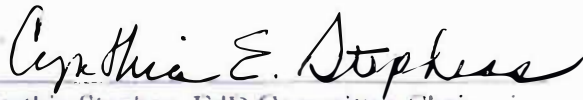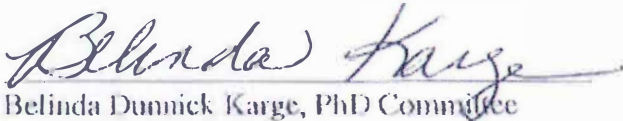ACCEPTANCE

This dissertation, RETAINING CREDENTIALED TEACHERS BEYOND INDUCTION PROGRAMS: A STUDY OF IMPACT OF THE BUILD RAPPORT, INSPIRE FEEDBACK, CELEBRATE SUCCESS, AND EXCEED RESULTS (BICE) MODEL FOR ASSISTING PRINCIPALS AND OTHER SCHOOL LEADERS TO SUPPORT AND RETAIN 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 Leadership in the School of Education, Concordia University Irvine.

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RETAINING CREDENTIALED TEACHERS BEYOND INDUCTION PROGRAMS: A
STUDY OF IMPACT OF THE BUILD RAPPORT, INSPIRE FEEDBACK CELEBRATE
SUCCESS AND EXCEED RESULTS (BICE) MODEL FOR ASSISTING PRINCIPALS AND
OTHER SCHOOL LEADERS TO SUPPORT AND RETAIN TEACHERS

by

Laura Betsabe Schlottman

A Dissertation

Presented in Partial Fulfillment of
Requirements for the
Degree of
Doctor of Education
in
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ABSTRACT

The purpose of the study is to address the teacher attrition affecting public schools in California, specifically with teachers with three or more years of classroom experience. A four-level leadership program, called the BICE model, created by Dr. Nolan in 2017, was used to examine the pre- and post-impact on experienced teacher satisfaction and retention. The BICE leadership program included a plan to build rapport, increase feedback, celebrate success, and exceed results for experienced teachers. This study addresses four areas of focus to analyze the effects of the BICE leadership program on experienced teachers: professional development, stress, administration, and job embeddedness "fit." Experienced teachers reported a higher priority towards professional development with an increased willingness to observe and collaborate. The BICE leadership program results revealed that experienced teachers' stress levels were lowered, and job satisfaction increased. Both novice and experienced teachers benefit alike from the BICE leadership program. This study affirms the effectiveness and importance of administrative rapport among teachers. Further study of the BICE leadership program would continue clarifying its impact on student achievement after multiple cycles and increase the voice of school administration, as they, too, are in dire need of support and mentorship in the educational field.

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ACKNOWLEDGEMENTS

It is for you that I embarked on this journey of reflection and research. Thank you, great teachers, you deserve the best leadership, and your voices will never be silenced. You inspire me to improve my leadership and share what I've learned.

Thank you so much, Dileshni and Hulya, for being fantastic role models, inspirations, and, most notably, my friends. I'm often reminded that I am the average of the ten people I spend time with and having you in my circle makes me a better person. Thank you for having beautiful souls, strong opinions, empowering others, and changing the world by being role models to young girls and women.

Finally, but most importantly, I want to thank my husband, Johnny, for believing in me even when I didn't believe in myself. I started this dissertation for many reasons, but I finished it because of you. I love you.

CHAPTER 1: INTRODUCTION

Teacher attrition is a national issue that affects a significant percentage of school districts. Additionally, mounting evidence reveals a shortage of highly qualified teachers in urban and high-poverty schools where teacher turnover is higher than in other communities (Allen, 2013; Brown and Wynn, 2009). According to a recent study, 13.8 percent of teachers leave their schools or leave the teaching profession altogether (Garcia & Weiss, 2019). As a result, schools face challenges filling vacancies that have nearly doubled from 19.7 percent in 2011-12 to 36.2 percent in the 2015-16 school year. The increase in teacher vacancies can, in part, be linked to the 15.4 percent drop in the number of education degrees awarded between 2008-2009 and 2015-2016. Moreover, there was a 27.4 percent increase in the number of people that dropped out of their teacher preparation programs during the same time (Garcia & Weiss, 2019). The alarming statistics indicate that the teaching pool will be shrinking in the traditional teaching path and, more than ever, it is critical for school leaders to focus on retention.

The U. S. School system's attrition challenges are likely to increase strategic assessment, planning, and actions executed to address the root cause of a chronic shortage of teachers. Statistics regarding attrition and teacher turnover are anticipated to reflect greater increase over the medical COVID-19 pandemic starting in the U.S. in March 2020 (Dorn et al., 2020). It is imperative that schools recruit and retain highly qualified teachers to keep students progressing in state academic standards. Effective teachers—defined as teachers who hold a clear teaching credential and proficient in annual teacher evaluation—are essential to close the existing and broadening achievement gap among student groups and subgroups, kindergarten through Grade 12 (Carver-Thomas & Darling-Hammond, 2019; Dorn et al., 2020). Teacher attrition is an influential factor in the overall educator shortage facing schools in 2021. It is foreseen to

continue in the future, which could change if the focus shifts to retaining credentialed teachers beyond teacher induction programs.

Hiring and retaining the most qualified teachers are equally important for school staffing and student achievement. Employing fully credentialed school faculty members provides students with the most effective and experienced teachers. Teacher turnover harms all school communities regardless of the size and length of the organization's existence. A study showed that students' test scores were lower by 7.4 percent to 9.6 percent when teacher turnover occurred during the same year (Young, 2018). New teachers can lack experience and understanding of the school's culture, which takes time to curate. Experienced teachers often bring strategies, experience, and confidence that takes years to foster through practice and time. Recruiting, hiring, and training the "right" teacher is not enough; leaders need to decrease and address the 28 percent of experienced teachers that annually leave their schools for other districts (Wronowski, 2018, p. 550). Districts, schools, and students would benefit from retaining teachers and ensuring that teacher turnover was not a norm in education. Reducing teacher attrition rates will result in districts and schools saving money and improving performance, leading to more successful students and institutions in the long run.

History of Teacher Supply and Demand in California

In the last ten years, districts and schools have begun prioritizing new teachers' retention. Studies have shown that teachers who produce the highest student achievement leave in their first five years of teaching, and funding has spotlighted new teachers nation-wide (The New Teacher Project, 2012). As a result of the increased funding and new teacher recruitment efforts, the new teacher pool appears to have increased, and mentorship programs have prioritized novice teachers. The first-year teachers' retention rate appears to be increasing, averaging about 19,000

in California, of which about 95 percent continue teaching the second year (Data Quest, 2019). However, teacher attrition also occurs after teachers clear their teaching credentials, typically by the fifth year of their career (Jacobs et al., 2012). According to the California Commission on Teaching credentialing, the five-year mark is a crucial indicator because teachers must clear their teaching credentials by the fifth year (2021). At this time, teachers must determine if it will be worth it to pursue a 1-3 year of induction program to pursue clearing their teaching credentials.

