participated in the online survey.

The educational Likert survey was given to the beginning secondary teachers as a pretest and posttest. The data was protected with numerous anti-hacking measures, redundant firewalls, and constant security scans. Through Amazon Web Services (AWS), there was a fault-tolerant highly available (HA), and scalable infrastructure. The survey used the response data encryption rather than only a secure (SSL) share link to make sure that the 256-bit encryption could not be turned on or off once a survey had collected the data. IP addresses were masked in the settings of the survey. The data was backed up hourly on the server and was removed by the researcher to a spreadsheet to analyze with SPSS and NVivo data analysis software. The spreadsheet had a timestamp for each respondent to verify the data as pretest or posttest. Once the window closed for responses, the online storage of the data was destroyed and the Excel version of data was saved with a password protection.

Measurement. Quantitative and qualitative data helped answer the primary and secondary research questions provided by the online educational Likert survey (Appendix A) completed by 28 beginning secondary teachers. As seen in Figure 8, the survey consisted of a mixture of close and open-ended questions broken into three sections to address the primary and secondary research questions. Figure 8 shows the middle section of the survey that focused on the stresses a beginning secondary teacher may experience.

12. I stress about the amount of time I spend lesson planning.

Never	Rarely	Every Once in a While	Sometimes	Almost Always
○	○	○	○	○

13. I stress about the class size of my rosters.

Never	Rarely	Every Once in a While	Sometimes	Almost Always
○	○	○	○	○

14. I stress about how much sleep I receive.

Never	Rarely	Every Once in a While	Sometimes	Almost Always
○	○	○	○	○

15. I stress about how much time I spend with my family and/or friends.

Never	Rarely	Every Once in a While	Sometimes	Almost Always
○	○	○	○	○

16. I stress about the behavior of the students in my classroom.

Never	Rarely	Every Once in a While	Sometimes	Almost Always
○	○	○	○	○

17. What part of the teaching profession is most stressful for you?

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Figure 8. The online educational Likert survey Q12-Q17 for section on stress.

Interviews

The qualitative assessment of the primary and secondary research questions was also measured through the interviews of four beginning secondary teachers and four administrators during the BICE leadership program. A specific interview protocol was developed after interpretation and analysis of the quantitative data collected first. Focus groups were interviewed with the set of questions to give the neutral individual who conducted the interviews a reliable and valid framework of questions. The questions helped measure and analyze professional support, stress, personal communication, and leadership. The interviewer asked beginning

secondary teachers a series of questions such as what is the best part of being a teacher and what is the most challenging part of being a teacher? The interviewer asked administrators the same questions, but personalized them to ask what were the best parts and most challenging parts in the role of an administrator? The last question for beginning secondary teachers and administrators was the same to see how perceptions change given their different roles: what elements do you think are important to have in a leader?

Reliability. Every tool used in this study was designed to be consistent and available to all administrators regardless of experience, personality, or expertise. The four-level BICE leadership program could be used at any school site and repeated with minimal or no change to its results.   To ensure the study was reliable, the researcher used triangulation with the multiple forms of the data collection methods.

The researcher started by analyzing past professional development, evaluations, and retention data from previous experience within the school district of the study and the school districts in other out of state areas. With this data, the researcher thematically identified themes related to attrition and satisfaction of teaching and created a reliable educational Likert survey.

The educational Likert survey was given a pilot study with five experts to evaluate the effectiveness of the questions prior to its implementation. To maintain the confidentiality of the beginning secondary teachers, pseudonyms were given to all participants that completed surveys. The researcher's chosen questions measured the beginning secondary teachers' initial feelings towards areas created from the pilot studies: professional development, stress, and administration.

Validity. The first method used to increase the validity of the study was process validity. The researcher chose to answer the research questions through an appropriate process. The

researcher implemented a support system sequentially to create structure and validity in for the BICE leadership program and all its participants.

To keep the research study valid, the researcher used triangulation. The researcher gathered multiple data sources throughout the study including surveys and interviews. During debriefing sessions with other colleagues outside of the study, the researcher discussed the interpretations of the data to analyze the BICE leadership program and its progress towards improvement. During this time, colleagues provided alternative interpretations to the data and pointed out biases that the researcher may have had given that the researcher had positive experiences of leadership. It was valuable to debrief with colleagues because it gave the researcher a variety of opinions and interpretations on the data. These interactions gave the researcher feedback that helped improve the study.

The other way the researcher used process validity was through member checks. Member checks involved giving the results of data to the participants to determine whether the interpretations representing the participants' intended responses were recorded properly. If a participant did not agree with a question or statement, they had the option to skip or leave it blank.

The second method implemented to increase validity for this research study was outcome validity. Outcome validity allowed the researcher to understand the results of the study and helped the researcher form ideas for continued research into the topics. By sharing the results of the study with colleagues and peers, the researcher could present valuable information on leadership and promote further discussion and research into the topic. Presenting the results could help with continued planning, ongoing reflections, and deepen the understanding of

professional development for beginning secondary teachers. The results of this study could be a baseline for further research into the study of leadership, mentoring and administrative support.

A third method used to increase the validity of the study was dialogic validity. The researcher increased dialogic validity by sharing research findings to non-participants and sought feedback from the interpretations and conclusions. Specifically, the researcher engaged in peer debriefing sessions with educational leadership doctoral candidates. The candidates analyzed the methodology, data collection, and data analysis of the study and offered insight to improve its structure.

The final method implemented to increase validity was neutrality. Neutrality was used to show how the results were indicative of what occurred during the study rather than the interpretation of the researcher. the personal desires or biases of the researcher. To remove bias and give the study neutrality, member checks were used in the educational Likert surveys. Member checks gave participants the ability to verify their responses submitted during data collection. After collecting a set of surveys to determine the beginning secondary teacher's perceptions, the researcher had a digital verification of responses sent back to confirm their selections, address any confusion, and check that their responses were submitted as they had intended.

<div align="center">**Data Collection**</div>

First and foremost, the researcher gave every potential participation consent letters that described the process of data collection (see Appendix D). The length of data collection for the study was four weeks. The educational Likert survey was given to beginning secondary teachers at two points of the study: beginning (pretest) and end (posttest). An interview process was

completed by a neutral individual in between the two surveys after one completion of the BICE leadership program levels.

Data collection of the web-based educational Likert survey had a total of 28 beginning secondary teachers provide results. The survey consisted of 15 statements that used a five-point Likert scale, three open-ended questions, and ten select-criterion based questions for collection of demographic data. All 28 beginning secondary teachers had the option to skip the 15 statements and demographic section. In this study, each participant responded to the 15 statements and answered all demographic questions in the pretest and posttest surveys.

The survey was divided into three sections to address three factors that support the research questions of this study. It was important to organize the educational Likert survey into sections to analyze the quantitative and qualitative data that clarified how the BICE leadership program affected beginning secondary teachers. The first factor was professional development. The second factor was stress and third was administration. Each factor provided the respondent five questions with a specific five-point Likert scale to measure the perceptions that beginning secondary teachers had in that area.

The five items (questions 6, 7, 8, 9, and 10) that addressed professional development factor gave the respondents the choice of "very low priority," "low priority," "neutral," "high priority," or "very high priority." The priority levels attached to these five statements highlighted the areas of professional development that were significant for beginning secondary teachers at the beginning (see Table 7) and the end of the study (see Table 8). The stress factor was evaluated for the beginning secondary teachers through five items (questions 12, 13,14,15, and 16) with a different set of a five-point scale (see Table 9 and 10). The questions that addressed stress for beginning secondary teachers gave the respondents five choices to rank their

level of stress: "never," "rarely," "once in a while," "sometimes," or "almost always." The five items (questions 18, 19, 20, 21, and 22) that focused on the factor that administration plays on a beginning secondary teacher used a five-point scale like the previous sections to factor in the survey. However, the researcher did assign new labels to this last set of choices to best understand the importance administration has upon a beginning secondary teacher. The five items provided the beginning secondary teachers the choice of: "not important," "slightly important," "neutral," "important," or "very important."

It was important to organize the educational Likert survey into sections to analyze the quantitative and qualitative data that best clarified how the BICE leadership program influenced beginning secondary teachers. The sections clarified the questions for the beginning secondary teachers. The structure of five questions with one open-ended question in each of the three sections offered beginning secondary teachers the opportunity to share their perception in multiple ways, including their own words.

The three open-ended questions, one in each section, provided qualitative data to analyze. The first qualitative response, question 11, asked beginning secondary teachers to identify what type of support he or she would like to receive as a high school teacher. The second qualitative response, question 17, asked beginning secondary teachers to identify what part of the teaching profession was most stressful for them. The third qualitative response, question 23, asked beginning secondary teachers to identify what quality or qualities were most important to them in an administrator. These questions were asked twice to the beginning secondary teachers to have a comparison of data that measured the impact of the BICE leadership program.

The interviews of the beginning secondary teachers and administrators in this study were performed by a neutral individual. The pilot studies for these interviews revealed that the

researcher's participation needed to be completely removed to avoid any bias or influence to the data collection. A volunteer who did not work in the same school district and had no connection to the participants scheduled and conducted each interview. The interviews were taped, transcribed, and given to the researcher with all identifying comments or references removed to protect their confidentiality.

Data Analysis

The researcher designed a mixed methods study with a sequential explanatory design to measure the effectiveness of BICE and its effects on beginning secondary teachers to answer three research questions (see Figure 9). The study examined two high schools and their implementation of the BICE leadership program levels of "build rapport," "inspire feedback," "celebrate success," and "exceed results." The BICE leadership program worked with 28 beginning secondary teachers and four administrators.
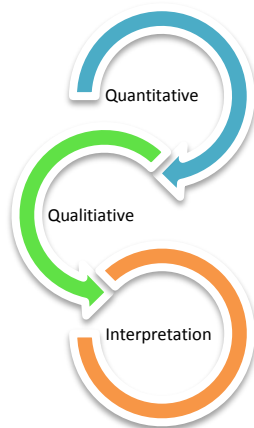
Figure 9. The sequential explanatory design of the study.

The study used a web-based educational Likert survey that first collected quantitative data through a series of 15 statements with specific criterion and ten follow-up questions that collected demographic data. The survey also collected qualitative data through three open-ended

questions based upon three factors that the researcher gathered from the literature review of this study. To best answer the research questions, the educational Likert survey was divided into the following sections: professional development, stress, and administration. Qualitative data was also collected through four interviews of beginning secondary teachers. To grasp a strong interpretation of how the BICE leadership program helped support and retain beginning secondary teachers, four administrators were also interviewed with similar questions (see Appendix B).

Through triangulation, pilot studies, and proactive steps to ensure neutrality, quantitative and qualitative data was collected and analyzed at both sites to ensure that the study was reliable and valid. Statistical software, SPSS 24.0, helped analyze the data to measure the effects the BICE leadership program had from start to finish.

The researcher used descriptive statistics of the mean and standard deviation for both the pretest and posttest of the educational Likert survey. SPSS allowed the researcher to set up variables with numerical values ranging from one (lowest priority, occurrence, or importance) to five (highest priority, occurrence, or importance) for each of the responses of the five-point Likert scale. Frequency and percentages were calculated to compare the pretest to the posttest.

A one-way ANOVA analysis of the posttest was performed to measure the differences in the independent variables (years of teaching) and the depended factors given in the study (professional development, stress, and administration). Means and standard deviations for each independent variable were collected and compared. A Post Hoc Test was used for any question that showed significance of less than .05 to see the relationship of means and confidence intervals to see if the null hypothesis would be rejected or fail to be rejected.

Qualitative data was collected, organized, and analyzed using open, axial, and selective

coding. The qualitative software, NVivo 11.4.2, was used to create nodes, measure the data, and support a grounded theory that the BICE leadership program had a positive effect on beginning secondary teachers.

The data analysis in this research study, given its stake in grounded theory, could have been very daunting given its various detailed procedures (Creswell, 2007). To start the analysis, the data was broken down from its whole form, coded, and given a series of nodes. Strauss and Corbin (1998) articulate three phases of coding in the grounded theory approach: open, axial, and selective. In the open coding phase, noticeable categories of information are determined and compared to one another. Categories included leaders, support, time, and learning.

After the open coding phase, a more selective process, axial coding, was used. In axial coding, the researcher looked for a central phenomenon (Creswell, 2007). Then, the data was studied once more to determine how the other categories determined in open coding relate to the central phenomenon (Creswell, 2007; Strauss & Corbin, 1998). The central phenomenon of rapport was connected to approachability and stress was connected to support for the beginning secondary teachers.

The selective coding phase helped analyze the factors surrounding the data and refined the central phenomenon. From these factors, a theory could be created (Creswell, 2007). Building upon the central phenomenon of rapport and support, the researcher noted that the likelihood a beginning secondary teacher was satisfied with their current teaching position depended on the relational trust he or she had with their administrator.

All forms of data collection used these three coding procedures. Interviews, after their transcription, and open-ended questions were open coded and compared to each other. The similarities were acknowledged and the central phenomenon continued to be refined as related to

the research questions of the study.

Ethical Issues

To guarantee the confidentiality of this study, consent forms from participants and school officials were attained to assure the ethical nature of the study. IRB approval was submitted and approved. Since all participants in this study were not minors, no parents were required to give their permission by signing a parental consent form. To ensure confidentiality, every participant, was assigned a pseudonym and any information attached to them that could identify them was removed prior to data analysis. All records from this study and recorded data were secured on a password-protected computer in a protected cabinet within a locked testing room during the study. When the study was finished, all confidential data and records were labeled to be destroyed three years after the last day of the study.

Summary

The key to this study was to support beginning secondary teachers without the employment of a typical evaluation that tells them what to do or walks them through problems step-by-step. Most beginning secondary teachers are much more intelligent and capable than they believe (Black, 2001; Johnsrud & Heck, 2000). This study used the four-level BICE leadership program to engage new beginning secondary teachers and improve their rapport with administration, job satisfaction, perseverance, and success in their pedagogical career. The methods, data collection, and analysis of this study allowed the researcher to effectively code and develop a strong theory that can be applied to other school sites.

CHAPTER 4: RESULTS

The focus of this study was to examine the levels of support the BICE leadership program offered beginning secondary teachers and to measure its impact on administrative rapport, current job satisfaction, and the strength of connection felt by the beginning secondary teacher to their current school site with regards to retention. The BICE leadership program was split into four specific levels: Building rapport, Inspiring feedback, Celebrating success, and Exceeding results. This mixed methods study used a sequential explanatory design to examine the four components of the BICE leadership program at two different secondary school sites within one pre-determined California school district. The purpose of the study was achieved by examining beginning secondary teachers' quantitative and qualitative responses together with administrators' quantitative and qualitative responses throughout the BICE leadership program.

Introduction

The results of the data analysis are presented in this chapter with the use of an educational Likert survey (see Appendix A) and a set of administrator and beginning secondary teacher interview questions (see Appendix B) to measure the effects administrative leadership had upon a beginning secondary teacher. This study addressed three research questions:

1. How does administrative rapport and support impact beginning secondary teachers?

2. How does mentoring beginning secondary teachers impact satisfaction felt by the teacher in their current teaching assignment?

3. How does BICE, a four-level leadership program, increase the rapport of a beginning secondary teacher at their school site?

Survey Results

In total, 28 complete surveys were included in the analysis: eight surveys were completed by beginning secondary teachers who had finished one full year or less of teaching at their school site, eight surveys were completed by beginning secondary teachers who had finished two years of teaching at their school site, and 12 surveys were completed by beginning secondary teachers who had finished three years of teaching at their school site (see Table 1). Survey respondents had the choice to skip questions. All criterion-based questions given a Likert scale or drop-down option were answered. Full participation in answering the demographic questions allowed for a consistent sample size of 28 responses for all categories.

Table 1

Respondent Years Teaching of Beginning Secondary Teachers (N=28)

	1 year or less		2 years		3 years	
Demographic	Count	%	Count	%	Count	%
Teaching Experience	8	28.5%	8	28.5%	12	42.8%

With a sample size (*N*) of 28 beginning secondary teachers in this study, the demographic results quantified teaching experience into three categories: one year or less, two years, and three years. As seen in Figure 10, 28.5% of the survey respondents had one or less years of teaching experience, 28.5% had two years of teaching experience, and 42.8% had three years of teaching experience.

Years of Teaching Experience
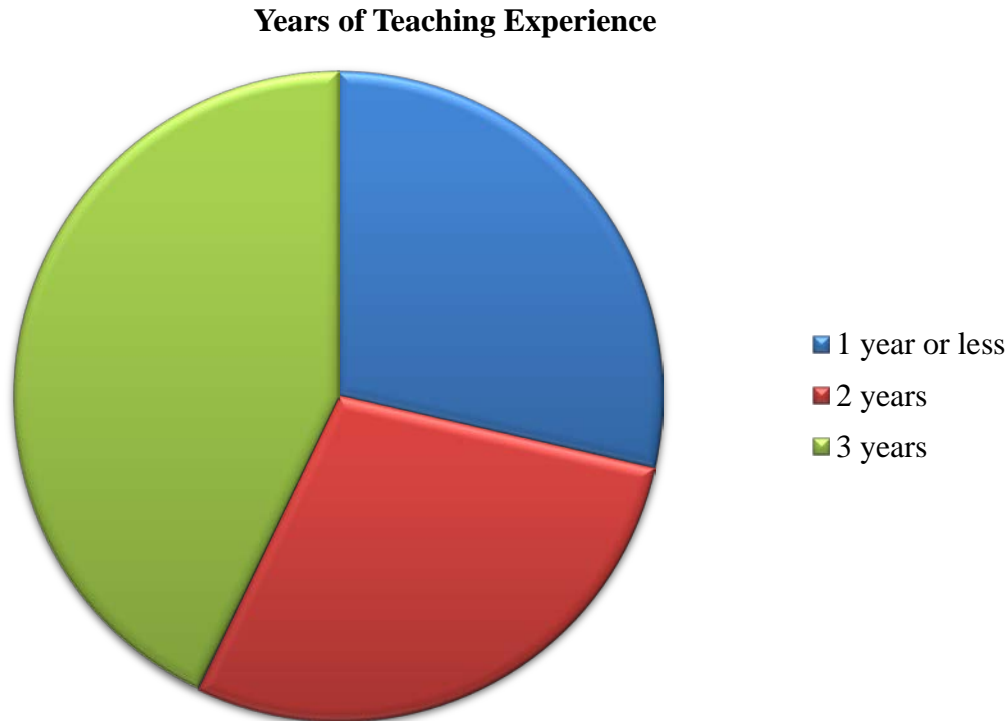
Figure 10. Years of teaching experience for survey respondents with *N*=28.

Most of the survey respondents in the sample size had three years of teaching experience. An equal distribution of survey respondents had either one year or less teaching experience or two years of teaching experience. The distribution of teaching experience in the range of the sample size of beginning secondary teachers supported the external validity of the study by significantly representing different levels of teaching experience. The quantitative results of the study can be generalized to a broader population of beginning secondary teachers.

The survey reported the marital status of the respondents as 50% single and 50% married (see Table 2). Comparison of the marital status data per years of teaching experience considerably changed the percentages for beginning secondary teachers with one year or less and those with three years. Seven of the eight (87.5%) beginning secondary teachers with one year or less teaching experience reported single for marital status. Nine of the twelve (75%) beginning secondary teachers with three years teaching experience reported married for marital

status. Comparison of beginning secondary teachers with one year or less and three years of experience showed an 80% increase in number of married respondents.

Table 2

Respondent Marital Status

		1 year or less		2 years		3 years		
Demographic		Count	%	Count	%	Count	%	Total % of *N*
Marital Status	Single	7	87.5%	4	50%	3	25%	50%
	Married	1	12.5%	4	50%	9	75%	50%

The reported household income of the respondents revealed 42.8% of beginning secondary teachers have an annual household income between $50,000 and $74,000. The survey reported that of the remaining 57.2%, respondents are equally distributed between the income levels that ranged from $75,000 to $99,000 and $100,000 or more, with 28.6% of respondents earning a household income between $75,000 and $99,000 and 28.6% of respondents earning a household income of $100,000 or more. Of the 28.6% of respondents that reported an annual household income of $75,000 to $99,000, The beginning secondary teachers with three years of experience made up the largest portion, with seven of the eight total responses in this category (see Table 3).

Table 3

Respondent Household Income

		1 year or less		2 years		3 years		
Demographic		Count	%	Count	%	Count	%	Total % of *N*
Household	$50K-$74K	7	87.5%	4	50%	1	8.3%	42.8%
Income	$75K-$99K	0	0%	1	12.5%	7	58.3%	28.6%
	$100K +	1	12.5%	3	37.5%	4	33.3%	28.6%

The respondents in the survey classified their age group in increments of three years with a range starting at 23 years old and finishing at 46 years old. Within the reported range, respondents selected their age group as 23 to 25 years old, 26 to 28 years old, 29 to 31 years old, 32 to 34 years old, 35 to 37 years old, 38 to 40 years old, 41 to 43 years old, or 44 to 46 years old. Of the eight age groups, only age group of 41 to 43 years old did not have any respondents (see Table 4).

Table 4

Respondent Age Group

		1 year or less		2 years		3 years		
Demographic		Count	%	Count	%	Count	%	Total % of N
Age Group	23-25 years old	1	12.5%	1	12.5%	0	0%	7.1%
	26-28 years old	1	12.5%	1	12.5%	1	8.3%	10.7%
	29-31 years old	3	37.5%	1	12.5%	3	25%	25%
	32-34 years old	2	25%	2	25%	0	0%	14.3%
	35-37 years old	0	0%	0	0%	1	8.3%	3.6%
	38-40 years old	0	0%	1	12.5%	6	50%	25%
	41-43 years old	0	0%	0	0%	0	0%	0%
	44-46 years old	1	12.5%	2	25%	1	8.3%	14.3%

As seen in Figure 11, the percentage of beginning secondary teachers in a specific age group did not exceed 25% at any level and counted for a maximum of seven respondents. Two age groups reported the maximum of seven respondents: 29 to 31 years old and 38 to 40 years

old. The mean and median of the total sample size of 28 respondents were both calculated

within the 32 to 34 age group.

Age Groups of Beginning Secondary Teachers

	23-25 years old	26-28 years old	29-31 years old	32-34 years old	35-37 years old	38-40 years old	41-43 years old	44-46 years old
Series1	7.1	10.7	25	14.3	3.6	25	0	14.3
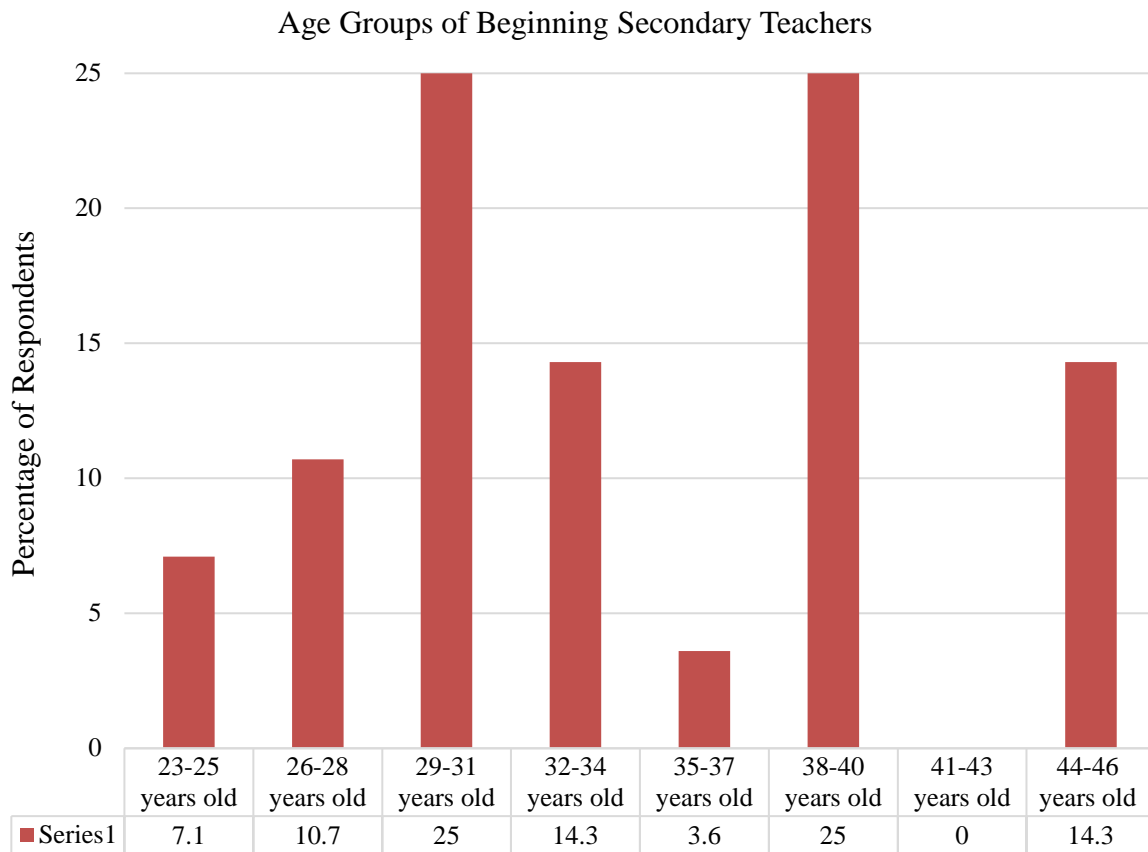
Figure 11. Percentage of respondents in specific age groups with *N*=28.

Of the 28 respondents, 21 (75%) beginning secondary teachers reported their sex as

female, and seven (25%) beginning secondary teachers reported to be male. Beginning

secondary teachers with three years of experience had the highest percentage (83.3%) of female

respondents. Beginning secondary teachers with two years of experience had the highest

percentage (37.5%) of male respondents (see Table 5).

Table 5

Respondent Sex

Demographic		1 year or less		2 years		3 years		Total % of *N*
		Count	%	Count	%	Count	%	
Sex	Female	6	75%	5	62.5%	10	83.3%	75%
	Male	2	25%	3	37.5%	2	16.6%	25%

The total sample of the respondents' level of education that was reported in the survey showed a higher percentage (75%) of Master of Arts degrees compared to Bachelor of Arts degrees. Of the 28 respondents, seven beginning secondary teachers (25%) had a Bachelor of Arts degree as their highest level of education (Table 6).

Table 6

Respondent Highest Level of Education

Demographic		1 year or less		2 years		3 years		Total % of *N*
		Count	%	Count	%	Count	%	
Education	Bachelors	4	50%	2	25%	1	83.3%	25%
	Masters	4	50%	6	75%	11	91.7%	75%

The format of previous teaching credential programs completed by the respondents was measured by asking each participant to select one of three options from a drop-down menu: in person (face-to-face), online only, or blended. The responses received by the respondents revealed that every beginning secondary teacher in the sample population had completed either an in-person (face-to-face) teaching credential program or a blended teaching credential

program. No respondents chose the option of "online only" for their teaching credential program. As seen in Figure 12, most of the respondents had a teaching credential program that required respondents to attend class face-to-face with their instructors. Of the 28 respondents, 24 beginning secondary teachers (86%) completed a face-to-face teaching credential program and four beginning secondary teachers (14%) finished a blended teaching credential program.

Format of Teaching Credential Programs

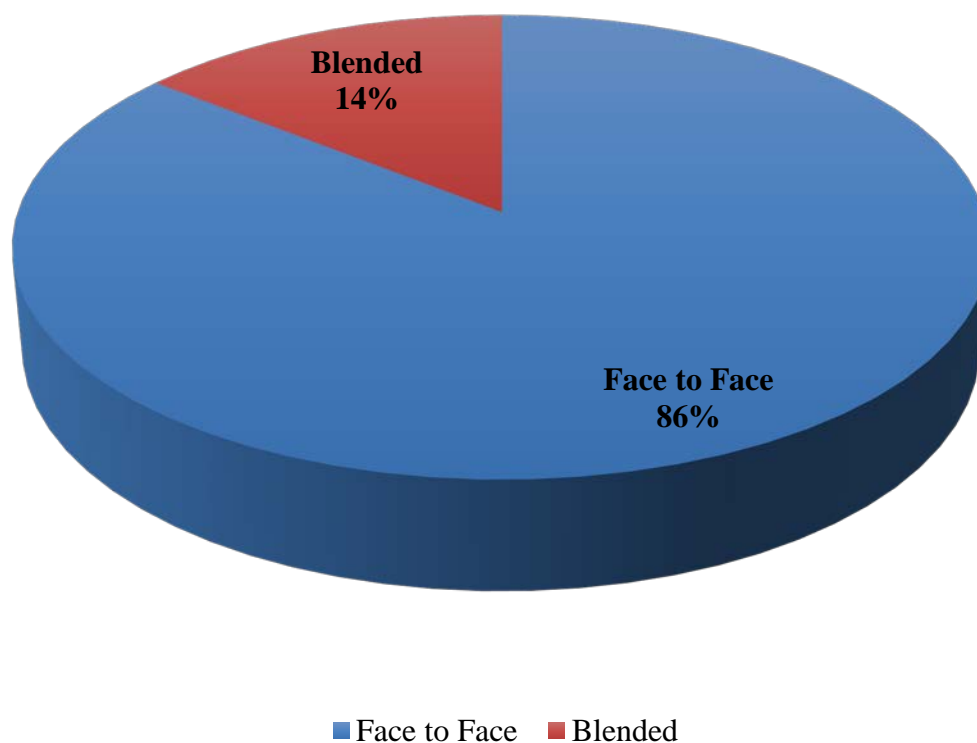*Figure 12*. Percentage of respondents in a face-to-face versus blended teaching credential program with *N*=28.

Administrative Rapport and Support

The study addressed three factors in its measurement of how administrative rapport and support affected beginning secondary teachers. Tables 7 and 8 display the first factor in the study: professional development. Tables 9 and 10 show how the second factor, stress, influenced

the beginning secondary teachers. Tables 11 and 12 present ways that administration was a factor on beginning secondary teachers.

      Item analysis. The researcher of the study examined the responses twice to measure the impact the BICE leadership program and its factors had on beginning secondary teachers. Table 7 displays the survey data as frequencies and percentages that were collected by the responses (questions 6, 7, 8, 9, and 10) of the beginning secondary teachers prior to the start of BICE. The first five items that measured the priority levels of professional development showed that 71.4% of beginning secondary teachers felt the opportunity to collaborate with other teachers in their content area was a high priority. Twelve of the twenty-eight (42.9%) beginning secondary teachers expressed that it was a high priority to observe teachers in their content area at least once a month. Close to 30% felt this form of observation was a very low priority. In terms of offering at least two professional development workshops during the school year, 42.9% of beginning secondary teachers conveyed that it was a high priority. The beginning secondary teachers strongly indicated that receiving professional development through literature was not a priority. In fact, an overwhelming 71.4% of beginning teachers answered that professional development was either a low priority or very low priority in their career. The remaining sample population that responded to this item felt neutral about receiving literature for professional development. Not a single beginning secondary teacher felt literature was a priority. The fifth item, question 10, in this category asked beginning secondary teachers to express their priority level of being assigned a mentor in their content area. Close to 43 % of the beginning secondary teachers saw this opportunity as a low priority. Only five of the 28 beginning secondary teachers articulated that it was a very high priority to have a mentor that specialized in their content area.

Table 7

Frequencies and Percentages Pretest Educational Likert Survey Q6-Q10

Survey Items	Vl	Lp	Ne	Hp	Vh	N
Q6. You are provided the opportunity to collaborate with teachers in your content area on a weekly basis.	0 0%	8 28.6%	0 0%	20 71.4%	0 0%	28 100%
Q7. You are provided the opportunity to observe teachers in your content area at least once a month.	8 28.6%	4 14.3%	4 14.3%	12 42.9%	0 0%	28 100%
Q8. You are provided at least two professional development workshops per school year.	4 14.3%	4 14.3%	8 28.6%	12 42.9%	0 0%	28 100%
Q9. You are given professional development literature tied to your content area.	4 14.3%	16 57.1%	8 28.6%	0 0%	0 0%	28 100%
Q10. You are assigned a mentor teacher that specializes in your content area.	3 10.7%	12 42.9%	8 28.6%	0 0%	5 17.9%	28 100%

Note: The key to the responses is listed as Vl (Very low priority) Lp (Low priority) Ne (Neutral) Hp (High priority) Vh (Very high priority) N (Number of Total Sample)

Item analysis of the same five survey items at the end of the BICE leadership program produced a shift in priorities for the beginning secondary teachers (see Table 8). Every question in this section of the posttest survey had at least one change in frequencies as compared to the pretest survey.

Table 8

Frequencies and Percentages Posttest Educational Likert Survey Q6-Q10

Survey Items	Vl	Lp	Ne	Hp	Vh	N
Q6. You are provided the opportunity to collaborate with teachers in your content area on a weekly basis.	0 0%	2 7.1%	5 17.9%	16 57.1%	5 17.9%	28 100%
Q7. You are provided the opportunity to observe teachers in your content area at least once a month.	2 7.1%	6 21.4%	5 17.9%	15 53.6%	0 0%	28 100%
Q8. You are provided at least two professional development workshops per school year.	5 17.9%	10 35.7%	12 42.9%	1 3.6%	0 0%	28 100%
Q9. You are given professional development literature tied to your content area.	13 46.4%	14 50%	1 3.6%	0 0%	0 0%	28 100%
Q10. You are assigned a mentor teacher that specializes in your content area.	2 7.1%	8 28.6%	10 35.7%	4 14.3%	4 14.3%	28 100%

Note: The key to the responses is listed as Vl (Very low priority) Lp (Low priority) Ne (Neutral) Hp (High priority) Vh (Very high priority) N (Number of Total Sample)

Results of the posttest survey revealed a significant change in question 6 specifically with its zero frequency of beginning secondary teachers that had selected "very high priority" in the pretest survey. The frequency of beginning secondary teachers who chose "very high priority" rose to a count of five (17.9%) for question 6. Seventy-five percent of beginning secondary

teachers in question 6 indicated that the opportunity to collaborate with teachers in their content area was either a high or very priority. Previously, no beginning secondary teachers placed this item as a very high priority. However, as seen in Figure 13, five beginning secondary teachers (17.9%) chose to rate this item as a very high priority at the end of the BICE leadership program.
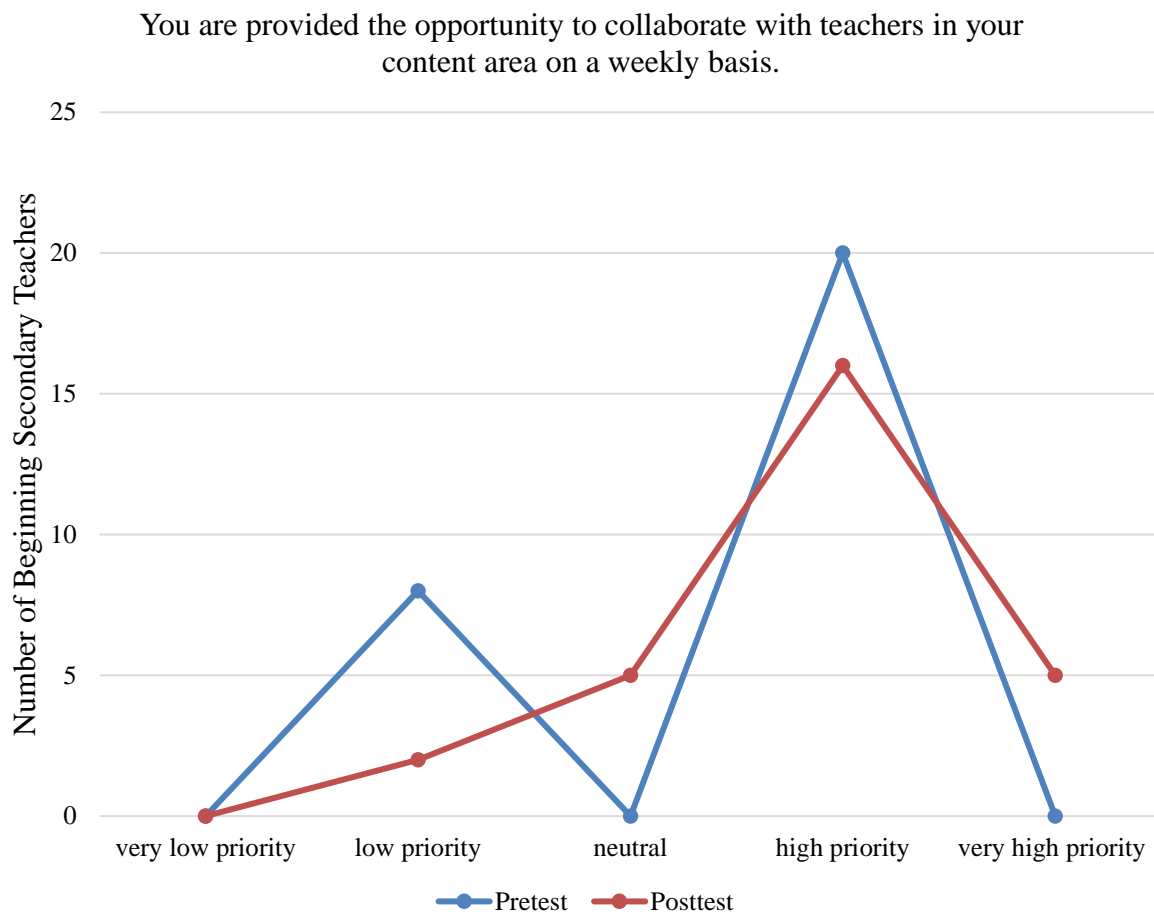
You are provided the opportunity to collaborate with teachers in your content area on a weekly basis.

Figure 13. Frequency comparison of pretest to posttest survey for question 6.

As displayed in Figure 14, the number of beginning secondary teachers that viewed the opportunity to observe teachers in their content area as a very low priority decreased from the start of the BICE leadership program to its finish. At the start, the pretest survey showed eight beginning secondary teachers on question 7 with a choice of very low priority. At the end of the BICE leadership program, the posttest survey results highlighted only two beginning secondary

teachers that considered the opportunity to observe teachers in their content area a very low priority. Within the same set of item responses, there was a 25% increase in the number of beginning secondary teachers who viewed the opportunity to observe teachers in their content area a high priority.
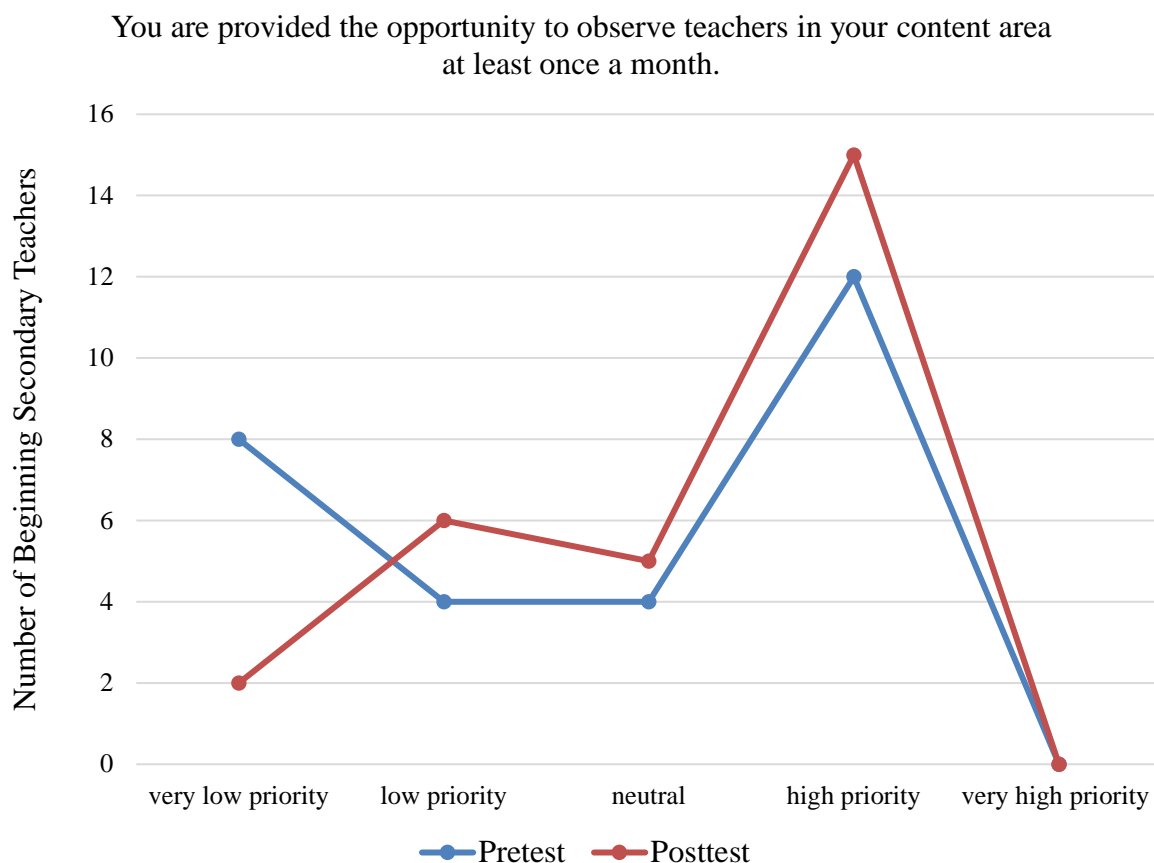
You are provided the opportunity to observe teachers in your content area
at least once a month.

Figure 14. Frequency comparison of pretest to posttest survey for question 7.

The posttest survey showed a sharp decrease in the number of beginning secondary teachers that had placed a high priority on attending at least two professional development workshops in the school year. The pretest results as seen in Figure 15 for question 8 revealed twelve (42.9%) beginning secondary teachers at a high priority level for professional development workshops. Conversely, this frequency of this response dropped to only one

(3.6%) beginning secondary teacher who felt that the opportunity to participate in a professional development workshop was a high priority.
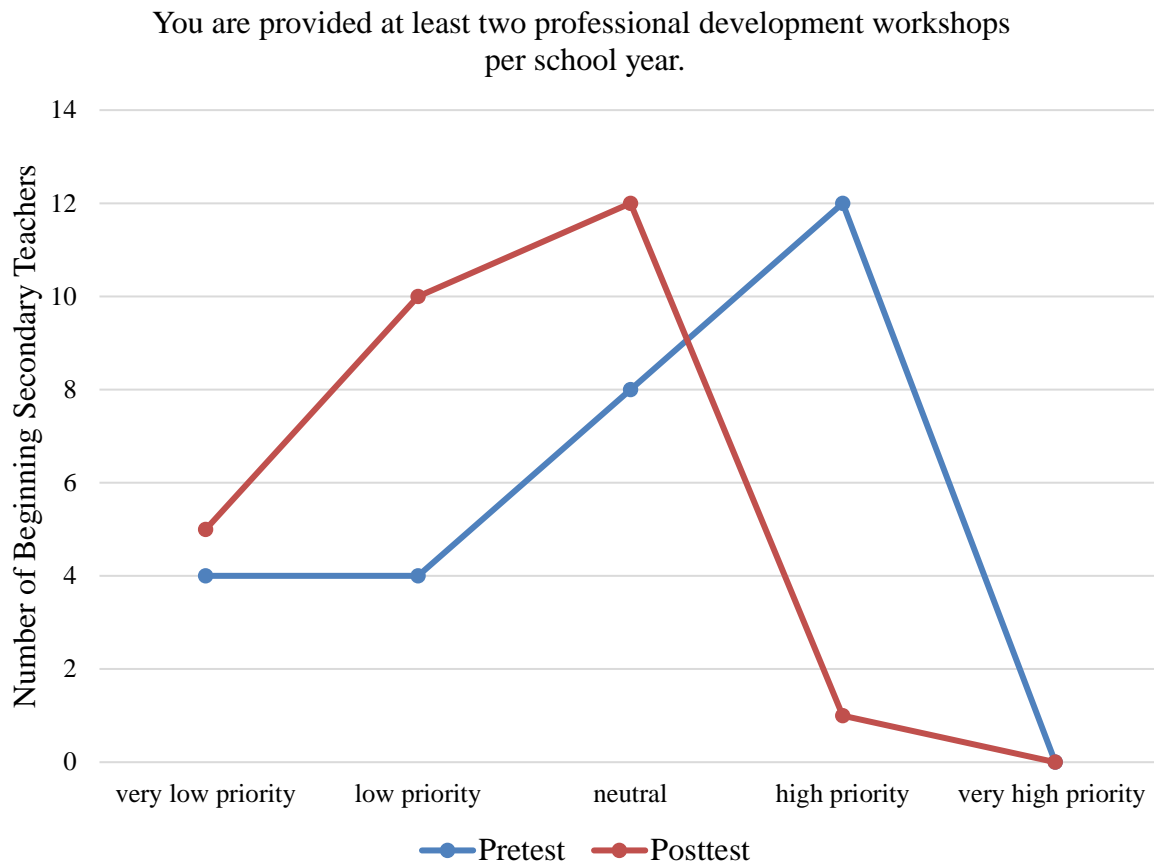

Figure 15. Frequency comparison of pretest to posttest survey for question 8.