We can learn a lot from experienced teachers who have mastered relationship building with students and academic excellence for every student. A deep dive into teaching conditions is needed to review the indicators that significantly influenced their careers' longevity (Bennett et al., 2012b). Experienced teachers are not immune to the stressors that lead new or novice teachers to dissatisfaction, burnout, and ultimately attrition. Experienced teachers also experience dissatisfaction in their job and stress like new teachers (Young, 2018). Stress from high-stakes testing, new initiatives, paperwork, lack of administrative support, and lack of connection drives many teachers away from the profession (Landsbergis et al., 2018; Lavy & Bocker, 2018; Bennett et al., 2012b). Schools must go beyond hiring the best teachers; now, they must be retained.

Beginning teachers in California have five years to clear their preliminary teaching credentials to earn a teaching credential. Other than formal annual evaluations that rate teacher performance, California does not currently have a policy or strategy (California Commission on Teaching Credentialing, n.d) on how to support and foster the retention of teachers after the five-year mark in the classroom. Induction programs vary from one to three years but can take place over five years of teaching experience, and strategies for teacher induction are often stand-alone implementations that vary from school to school and grade level-to-grade level. Inconsistency

can a deterrent to retention. A time-efficient, consistent, and intensive teacher support system implemented at every school will better foster the retention and performance of experienced teachers. This study focuses on the challenges felt by experienced teachers day-to-day beyond the induction program and explore contributing factors to stress and job dissatisfaction. This study builds on Nolan's (2017) study by using the BICE acronym, Build rapport, Inspire feedback, Celebrate success, and Exceed Results (BICE), on experienced teachers. To build a tool that aids new teachers, Nolan (2017) and this study focuses on identifying and fostering what already leads to successful retention in experienced teachers. The researcher will measure the BICE tool's effectiveness in mentoring experienced teachers.

Statement of the Problem

Teacher attrition remains a national issue that affects the k-12 school model. While it is a highly recognized issue, school leaders do not have all the solutions to fix this crisis, and increasing compensation alone is not the answer (Garcia & Weiss, 2019). This past decade brought changes and transformations in the education field. The following have increased teacher stress: shift between California state standards to common core state standards, the high stakes testing of California Assessment of Student Performance (CASSPP), increased technology, teacher annual evaluation protocols, and high transparency through the California Dashboard, to name a few. Since 2020, however, considering the worldwide COVID-19 pandemic, educators were faced with a new set of unforeseeable challenges from remote teaching and uncertainty for the future of public education. School models were changed and shifted to distance learning almost overnight. Job uncertainty was a reality for many. Before the pandemic, it took months to make small changes, like changing the school's bell schedule. However, during the pandemic, school leaders had to make bell schedules and program changes within weeks and make modifications in the middle of

the school year. Educators thrive on being organized, prepared, and always planning. The Pandemic has challenged the status quo and forced educators to plan daily. The current uncertain teaching conditions may very well drive even more teachers out of the profession.

Researchers and policymakers have estimated that the teacher shortage was about 110,000 teachers in the 2017-18 school year, an increase from no shortage before 2013 (Sutcher et al., 2019). The U.S. representative data indicates that the national teacher attrition rate is 8% annually compared to high-achieving nations like Singapore, which has an average attrition rate of 3% annually (Carver-Thomas & Darling-Hammond, 2019). The difference in annual teacher attrition is astonishing and worrisome. However, there is variability by region, subject, and demographics. Teacher attrition contributes to 90% of annual teacher demand (Carver-Thomas & Darling-Hammond, 2019). According to Zhang and Zeller (2016), "few issues in education threaten the nation as seriously as the present and growing shortage of teachers." While the loss of beginning teachers is a significant concern, there is evidence that the risk of attrition exists amongst experienced teachers, too which is critical considering that effective teaching is often indicated by experience (Bressman, 2018). Furthermore, the research identified a shortage of highly qualified teachers in urban and high-poverty schools, and teacher turnover is higher than in suburban and low-poverty communities (Allen, 2013; Brown & Wynn, 2009). One factor that needs to be identifiable when hiring teachers and determining appropriate assignments is teachers' experience (Goe & Stickler, 2008, p. 16).

When schools face vacant teaching positions, this directly affects classroom size, course offerings, and teacher quality. Teacher turnover affects the most vulnerable student groups, such as English Language Learners (ELLs) and traditionally low-performing students in low socioeconomic communities (Dorn et al., 2020; Carver-Thomas & Darling-Hammond, 2019;

Allen, 2013). Recruiting, hiring, and training are notable examples of how the school's budgets hit costs when a teacher leaves a school, and a new one requires onboarding. Teacher turnover undermines student achievement, but it is also financially hurting the schools. According to the Griffith (2020), "roughly 6 of 10 new teachers hired each year are replacing colleagues who left the classroom before retirement." The research shows that urban districts, on average, "spend more than $20,000 on each new hire" (para 1). Reducing teacher turnover would offset this cost to schools. Improving working conditions and retaining experienced teachers by supporting their leadership growth are vital points that local and federal leaders need to consider.

Retaining effective teachers will address the educational gap among traditionally underserved communities and marginalized demographics. During the COVID-19 pandemic, technology became the ultimate educational tool, thought to become the great equalizer for all students' education. However, due to digital redlining, a term coined by Gilliard and Culik (2016), the difference between traditionally marginalized communities will only become more evident after the pandemic. Digital redlining became an issue for families during the pandemic because technology and internet were essential to comment students to high quality educations and historically underserved communities were not ready for the increased need of 1:1 technology for children and high-speed internet. This is because, much like political redlining, the most vulnerable learners will require experienced and effective teachers to guide learning and close educational gaps. Experienced teachers understand the importance of building relationships with students. They have shaped their pedagogy around building a relationship first. These teachers have shown the tenacity required to teach children despite the teaching conditions. Every child deserves to have an experienced teacher that inspires, cares, and supports student growth. Effective teachers can teach all children despite the teaching conditions.