The pretest and posttest frequencies of beginning secondary teachers that would like to receive professional development literature in their content area remained similar in that no one in question 9 selected high priority or very high priority. There was a 35% increase in the number of beginning teachers who answered low priority or very low priority for this item. This increase took place due to a lower frequency of neutral responses for this item as seen in Figure 16. In the pretest survey, eight beginning secondary teachers chose neutral for their opinion of professional development literature. In the posttest survey, only one beginning secondary

teacher chose neutral for their response to measure the priority level of professional development literature.

You are given professional development literature tied to your content area.

Figure 16. Frequency comparison of pretest to posttest survey for question 9.

The combined frequencies of "high priority" and "very high priority" levels to be assigned a mentor that specializes in the same content area increased by 60% in question 10 from the pretest survey to the posttest survey. The posttest survey results as seen in Figure 17 showed four beginning secondary teachers who felt it was a "high priority" to have a mentor in the same content area compared to none from the pretest survey. Four beginning secondary teachers in the posttest survey expressed a "very high priority" for having a mentor in the same content area, a

slight decrease from the pretest results that confirmed five beginning secondary teachers at this same level of priority.
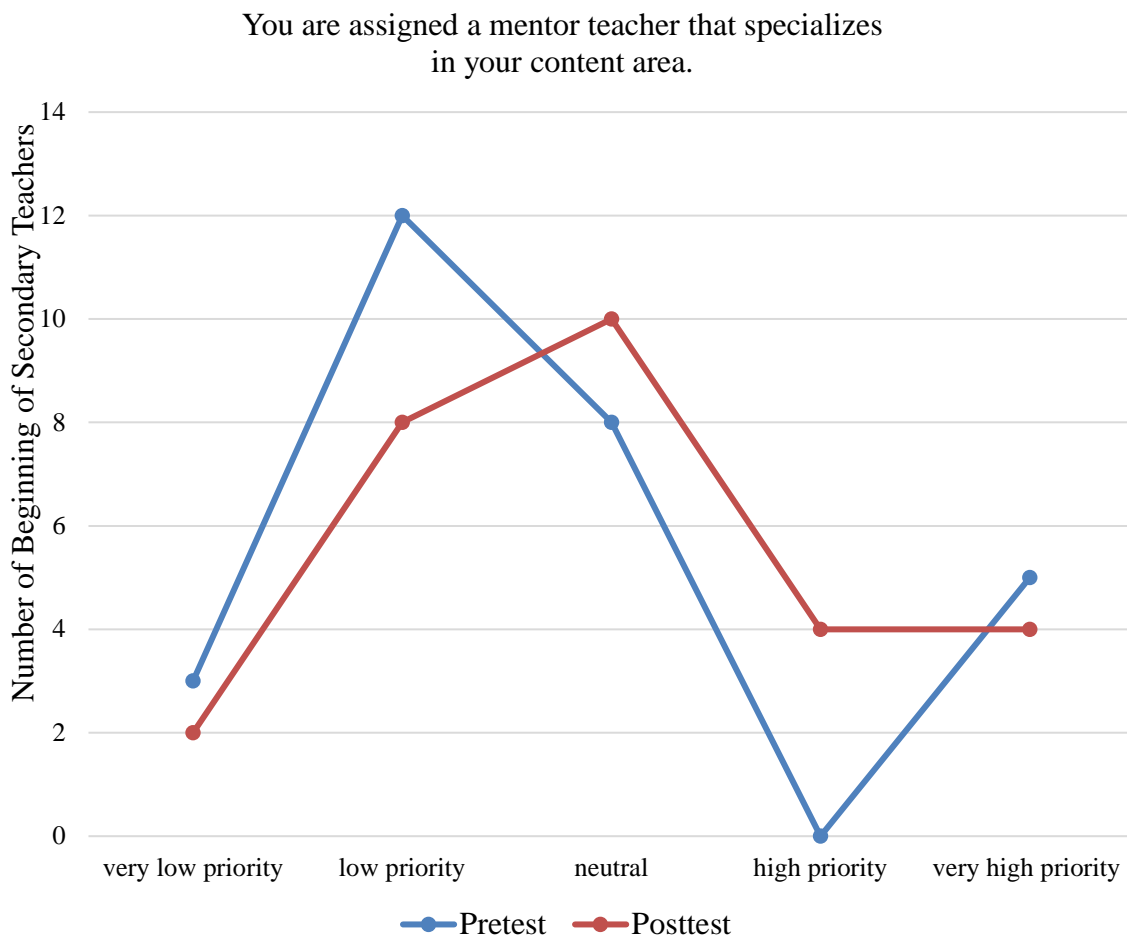

Figure 17. Frequency comparison of pretest to posttest survey for question 10.

Table 9 displays the survey data as frequencies and percentages that were collected by the responses (questions 12, 13, 14, 15 and 16) of the beginning secondary teachers before the start of BICE. The five questions that measured the perceived levels of stress did not produce high frequencies of "never" as a selected choice. Of the five questions, only one (question 16) collected four respondents for "never" as their choice in terms of stress given the behavior of students in their classroom. The previous four questions ranged from "rarely" to "almost always" upon being asked to rank their level of stress.

Question 12 asked the beginning secondary teachers their level of stress in terms of time spent lesson planning. As seen in Table 9, an equal distribution of twenty-four beginning secondary teachers chose "once in a while" (28.6%), "sometimes" (28.6%), or "almost always" (28.6%). Prior to the BICE leadership program, 85.7% of beginning secondary teachers felt stress "sometimes" or "almost always" give the class size of their rosters. Per question 14 in the survey, 26 of the 28 beginning secondary teachers (92.9%) sometimes stress about how much sleep they receive in their current position. The remaining two beginning secondary teachers who answered this question expressed that he or she almost always stress about how much sleep he or she receives.

The levels of stress experienced by beginning secondary teachers to have time spent with family or friends in question 15 had the highest frequency of twelve respondents (42.9%) at "once in while," followed by eight respondents at "almost always," and then four respondents that selected "rarely" or "sometimes." The survey results for question 16 had close to a normal distribution with the highest frequencies (8 beginning secondary teachers) at a mid-range point between "once in while" and "sometimes." The set of statistical data values above and below this mid-range resulted in 4 beginning secondary teachers at "never," "rarely," and "almost always."

Table 9

Frequencies and Percentages Pretest Educational Likert Survey Q12-Q16

Survey Items	Nv	Ra	Ow	Sm	Aa	N
Q12. I stress about the amount of time I spend lesson planning.	0 / 0%	4 / 14.3%	8 / 28.6%	8 / 28.6%	8 / 28.6%	28 / 100%
Q13. I stress about the class size of my rosters.	0 / 0%	4 / 14.3%	0 / 0%	12 / 42.9%	12 / 42.9%	28 / 100%

Table 9 *(cont.)*

Survey Items	Nv	Ra	Ow	Sm	Aa	N
Q14. I stress about how much sleep I receive.	0 0%	0 0%	0 0%	26 92.9%	2 7.1%	28 100%
Q15. I stress about how much time I spend with my family and/or friends.	0 0%	4 14.3%	12 42.9%	4 14.3%	8 28.6%	28 100%
Q16. I stress about the behavior of students in my classroom.	4 14.3%	4 14.3%	8 28.6%	8 28.6%	4 14.3%	28 100%

Note: The key to the responses is listed as Nv (Never) Ra (Rarely) Ow (Once in a while) Sm (Sometimes) Aa (Almost always) N (Number of Total Sample)

The collection of data from the beginning secondary teachers at the end of the BICE leadership program provided results that had an overall decrease in the levels of stress depicted by questions 12, 13, 14, and 15 (see Table 10). Question 16 had no change from pretest results to posttest results.

Table 10

Frequencies and Percentages Posttest Educational Likert Survey Q12-Q16

Survey Items	Nv	Ra	Ow	Sm	Aa	N
Q12. I stress about the amount of time I spend lesson planning.	0 0%	13 46.4%	11 39.3%	3 10.7%	1 3.6%	28 100%
Q13. I stress about the class size of my rosters.	0 0%	4 14.3%	9 32.1%	9 32.1%	6 21.4%	28 100%
Q14. I stress about how much sleep I receive.	0 0%	9 32.1%	14 50%	5 17.9%	0 0%	28 100%

Table 10 *(cont.)*

Survey Items	Nv	Ra	Ow	Sm	Aa	N
Q15. I stress about how much time I spend with my family and/or friends.	0 0%	14 50%	13 46.4%	1 3.6%	0 0%	28 100%
Q16. I stress about the behavior of students in my classroom.	4 14.3%	4 14.3%	8 28.6%	8 28.6%	4 14.3%	28 100%

Note: The key to the responses is listed as Nv (Never) Ra (Rarely) Ow (Once in a while) Sm (Sometimes) Aa (Almost always) N (Number of Total Sample)

As seen in Figure 18, the comparison of pretest and posttest results showed a decrease in the number of beginning secondary teachers who felt higher levels of stress from the amount of time spent lesson. Prior to the BICE leadership program eight beginning secondary teachers identified this particular stress as "almost always." At the end of the BICE leadership program, the results displayed an 87.5% decrease in the "almost always" choice as well as a 62.5% decrease in the "sometimes" choice for beginning secondary teachers.

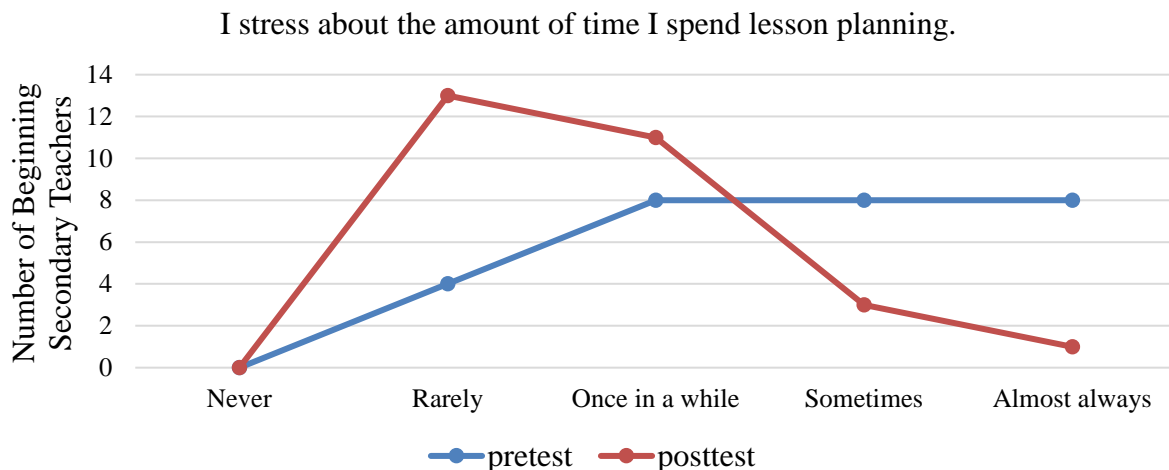I stress about the amount of time I spend lesson planning.

Figure 18. Frequency comparison of pretest to posttest survey for question 12.

For question 13, the amount of beginning secondary teachers who described their stress level as "never" or "rarely" remained the same from the pretest survey to the posttest survey (see

Figure 19). There was a 50% decrease in the number of beginning secondary teachers who answered "almost always" and a 25% decrease in the number of beginning secondary teachers who chose "sometimes" for their stress level of class sizes.
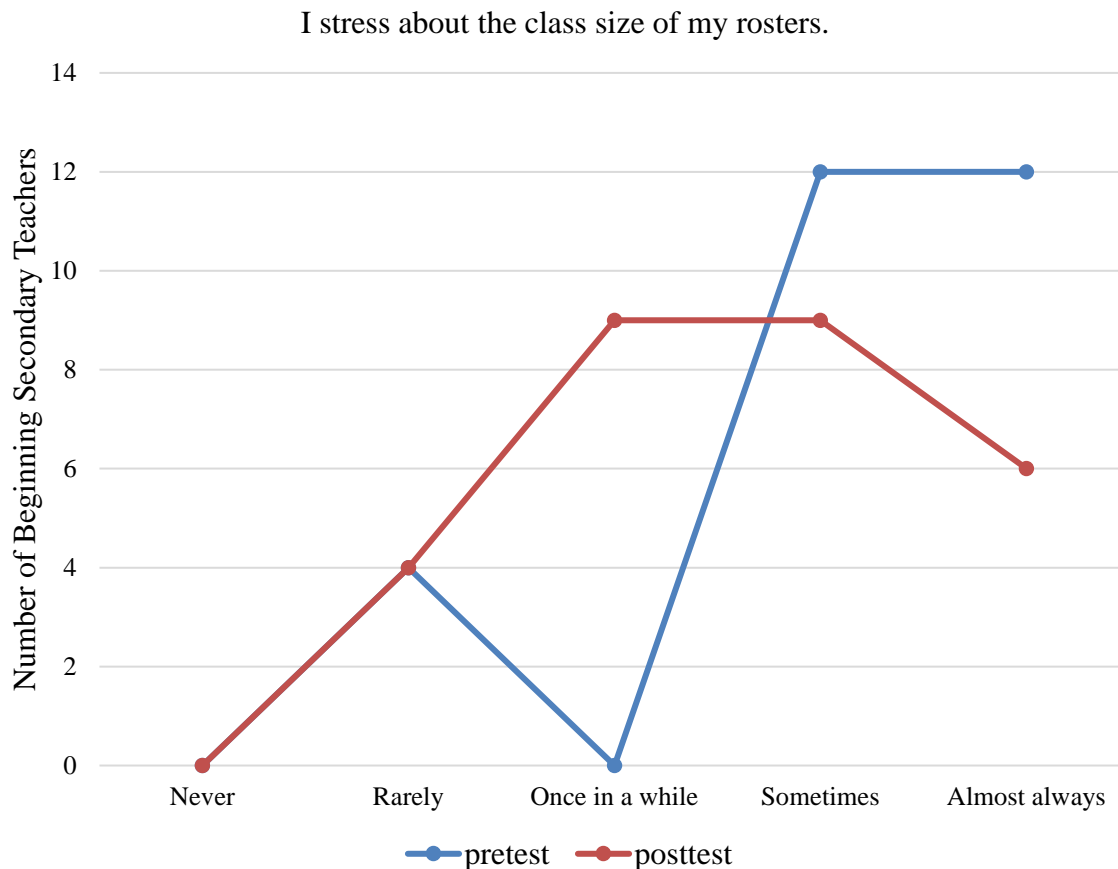
I stress about the class size of my rosters.

Figure 19. Frequency comparison of pretest to posttest survey for question 13.

The posttest survey results for question 14 differed greatly from the pretest survey results. Initially, beginning secondary teachers did not select any of the following choices: "never," "rarely," or "once in a while." As seen in Figure 20, the maximum value taken from the pretest survey was 26 beginning secondary teachers for "sometimes." The maximum value taken from the posttest survey dropped to nine beginning secondary teachers with a tie for levels of stress at "once in a while" and "sometimes."
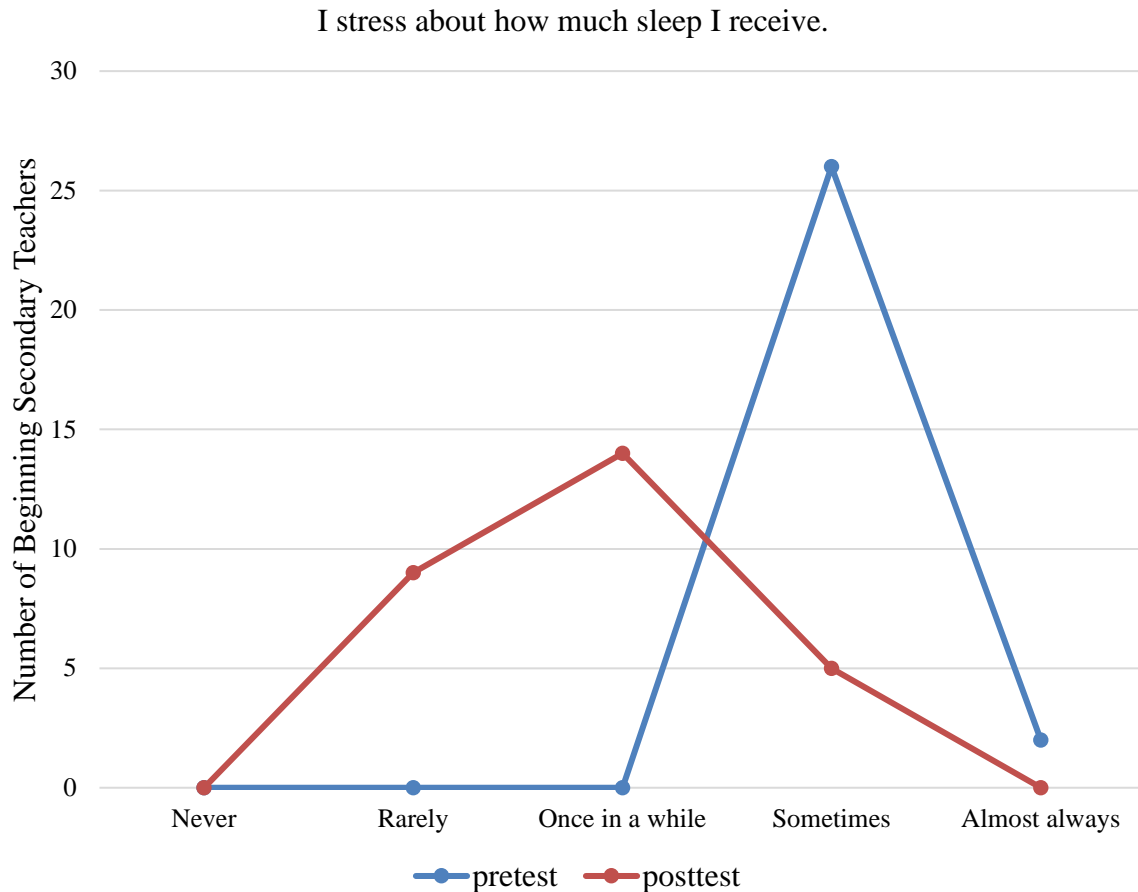
Figure 20. Frequency comparison of pretest to posttest survey for question 14.

Question 15, as seen in Figure 21, demonstrated that the beginning secondary teachers expressed less stress levels related to time spent with family or friends after the BICE leadership program. The stress levels for beginning secondary teachers about how much time he or she spend with family or friends decreased from a frequency of eight in the pretest survey to zero respondents for the "almost always" selection in the posttest survey. The pretest survey collected a frequency of four compared to one respondent for the "sometimes" selection in the posttest survey. The maximum value for the posttest survey compared to the pretest survey shifted down in stress levels. The maximum value for the pretest survey was at 12 beginning secondary teachers at the level of "once in a while." The maximum value for the posttest survey was higher at 14 beginning secondary teachers at a lower stress level of "rarely."

I stress about how much time I spend with
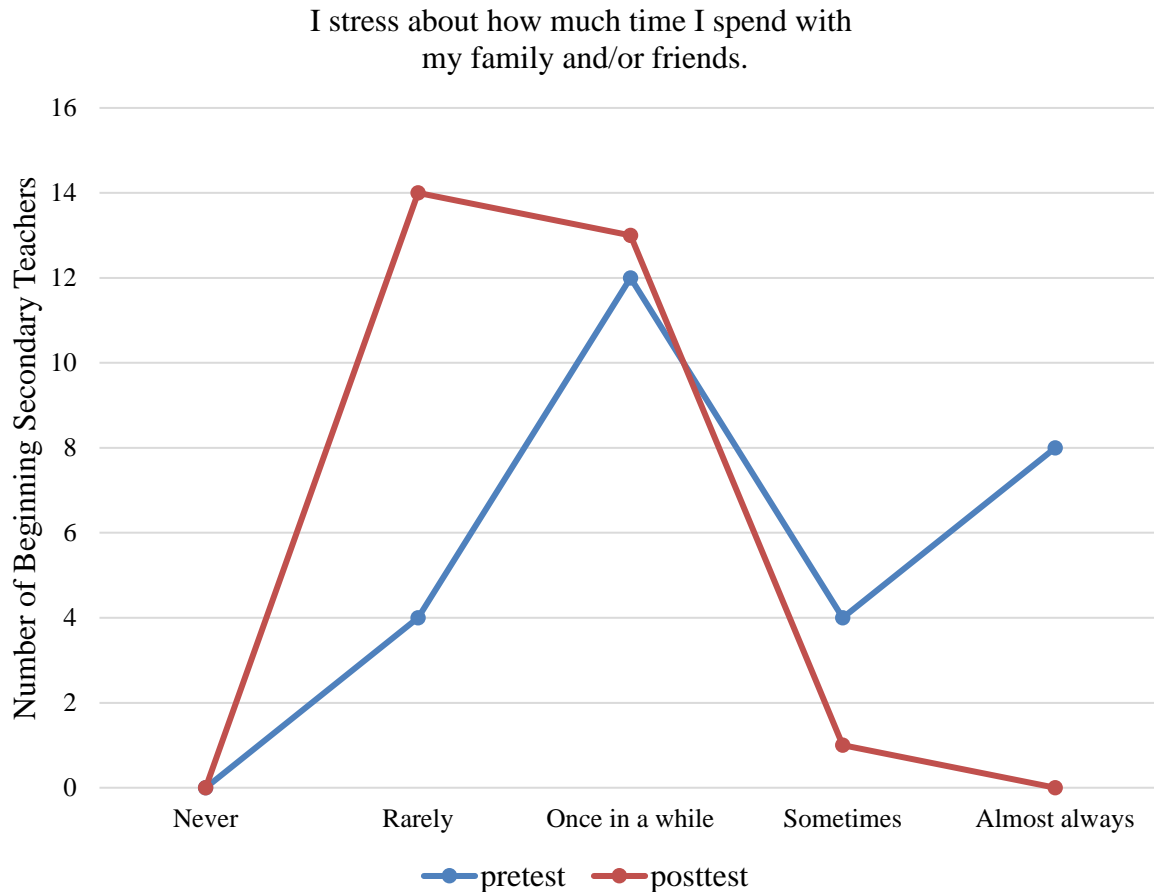my family and/or friends.

Figure 21. Frequency comparison of pretest to posttest survey for question 15.

As previously mentioned in this chapter, the results taken from the pretest and posttest survey for question 16 were the same. As seen in Figure 22, equal amounts of beginning secondary teachers in the pretest and posttest survey answered the five levels to describe their stress. Four beginning secondary teachers answered "never," four answered "rarely," eight answered "once in a while," eight answered "sometimes," and four answered "almost always."

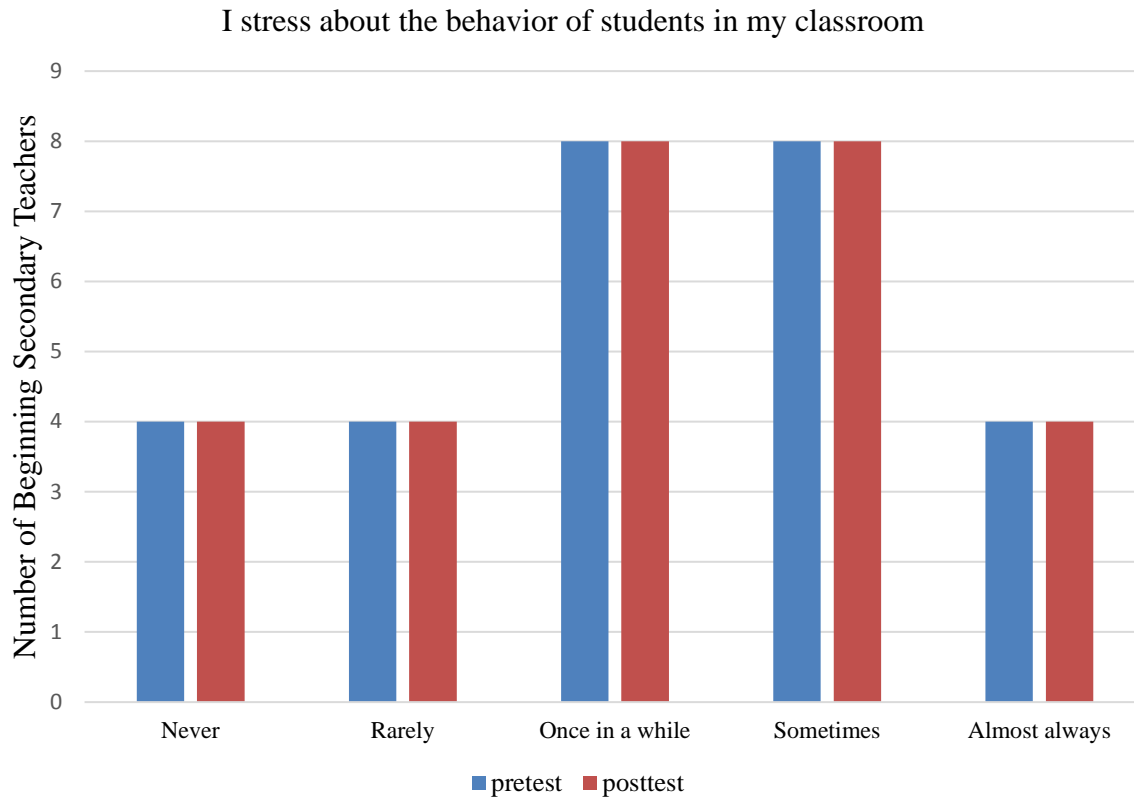I stress about the behavior of students in my classroom

Figure 22. Frequency comparison of pretest to posttest survey for question 16.

Table 11 shows the pretest survey data as frequencies and percentages that were collected by the responses (questions 18, 19, 20, 21 and 22) of the beginning secondary teachers before the start of the BICE leadership program. The five questions examined the importance felt by beginning secondary teachers as related to specific actions or qualities of an administrator.

Table 11

Frequencies and Percentages Pretest Educational Likert Survey Q18-Q22

Survey Items	Ni	Si	Ne	Im	Vi	N
Q18. An administrator visits my classroom at least once per semester.	8 28.6%	4 14.3%	4 14.3%	4 14.3%	8 28.6%	28 100%

Table 11 *(cont.)*

Survey Items	Ni	Si	Ne	Im	Vi	N
Q19. An administrator has taught in my content area.	4 14.3%	0 0%	12 42.9%	0 0%	12 42.9%	28 100%
Q20. An administrator provides written feedback (hard copy or electronic) about my instruction.	0 0%	0 0%	8 28.6%	20 71.4%	0 0%	28 100%
Q21. An administrator shows interest in my personal well-being.	0 0%	0 0%	0 0%	12 42.9%	16 57.1%	28 100%
Q22. An administrator is approachable.	0 0%	0 0%	0 0%	8 28.6%	20 71.4%	28 100%

Note: The key to the responses is listed as Ni (Not important) Si (Slightly important) Ne (Neutral) Im (Important) Vi (Very important) N (Number of Total Sample)

Table 12

Frequencies and Percentages Posttest Educational Likert Survey Q18-Q22

Survey Items	Ni	Si	Ne	Im	Vi	N
Q18. An administrator visits my classroom at least once per semester.	0 0%	0 0%	3 10.7%	13 46.4%	12 42.9%	28 100%
Q19. An administrator has taught in my content area.	4 14.3%	4 14.3%	14 50%	5 17.9%	1 3.6%	28 100%

Table 12 *(cont.)*

Survey Items	Ni	Si	Ne	Im	Vi	N
Q20. An administrator provides written feedback (hard copy or electronic) about my instruction.	0	0	10	12	6	28
	0%	0%	35.7%	42.9%	21.4%	100%
Q21. An administrator shows interest in my personal well-being.	0	0	0	3	25	28
	0%	0%	0%	10.7%	89.3%	100%
Q22. An administrator is approachable.	0	0	0	2	26	28
	0%	0%	0%	7.1%	92.9%	100%

Note: The key to the responses is listed as Ni (Not important) Si (Slightly important) Ne (Neutral) Im (Important) Vi (Very important) N (Number of Total Sample)

The posttest survey results showed a drastic shift of importance for beginning secondary teachers with their administration. Questions 18, 19, 20, 21, and 22 showed a positive trend for beginning secondary teachers to prefer an administrator that observes more regardless of their content specialty (see Figures 23 and 24). Written or digital feedback for beginning secondary teachers achieved "very important" selection choice for the first time (see Figure 25) and the ability to approach an administrator increased its maximum in that same selection choice (see Figure 27). The willingness for an administrator to take an interest in the well-being of a beginning secondary teacher also grew upon its initial importance (see Figure 26).
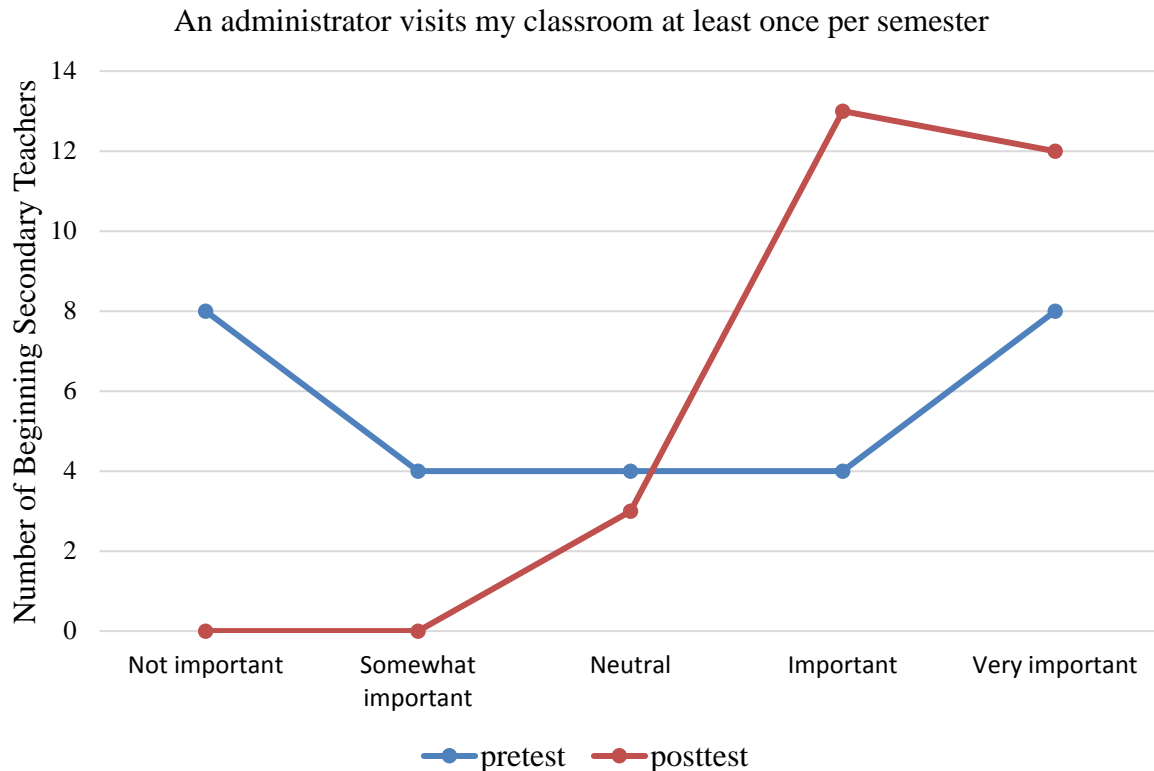
An administrator visits my classroom at least once per semester

Figure 23. Frequency comparison of pretest to posttest survey for question 18.

Prior to the start of the BICE leadership program, less than half of the sample population (42.9%) chose the statement "important" or "very important" to describe their opinions of having an administrator visit their classroom at least once per semester. As seen in Figure 23, the posttest survey results increased this frequency from 12 beginning secondary teachers to 25 beginning secondary teachers. At the end of the BICE leadership program, approximately 89% of beginning school teachers felt it was important to have an administrator visit their classroom at least once per semester, a 108% increase in importance.
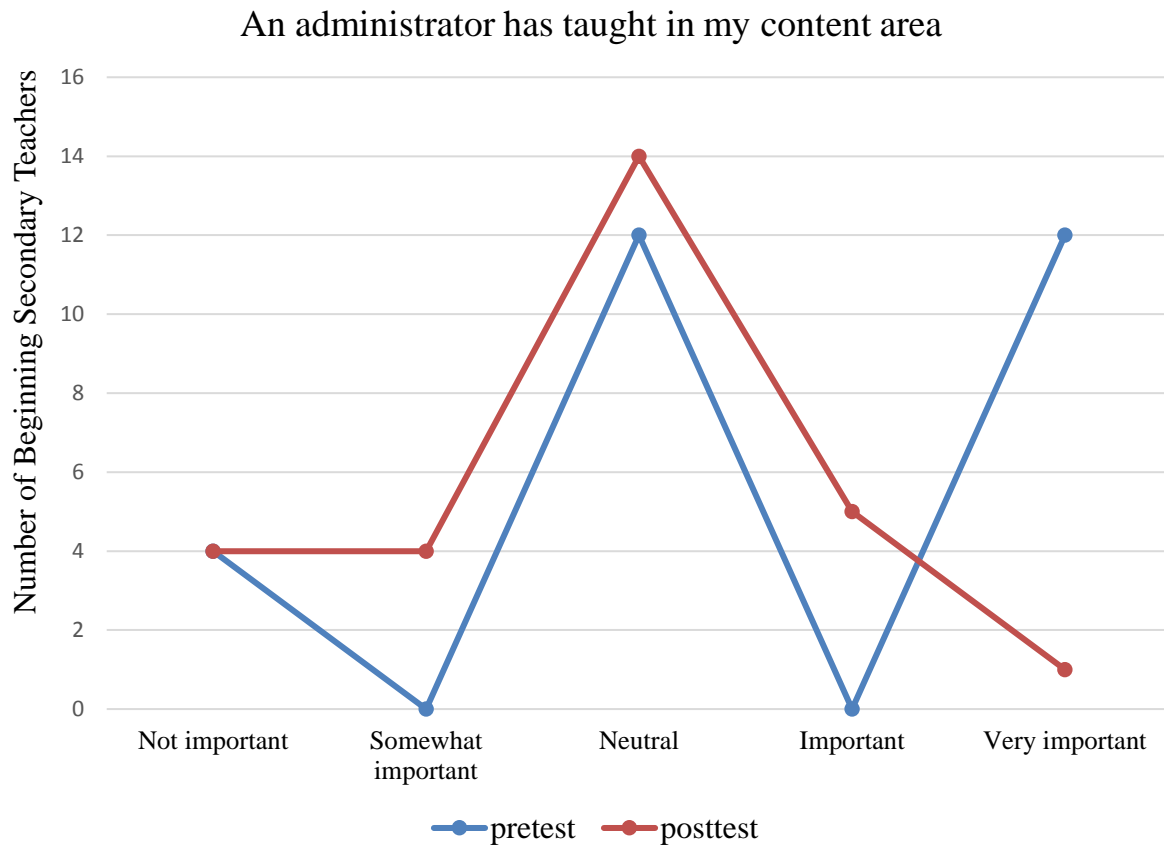
An administrator has taught in my content area

Figure 24. Frequency comparison of pretest to posttest survey for question 19.

The importance of an administrator to have taught in the same content of a beginning secondary teacher decreased its frequency of "very important" and increased its frequency of "somewhat important" and "neutral." As viewed in Figure 24, the number of beginning secondary teachers who were "neutral" in that an administrator should have teaching experience in the same content slightly increased by 16.7 % and raised the maximum value of the set of data to fourteen.
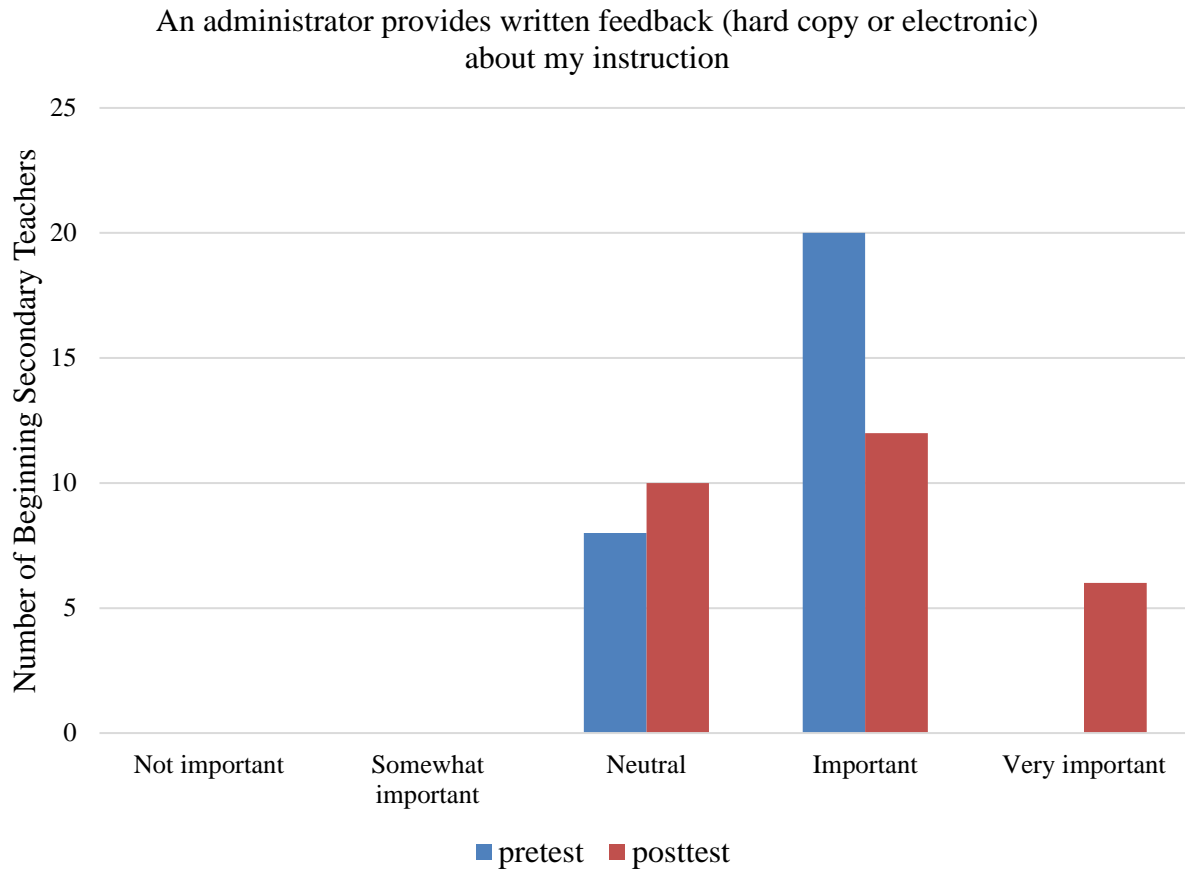
An administrator provides written feedback (hard copy or electronic) about my instruction

Figure 25. Frequency comparison of pretest to posttest survey for question 20.

Instructional feedback (see Figure 25), interest in personal well-being (see Figure 26), and approachability (see Figure 27) shared a common detail in the pretest and posttest results. As seen in Figures 25, 26, and 27, there was zero frequency in the choices of "not important" and "somewhat important." Question 20 yielded a choice of "neutral" in both the pretest and posttest results. The largest addition to the data set was going from zero to six beginning secondary teachers who felt it was "very important" to receive written feedback about instruction.

An administrator shows interest in my personal
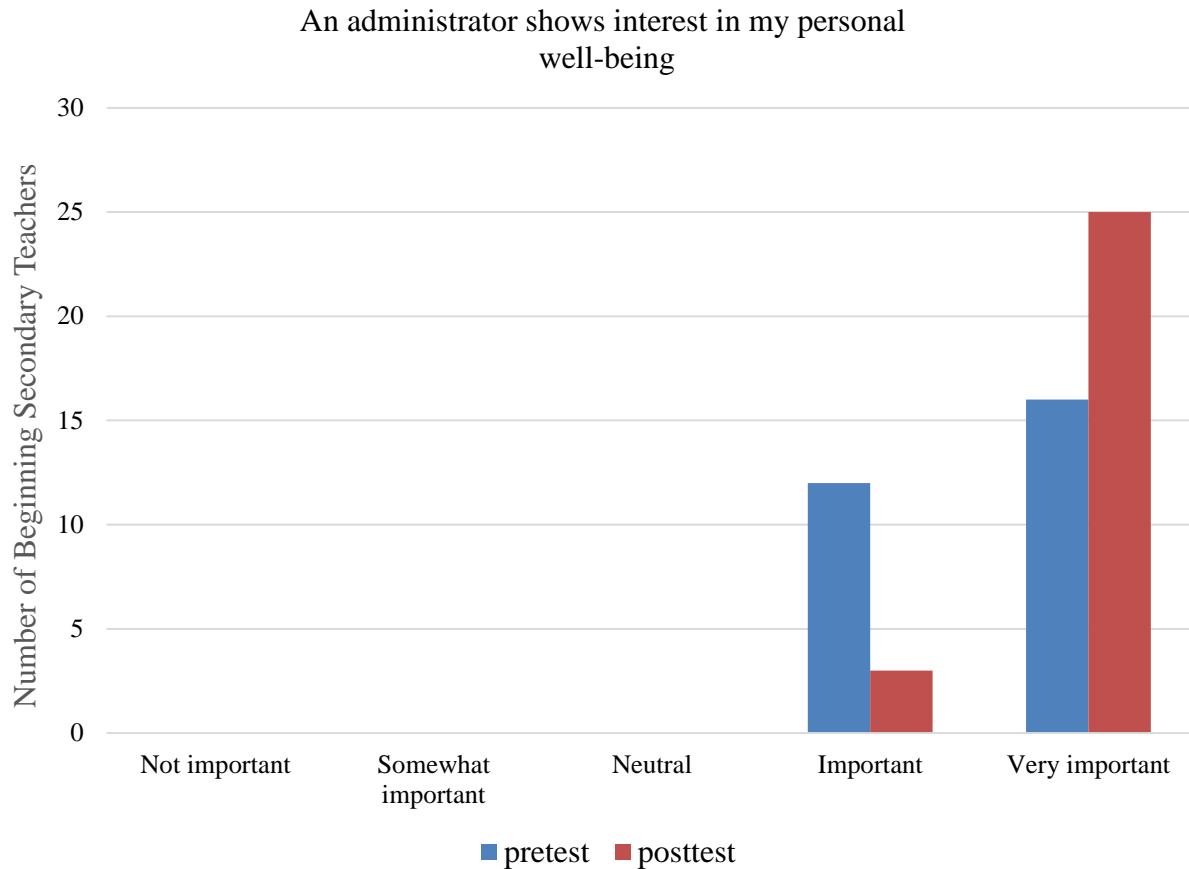well-being

Figure 26. Frequency comparison of pretest to posttest survey for question 21.