Retaining experienced teachers demands that school leaders reflect on teacher working conditions, which also defines students' learning conditions. Effective experienced teachers are consistent educational equalizers. Teacher experience is one of many factors that predict student achievement. Almost forty years ago, when evaluating the issue of teacher attrition, Sykes (1983) suggested that the "working conditions and career rewards should encourage" teachers in their profession as they "mature" and where the conditions would become a "magnet" to retain teachers in the classroom (p. 116). What teaching conditions would create a "magnet" type of working environment that school leaders can aspire to nurture? Supporting teachers' professional growth and engaging staff in collaboration help improve teachers' working conditions. Schools will need experienced teachers to engage in professional learning communities and be the drivers of educational reform that will help the country heal from its aftermath.

Policymakers' and school leaders' focus has shifted towards hiring, personnel management, and training new teachers. According to the Griffith (2020), opportunities for professional collaboration and sharing decision-making are critical factors that would improve teacher working conditions (para 13). However, coaching and supporting experienced teachers, or teachers with clear credentials, are being neglected. Experienced teachers must be grown and supported beyond the first years of teaching to retain highly qualified teachers. Novice or beginner teachers have increased support from induction to mentorship programs, and experienced teachers need mentorship and mentor tools. A novice teacher may be inexperienced in the classroom, but a veteran teacher may lack studies on the latest technological insights or most recent academic learning trends. Veteran or experienced teachers often perceive most professional development as insufficient or irrelevant to their needs and understand that initiatives are rarely permanent (Bressman, 2018, p. 162). While experienced teachers may feel

they have seen it all, engaging them in learning communities is key to job satisfaction. It will nurture and increase their desire to collaborate and be lifetime learners, which leads to job satisfaction. Mentorship is of value to experienced teachers and is essential to ensure job satisfaction.

Teachers who have taught for three or more years have passed the "survival period" (Huberman, 1989). Huberman described the first two years of teaching as the highest years for attrition, which he called "stabilization" years (p. 33). Experienced teachers' needs cannot be ignored during the stabilization years, three or more years of teaching. The most significant predictors of longevity are collaboration, supportive administration, and the feeling of success of competence in the classroom (Glazer, 2018, p. 55). In a study conducted by Bennett et al., (2012b), the researchers found that experienced teachers "mentioned administrative support and relationships as prominent influences of teachers to remain in the field" (p. 573). Studies have linked a principal's effectiveness to a lower average teacher turnover rate (Grissom et al., 2019). Leadership is always a predictor of a successful team. However, in times of crisis, like during the COVID-19 pandemic, school leaders are responsible for the overall school culture, teacher stress, and well-being of their school community. Unfortunately, school leaders are not immune to the red tape or bureaucracy and the multiple competing priorities at the school site. Hence, with limited time to support, mentor, and inspire teachers, districts should consider leadership training programs that focus on the skills administrators need to be highly qualified to, in turn, mentor and serve their teaching staff (Carver-Thomas & Darling-Hammond, 2019).

Leadership and mentorship are not new concepts. Northern Ireland investigated apprenticeship task completion and retention in 2019. It noted that apprentices with encouraging supervisors and supportive mentors showed increased performance and job satisfaction. More

specifically, there was an increase in the employees' job performance, job satisfaction, and commitment to the organization (Smyth & Zimba, 2019, p. 23). Mentoring and supporting growth is a crucial role for any supervisor, including school administrators at the school site level. However, most professional development designed for teachers targets early in their careers. Professional development school annual plans are not often designed to meet experienced teachers' needs beyond their induction or formal evaluations (Will, 2022). Therefore, development decreases in intensity as the teachers become more experienced.

Beginning teachers receive training from their teacher credentialing program as new hires are typically surrounded by support levels that include but are not limited to the grade-level chair, subject mentor, and master teacher. Different schools offer various support levels once a new teacher starts their first year. However, experienced teachers are often overlooked, and support levels are limited. Schools must sponsor new teachers in an induction program that most teachers complete within the first five years of their teaching career. Then after that, the levels of support decrease as the teacher becomes more experienced. Studies also indicated that teachers' effectiveness increases when they teach in a supportive and collegial working environment (Podolsky, 2019). Novice teachers are not the only ones who benefit from effective leadership; attention needs to be refocused on experienced teachers with three or more years in the classroom and beyond their induction program.

Challenges During the Pandemic

The BICE program was designed to be used in person and as a tool for administrators. The researcher had to pivot based on limitations beyond their control due to the pandemic. On Friday, March 13, 2020, all California schools had to close their doors due to the worldwide safety concerns that our country was facing due to COVID. Most schools froze grade books, and

students stopped attending school or submitting any assigned work because our nation's and world's future was at stake. No student was retained in the 2019-20 school year and were all promoted to the next grade level, which in turn carried and increased the learning gap into the 2020-21 school year and beyond. While the researcher planned to collect data in August 2020, schooling did not return to normal. Teachers had to adjust to teaching virtually, and the researcher had to adjust to virtual methods. The BICE training program and the application of the BICE tool for observation were forced to a virtual platform, unlike in the original study. The researcher did gather collaterally feedback from teachers and administrators about the impact on teaching and learning during the year when all schools returned to hybrid or in-person school models after the worldwide shutdown.

A few districts, like Irvine Unified and San Diego Unified, started the school year open or never closed. In December, it was announced that vaccination would become available to healthcare providers and a few others as early as December 2020. By February 2020, teachers were now part of the group receiving vaccinations and vaccines were becoming more available, and the hopes to open schools were in sight. Some schools started to open their empty schools to their most vulnerable students (special education, Homeless, Foster etc.) as early as September 2021. For example, a particular school shared that the Chromebooks distributed to families were a considerable school loss since they did not have the proper personnel to update the Chromebooks given to families, nor did they inventory the technology correctly and would probably never collect them again, this meant thousands of dollars unaccounted for this one school alone. That same school changed its instructional model to hybrid learning in early November 2021. It then changed back to remote learning after the Thanksgiving break due to multiple COVID-19 outbreaks and the burned of complying to all COVID-19 regulations such as

social distancing in the classrooms and close contact reporting, to name a few. California school districts like Los Angeles Unified, Santa Ana Unified, Lake Elsinore Unified, and other large districts did not open their school doors to students on the first day. Instead, students as young as four years old had to log in using a Chromebook or equivalent device, Google Meets or Zoom, to participate in class, learn from their homes and stay logged on for hours.

Teachers and administrators feel the tremendous responsibility for supplementing the learning loss and navigating the pandemic's healthcare concerns. Teacher stress is at its highest right now, with the amount of uncertainty about the future and the level of responsibility they experience daily being unmeasurable. The pandemic has affected schools financially too. According to Griffith, "a 15% reduction in state contributions to education could result in the loss of just under 319,000 teaching positions [nationally]" (Griffith, 2020, para 3). It is predicted that if these cuts happen, it could result in an 8.4% reduction in America's public-school teaching force (Griffith, 2020). As teachers observe these cuts, from furloughing teacher aides to dismissing campus supervisors to letting go of teachers with small class sizes, it becomes evident that education will undergo yet another transformation. In terms of how students' learning gains will be affected by a teacher, attrition is still being evaluated, as research shows that "Layoffs often result in significantly lower academic outcomes" (Burnette & Will, 2021).

Purpose of the Study

School leaders' support significantly impacts and influences experienced classroom teachers. This study enhances school leaders' instructional coaching strategies by measuring the implementation and success of an existing strategy. Leaders do not have time to waste, and evaluations are lengthy, so teachers feel nervous more than they are supported. It is time for school leaders to find a way to improve teacher satisfaction and growth through meaningful

mentoring of credentialed teachers to increase their satisfaction, effectiveness, and retention. School leaders influence teachers' retention, and administrators should know and understand why teachers remain in their schools and what it would take to retain them. Research on teacher retention states that school leaders must actively mentor and support experienced teachers to improve their satisfaction and decrease attrition. According to Zacher and Johnson (2014), effective mentorship and leadership "can increase teacher effectiveness and creativity and satisfaction" (p. 1213). The literature is clear that an experienced mentoring teacher is essential, and this study observes the success of BICE, which researchers claim to be both user-friendly and practical.

The quality of mentoring and guidance that a professor provides to students is essential at the graduate level. Quality is defined by characteristics that mentors display towards their mentees, and so specific qualities and skills make a mentor more effective than others. Researchers can identify those characteristics through their observable interactions. For example, in a study that investigated both together in a higher education program, it was noted that "Ph.D. students identified less with an academic advisor they perceived to be passive-avoidant," and as a result, they should be less motivated to engage in creativity (Zacher & Johnson, 2014, p. 1213). Conversely, the characteristics of approachability, trust, and supportive inspired more creativity and leadership in their mentees (Zacher & Johnson, 2014). Therefore, administrators must take an active leadership role in mentoring and supporting both beginning and experienced teachers. To improve experienced teacher retention, school leaders need to consider their mentorship's role and embody those attributes of the most influential mentors.

While all teachers benefit from effective leadership and mentorship, administrative support and relationships are prominent influences specifically for the retention of experienced

teachers (Bennett et al., 2012b, p. 573). Leadership and mentorship are essential to resolving retention and teacher satisfaction issues; however, research shows that administrators struggle to find time to build relationships with teachers (Will, 2022; Nolan, 2017; Ingersoll et al., 2016). Nolan (2017) designed the BICE program for administrators to decrease beginning secondary teachers' stress factors and increase their job satisfaction. This study provides techniques and step-by-step strategies for administrators to implement onsite by applying and building upon Nolan's original onsite leadership program. Additionally, this study focuses on teachers with clear credentials and experienced teachers who teach K-12th grade, as they affect school success at a higher rate.

In today's climate of heightened expectations, principals are in the hot seat to improve teaching and learning fast. School leadership is the second factor contributing to student learning, and classroom instruction is the first factor that predicts student learning (Bennett et al., 2012b). In the 2017-18 school year, the National Teacher and Principal Survey found that 28 percent of teachers feel teaching at their school is not worth it due to stress and disappointment, while 45 percent say they are not as enthusiastic about teaching as they were when they first started (Will, 2022). The COVID-19 crisis has exacerbated the feelings of stress, anxiety, and lack of control during this crisis, and the levels of accountability do not make it any easier on teachers. Leadership has never been on the line like this before (Dorn et al., 2020). However, many principals often have multiple conflicting priorities and do not have a practical and valuable tool to mentor teachers. A well-known quote often attributed to businessman W. Edward Deming states that, "every system is perfectly designed to get the results it gets." Competing priorities distract school leaders from prioritizing mentoring and supporting teachers. School leadership is the key to cultivating a learning community and working conditions that

retain the best teachers and supports the growth of all faculty and staff. The BICE tool offers school leaders offers a cost effective and time efficient method to positively impact teacher satisfaction while reducing overall staff stress.

Research Questions

The following questions guided the research. Questions 1-3 are forwarded from Nolan's (2017) original study. Question 4 forwards this study into its specific contribution by centering on experienced teachers as the critical population.

1. How do administrative rapport and support impact experienced teachers?
2. How do mentoring experienced teachers impact satisfaction felt by the teacher in their current teaching assignment?
3. How does BICE, a four-level leadership program, increase an experienced teacher's rapport at their school site?
4. Does the use of the BICE model increase job embeddedness "fit"?

Theoretical Framework

The theoretical framework for this study is derives from Larkin et al. (2021) in the investigation of reasons for teacher retention. Larkin and his colleagues applied the theory of job embeddedness from a business model to examine reasons for teacher retention. They assert that teacher embeddedness consists of three components: link-fit-assets. The job embeddedness theory was introduced in 2001 (Mitchell et al., 2001) as a method of exploring why people stay in an organization. Lee et al. (2014) examined retention among educators and found that job embeddedness is a better predictor of retention than job satisfaction to measure the positive impact on experienced teachers' job satisfaction.

Figure 1. 1

Job Embeddedness Framework
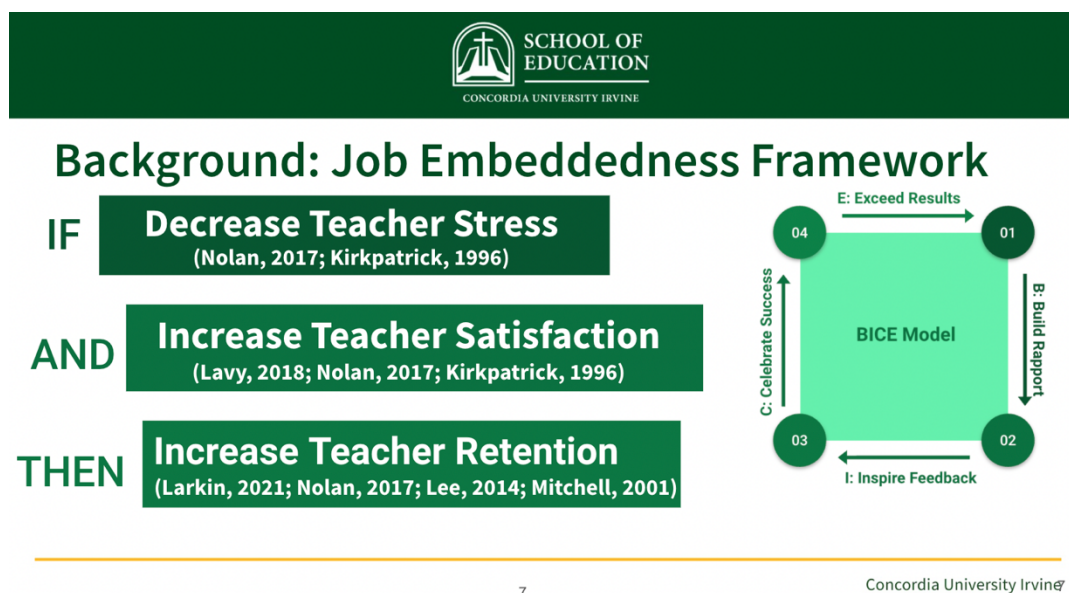
(Schlottman, 2023)