As displayed in Figure 26, twenty-five of the twenty-eight beginning secondary teachers

chose "very important" to describe their level of importance that an administrator shows interest

in their personal well-being. This maximum value of posttest survey data was a 56.2% increase

from the pretest survey set of data. Its maximum value was second overall for the administration

section, just slightly below the next question that was given to the beginning secondary teachers
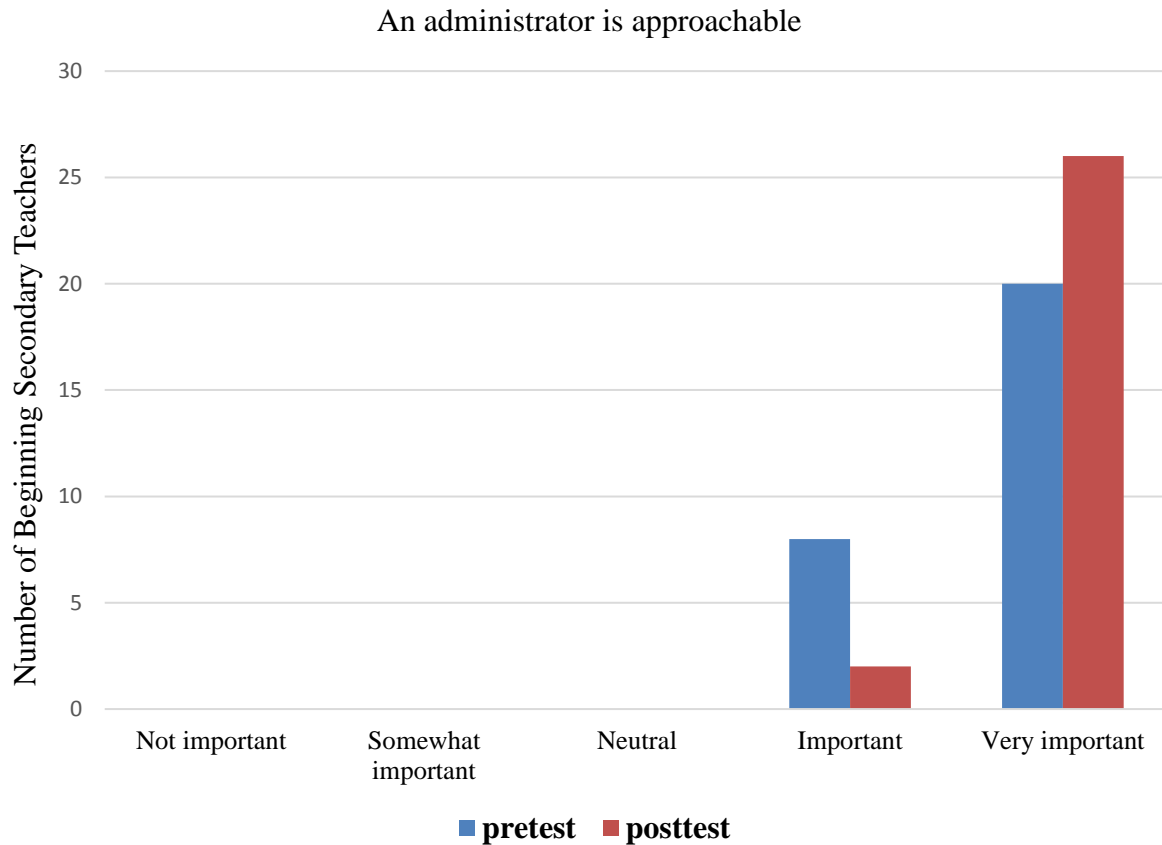
about approachability (see Figure 27).

An administrator is approachable

Figure 27. Frequency comparison of pretest to posttest survey for question 22.

As seen in Figure 27, the highest amount of beginning secondary teachers in both the pretest survey and posttest survey selected "very important" to express their feelings about having an administrator who is approachable. The consistency of the data in its positive trend for both surveys showed how this statement had validity before and after the BICE leadership program.

Descriptive Statistics. Further quantitative analysis of the educational Likert survey used descriptive statistics of the mean and standard deviation for both the pretest and posttest results (see Table 13). The Statistical Package for Social Sciences (SPSS 24.0) allowed for a five-point Likert scale to be converted to numerical values for each response choice the beginning secondary teacher selected. The numerical representation of the responses for the professional

development factor designated "very low priority" as a value of 1; "low priority" as a value of 2; "neutral" as a value of 3; "high priority" as a value of 4; and "very high priority" as a value of 5. To measure stress levels perceived by the beginning secondary teachers, the researcher used the numerical representation of the responses with "never" as a value of 1; "rarely" as a value of 2; "every once in a while" as a value of 3; "sometimes" as a value of 4; and "almost always" as a value of 5. The numerical representation of the responses for the factor related to administrator actions or qualities labeled "not important" as a value of 1; "slightly important" as a value of 2; "neutral" as a value of 3; "important" as a value of 4; and "very important" as a value of 5.

Table 13

Descriptive Statistics Pretest and Posttest Educational Likert Survey

Survey Items	Pretest Survey			Posttest Survey		
	N	μ	σ	N	μ	σ
Q6. You are provided the opportunity to collaborate with teachers in your content area on a weekly basis.	28	3.43	.920	28	3.86	.803
Q7. You are provided the opportunity to observe teachers in your content area at least once a month.	28	2.71	1.301	28	3.18	1.020
Q8. You are provided at least two professional development workshops per school year.	28	3.00	1.089	28	2.32	.819
Q9. You are given professional development literature tied to your content area.	28	2.14	.651	28	1.57	.573
Q10. You are assigned a mentor teacher that specializes in your content area.	28	2.71	1.243	28	3.00	1.155

Table 13 *(cont.)*

Survey Items	Pretest Survey			Posttest Survey		
	N	μ	σ	N	μ	σ
Q12. I stress about the amount of time I spend lesson planning.	28	3.71	1.049	28	2.71	.810
Q13. I stress about the class size of my rosters.	28	4.14	1.008	28	3.61	.994
Q14. I stress about how much sleep I receive.	28	4.07	.262	28	2.86	.705
Q15. I stress about how much time I spend with my family and/or friends.	28	3.57	1.069	28	2.54	.576
Q16. I stress about the behavior of the students in my classroom.	28	3.14	1.268	28	3.14	1.268
Q18. An administrator visits my classroom at least once per semester.	28	3.00	1.633	28	4.32	.670
Q19. An administrator has taught in my content area.	28	3.57	1.425	28	2.82	1.020
Q20. An administrator provides written feedback (hard copy or electronic) about my instruction.	28	3.71	.460	28	3.86	.756
Q21. An administrator shows interest in my personal well-being	28	4.57	.504	28	4.89	.315
Q22. An administrator is approachable.	28	4.71	.460	28	4.93	.262

Note: N (Number of Total Sample) μ (Mean) σ (Standard Deviation)

To provide further explanations of the posttest survey for differences in the independent variables (years of teaching) and the dependent factors given in the study (professional development, stress, and administration), each variable underwent a one-way ANOVA.

Computing the factor scores occurred by calculating the means for all responses composing that factor (see Tables 14, 15, & 16). For example, a determination for the factor score for professional development was calculated by the mean of the responses to questions 6, 7, 8, 9, and 10. The factor score for stress was found by calculating the mean of the responses to questions 12, 13, 14, 15, and 16. The factor score for administration was given by calculating the mean of the responses to questions 18, 19, 20, 21, and 22.

Table 14

Mean Comparison for ANOVA of Posttest Educational Survey Factor Professional Development

Demographic		Q6	Q7	Q8	Q9	Q10
1 year or less	Mean	4.00	3.50	2.50	1.50	4.00
	N	8	8	8	8	8
	Std. Deviation	.926	.756	.926	.534	.756
2 years	Mean	3.88	3.13	2.00	1.63	3.25
	N	8	8	8	8	8
	Std. Deviation	.641	1.126	.756	.518	1.165
3 years	Mean	3.75	3.00	2.42	1.58	2.17
	N	12	12	12	12	12
	Std. Deviation	.866	1.128	.793	.669	.718
Total	Mean	3.86	3.18	2.32	1.57	3.00
	N	28	28	28	28	28
	Std. Deviation	.803	1.020	.819	.573	1.155

Table 15

Mean Comparison for ANOVA of Posttest Educational Survey Factor Stress

Demographic		Q12	Q13	Q14	Q15	Q16
1 year or less	Mean	2.38	3.00	2.50	2.50	3.75
	N	8	8	8	8	8
	Std. Deviation	.518	.535	.535	.535	1.035
2 years	Mean	2.88	3.38	2.88	2.25	3.13
	N	8	8	8	8	8
	Std. Deviation	.641	1.126	.756	.518	1.165
3 years	Mean	2.83	4.17	3.08	2.75	2.75
	N	12	12	12	12	12
	Std. Deviation	1.030	1.030	.669	.622	1.215
Total	Mean	2.71	3.61	2.86	2.54	3.14
	N	28	28	28	28	28
	Std. Deviation	.810	.994	.705	.576	1.269

Table 16

Mean Comparison for ANOVA of Posttest Educational Survey Factor Administration

Demographic		Q18	Q19	Q20	Q21	Q22
1 year or less	Mean	4.13	2.00	3.63	4.88	4.88
	N	8	8	8	8	8
	Std. Deviation	.354	.926	.744	.354	.354

Table 16 *(cont.)*

Demographic		Q18	Q19	Q20	Q21	Q22
2 years	Mean	4.63	2.75	4.00	5.00	5.00
	N	8	8	8	8	8
	Std. Deviation	.744	1.035	.756	.000	.000
3 years	Mean	4.25	3.42	3.92	4.83	4.92
	N	12	12	12	12	12
	Std. Deviation	.754	.669	.793	.390	.289
Total	Mean	4.32	2.82	3.86	4.89	4.93
	N	28	28	28	28	28
	Std. Deviation	.670	1.020	.756	.315	.262

The one-way ANOVA was used to test for differences in factor scores among beginning secondary teachers who indicated that they had either one year or less of experience, two years of experience, or three years of experience (see Table 17). There were eight beginning secondary teachers with one year or less experience, eight beginning secondary teachers with two years of experience, and twelve beginning secondary teachers with three years of experience.

Table 17

One-Way ANOVA of Posttest Educational Survey Questions

Between Groups: 1 year or less, 2 years, & 3 years		Mean Square	F	Sig.
Professional	Q6	.152	.222	.803
Development	Q7	.616	.573	.571
	Q8	.595	.880	.427
	Q9	.033	.093	.911
	Q10	8.417	10.978	.000

Table 17 *(cont.)*

Between Groups: 1 year or less, 2 years, & 3 years		Mean Square	F	Sig.
Stress	Q12	.649	.988	.386
	Q13	3.568	4.565	.020
	Q14	.818	1.735	.197
	Q15	.607	1.959	.162
	Q16	2.402	1.555	.231
Administration	Q18	.554	1.258	.302
	Q19	4.845	6.577	.005
	Q20	.318	.538	.590
	Q21	.068	.673	.519
	Q22	.033	.457	.638

The factor scores for beginning secondary teachers with one year or less of experience were higher in professional development, stress, and administration. Conversely, the factor scores for beginning secondary teachers with two years were higher in professional development, stress and administration than those beginning secondary teachers with three years of experience. Three specific questions, one within each group (question 10, 13, and 1) within the groups were statistically significant.

A Post Hoc Test was created for the questions that showed a significance of less than .05 in order to see the relationship of means and confidence intervals to accept the null hypothesis that teaching experience effects the factors of professional development, stress, and administration. Question 10 had a significance of .000 (see Table 17). Table 18 illustrates the results of the Post Hoc test for question 10 of the posttest survey. Question 13 had a significance

of .020 (see table 17). Table 19 shows the Post Hoc test for question 13 of the posttest survey.

Question 19 had a significance of .005 (see table 17). Table 20 displays the Post Hoc test for

question 19 of the posttest survey.

Table 18

Tukey HSD of Posttest Educational Survey Question 10

Group	Paired Group	Mean Difference	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
1 year or less	2 years	.75000	.43780	.220	-.3405	1.8405
	3 years	1.83333[*]	.39965	.000	.8379	2.8288
2 years	1 year or less	-.75000	.43780	.220	-1.8405	.3405
	3 years	1.08333[*]	.39965	.031	.0879	2.0788
3 years	1 year or less	1.83333[*]	.39965	.000	-2.8288	-.8379
	2 years	1.08333[*]	.39965	.031	-2.0788	-.0879

Note: * Stands for the mean difference is significant at the 0.05 level.

Table 19

Tukey HSD of Posttest Educational Survey Question 13

Group	Paired Group	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1 year or less	2 years	-.37500	.44206	.677	-1.4761	.7261
	3 years	-1.16667[*]	.40354	.021	-2.1718	-.1615
2 years	1 year or less	.37500	.44206	.677	-.7261	1.4761
	3 years	-.79167	.40354	.143	-1.7968	.2135
3 years	1 year or less	1.16667[*]	.40354	.021	.1615	2.1718
	2 years	.79167	.40354	.143	-.2135	1.7968

Note: * Stands for the mean difference is significant at the 0.05 level.

Table 20

Tukey HSD of Posttest Educational Survey Question 19

Group	Paired Group	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1 year or less	2 years	-.75000	.42915	.208	-1.8189	.3189
	3 years	-1.41667[*]	.39176	.004	-2.3925	-.4409

Table 20 *(cont.)*

Group	Paired Group	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2 years	1 year or less	.75000	.42915	.208	-.3189	1.8189
	3 years	-.66667	.39176	.224	-1.6425	.3091
3 years	1 year or less	1.41667[*]	.39176	.004	.4409	2.3925
	2 years	.66667	.39176	.224	-.3091	1.6425

Note: * Stands for the mean difference is significant at the 0.05 level.

Perceptions of a Career

This mixed methods study examined the effects the BICE leadership program had on beginning secondary teachers. The researcher used qualitative analysis through open-ended questions and interviews to reveal the perceptions beginning secondary teachers had in their career. To effectively measure the outcomes of the BICE leadership program, the researcher captured the responses to the opened ended questions in the educational Likert survey prior to the start of BICE and once more at is completion.

The researcher designed the educational Likert survey to concentrate on three sections: professional development, stress, and administration to answer the primary research question of the study. Each section consisted of five quantitative questions and one qualitative question to provide the beginning secondary teacher the opportunity to express their thoughts without any unwarranted influence (see Tables 21 & 22).

Table 21

Open-Ended Questions of Pretest Educational Survey for N=28

ID	Professional Development Q11: What type of support would you like to receive as a high school teacher?	Stress Q17: What part of the teaching profession is most stressful for you?	Administration Q23: What quality or qualities are most important to you in an administrator?
T1	Better communication about students and support dealing with families	NO RESPONSE	NO RESPONSE
T2	Giving teachers resources that can be accessed outside of PLC	IEPs, and the paperwork that coincides with it.	Understanding. SPED is such a different animal I want admin to understand that.
T3	More time to work on lesson plans and objectives	Feeling undervalued by my colleagues. New teachers have good ideas and strategies and we often are made to feel like we don't have anything valuable to contribute. Or, colleagues are unwilling to change or try anything new that is being presented. It is stressful to have a department that is unwilling to collaborate because it is lonely and isolating.	An administrator who is willing to make difficult decisions for the greater good of the campus and students. An administrator who acknowledges the hard work and effort that goes into creating nuanced lesson plans every day that are about more than content.
T4	Resources, better communication between colleagues.	All the paperwork that we need to do for stuff that is not related to our content	Empathy and Care
T5	I need more time to plan all the things expected from me.	Student behavior	Hard work
T6	I would appreciate support from both my admin and my department chair. I know they are busy, but it would be nice for them to check in with me.	Discipline issues	Good communication
T7	NO RESPONSE	NO RESPONSE	NO RESPONSE
T8	Understanding from administration in terms of how stressful it can be especially with new expectations	The unknown of certain things like schedules and policies	NO RESPONSE

Table 21 (*cont.*)

ID	Professional Development Q11: What type of support would you like to receive as a high school teacher?	Stress Q17: What part of the teaching profession is most stressful for you?	Administration Q23: What quality or qualities are most important to you in an administrator?
T9	More communication between admin and colleagues	What courses I will get and how many preps I will have	Fairness and honesty
T10	I would like structured PLC time that had defined goals and outcomes in mind. I would also like to see teams held accountable for this time by administration. It would be great if coaches, mentors, admin, spent time in the classroom so teachers could spend time watching other teachers teach after they had time to lesson plan and discuss objectives. I would like the opportunity to attend more professional development workshops that are specifically targeted to my content area.	Too many expectations and not enough time to do them all.	Availability and Approachable
T11	Admin making sure some teachers stay on task and help build a culture of collaboration	Dealing with families that compare teachers	Support with families and students
T12	I want information that is important and useful, not just handed down because it sounds good	Not being able to find the time to do all the things I want to do	Understanding and consistent
T13	I would like to have consistent support from administration even when they are busy.	Not having someone to offer help	Willing to stop what they are doing to check in and help teachers who are struggling
T14	More time to watch other teachers in my content	The amount of work that takes place outside of school and how it impedes our ability to spend time with friends/family.	That he/she has time for you and personally builds you up - and checks in on your well-being, even if that means you might have to say "no" to some things.
T15	NO RESPONSE	Getting new forms and requirements that I do not understand	Effective and Clear
T16	Information for teachers is front loaded, no surprises	The pointless work	Help with students that are not able to learn

Table 21 (*cont.*)

ID	Professional Development	Stress	Administration
	Q11: What type of support would you like to receive as a high school teacher?	Q17: What part of the teaching profession is most stressful for you?	Q23: What quality or qualities are most important to you in an administrator?
T17	More release time for technology and professional development.	Emails, grades, large class sizes.	Knowledge, leadership, understanding, communication.
T18	Chance to see other teachers in their classroom	How much time it takes to lesson plan and still have time for ourselves to go home and relax a little	Personable and understanding
T19	More time to work with my peers	Extra jobs that are asked of us	Support
T20	Time to meet with other teachers who can offer advice	Busy work that takes away from my lesson plans	Communication and Support
T21	Release time to visit other schools and compare programs	Finding time to do it all	Being proactive and not passive
T22	More opportunities to observe colleagues	Working super hard, but it goes unnoticed by admin. It's hard to always hear negative things.	Showing that you care enough about teachers by making the time to come to a class or ask how we are doing
T23	Time to analyze student work	Lack of time during the school day to get all the things done that are asked of us	Support
T24	More release time for technology and professional development.	New technology that does not work	Leadership and willingness to listen
T25	More opportunities to observe colleagues	Lack of time	Recognizing teachers for their efforts and not just focusing on data
T26	I want to be able to use more PLCs to work with my team.	Wasted time	Being a supportive leader that always makes time for a teacher
T27	More support from the district when we have questions or concerns	Lack of recognition by peers or admin	Standing up for teachers when things are tough
T28	NO RESPONSE	Not feeling supported by colleagues or admin	Kind and approachable

The first qualitative response, question 11, asked beginning secondary teachers to identify what type of support he or she would like to receive as a high school teacher. The second qualitative response, question 17, asked beginning secondary teachers to identify what part of the teaching profession was most stressful for them. The third qualitative response, question 23, asked beginning secondary teachers to identify what quality or qualities were most important to them in an administrator. These questions were asked twice to the beginning secondary teachers to have a comparison of data that measured the impact of the BICE leadership program (see Table 22).

Table 22

Open-Ended Questions of Posttest Educational Survey for N=28

ID	Professional Development	Stress	Administration
	Q11: What type of support would you like to receive as a high school teacher?	Q12: What part of the teaching profession is most stressful for you?	Q23: What quality or qualities are most important to you in an administrator?
T1	Website help to display resources I have found	NO RESPONSE	I have seen an increase in care from some of my admin which makes my job better.
T2	Emails with feedback is helpful	Just trying to keep up with all the deadlines	I like that my admin helps take notes during an IEP.
T3	I like that we get content time	NO RESPONSE	It is nice to see that the admin is making time to observe and say something positive.
T4	Keeping the increase in communication	There is a little less stress since I have more face to face with admin	Appreciated
T5	Structured time at PLCs	More time	Visible, it has made a big difference seeing admin around campus and not just in the office
T6	NO RESPONSE	Advice from peers	NO RESPONSE
T7	NO RESPONSE	NO RESPONSE	NO RESPONSE
T8	Feedback	NO RESPONSE	I feel admin has shown more interest in me and that takes away some stress

Table 22 *(cont.)*

	Professional Development	Stress	Administration
ID	Q11: What type of support would you like to receive as a high school teacher?	Q12: What part of the teaching profession is most stressful for you?	Q23: What quality or qualities are most important to you in an administrator?
T9	New ways to teach ELs	Time to meet with veteran teachers	NO RESPONSE
T10	I have seen more support from admin and my department chair which has helped write my personal goals for the students. I would like to have more time to collaborate with my content team to share these goals that I have and see if we can collaborate to meet them for all the different types of learners we have, especially our targeted populations that are in the most need right now.	Hoping we increase the proficiency levels of our target populations	I appreciate that an admin leaves me a note. Communication is very important between admin and teachers.
T11	Time to collaborate within the school bell schedule	Time to meet with families	I like that the admin will support me and have my back
T12	Digital links for PLC	New equipment	I wish they had more time to visit
T13	I like seeing Admin that care	Technology that does not work	I have felt a stronger connection with my admin recently because they communicate more
T14	Time to visit with content team through a release day	Learning how to use block schedules effectively	Answering questions even if it has already been asked multiple times
T15	NO RESPONSE	Kids misbehaving	Approachable
T16	Having a list of who can help with what	Wasted time	I want to be able to walk into their office without an appointment
T17	I'd like to see what other schools do for certain classes	Wi-Fi	Care is so important, especially if it is genuine
T18	Help completing assessments	Presentations that are not part of my curriculum	Visibility in the classrooms and around campus
T19	Structure with PLC that is user friendly	New goals	I have experienced a stronger amount of help from our admin which decreases my stress load immensely

Table 22 *(cont.)*

ID	Professional Development Q11: What type of support would you like to receive as a high school teacher?	Stress Q12: What part of the teaching profession is most stressful for you?	Administration Q23: What quality or qualities are most important to you in an administrator?
T20	Instructional coaches that can explain things	Students who are having trouble processing new info	Fairness when looking at how many kids are in each class
T21	Content meetings that everyone can attend	Learning ways to work with kids who have IEPs	Offering advice and help
T22	New tools to store feedback	Learning how some of my students learn best	Sharing what is going on in all aspects of the school
T23	Examples of assessments from previous years to help look at data	Wanting to do bigger projects with my kids but not having the time to do it	Compassion
T25	Possibly having teachers share lesson plans across content	Finding out how other teachers on my content team are doing	Using data to inspire us
T26	Time to develop long term goals with my content	New ways to help students who have failed in the past	Sharing a funny story or asking questions that show some interest
T27	Access to scores from other schools in terms of large assessments or AP exams	Sharing all the things my students are doing	I like it when an admin make time to hear me out even if it doesn't change things
T28	NO RESPONSE	Getting the time to review lessons with colleagues	Caring about all teachers and all students

A total of 28 beginning secondary teachers accessed the educational Likert survey. The beginning secondary teachers had the option to skip the three qualitative questions. Only one of the 28 beginning secondary teachers, T7, chose not to answer any of the qualitative questions.