The California Department of Education has adopted the California standards for the teaching profession (CSTP) (2009), consisting of six standards (See Appendix E). Districts have board-approved teacher evaluation protocols that align almost identically to the CSTPs; however, the school level's formal evaluation protocols increase teacher stress (Valli & Buese, 2007). Teacher evaluation has become an accountability piece and is not a collaborative learning tool. Districts agree with the teacher unions on the number of formal annual evaluations allowed. For example, the Lake Elsinore Unified School District (LEUSD) in California requires two formal evaluations for new teachers, and tenure teachers only get one formal evaluation every five years. Coaching and mentoring occur during the induction or Beginning Teacher Support and Assessment (BTSA), as stated in the LEUSD and teacher union Collective Bargaining agreement article 14 (p. 56). LEUSD's practices are not abnormal to most traditional public schools in California. Public charter schools have annual formal evaluations, and many charter schools do

not have a teacher union; hence evaluations can be more frequent and more extensive, and feedback can be provided immediately. Either way, the process of formal evaluations increases teacher stress, and it often plays an accountability role and not a relationship-building role or mentoring.

Formal evaluation plays an important role but is not as important as ongoing and consistent collaboration without the added stress of being "formally evaluated." Nolan's (2017) BICE model was born out of the theoretical framework set forth by Kirkpatrick's four-level evaluation model for upper-level management to use with their employees to improve their daily operations' learning and performance curve. Kirkpatrick (1996) stated his focus areas as reaction, learning, behavior, and results (p. 19). The BICE model consists of four levels as well, where "each is essential and impacts the next level" (Nolan, 2017).

Nolan (2017) noted the parallels between a business evaluation model and teachers' evaluations; for example, administrators can also build rapport by asking for information, opinions, and comments about teachers' experiences in the classroom. Kirkpatrick's four-level model inspired the BICE model, shaped in education by Nolan's understanding of what education lacks (Kirkpatrick, 1996; Kirkpatrick & Kirkpatrick, 2006). The value of the BICE model is that it is practical and not time-consuming for school leaders. Any school leader that values teacher retention and its implications would value the BICE's results. While the results not only inspire and increase excellence, according to the Nolan (2017) study results, the model also becomes a type of job-embedded tool that increases teacher "fit" to the organization, thus becoming more effective as it continues to be used (Lavy & Bocker, 2018).

This study focuses on increasing job fit over satisfaction, because while the two are connected, they are distinct in their implications. Satisfaction is a measure of how one feels

about current circumstances. Job embeddedness is the collection of "forces that influence employee retention," defined in Lavy and Bocker's (2018) research paper. In 1995, Lee and Mitchell had shifted their research question from "why do people leave?" to "why do people stay?" The two colleagues immediately realized that they knew much more about why they had remained at the University of Washington for over twenty years (Lee et al., 2014). Researchers use 17 dimensions of fit, links, and sacrifice to determine how "embedded" an employee is within an organization (Lee et al., 2014; Mitchell et al., 2001). The fit dimension includes how an employee fits within the community and how they fit within the organization (Lee et al., 2014; Mitchell et al., 2001). According to Mitchell et al. (2001), the stronger the fit, the more likely an employee will stay with the organization. Nolan's (2017) BICE study indicated that administrators using the BICE model decreased teacher stress and increased job satisfaction. The BICE model lends itself to increased support, collaboration, notice, and connection. As found by Lee et al. (2014) and Mitchell (2001), job embeddedness (JE) is a better predictor of retention than job satisfaction. Therefore, this study forwards the BICE model by measuring how it specifically affects job embeddedness.

Significance of the Study

The last decade has been filled with change and increased accountability, which has impacted educators' morale and has made teachers question their professional choices (Ryan et al., 2017). Teachers are becoming overburdened with the layers of requirements, the lack of available resources, low levels of trust, seemingly never-ending initiatives, and a school culture fixated on immediate results (Will, 2022). Specifically with experienced teachers, teacher attrition is an ever-increasing issue that will continue to have severe implications for our nation's future and must be corrected (Zhang & Zeller, 2016). When it comes to student achievement,

teachers' effectiveness is the most important predictor. Schools must hire, train, and retain the very best teachers.

This study is significant because it addresses an issue that has been tackled for many years and through different lenses. However, more than just addressing a topic, this study contributes a mentoring tool with endless possibilities, adjustable to different schools, different levels, and different teaching cultures. This study tackles servant leadership concepts, cultivating school cultures, empowering teachers, and growing teachers' leadership. It focuses on a short-term solution, such as lowering teacher certification requirements, which harms schools (Glazer, 2018), but instead it highlights what an administrator does onsite. This study acts as a step-by-step manual, based on the BICE tool (Nolan, 2017), that redefines what an administrator does and provides onsite mentoring to make teachers, administrators, and schools all a better fit.

Definition of Terms

Attrition rate: For this study, the attrition rate refers specifically 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 teaching; may be referred to as a novice (Wasserman & Ham, 2012).

BICE: Also referred to as the *BICE model* or the *BICE tool*; an acronym first used by Nolan (2017) applied to the study's leadership program; it stands for four levels in which each level builds upon the preceding: build rapport, inspire feedback, celebrate success, and exceed results. In this study, the BICE leadership program is implemented by K-12 administrators for K-12 teachers.

BTSA: An acronym of the phrase Beginning Teacher Support and Assessment, used to describe an induction program for new teachers in schools. 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 California Clear Multiple Subjects, Single Subject, and Education Specialist credentials requirements. (Retrieved December 5, 2020, http://www.btsa.ca.gov)

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

CCSS: An acronym for Common Core State Standards, which are educational standards adopted in 2010. The standards outline what students should know in different content areas at specific grade levels. The State Board of Education in California finalizes kindergarten through high school standards for all students. The California Department of Education works with schools to help students meet the standards. *(Retrieved December 5, 2020)*

COVID-19: An acute respiratory illness in humans caused by a coronavirus, capable of producing severe symptoms and, in some cases, death, especially in older people and those with underlying health conditions. It was initially identified in China in 2019 and became a world-wide pandemic in 2020. (*Retrieved December 5, 2020*)

CSTP: An acronym, the California Standards for the Teaching Profession, that summarizes 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 permanent teaching professional. The standards are not a way to control teachers'

actions, but rather help teachers cultivate, enhance, and increase their effectiveness as an educator. (Retrieved December 5, 2020)

Experienced teacher: For this research study, an experienced teacher holds a clear teaching credential and usually applies to after teacher three or more years of classroom experience.