Interviews

Interviews of administrators and beginning secondary teachers (see Appendix B) were completed in between quantitative data collection of the BICE leadership program to reinforce

the qualitative data analysis of the sequential explanatory design in this study. All the interview

data was transcribed using word processing software. The study used an inductive process to

analyze the qualitative data. The researcher created categories and patterns from the qualitative

data rather than stating them before data collection. A constant comparative method was

employed to measure the teachers' perceptions of professional development, stress, and

administration.

The categories were refined and relationships between the categories were explored. The

notion of professional development was refined to the willingness a beginning secondary teacher

had for feedback and observation. Stress was refined to the experiences a beginning secondary

teacher endures inside or outside the classroom. Finally, the administration was refined to

qualities and responsibilities of their role in the school site. The constant comparative method

allowed for the sorting and resorting of the educational Likert survey and interviews.

Once themes were established, the data was further analyzed by NVivo, an analysis

software for qualitative data. NVivo allowed the researcher to conduct a line by line review of

each open-ended response from the educational Likert survey and transcribed interviews.

NVivo provided the researcher with 5 nodes to include in the qualitative case:

collaboration, professional development, stress, observation, and connection. Each of these

categories was placed into a query that yielded word frequencies of the open-ended questions.

The word frequencies were broken down by the three open-ended questions given at both the

pretest and posttest. As seen in Figures 28, 29, and 30, the researcher created a word cloud for

each question in the posttest educational Likert survey to present the data visually.

Figure 28. Word frequency for coding open-ended question 11 in the posttest educational Likert survey

Figure 29. Word frequency for coding open-ended question 17 in the posttest educational Likert survey
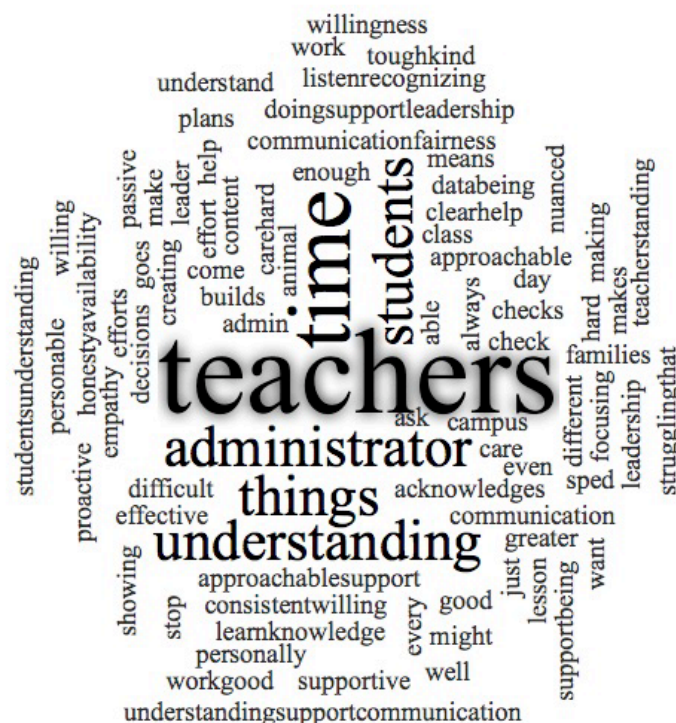
Figure 30. Word frequency for coding open-ended question 23 in the posttest educational Likert survey.

The researcher performed coding to both the pretest and posttest open-ended responses in the educational Likert survey to compare any significant changes that took place in the study due to the BICE leadership program. The pretest responses had the word "time" as the highest frequency with 7.32% reference throughout the answers. Second highest frequency was the word "teachers" with 4.88% reference. There was a tie in percentages for the words "support" and "admin," both at 2.44% reference. A cross comparison of the pretest open-ended questions revealed that time and support accounted for approximately 64% of the responses.

The coding of the posttest open-ended responses of the same questions in the educational Likert survey produced new word frequencies at the end of the BICE leadership program. The pretest responses had the word "communication" as the highest frequency with 6.24% reference throughout the answers. Second highest frequency was the word "development" with 3.72%

reference. There was a tie in percentages for the words "work" and "better," and "support" with

2.12% reference apiece. A cross comparison of the posttest open-ended questions revealed that

communication and work accounted for approximately 59% of the responses. The change in

word selection and frequencies showed a shift in perception for the beginning secondary teachers

from a large focus of time to a focus based upon development.

Table 23

Sample of Interview Responses of Beginning Secondary Teachers for Q1

ID	Why did you decide to become a teacher?
B1	"Because life is a learning experience"
B2	"I know this is cliché, but I wanted to make a difference in kids' lives. It's a challenge to get to know all the kids, but I have always welcomed learning about others and figuring out a way to help them. Teaching gives me this platform."
B3	"I wanted to give back to my community. This community gave me so much. It's time to pay it back and make sure that students here have the same opportunities I was given, I want to make sure everyone here gets a good education and has fun with it."
B4	"I became a teacher to help students make their own path. I wanted to inspire others to reach beyond their potential. If a kid has low self-esteem or issues at home, a teacher can be the utmost influence. I hope I can be that person to help the kid see what good they can offer."

The researcher performed coding to the transcribed interviews of four beginning

secondary teachers (see Tables 23, 24, 25, and 26) and four administrators (27, 28, 29, and 30) to

identify nodes related to the BICE leadership program. Each beginning secondary teacher that

was interviewed was given a specific label to identify their answers anonymously (B1, B2, B3,

and B4). Each administrator that was interviewed was also given a specific label to keep their

identity confidential (V1, V2, V3, and V4).

The interview of B1 yielded the word "class" as the highest frequency with 5.32%

reference throughout the interview. The next highest frequencies were the words "know" and

"learning" with 4.16% reference. The next interview by B2 produced the words "kids" and

"know" as the highest frequency with 4.48% reference of both throughout their interview. The

interview of B3 showed the words "time" and "community" as the highest frequency of 4.62%

reference throughout the interview. The last interview with B4 revealed "help" and "leader" as

the highest frequencies, both at 3.18% reference throughout the interview. The variance in

words by the beginning secondary teachers supported the overall themes seen in the open-ended

questions, but did not have any significance to each other to validate a common theme.

Unlike the beginning secondary teachers, the interviews of the four administrators had

some common word frequencies. V1 generated the word "leader" as the highest frequency with

6.74% reference throughout their responses. The next interview by V2 shared the words

"teachers" and "leaders" as the highest frequency with 3.88% reference of both throughout their

interview. The interview of V3 specified the words "best" at 3.86% reference and "leader" with

a frequency of 3.44% reference throughout the interview. The last interview with V4 exhibited

the words "teachers" and "leadership" as the highest frequencies, both at 3.32% reference

throughout the interview. The similar use of the word "leader" created a common theme among

the administrators in terms of their values and perceptions of their role in the secondary school

setting.

Table 24

Sample of Interview Responses of Beginning Secondary Teachers for Q2

ID	What is the best part of being a teacher?
B1	"Teachers do more than teach. Teachers have an impact way beyond the classroom. Every time I'm about to quit, I have some kid do or say something to me about that makes me think wow, I am so lucky to have the life I have. There are a lot of kids who need help not just learning Math or English, but as a person. I love that I get to shape students as people."
B2	"This is the one job I know of where you get to have multiple roles. You are a friend, a mentor, and a confident to the kids. You may not know what's going on at home. Your smile and energy could change their life."
B3	"It's simple, inspiration is in short supply these days. I love teaching and inspiring others."
B4	"It's annoying when people say those who can't end up teaching should have their brain checked. If you can, teach! It's the best job. Sure, there are stresses and days that you might want to cry, but it's so amazing when you make someone's day."

Table 25

Sample of Interview Responses of Beginning Secondary Teachers for Q3

ID	What is the most challenging part of being a teacher?
B1	"Too many student in one class. With 36 students or more in a class, it's hard to get to know everyone as well as I would like to."
B2	"Keeping the students engaged for long block periods. The attention span for some of these kids is about one minute so I am always trying to come up with ways to make my lessons in a way that keeps students busy."
B3	"It's tough to find the time to plan and grade everything in a timely manner."
B4	"The parents do not always support us or they think that my job is easy. They expect things to be graded five minutes after I collect it and then complain right away when they don't see it."

Table 26

Sample of Interview Responses of Beginning Secondary Teachers for Q4

ID	What elements do you think are important to have in a leader?
B1	"A leader is someone who takes the time to get to know their employees and listens to them even when it is not convenient."
B2	"Leaders are fair and look at situations without holding judgment."
B3	"Leadership is something that gets better with time and experience because I think that it's important for a leader to be diverse. In high school, there are so many different components that make up the campus. A leader is someone who makes the time to get involved in different areas."
B4	"Anyone can be a leader, but not everyone can be a great leader. It's not about a title, it's about what you do with the title that really matters."

Table 27

Sample of Interview Responses of Administrators for Q1

ID	Why did you decide to become an administrator?
V1	"I enjoyed working with all types of students and knew that as an administrator, I would be given that opportunity."
V2	"Administration can sometimes get a bad reputation as a leader with a force against teachers. I wanted to change that perception and show teachers how we can help them and students in our role."
V3	"I chose to become an admin because I wanted to have a bigger effect on a school. It was a tough decision to stop teaching because I loved working with kids. But now, I get to work with more kids which has been the best."
V4	"I loved the idea of being a part of the big picture. As an admin, I get to have a say in the things that make our school so great and find new ways to improve our school as a whole."

Table 28

Sample of Interview Responses of Administrators for Q2

ID	What is the best part of being an administrator?
V1	"I think the best part is being able to share ideas and knowledge. We create professional development activities for our teachers and there is a trickle-down effect of these moments to our students."
V2	"Showing people how awesome administration can be when you are a leader. It may be longer hours or more responsibilities, but the best part is that you get to see more from this position. I get to see performing arts, instruction, athletics, and work with some of the most dedicated people."
V3	"As an admin, I have been blessed to work with some of the best educators and see them do what they do best. It is such a treat to watch the teachers work with students to become successful."
V4	"The best part of this job is that I get to work with teachers. Teachers have such a strong impact on students and I take pride in being able to support the teachers in all that they do."

Table 29

Sample of Interview Responses of Administrators for Q3

ID	What is the most challenging part of being an administrator?
V1	"Not enough time as I would like to get out to the classrooms and observe the teachers with the students. There are a lot of things that can pop up daily that take me away from my original plans."
V2	"Dealing with families who may have a negative view of the school for the wrong reasons. Some people make their minds up before even taking the time to see all the great things that are going on at the school."
V3	"Making sure every kid at school has a voice. It is important that every student feels a part of our school and sometimes, I feel like they can fall through the cracks because we get so busy with tasks and deadlines."

Table 29 *(cont.)*

ID	What is the most challenging part of being an administrator?
V4	"Time is the biggest challenge for me because I always want more of it. So, I have had to learn how to make the most of my time and understand that not everything on my to-do list can get done when I originally thought."

Table 30

Sample of Interview Responses of Administrators for Q4

ID	What elements do you think are important to have in a leader?
V1	"A leader is someone who doesn't have to ask people to follow. Their actions and words speak for itself without effort, others look up to them for direction and support."
V2	"I have learned that there are a lot of qualities that make up a leader: honesty, hard work, care, consistency, and positivity are some of the things I feel are most important."
V3	"A good leader has set things up in such a way that the school could not only run, but thrive without them even being there.
V4	"I think that a leader needs to be a good communicator. They need to have patience because leadership is best when it is given to different types of people. It is difficult to manage a hundred different personalities, but with the right leadership, you can bring together everyone for a common goal."

Summary

In this chapter, a detailed data analysis of the BICE leadership program and its impact on beginning secondary teachers was performed. The mixed methods study was presented through quantitative and qualitative results. The results of the study utilized item analysis and descriptive statistics to show significance in relation to the research questions. Specifically, the chapter explained the use of an educational Likert survey (see Appendix A) and a set of administrator

and beginning secondary teacher interview questions (see Appendix B) to measure the effects

administrative leadership had upon a beginning secondary teacher.

CHAPTER 5: DISCUSSION

In the previous chapter, the results and analysis of quantitative and qualitative data were presented. Chapter 5 provides a summary of the study, implications for practice, recommendations for further research, and conclusions. The following sections serve to elucidate the study of the BICE leadership program and its impact on beginning secondary teachers.

Introduction

Prior to this study, the researcher had observed administrators at the secondary education level and saw how many were bombarded with tasks, questions, deadlines, evaluations, results-driven expectations, appointments, and trainings that were all itemized components of the job description. In fact, looking at various job descriptions for high school administrators, there was a pattern of words such as "facilitate," "manage," and "intervene." The one word or phrase missing in almost every job description was "leader." This study was partially based on the notion that an administrator needs to be a leader and to do such, there should be a system in place that simplifies that transformation. Motivated by the theoretical framework of Donald Kirkpatrick, the researcher set out to design a sequential set of guidelines for administrators to use with secondary teachers.

In 1959, Kirkpatrick formed a four-level business model of evaluation for upper-level management to improve learning and the daily job performance of their employees. Kirkpatrick's model validated employee feelings, the goals of the organization, and the goals of the individual (Kirkpatrick, 1996). The BICE leadership program built upon this concept to rebrand the leadership role of a high school administrator. The BICE leadership program was designed to ensure that every administrator could refine their role as a leader at their school site through rapport, inspiration, feedback, positivity, success, and results. These six items helped

create the four levels of BICE: Build rapport, Inspire feedback, Celebrate success, and Exceed results.

Summary of the Study

The purpose of this study was to measure the impact that an on-site BICE leadership program had on beginning secondary teachers at two high schools because research indicated a higher need for support and leadership in the first three years of a teacher's career (Correa & Wagner, 2011; Smith & Ingersoll, 2004). The study took place at two secondary school sites, School A and School B within the same school district. Implementing the BICE leadership program at both sites was intended to resolve multiple issues including retention, job satisfaction, and overall effectiveness of beginning secondary teachers at the secondary level of education (Administrator A, personal communication, 2017).

A major contributing factor to burnout or lack of rehire status could have been that beginning secondary teachers did not have a structured leadership program for all administrators to use. The principals at each site had their own leadership styles, but turnover in administration at both sites hindered the effectiveness of their leadership being shared (Administrator A, personal communication, 2017).

Both schools offered support during the first year for beginning secondary teachers, but neither had a structure in place to accommodate or support beginning secondary teachers thereafter. The administration had pointed out that in prior years, beginning secondary teachers had shown resistance to mentoring beyond the minimum of credential clearance (Administrator A, personal communication, 2017).

School B had received data that showed beginning secondary teachers lacked motivation and confidence. The WASC mid-cycle report of School B reported an overall negative view of

administrative support. Self-assessments and surveys that explored these negative feelings showed the relevance to the necessity of the study (Administrator B, personal communication, 2017). Teacher negativity could spread quickly if not addressed by administration. School A had a more positive set of data collected at a parent night that showed a positive review of the school from families, but teachers of all experience levels had a less than satisfied rating of administration (Administrator B, personal communication, 2017).

The demographics of the student population at School A and School B were similar. With students at School A and School B coming from diverse backgrounds (English Language Development students, special needs, broken families), it was possible that some beginning secondary teachers may have lacked motivation and engagement to teach because the rigor of the profession could increase day to day. Beginning secondary teachers often had preconceived ideas that they were not good at their job, mainly because they were not satisfied with a lesson in the past. Teachers who did not believe they could instruct the material or did not understand what it took to persevere placed both schools and their students at a disadvantage (Administrator B, personal communication, 2016). The study framed its methods and findings to address this concern with the BICE leadership program and focused its findings on three research questions:

1. Primary research question: How does administrative rapport and support impact beginning secondary teachers?

2. Secondary research question: How does mentoring beginning secondary teachers impact satisfaction felt by the teacher in their current teaching assignment?

3. Secondary research question: How does BICE, a four-level leadership program, increase the rapport of a beginning secondary teacher at their school site?

A total of 28 beginning secondary teachers and four administrators participated and provided data for analysis and theory. The study measured the impact the BICE leadership program had on beginning secondary teachers, especially in terms of administrative rapport and support. The sequential explanatory design of the study allowed the researcher to collect quantitative data first, then qualitative data, followed by more quantitative data with analysis and interpretation in-between to best understand how the BICE leadership program affected beginning secondary teachers.

The researcher gave the four levels of the BICE leadership program to four administrators, two at School A and two at School B. The fours levels were defined by the four letters in the acronym BICE: "Build rapport" (level one), "Inspire feedback" (level two), "Celebrate success" (level three), and "Exceed results" (level four). Each level of the BICE leadership program had an action and set timeline for completion. The four levels spanned over 14 days (see Figure 7).

During level one, "Build rapport," administrators made a connection with the beginning secondary teachers through showing interest in their lives outside of the teaching setting. Notes or emails from the administrators provided caring discussion and supported open lines of communication and approachability.

In level two, "Inspire feedback," the administrators used the BICE observational tool (see Appendix C) to frame the delivery of feedback and observation for beginning secondary teachers. Rather than observing a teacher to write down what needs to be fixed, the administrator removed this distraction. The observation was kept to a short amount of time and the administrator gave full attention to the beginning secondary teacher's instruction and engagement. Once the administrator left the classroom, they accessed a BICE observational tool

(see Appendix C) to record quick checks (quantitative data) and reflective thoughts (qualitative data) for use in level three of the BICE leadership program, "Celebrate Success."

In level three, the administrators shared three "strength" comments and one "growth" comment from the BICE observational tool with the beginning secondary teachers. The administrators did not share the quantitative data gathered.

Level four, "Exceed results," helped the administrators write and share goals for the beginning secondary teachers. The administrators created short emails with an area of focus and a goal that was positive, specific, and results-based.

This study collected pretest data from the beginning secondary teachers prior to the start of the first cycle of the BICE leadership program and posttest data after the administrators had completed two full cycles of all four levels. The data collection was organized and analyzed using SPSS statistical software for the quantitative responses and NVivo statistical software for the qualitative information. The study of the BICE leadership program showed improvement for beginning secondary teachers in the areas of professional development, stress, and administration.

The null hypothesis of this study was based on the primary research question. The findings of the study failed to reject the primary research question's null hypothesis. The BICE leadership program provided administrative rapport and support that impacted satisfaction felt by the beginning secondary teacher in their current teaching assignment. Job satisfaction was improved among the beginning secondary teachers in this study evidenced by the quantitative results that showed lower stress levels and a higher willingness to work with administration and seek professional development. Qualitative results were coded and analyzed with themes of increased

support, care, and rapport from administrators. The themes in the qualitative data supported the notion that beginning secondary teachers had a higher level of appreciation for administrators and felt more supported in their teaching positions.

Professional Development

Beginning secondary teachers increased their priority levels regarding collaboration (see Figure 11), observations (see Figure 12), and mentoring (see Figure 15) after the completion of the BICE leadership program. Some priority levels of professional development decreased. For example, the desire of beginning secondary teachers to attend workshops dropped (see Figure 13), as did their desire to receive supporting materials or literature to foster professional development (see Figure 14).

The professional development results taken from the Likert-style survey questions supported the primary research question because the posttest responses showed the clear impact of the BICE leadership program. Professional development activities that had more interaction with colleagues were preferred to methods that could be done alone. The question that collected data about collaboration helped the researcher understand if a beginning secondary teacher wanted to work with a fellow teacher in their content area. The survey question that asked beginning secondary teachers about their preferences to mentoring referred to the likelihood they could have another secondary teacher in their content area available to support and mentor them. The survey question that asked about observations measured how much a beginning secondary teacher would want to observe other teachers in their content area.

The comparison of pretest and posttest results also helped answer the secondary research questions. The results of question 10 reveal that mentoring was valued more when performed in the framework of the BICE leadership program. Prior to the program, there was not a single

beginning secondary teacher that felt having a mentor was a "very high priority." However, after the two cycles of the BICE leadership program, this perception changed. Beginning secondary teachers expressed a desire to have a mentor from either the administrative or teaching role. The rapport and support given by the administrator had begun to foster a trust with beginning secondary teachers that spread to trust others acting as mentors in their content area. At the end of the BICE leadership program, five beginning secondary teachers expressed that having a mentor in the same content area was a "very high priority." Looking further into this finding showed significance when examining the demographics of beginning secondary teachers specific to years of teaching experience. The significant p-value for question 10 was well below the 0.05 level (see Table 18). Comparing the beginning secondary teachers with one year or less of experiences to those with three years of experience, it was found that mentors were not welcome at first by the newest of teachers. However, the BICE leadership program increased the desire for mentors at both experience levels and demonstrated an overall "high priority" for this form of professional development.

Similarly, the appeal to have another teacher to collaborate with or observe increased as administrators completed the levels of the BICE leadership program. There was a 25% increase in the number of beginning secondary teachers who felt observing another teacher was a "high priority." Upon being given the opportunity to collaborate with other teachers, there was a 25% shift in beginning secondary teachers responses to this questions from "high priority" to "very high priority."

The qualitative data showed a general increase in receptiveness of professional development. T2 stated that "emails with feedback is helpful" and T10 expressed that

I would like to have more time to collaborate with my content team to share these goals

that I have and see if we can collaborate to meet them for all different types of learners

we have, especially our targeted populations that are in the most need right now.

As seen from the responses by T2 and T10, the beginning secondary teachers had positive things

to share at the end of the BICE leadership program, especially regarding components that were

designed to promote professional development like feedback and collaboration.

Stress

Not every beginning secondary teacher was being given the same foundation of support

prior to the BICE leadership program. Low teacher morale could have affected how high the

student achievement was at both School A and School B. To eradicate this possibility and

promote a positive trend for teacher morale, it was imperative to identify the levels of stress for

beginning secondary teachers (Black, 2011).