Induction: An orientation program is offered to new teachers as they enter a new teaching profession regarding training, workshops, or other opportunities to receive policies and procedures 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).

Job Embeddedness: A measure of the degree of "sticking" of an individual to their occupation. Researchers use 17 dimensions of fit, links, and sacrifice to determine how embedded an employee is within an organization (Mitchell et al., 2001; Ghosh, 2014; Lee et al., 2014).

Mentoring: A sustained relationship between an adviser and a 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).

WASC: The Western Association of Schools and Colleges is aligned with the U.S. Department of Education to conduct evaluations of schools, both public and private, from kindergarten through senior college levels (Protheroe, 2006). 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 for a successful evaluation. (Retrieved December 5, 2020, https://wasc.stanford.edu)

Study Limitations

The first study to define and implement the BICE model (Nolan 2017) trained school leaders in person to ensure that the BICE levels and classroom observations were performed correctly. Additionally, school leaders conducted classroom observations in person; before COVID-19 ushered in alternative ways to observe classrooms, in person was the only viable model for implementation. Consequently, a possible limitation for this study was identified in the early stages of implementing the BICE program due to both federal and state guidelines limiting in-person interactions. The researcher pivoted this study's original conception and translated the BICE program training to a virtual model. The researcher trained each school leader synchronously in a video conference platform and then provided a five-minute refresher video along with a graphic organizer that broke down the steps asynchronously. Most one-to-one check-ins were done via email, text, or video chat. The BICE model was initially intended to bring administrators and teachers closer together literally through frequent classroom visits and check-ins. All BICE model steps were conducted virtually, which may have presented challenges affecting the connection between mentee and mentor. Finally, it may have impacted the data collected.

This study had a timeline shared with the school administrators. It provided ongoing updates and follow-ups with the school leaders. For example, the researcher would send a reminder that Step 2 needed to be completed between two and four days. A quick refresher on the overall timeline of the project was also provided to these administrators (see appendix K). As a result of the uncharted challenges administrators experienced during this period, they may not have followed the BICE model with fidelity due to the pressure they may have experienced. Another limitation due to the time of data collection can be associated with the months of the

year that the BICE program was administered. Because teachers receive their notices of renewal or non-renewal contracts during February and March, the BICE model's effects may be affected by this additional source of stressors. A final limitation was the lack of teacher unions and therefore perceived job security at the participating charter schools in this study; teachers might not have felt comfortable sharing their true feelings and thoughts during interviews or surveys for fear of losing their jobs. To address this specific weakness, teacher-participants were assured that their responses were confidential and that the study results would never be traceable.

Summary

This study evaluated the BICE leadership program for its effects on experienced teachers. More specifically, this study measures and discusses the effects of the four-level leadership program in a school setting. It tests the model with a different demographic than the original study conducted by Nolan (2017). The validity of the BICE model was tested with a particular focus on the level of teaching experience to consider future policies and procedures for administrators. Retaining experienced teachers is essential to ensure student achievement, especially in traditionally underserved communities. School leaders need to offer the professional growth they experienced and feel job satisfaction beyond their induction program.

CHAPTER 2: REVIEW OF LITERATURE

This literature review synthesizes the reasons teachers leave the profession, investigates how districts address shortages, identifies reasons why teachers remain in the profession, and provides present methods school leaders can use to support teachers. The dissertation and study conducted by Nolan (2017) at Concordia University Irvine served as the model for this study, which forwarded and transformed the initial study to be focused on experienced teachers and used a different sample group, which adds to the model's validity and outlines its efficacy. Nolan's study described using the BICE model to support teachers by decreasing their stress and increasing their job satisfaction. Through this literature review, the reader will better understand what influences experienced teacher attrition and how school leaders can increase employee satisfaction and retention.

The articles selected for this literature review were searched in the Concordia University-Portland and Concordia University Irvine online library databases. Articles searched were limited to scholarly, peer-reviewed journal articles, and most were published after 2015. A small number of articles and literature from before 2015 were cited because they provided a meaningful lens on job embeddedness theory and its effects on retention, especially Fullan (2011), Lee et al. (2014), and Mitchell (2001). The databases included EMAL, Psych Articles, ScienceDirect, ERIC, ProQuest, Elsevier, PAR, SAGE, Economic Policy Institute, and Journal of Applied Psychology. The researcher also used the Google Scholar search engine. The keywords used in the search engine were job embeddedness, mentoring experienced teachers, turnover intention, teacher attrition, teacher retention, working conditions, effective school leadership, job satisfaction, and organizational commitment. Lastly, Nolan's (2017) study was used as a model to increase the validity of the BICE model.

This literature review discusses teacher turnover, retention motivation for experienced educators, leadership effects on working conditions, embeddedness as a job "fit," teacher evaluation and mentorship, and a brief overview of BICE. The goal is to address the factors that influence teacher attrition and highlight those that increase teacher satisfaction.

Teacher Turnover

K-12 schools continue to encounter a teacher shortage, which is increasingly recognized by policymakers, the media, and researchers (Garcia & Weiss, 2019). A significant predictor of student success is teacher effectiveness, and so researchers like Garcia and Weiss (2019) call this crisis urgent and, in their research, call to action for sustainable policies that lead to solutions. Moreover, schools need to retain highly effective teachers to help close the educational gap that has widened since the COVI-19 initial shutdowns. For that, schools must develop a deeper understanding of the working conditions that drive teachers from the classroom and then they must be addressed (Carver-Thomas & Darling-Hammond, 2019; Dorn et al., 2020). Numerous empirical studies have investigated teacher turnover; there is growing evidence that teachers are overburdened by layers of bureaucracy, accountability demands, a lack of resources, and a school culture that is fixated on immediate results (Will, 2022). The demands of teachers' society are much higher than in the previous century, and they have only widened since COVID-19 (Podolsky, 2019; Carver-Thomas & Darling-Hammond, 2019; Dorn et al., 2020). According to Zhang and Zeller (2016), the growing teacher shortage is a severe threat to our nation and directly impacts students' success.

School staffing problems have been described as a "revolving door" phenomenon where many experienced teachers leave the profession many years before retiring (Bressman et al., 2018, p. 163). In has been established since Sumara and Luce-Kapler's (1996) research that

teacher in-service and teacher education directly impact teacher retention and student success. Elsewhere, Freedman and Appleman (2009) conducted a longitudinal study of newly hired teachers. They noted that over 90% of the "center X" teachers remained to teach after one year, and 98% remained in education the following year. However, the retention rate dramatically decreased by the fifth year. By the fifth year, the national retention rate was 54%, with a 44% decrease in retention by the fifth year (Freedman & Appleman, 2009). As a result of the "revolving door" phenomenon, students pay the highest price for teacher turnover when they continue to be taught by new teachers who are less effective than experienced teachers (Brill & McCartney, 2008).

Low teacher retention rates were associated with working conditions that decreased effectiveness and job satisfaction, leading to attrition (Brill & McCartney 2008). According to Brill and McCartney (2008), teachers experience psychological conditions that decrease their effectiveness and ultimately lead to low teacher retention. Wronowski (2018) identifies those psychological conditions to be teacher isolation, lack of preparedness, support, and toxic school environments, as culprits of low teacher morale. Other contributors to low morale are job dissatisfaction and conflict with co-workers and administration.

Retention Motivation for Experienced Teachers

Experienced teachers are those who remain in the classroom beyond their initial induction years and who have cleared their credentials (Bressman, 2018; Eros, 2011). California state law requires new teachers to participate in a two-year induction program as soon as possible to clear their credentials. They have five years to participate in induction, filled with professional support. However, once a teacher clears their preliminary credential, the induction program and, often, support go away, leaving teachers to rely on mentoring through the evaluation protocols,

which differ by district. There are few opportunities for experienced teachers to advance professionally, so they leave in high numbers, according to a Harvard University study (Donaldson et al., 2008) cited by Bressman (2018). Too many experienced teachers experience frustration, cynicism, early attrition, and "burnout" due to ineffective professional development and lack of growth (Bressman, 2018). An unfortunate number of experienced teachers feel discouraged as their current leadership, and mentors' needs are not met (Kirkpatrick, 2007).

Experienced teachers are limited in professional development and in coaching or mentoring, but this is not necessarily intentional. Indeed, years of teaching experience do not indicate the teacher's lack of desire to participate in professional growth. The professional development that is offered is often geared toward beginning teachers. It is easy for administrators to allow experienced teachers to slip away and withdraw (Bressman, 2018, p. 162). The difference in support and feedback can also be exposed as studies indicated that novice teachers are observed on average of 3.4 times versus an average of 2.3 for experienced teachers (Cohen & Goldhaber, 2016). Like novice teachers, experienced teachers need opportunities to grow by setting goals, having opportunities to reflect, and assessing their effectiveness (Bressman, 2018, p. 163). Bressman et al. (2018) identified three career stages for teachers:

- Early Career Stage: Teachers lack professional confidence and are predominantly focused on classroom management, mastering the curriculum, and delivering instructional content (p. 164)

- Mid-Career Stage: Teachers at this stage grow in their confidence in their comfort as a teacher, find their teaching style, and their attention shifts away from themselves towards their students, while findings ways to continuously enrich their students' learning experience (p. 164)

- Late-Career Stage: Teachers have a deep understanding of their vision and expertise in education. Teachers try to meet students where they are and see them as diverse learners, which allows them to explore topics beyond the classroom and with a community-based relevance (p. 163)

Throughout the different career stages of a teacher, professional development and growth are necessary as these stage progressions do not occur in a vacuum or in isolation from the other stakeholders. To reform education, schools need to incentivize teachers to remain in their careers because students benefit from teachers' progression into the late-career stage. There are many benefits to mentoring experienced teachers. These benefits suggest that teachers can continuously learn and grow, become experienced in focusing on solutions that benefit the community, and become stronger and more intentional in their teaching practices (Bressman, 2018; Byington, 2010).

Most research has focused on retaining and supporting new teachers. It has been argued that experienced teachers are so set in their "old" ways that they are almost impossible to teach new tricks (Bressman, 2018). However, research indicates otherwise. Technology has changed the game for education, and experienced teachers often need even more support than beginning teachers (Bressman, 2018, p. 164). Bressman's study mainly focused on telling experienced teachers' stories and gaining insight into what experienced teachers want from their mentors. To retain teachers beyond the first stage of their careers, mentoring pathways need to be revised. As a 30- year veteran said, "Been there, done that. I do not need more of the same. I need to see how I can move my teaching to the next level" (Bressman, 2018, p. 168). Schools and leaders must recognize that the education landscape is going through too many new initiatives to expect experienced teachers to become automatically equipped without training.

For a long time, the narrative was that teachers need increased salaries and that low-paying wages are the leading cause of teacher attrition, but studies reveal that this is not the case. The body of research suggests recommendations for training experienced teachers, such as short-term, non-judgmental mentoring opportunities that are flexible enough to address issues as they arise (Bressman, 2018, p. 169). Glazer's (2018) study revealed that teachers who had left teaching cited not students as the reason for their decision but instead school policies and lack of connection with colleagues (p. 69). Teacher exit stories, including when a teacher left the profession entirely after a district tied the schools' test scores to teachers' salaries, echoed the theme of non-judgmental mentorship (Glazer, 2018, p. 67). A teacher shared that she left teaching because of tying student test scores to salary at her school. Therefore, she became hyperaware of how other teachers performed and how she performed, which eventually led to the toxic school culture and ill-competitive environment that forced her out. At the same time, she lost her sense of purpose as she witnessed others teaching to the test and going against everything she believed (Glazer, 2018, p. 67).

It is now well established that several factors drive experienced teachers from their careers, such as lack of support, working conditions, high stakes testing culture, new initiative burnout, and others (Garcia & Weiss, 2019). Therefore, an examination of what keeps experienced teachers in the classroom would entail that teachers seek environments where they feel supported, where they can grow, and experience a strong sense of collaboration (Glazer, 2018, p. 59). Over 30 years ago, Sykes (1983) considered this issue. In his findings, he recommended that as teachers increasingly become more experienced in their field and increasingly become experts in their practice, the "working conditions and career rewards should encourage their continuation in the profession" (p. 116). However, this call hasn't yet been the

focus of studies or administrative efforts. Bressman et al. (2017) asked experienced teachers if they had been mentored, and virtually all responded "no" (p. 166). Experienced teachers reported receiving feedback from administrators that is more like a "proceduralist apprentice," as the process assists in technical improvement but does not contribute to professional growth (Bressman et al., 2017, p. 166). Various experienced teachers stated that they are not mentored beyond their first year (Bressman et al., 2017, p. 166).