The beginning secondary teacher teachers who did not feel fully supported were

susceptible to low morale and high frustration. Hearing phrases such as "you'll survive" or "just

get through it" was not setting positive tone for beginning secondary teachers (Lambeth, 2012).

The beginning secondary teachers experienced less stress at the end of the BICE

leadership program compared to the start. In terms of time for lesson planning, there was a large

decrease (87.5%) of beginning secondary teachers who felt they almost always had that stress.

The stress of class sizes also diminished for beginning secondary teachers with a 50% decrease

of "almost always," and a 25% decrease of "sometimes."

Stress about items that were outside of the teaching setting such as sleep, family, and

friends lowered as well for beginning secondary teachers. These factors, although not

necessarily taking place in the allotted hours of teaching were pertinent to the overall stress of

the beginning secondary teachers. The frequency of "almost always" responses for stress about time spent with family or friends dropped from eight to zero beginning secondary teachers. The frequency of "sometimes" responses for stress how much sleep dropped from 26 to five beginning secondary teachers. These drops showed how the BICE leadership program could lower the stress felt by beginning secondary teachers and conversely increase job satisfaction.

The qualitative responses in regards to stress and challenges for beginning secondary teachers revealed new positivity. T4 shared that "there is a little less stress since I have more face to face with admin." T21 and T22 both expressed challenges that were more goal orientated after the completion of the BICE leadership program. T21 wanted to learn "ways to work with kids who have IEPs." T22 noted that they wanted to explore "how some of my students learn best." The study created a shift of focus from challenges that were situational such as facilities or technology to instructional-based goals about their career. Effective teachers should centralize their efforts on a student's acquisition of knowledge and skills necessary for the highest levels of learning (Black, 2011).

Administration

The data collected from the beginning secondary teachers in regards to administration covered observations, qualities, feedback, and rapport. The results of the study showed a general increase of importance for administrators to observe beginning secondary teachers. At the end of the BICE leadership program, 89% of the beginning secondary teachers felt it was important for an administrator to visit the classroom. Prior to the BICE leadership program, only 50% of beginning secondary teachers felt this was an important action.

In terms of administrative qualities, the amount of beginning secondary teachers who felt it was very important to have an administrator that had taught in the same content area dropped

from 12 to one at the end of the BICE leadership program. Prior to the BICE leadership program, no beginning secondary teachers selected "very important" for feedback. This drastically changed to six beginning secondary teachers at the end of the BICE leadership program. Although the pretest data for administrator's approachability (Q21) and interest in the well-being (Q22) of beginning secondary was high from the start, it still saw a minor increase after the completion of the BICE leadership gaining 6 responses for "very important" in question 21 and nine responses for "very important" in question 22 of the posttest.

The qualitative data supported the primary and secondary research questions by detailing that the BICE leadership program had a positive impact on beginning secondary teachers, specific to their job, connections, and support. T1 expressed that "I have seen an increase in care from some of my admin which makes my job better." T11 shared that they "like that the admin will support me and have my back." T12 declared that "I have felt a stronger connection with my admin recently because they communicate more." The role of administration as part of the support process for beginning secondary teachers helped create a new sense of satisfaction for the teaching experience.

Implications for Practices

The implications for practice of the BICE leadership program was that administrators could do more for their beginning secondary teachers than complete evaluations. Beginning secondary teachers need support and if it was given from a leader onsite that was respected, trusted, and had proven to have a genuine interest in their well-being, the effectiveness of the entire school could be improved. The results gathered in this study support this practice.

This study evaluated the BICE leadership program from the perception of the beginning secondary teachers to effectively answer the research questions. The tools, methods, and

direction given to administrators were intended to establish a strong rapport between beginning secondary teachers and administrators. The results showed such a strong shift in acceptance of professional development, stress, and job satisfaction that there is sufficient research to support the BICE leadership program as effective for both administrators and beginning secondary teachers. The framework of the BICE leadership program equipped administrators with specific tasks and protocol that may have been missed in past interactions with beginning secondary teachers.

Qualitative data analysis of administrators and beginning secondary teachers expressed a willingness to see change in their practices. During the BICE leadership program, administrator V1 expressed that "administration can sometimes get a bad reputation as a force against teachers. I wanted to change that perception and show teachers how we can help them and students in our role." The impression of administration as detached was a source of concern for teachers prior to the BICE leadership program. T25 shared that he or she wanted administration to consider "recognizing teachers for their efforts and not just focusing on data." The mindset of some beginning secondary teachers prior to the BICE leadership program was based on the idea that administrators only had care or concern for numerical data and results, not the people behind the data. The themes and thoughts shared in the administrator interviews opposed this perception. Administrators had positive intentions to help and care for teachers. V3 expressed that "as an admin, I have been blessed to work with some of the best educators and see them do what they do best. It is such a treat to watch the teachers work with students to become successful." The variance in what administrators felt and what teachers perceived solidified the need for the BICE leadership program.

The BICE leadership program made it easy for administrators to collaborate and build

trustworthy relationships with beginning secondary teachers. Each administrator completed the four levels of the BICE leadership program, "build rapport," "inspire feedback," "celebrate success," and "exceed results," to change misconceived perceptions. The environment of the classroom was shifted from evaluation to a setting of growth and positivity. The collection of data in the pretest and posttest survey confirmed that professional development, stress, and administration were paramount in how well a school operates and how a beginning secondary teacher is connected to the school. The study supported that administrators, as leaders, have a significant effect on beginning secondary teachers. Administrators that used the BICE leadership program saw this effect as positive for beginning secondary teachers and this suggest a need to use it for all teachers.

Recommendations for Further Research

Further research in this study would benefit other teaching populations. It would be valuable to collect more data of veteran teachers in terms of the effects of the BICE leadership program. It would also be valuable to expand the study across other districts to see what role the variance in funding or demographics plays in administrative support and rapport.

This study spanned over four weeks that included two full cycles of the BICE leadership program. The study could be extended and followed over a longer period to measure long-term effects of the BICE leadership program.

The BICE leadership program could be placed in public charter schools and non-public schools to measure its impact on beginning secondary teachers. Public charter schools and non-public schools will provide different demographics, settings, and structure to the study.

The results of the study can be applied to other educational sectors beyond the classroom. The idea that coaches need to be more than an evaluator with their athletes or a director of a play

to their actors would be a valuable parameter to explore with the methodology of this study. The BICE leadership program, although designed by the researcher with beginning secondary teachers in mind, could reach a much broader audience and have a positive effect on many different people.

The findings of the study could be shared with mentors that work with beginning secondary teachers in a district's induction program. The mentors could use the four levels of the BICE leadership program to build a strong rapport and support system for their mentees. The effects of the mentor relationship could be compared to that of the administrator.

The results of the study support the possibility to use the BICE leadership program in trainings for new administration. Teacher rapport may not be a natural skill for new administrators. The BICE leadership program was a valuable tool to assist administrators establish a strong rapport and refine their leadership role in such a way that their interactions with beginning secondary teachers was welcomed and well-received. It would be beneficial to see how new administrators respond to the BICE leadership program as they start their own journey of leadership.

To help new and veteran administrators, a training that highlights the results of this study can be offered through workshops or conferences. The training would share the three areas of professional development, stress, and administration that the BICE leadership program supports for beginning secondary teachers. It can be suggested that the results of the study may have benefits for all experience levels of teachers. As seen in Appendix F, the researcher would be able to show and explain the results of this study to administrators to encourage its use at their own school sites.

Conclusions

The obligation to give students the best education was an important task that the administrators in this study faced. To complicate this task even more, the administrators were given 180 instructional days, approximately 100 different teachers, some with or without experience, families that want results immediately, and a wish list that may never be checked off due to budget constraints.

This study did not focus on what the school sites were missing. This study focused on what they school sites had, leaders. Every administrator had the potential to be a leader at their school site and build a rapport with those who may need it most, the beginning secondary teachers. Through the BICE leadership program, the beginning secondary teachers received an administrator that showed interest, care, and positivity for their well-being, career, and position as part of their team. Relationships and connections were solidified that supported the vision to make an unwavering commitment for student success. This commitment started with the beginning secondary teacher and ultimately changed the path for the better for all those who had the privilege to be a part of their journey.

Summary

In this chapter, a summary of the findings of the BICE leadership program and its impact on beginning secondary teachers were presented. Findings of the results were divided into three factors that explained how the results of this study failed to reject the null hypothesis of the primary research question: How does administrative rapport and support impact beginning secondary teachers? Implications for practice were also discussed for the findings in relation to the research that contained the theoretical foundation for the study. Recommendations for further research were provided by the researcher with the suggestions that the current study widen its

sample population to veteran secondary teachers, athletic secondary management, new secondary administrators, and induction mentors. Further research was also suggested to take place at different sites to include public charter and private schools. Finally, the conclusion to the current study was discussed.

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APPENDIX A

Online Educational Likert Survey (Pre/Post)

BICE research study survey

Anonymous Consent Statement

You are being asked to participate in a survey research project entitled "**B**uild rapport, **I**nspire feedback, **C**elebrate success, and **E**xceed results: A four level leadership program to increase administrative support and retention of beginning secondary teachers," which is being conducted by principal researcher Catherine Nolan, an Educational Leadership doctoral candidate at Concordia University, Irvine and supervised by Dr. Belinda Karge, the university supervisor.

This survey is anonymous. No one, including the principal researcher or university supervisor, will be able to associate your responses with your identity.

Your participation is voluntary. You may choose not to take the survey, to stop responding at any time, or to skip any questions that you do not want to answer. The complete survey will take approximately ten minutes. You must be at least 18 years of age to participate in this study. Your completion of the survey serves as your voluntary agreement to participate in this research study and your certification that you are 18 or older.

The purpose of this study is to provide techniques and methods for administrators to use an on-site leadership program, BICE, that is designed to decrease the stress factors of beginning secondary teachers and increase the satisfaction of their performance as educators.

Questions regarding the purpose or procedures of the research study can be directed to Catherine Nolan at catherine.nolan@eagles.cui.edu. This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants.

1. Please select the appropriate consent statement below. *

○ I understand the study described above. I am 18 years of age or older and I agree to participate.

○ I am not 18 years of age or older, and/or, I do not agree to participate.

2. Today's date *

[   ] 📅

Next

BICE research study survey

Survey Questions

There are no right or wrong answers to these questions. Thank you for taking the time to read through the questions and providing valuable input.

1. Is teaching your first career?

○ Yes

○ No

2. Would you recommend your teaching credential program?

○ Yes

○ No

3. How many years have you taught?

-- Please Select --

4. You are provided the opportunity to collaborate with teachers in your content area on a weekly basis.

Very Low Priority	Low Priority	Neutral	High Priority	Very High Priority
○	○	○	○	○

5. You are provided the opportunity to observe teachers in your content area at least once a month.

Very Low Priority	Low Priority	Neutral	High Priority	Very High Priority
○	○	○	○	○

6. You are provided at least two professional development workshops per school year.

Very Low Priority	Low Priority	Neutral	High Priority	Very High Priority
○	○	○	○	○

7. You are given professional development literature tied to your content area.

Very Low Priority	Low Priority	Neutral	High Priority	Very High Priority
○	○	○	○	○

8. You are assigned a mentor teacher that specializes in your content area.

Very Low Priority	Low Priority	Neutral	High Priority	Very High Priority
○	○	○	○	○

9. What type of support would you like to receive as a high school teacher?

[text box]

10. I stress about the amount of time I spend lesson planning.

Never	Rarely	Every Once in a While	Sometimes	Almost Always
○	○	○	○	○

11. I stress about the class size of my rosters.

Never	Rarely	Every Once in a While	Sometimes	Almost Always
○	○	○	○	○

12. I stress about how much sleep I receive.

Never	Rarely	Every Once in a While	Sometimes	Almost Always
○	○	○	○	○

13. I stress about how much time I spend with my family and/or friends.

Never	Rarely	Every Once in a While	Sometimes	Almost Always
○	○	○	○	○

14. I stress about the behavior of the students in my classroom.

Never	Rarely	Every Once in a While	Sometimes	Almost Always
○	○	○	○	○

15. What part of the teaching profession is most stressful for you?

[text box]

16. An administrator visits my classroom at least once per semester.

Very Important	Important	Neutral	Slightly Important	Not Important
○	○	○	○	○

17. An administrator has taught in my content area.

Very Important	Important	Neutral	Slightly Important	Not Important
○	○	○	○	○

18. An administrator provides written feedback (hard copy or electronic) about my instruction.

Very Important	Important	Neutral	Slightly Important	Not Important
○	○	○	○	○

19. An administrator shows interest in my personal well-being

Very Important	Important	Neutral	Slightly Important	Not Important
○	○	○	○	○

20. An administrator is approachable.

Very Important	Important	Neutral	Slightly Important	Not Important
○	○	○	○	○

21. What quality or qualities are most important to you in an administrator?

[text box]

Next

BICE research study survey

Optional Demographics

Each of the questions below allows for you to provide an answer or you can choose the response "would rather not say." The information gathered will not be published in any way that identifies you as an individual.

1. Gender
-- Please Select --

2. Age
-- Please Select --

3. Current Marital Status
-- Please Select --

4. Current Household Income
-- Please Select --

5. How many children under 18 years old live in your household?
-- Please Select --

6. Highest Education

-- Please Select --

7. What format was your teaching credential program

-- Please Select --

Submit

BICE research study survey

Thank You!

You have completed the survey. Thank you very much for your participation.

100%

SPECIFIC CHOICES FOR DEMOGRAPHICS (given option for "would rather not say" for every question)

24. Gender

- ✓ -- Please Select --
- Female
- Male
- Would rather not say

25. Age

- ✓ -- Please Select --
- 20 to 22
- 23 to 25
- 26 to 28
- 29 to 31
- 32 to 34
- 35 to 37
- 38 to 40
- 41 to 43
- 44 to 46
- 47 to 49
- 50 to 52
- 53 to 55
- 56 to 58
- 59 to 61
- 62 to 64
- 65 to 67
- 68 to 70
- 71 or older
- Would rather not say

26. Current Marital Status

- ✓ -- Please Select --
- Married
- Divorced
- Separated
- Living with another
- Single
- Widowed
- Would rather not say

27. Current Household Income

- ✓ -- Please Select --
- $40,000-$49,999
- $50,000-$74,999
- $75,000-$99,999
- $100,000-$150,000
- Over $150,000
- Would rather not say

28. How many children under 1(

- ✓ -- Please Select --
- None
- 1
- 2
- 3
- 4 or more
- Would rather not say

29. Highest Education

- ✓ -- Please Select --
- Bachelors Degree
- Masters Degree
- Doctorate Degree
- Would rather not say

30. What format was your teaching credential program

- ✓ -- Please Select --
- In person (face to face)
- Online only
- Blended
- Would rather not say

APPENDIX B

Interview Questions

Interview Guidelines (Teacher)

Welcome, how are you?

Q1: Why did you decide to become a teacher?

Q2: What is the best part of being a teacher?

Q3: What is the most challenging part of being a teacher?

Q4: What elements do you think are important to have in a leader?

Interview Guidelines (Administrator)

Welcome, how are you?

Q1: Why did you decide to become an administrator?

Q2: What is the best part of being an administrator?

Q3: What is the most challenging part of being an administrator?

Q4: What elements do you think are important to have in a leader?

APPENDIX C

BICE Observational Tool

Instructional Walk Through

This form should not take more than 1 or 2 minutes to collect quick and valuable data for observations

After section 1   **Continue to next section**

Basic Info

Use the Drop Down Menus below to complete this section

Today's Date *

Month, day, year

Observer *

1. Admin 1

2. Admin 2

3. Admin 3

4. Admin 4

5. Admin 5

6. Admin 6

7. Admin 7

8. Admin 8

9. Admin 9

10. Admin 10

11. Admin 11

12. Admin 12

What Content Area is being taught? *

1. English

2. Math

3. Physical Education

4. Science

5. Social Science

6. Special Education

7. Visual & Fine Arts

8. World Language

What period is being observed? *

1. 0

2. 1

3. 2

4. 3

5.

6. 5

7. 6

What part of the period *

1. Beginning

2. Middle

3. End

Who are you observing?

1. Teacher 1

2. Teacher 2

3. Teacher 3

4. Teacher 4

5. Teacher 5

6. Teacher 6

7. Teacher 7

8. Teacher 8

9. Teacher 9

10. Teacher 10

11. Teacher 11

12. Teacher 12

13. Teacher 13

14. Teacher 14

15. Teacher 15

16. Teacher 16

17. Teacher 17

18. Teacher 18

19. Teacher 19

20. Teacher 20

21. Teacher 21

22. Teacher 22

23. Teacher 23

24. Teacher 24

25. Teacher 25

26. Teacher 26

27. Teacher 27

28. Teacher 28

After section 2   Continue to next section ▾

Section 3 of 5

Instructional Look Fors

Click the response(s) that best represents what you see in the classroom

Evidence of Objective *

◯ yes

◯

☐ Independent Work

☐ Self Reading

☐ 1:1 Support

☐ Option 15

After section 3   Continue to next section ▾

Section 4 of 5   ⌄   ⋮

Levels and Tech

Description (optional)

Level of Engagement *

◯ High

◯ Average

◯ Room for improvemnt

Levels of Student Work *

◯ DOK 1: Routine Thinking (recall, state, memorize, recognize,etc.)

◯ DOK 2: Conceptual Thinking (infer, predict, interpret, summarize, etc.)

◯ DOK 3: Strategic Reasoning (assess, investigate, construct, critique, etc.)

◯ DOK 4: Extended Reasoning (create, design, connect, synthesize, etc.)

Technology *

Feedback

Type into each text box at least one strength you observe and a suggestion you would like to share

Strength

Long answer text

Suggestion

Long answer text

QUESTIONS   RESPONSES

APPENDIX D

Consent Letters and Forms

Dear Teacher,

CONCORDIA
UNIVERSITY IRVINE

You are invited to participate in a research study titled "Build rapport, Inspire feedback, Celebrate success, and Exceed results: A four level leadership program to increase administrative support and retention of beginning secondary teachers." This research study is being conducted by principal researcher, Catherine Nolan, an Educational Leadership doctoral candidate at Concordia University, Irvine and overseen by university supervisor, Belinda Karge. The purpose of this research study is to look at the BICE leadership program and determine the impact of the program when used to help beginning secondary teachers diminish frustration, increase job satisfaction and retention. The intention of the research study is to provide techniques and methods for administrators to use with beginning teachers.

You are being asked to take part in this research study because you are a secondary teacher who has 3 years or less experience in the high school setting. Your insight can provide valuable data that helps this research study address the target population of beginning secondary teachers. **Participation in this research study is completely voluntary.** You can choose not to participate at all or to leave the research study at any time.

If you agree to participate, you will be asked to take part in an online survey about your teaching experience. The surveys will be given at the beginning and end of the research study. Each survey has 30 questions and can be fully completed in approximately ten to fifteen minutes. The survey allows for a "would rather not say" in the demographics area. The questions will give you the opportunity for both open ended and close ended responses to collect your opinion fairly. Again, given that the survey is optional, you can stop or skip parts of the survey at any time. The online surveys will be available for you to complete through a link provided by Survey Gismo, a reliable and secure data platform. The time to complete the survey will not exceed your contracted hours unless you choose or request such. The designated times for your site's professional learning community (PLC) or prep periods can be used to complete the survey. Data will be protected with numerous anti-hacking measures, redundant firewalls, and constant security scans.

The survey does not ask for your name. Please do not provide your name in any of the written sections of the survey. The survey was designed by the principal researcher to assign a numerical pseudonym to your set of responses. To maintain full confidentiality and privacy of your voluntary participation, no identifying questions, transcripts, or other personal information will be stored as data. If you give identifying information in the research study, the principal researcher will remove it.

Data will be coded with validity and reliability. The collected data will be stored in a secure locked data file for three years that only the principal researcher or university supervisor can have access to. No information of data or anecdotes will be shared with the participants. Once the window closes for responses, the online storage of the data will be destroyed and the excel version of data will be stored securely for three years. Only group data will be reported and no individual's identifiable information will be published.

This research study will be conducted in a confidential, fair, and consistent manner to minimize risks for all participants. To eliminate any stress for you, the survey provides clear directions and user-friendly sections to guide you through the process. You are encouraged to give feedback. Your responses will be used solely for research purposes and have no retribution or consequences. If there are any questions or concerns with the survey or study in general, you may contact the principal researcher, Catherine Nolan, at (949) 350-3150 or via email at catherine.nolan@eagles.cui.edu.

While you may not experience any direct benefits from participation, information collected in this research study may benefit you and others in the future by helping support beginning secondary teachers in their chosen careers.

The results of this research study will be available through Concordia University once the final dissertation defense/process is appropriately approved. The following page asks for your signature and serves as confirmation as a written consent for you to take part in the surveys of this research study. The survey online will give a second consent opportunity for you to read the details of the research study once more before clicking and beginning the survey.

Thank you so much for your consideration to take part in this research study,

Catherine Nolan
Educational Leadership Doctoral Candidate
Concordia University, Irvine
catherine.nolan@eagles.cui.edu

CONCORDIA
UNIVERSITY IRVINE

Dear Teacher,

Thank you once more for taking the time to read about the research study:

Build rapport, Inspire feedback, Celebrate success, and Exceed results:
A four level leadership program to increase administrative support
and retention of beginning secondary teachers

Please check the appropriate box below for your consent. Then, initial and date and return it to the front office. If you choose to participate, the link is provided below. This link will also be available on a printed slip at your front office.

http://www.surveygizmo.com/s3/3359838/bice

☐ I understand that I must be 18 years of age or older to participate in your research study. I have read and understand the invitation letter outlining the research study and agree to participate in the surveys for the research study.

☐ I do not wish to participate in the surveys for the research study.

Initials of Participant:_____   **Date:** _____

Thank you

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CONCORDIA
UNIVERSITY IRVINE

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You are being asked to take part in this research study because you are a secondary teacher who has 3 years or less experience in the high school setting. Your insight can provide valuable data that helps this research study address the target population of beginning secondary teachers. **Participation in this research study is completely voluntary.** You can choose not to participate at all or to leave the research study at any time.

If you agree to participate, you will be asked to take part in two short interviews by a neutral person who is neither an administrator or a beginning secondary teacher. Questions will address the topics of the research study and be asked in specific sequential order to collect valid data. The interviews will be given at the beginning and end of the research study. Each interview can be completed in approximately ten to fifteen minutes. The interviews can take place at your school site by a neutral individual during your site's professional learning community (PLC) or prep periods. The time to complete the interviews will not exceed your contracted hours unless you choose or request such.

The interviews will be audio recorded audio to collect data. A consent form to audio record your responses is attached to this letter. The content of your interviews will solely be used for the study and not have any professional effect on you. The content of your interviews will remain anonymous and a numerical pseudonym will be given to your responses to the questions. Given that your participation is voluntary, you may stop, decline to answer any question or skip a question at any point of the interview.

You will not be asked your name. Please do not provide your name during the interview session. To maintain full confidentiality and privacy of your voluntary participation, no identifying questions, transcripts, or other personal information will be stored as data. If you give identifying information in the research study, the principal researcher will remove it.

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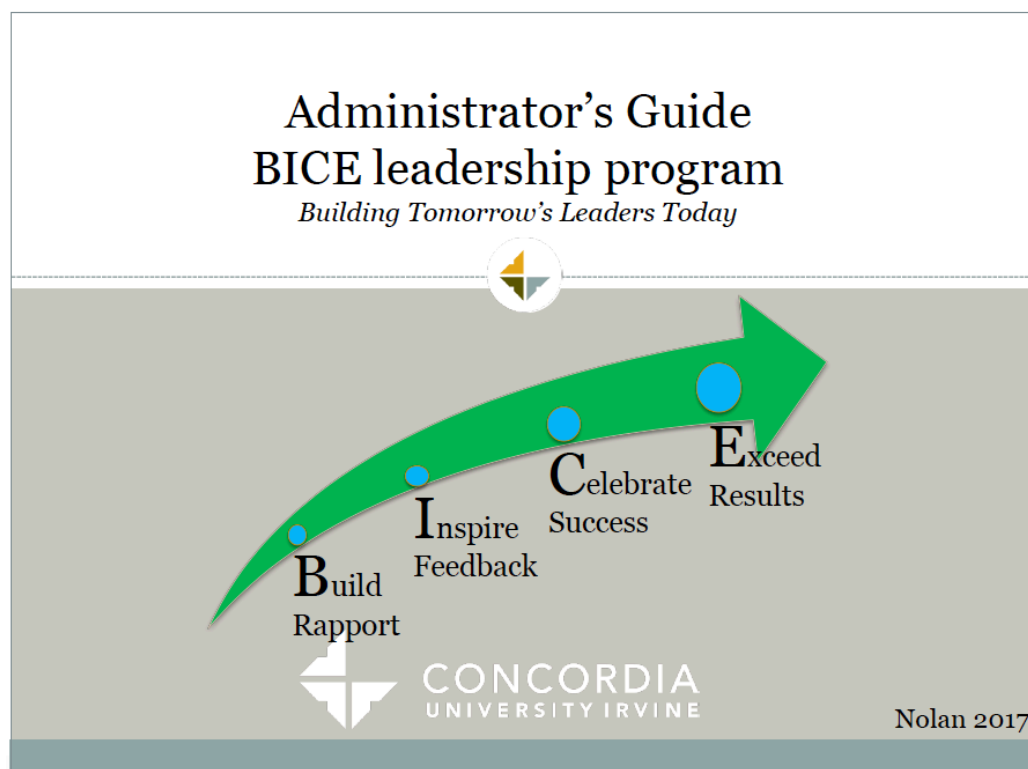**Initials of Participant:**_____   **Date:** _____

Best email to contact you for interview: _____

Thank you

Dear Administrator,

CONCORDIA
UNIVERSITY IRVINE

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☐ I do not wish to participate in the interviews for the research study.

Initials of Participant:_____   **Date:** _____

Best email to contact you for interview: _____

Thank you

APPENDIX E

Administrator's Guide to the BICE Leadership Program

Administrators have had to take a much more active leadership role in the support and mentoring of beginning secondary teachers to improve their satisfaction, effectiveness, and ultimately retention. Often, administrators have struggled to find the time or best method to actively address this vital concern (Hudson, 2012; Ingersoll & Strong, 2011a).

As leaders, administrators can...

⬇ **Decrease stress factors**

⬆ **Increase job satisfaction**

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In 1959, Donald Kirkpatrick formed a four-level business model of evaluation for upper-level management to improve learning and the daily job performance of their employees. His model validated employee feelings, goals of the organization, and goals of the individual (Kirkpatrick, 1996).

Theoretical Framework

LEVEL 1
REACTION
- Engagement
- Relevance
- Customer satisfaction

LEVEL 2
LEARNING
- Knowledge
- Skills
- Attitude
- Confidence
- Commitment

MONITOR & ADJUST

Monitor Reinforce

LEVEL 3
BEHAVIOR

Encourage On-the-job learning Reward

LEVEL 4
RESULTS
- Leading indicators
- Desired outcomes

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In 2017, Catherine Nolan, the principal researcher, set out to design a four-level leadership program based upon the theoretical framework of Donald Kirkpatrick and professional experience that specific types of leaders may impact beginning secondary teachers (Nolan 2017).

Research Questions

1. **Primary research question:** How does administrative rapport and support impact beginning secondary teachers?

2. **Secondary research question:** How does mentoring beginning secondary teachers impact satisfaction felt by the teacher in their current teaching assignment?

3. **Secondary research question:** How does Build rapport, Inspire feedback, Celebrate success, and Exceed results (BICE), a four-level leadership program, increase the rapport of a beginning secondary teacher at their school site?

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BICE

Days 1-3 **B**uild Rapport
Days 4-7 **I**nspire Feedback
Days 8-11 **C**elebrate Success
Days 12-14 **E**xceed Results

Level one: Open lines of communication

Level two: Meaningful reflections
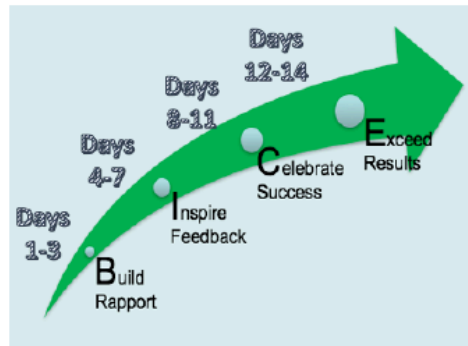
Level three: Positive feedback

Level four: Goal setting

CONCORDIA
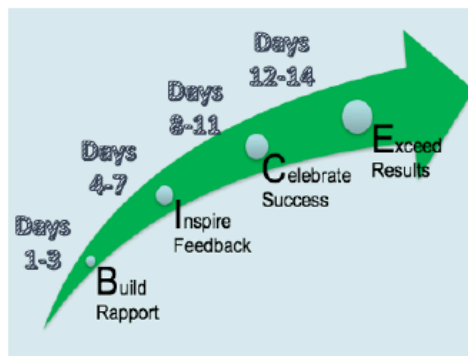UNIVERSITY IRVINE

BICE *Timeline*

- Your time is valuable and flexibility to accommodate your needs has been considered.

- You have a time frame to complete each level to work best with your schedule.

  - *FOR EXAMPLE: You can complete level one on day one, day two, or day three.*

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BICE *Design*

- Each level has been designed to be:

  - *Time-saving*
  - *Simple*
  - *Personalized to you*
  - *Sequential and Cyclical*

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Level One
Build rapport

Time to share one personal comment with the beginning secondary teacher.

Goal: Create open lines of communication

How?

✓ Share a thought that is not related to the school or teaching.

✓ Think of your comment as an answer to the question, "What's new with you?" or "How's it going?" (see examples)

EXAMPLES

- I enjoyed taking my dogs to the beach yesterday
- I watched a great movie last night
- I volunteered at the 5K Run/Walk last weekend
- My family spent the day at Disneyland
- I had a great time volunteering at the meals on wheels near my home

CONCORDIA
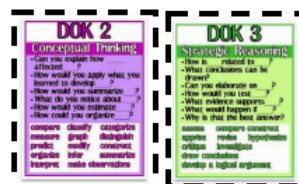UNIVERSITY IRVINE

Level Two
Inspire feedback

Time to visit the beginning secondary teacher's classroom.

Goal: Make it meaningful

How?

✓ Give your attention to the teacher and students

✓ No note taking, no phone glancing, or other distractions

✓ Stay for less than five minutes

✓ Complete the BICE observational tool after you leave the classroom

EXAMPLE of:
BICE observational tool

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Level Three
Celebrate Success

Time to celebrate what you have seen

EXAMPLES

Goal: Deliver positive feedback

How?
- ✓ Review your BICE observational tool
- ✓ Choose three strengths and one suggestion
- ✓ Email the strengths without names or classes they were viewed
- ✓ The suggestion should be the last comment shared

- • Giving students time to discuss
- • Asking follow-up questions to responses
- • Connecting activities to objectives
- • Here are some collaborate classroom layouts to check out

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Level Four
Exceed Results

Time to support and exceed results

EXAMPLES

Goal: Setting effective goals

How?
- ✓ Review your BICE observational tool
- ✓ Choose one "look-for" result
- ✓ Email a goal that identifies a current statistic and gives a target goal
- ✓ Rotate the goals each cycle of BICE.

- • The English department had 70% of their lessons at DOK three or higher! Let's go for 80%
- • The Math department had 80% of the classrooms with objectives displayed. Let's try to reach 90%

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Review

Days 1-3 **B**uild Rapport
Days 4-7 **I**nspire Feedback
Days 8-11 **C**elebrate Success
Days 12-14 **E**xceed Results

Build rapport

- I enjoyed taking my dogs to the beach yesterday
- I watched a great movie last night
- I volunteered at the 5K Run/Walk last weekend
- My family spent the day at Disneyland

Celebrate success

- Giving students time to discuss
- Asking follow-up questions to responses
- Connecting activities to objectives
- Here are some collaborate classroom layouts to check out

Inspire feedback

DOK 2 Conceptual Thinking

DOK 3 Strategic Reasoning

Exceed results

- The English department had 70% of their lessons at DOK three or higher! Let's go for 80%

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APPENDIX F

Further Research Presentation of the BICE Leadership Program

Administrators have had to take a much more active leadership role in the support and mentoring of beginning secondary teachers to improve their satisfaction, effectiveness, and ultimately retention. Often, administrators have struggled to find the time or best method to actively address this vital concern (Hudson, 2012; Ingersoll & Strong, 2011a).

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⬆ **Increase job satisfaction**

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UNIVERSITY IRVINE

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Theoretical Framework

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- Engagement
- Relevance
- Customer satisfaction

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- Skills
- Attitude
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MONITOR & ADJUST

Monitor • Reinforce • Encourage • On-the-job learning • Reward

LEVEL 3 BEHAVIOR

LEVEL 4 RESULTS
- Leading indicators
- Desired outcomes

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UNIVERSITY IRVINE

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Days 4-7 **I**nspire Feedback
Days 8-11 **C**elebrate Success
Days 12-14 **E**xceed Results

Level one: Open lines of communication

Level two: Meaningful reflections

Level three: Positive feedback

Level four: Goal setting

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BICE *Timeline*

- Your time is valuable and flexibility to accommodate your needs has been considered.

- You have a time frame to complete each level to work best with your schedule.

  - *FOR EXAMPLE: You can complete level one on day one, day two, or day three.*

Days 12-14
Days 8-11
Days 4-7
Days 1-3
Build Rapport
Inspire Feedback
Celebrate Success
Exceed Results

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BICE *Design*

- Each level has been designed to be:

  - *Time-saving*
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  - *Sequential and Cyclical*

Days 12-14
Days 8-11
Days 4-7
Days 1-3
Build Rapport
Inspire Feedback
Celebrate Success
Exceed Results

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✓ Think of your comment as an answer to the question, "What's new with you?" or "How's it going?" (see examples)

EXAMPLES

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CONCORDIA
UNIVERSITY IRVINE

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EXAMPLES

Goal: Setting effective goals

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- The English department had 70% of their lessons at DOK three or higher! Let's go for 80%
- The Math department had 80% of the classrooms with objectives displayed. Let's try to reach 90%

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Methodology

Reliability	Confidentiality	Validity
Pilot studies	Secure Data Collection	Structure
Consistent Tools	Pseudonyms	Peer Review
Triangulation	Consent Forms	Member checks
Research-based	Digital Acceptance	Neutrality
	Unbiased interviews	

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Methodology

A mixed methods study with a sequential explanatory design

Surveys → Interviews → Surveys

Survey

Ten demographic questions

Three Sections:
  Professional Development
  Stress
  Administration

Fifteen select criterion-based questions

Three open-ended questions

Interviews

Five questions

Participants Chose:
  Location
  Time
  Day

Given to teachers and administrators

Four similar questions and one same question

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Results

Professional Development	Stress	Administration
Q11: What type of support would you like to receive as a high school teacher?	Q12: What part of the teaching profession is most stressful for you?	Q23: What quality or qualities are most important to you in an administrator?

T10

It would be great if coaches, mentors, admin, spent time in the classroom so teachers could spend time watching other teachers teach after they had time to lesson plan and discuss objectives.

T4

All the paperwork that we need to do for stuff that is not related to our content

T13

Willing to stop what they are doing to check in and help teachers who are struggling

I have seen more support from admin and my department chair which has helped write my personal goals for the students. I would like to have more time to collaborate with my content team to share these goals that I have and see if we can collaborate to meet them for all the different types of learners we have, especially our targeted populations that are in the most need right now.

There is a little less stress since I have more face to face with admin

I have felt a stronger connection with my admin recently because they communicate more

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Results

	1st Place		2nd Place		3rd Place	
Word frequency (pretest)	time	7.32%	teachers	4.88%	support & admin	2.44%
Word frequency (posttest)	communication	6.24%	development	3.72%	work, better, & support	2.12%
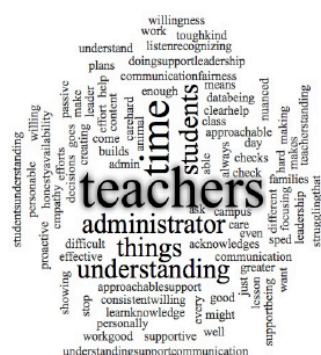
"Anyone can be a leader, but not everyone can be a great leader. It's not about a title, it's about what you do with the title that really matters."

"A leader is someone who doesn't have to ask people to follow. Their actions and words speak for itself without effort, others look up to them for direction and support."

"A leader is someone who takes the time to get to know their employees and listens to them even when it is not convenient."

"I think that a leader needs to be a good communicator. They need to have patience because leadership is best when it is given to different types of people. It is difficult to manage a hundred different personalities, but with the right leadership, you can bring together everyone for a common goal."

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Professional Development

You are provided the opportunity to collaborate with teachers in your content area on a weekly basis.

Five "Very High Priority" beginning secondary teachers

18%

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Professional Development

You are provided the opportunity to observe teachers in your content area at least once a month.
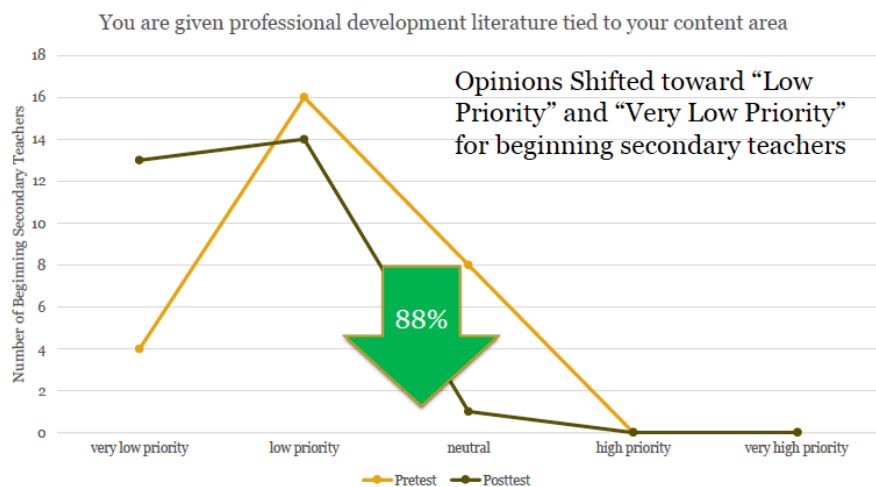
Only two "Very Low Priority" beginning secondary teachers

75%

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Stress

I stress about the class size of my rosters

Less stress about class sizes for beginning secondary teachers

50%

pretest   posttest

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Stress

I stress about how much sleep I receive

23 beginning secondary teachers chose "Rarely" or "Once in a While"

81%

pretest   posttest
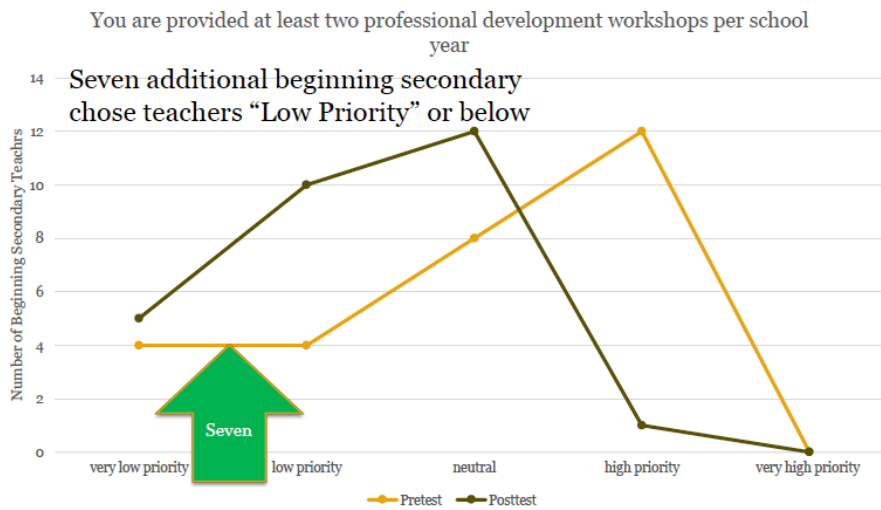
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Administration

An administrator is approachable

More beginning secondary teachers chose "Very Important"

30%

pretest posttest
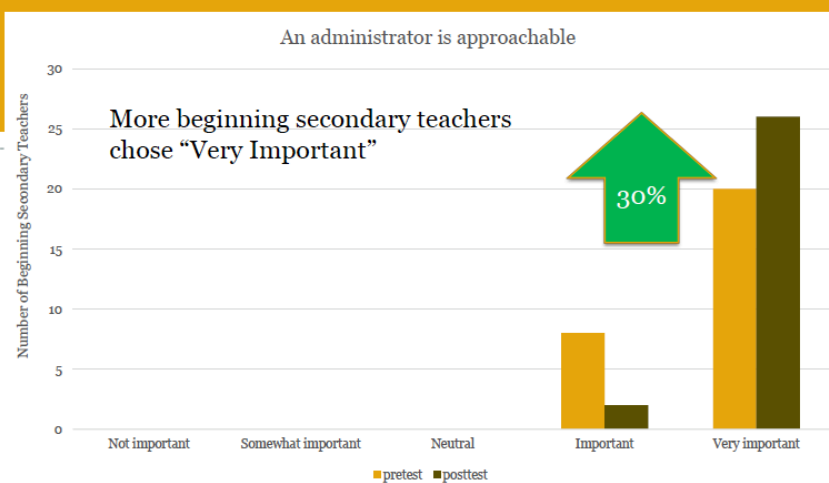
CONCORDIA
UNIVERSITY IRVINE

Conclusions

The findings of the study support the research hypothesis. BICE has a significant impact on beginning secondary teachers in the areas of professional development, stress, and administration. The administrative support and rapport provided in BICE had a positive impact on beginning secondary teachers.

Professional Development

Beginning secondary teachers increased their willingness to collaborate, observe, and have access to a mentor.

Stress

Beginning secondary teachers decreased their stress levels in terms of time lesson planning and class sizes. Stress about outside items such as sleep and time for family and friends also decreased, increasing job satisfaction.

Administration

Beginning secondary teachers increased the importance of an administrator visiting the classroom, giving feedback, and approachability.

Example
Prior to BICE, not a single beginning secondary teacher felt it was a "very high priority" to have a mentor. After two cycles of BICE, this perception changed. Five teachers expressed it was a very high priority.

Example
The posttest results showed a 87.5% decrease in beginning secondary teachers who had "almost always" felt stress about lesson planning.
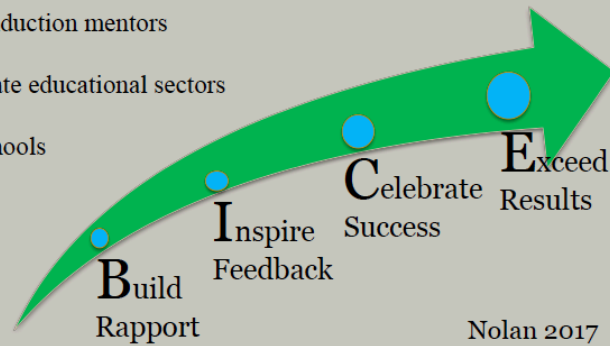
Example
T1 (2017) expressed that "I have seen an increase in care from some of my admin which makes my job better." T11 (2017) shared that they "like that the admin will support me and have my back."
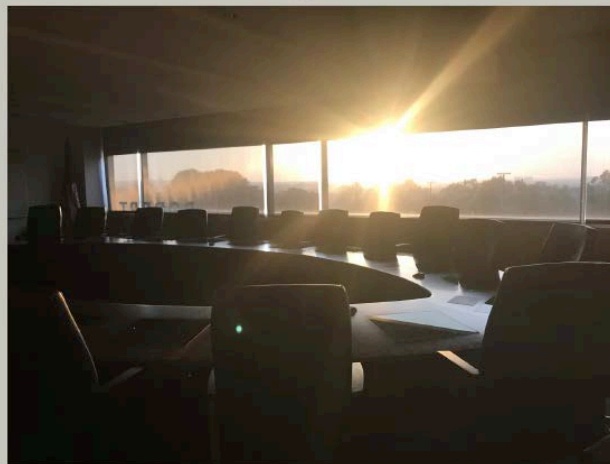
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Dedicated to JoAnn Catherine Nolan