Teacher Evaluation Versus Mentoring

The teacher evaluation protocol has gone through significant transformations in the last century. California has a two-tiered credentialing system for teachers. The first step requires that a candidate be admitted into a preliminary program that results in candidates obtaining an initial teaching credential by completing the required coursework, fieldwork, and a performance demonstration of their knowledge, skills, and abilities (Commission on Teacher Credentialing, n.d.). The second step and tier, or clearing the preliminary credential, required the teacher to be hired as a teacher and participate in a two-year job-embedded individualized induction program focused on extensive support and mentoring for new teachers in their first and second year of teaching (Commission on Teacher Credentialing, n.d.). When a new teacher is hired in California, the public school must support the new teacher through an induction program called BTSA.

In his study, Kratz (1896) asked 2,411 second- through eighth-grade students for their opinions on what makes a great teacher, and 87 percent of students responded that "helpfulness" was the most crucial factor, followed by "personal appearances" (para 3). Kratz devoted his life to developing a set of metrics or "evaluation" protocols to help identify the most outstanding teachers. Later in the 1950s, teacher quality was often measured by the teachers' traits, according

to Hallam et al. (2012). There are various reasons for teacher evaluation practice supported by districts, and they can be categorized into two forms: formative (mentoring) and summative evaluation. Formative evaluations evaluate practices consistent with mentoring and supporting teachers' growth or improvement. On the other hand, summative evaluations are intended to judge and decide whether to retain or terminate employment (Medley, 1979).

Teacher evaluations are part of every teacher's job. Each district has its method of evaluating its teachers. However, in recent years, it has been noted that there is a lot of variability and inconsistency in formal or walkthrough observations. Very little is known about what makes evaluations effective (Cohen & Goldhaber, 2016). In recent years the value-added evaluation, which is a teacher evaluation method that measures the teacher's contribution each year by comparing the current test scores of their students to those of those same students in previous school years, has received low-faced validity (Cohen & Goldhaber, 2016). There is a difference between evaluating a teacher and mentoring a teacher. Mentoring (formative evaluation) is intended to support growth and insight collaboration. In contrast, summative evaluations are used to "directly assess the performance of teachers" (Cohen & Goldhaber, 2016, p. 378). According to Cohen and Goldhaber's (2016) research, evaluations used for assessing performance have low-faced validity versus classroom observations that assess and contribute to classroom teaching practices (p. 378).

Leadership Effect on Working Conditions

In a school environment, principal leadership plays a crucial role in producing positive experiences for teachers, students, and the school community. According to Wronowski's (2018) study, only 53% of "irreplaceable" teachers remain in their schools after five years, and 28% of those teachers leave for another school to further their education. The 28% of teachers that leave

their schools for another school are considered a loss that could have been prevented. Teachers are exiting the classrooms due to disrespect, lack of feeling valued, and poor or weak school leadership (Bressman et al., 2017). It is not the relationship between the teacher and the student that causes the teachers to leave, but the conditions in which they teach, and students are forced to learn (Allen, 2018). School site leadership does not look like same across successful schools, but the literature supports servant leadership as the leadership style that most improves teacher satisfaction (Will, 2022).

Servant leadership is an approach and leadership style that Greenleaf (1977) made famous and remerged by Fullan (2011). Fullan (2011), the author of *Change Leader*, tackles the ultimate question of what makes leaders great. The research of Fullan shows that teachers leave their jobs for several reasons and that servant leaders retain their teachers because they are approachable and make connections. Furthermore, he identifies "three signs of misery: anonymity, irrelevant, and in measurement" as those which are most connected to teacher attrition (Fullan, 2011, p. 144). Teachers are exposed to everchanging goals and priorities, and they are inundated with new initiatives and experience burnout that occurs with the lack of accurate measures and evaluations of their efforts (Cohen & Goldhaber, 2016). Furthermore, many disagree on how teachers' effectiveness should be measured, varying from school to school. Servant leaders are part of the team first, and they roll up their sleeves to work side by side and ensure that no team member feels irrelevant or disconnected from the mission. Hence, servant leadership styles increase teacher retention because it shares leadership, promotes safe circles, and supports true collaboration that results in measurable data. Great leaders are responsible for creating, mentoring, supporting unity circles, and filling the team members with a sense of purpose. Servant leadership produces positive experiences for teachers, students, and the

entire school community. Effective leadership may shield educators from all the stresses of a data-driven public education system. The research identified that a competent school leader influences teacher satisfaction and student performance (Geiger & Pivovarova, 2018).

School leaders are responsible for creating a focus of circles of trust and collaboration. Circles of trust are defined as groups of people who create a safe, vulnerable, nurturing environment and are filled with a mission towards a common goal that creates unity and focus. According to Palmer (2009), "if we want to renew ourselves and our world, we need more and more circles" (p. 28). In a school environment, these circles can be identified by measuring the links people have in the organization, also known as job "fit," as defined in the job embeddedness theory (Ghosh & Gurunathan, 2014.) Palmer (2009) says that to embrace the challenge of becoming whole, people need to develop sustaining relationships that are trustworthy. Job embeddedness theory states that people seek undivided lives through communities of support (Lee et al., 2014; Ghosh & Gurunathan, 2014). School site leaders play a crucial role in creating, enhancing, and maintaining a school climate and culture for supportive communities focused on equity in student achievement across staff and faculty. Furthermore, the research supports the servant leader's traits as essential for influencing teachers' job satisfaction (Cerit, 2009, p. 606). Nolan (2017) identified the traits desired in an effective leader and embedded them into the BICE model. Her research contradicted the notion that leaders are born. Her study revealed that teachers' satisfaction could increase, and their stress could decrease if the administrators were trained to use the BICE model as practitioners when mentoring teachers (Nolan, 2017). When teachers are mentored and engaged in purposeful collaboration, teachers make decisions that benefit the classroom and increase student outcomes (Bressman et al., 2018). Fullan (2011) also stated that "bad collaboration is worse than no collaboration" (p. 90). Hence,

school leaders' ability to properly facilitate collaboration is a determining factor in that collaboration's outcomes to making a lasting impact (Fullan, p. 90, 2011).

Job Embeddedness

Job embeddedness, coined by Mitchell (2001), is defined as measuring the degree of "sticking" of an individual to their work, or how well they fit and stay in an occupation. Research has shown that job embeddedness predicts voluntary employee turnover (Ghosh & Gurunathan, 2014; Lee et al., 2018). Most researchers recognize the concept of job embedding and its multidimensional features. Those contextual dimensions are labeled links, fit, and sacrifice in the organization and community where the employee works (Ghosh & Gurunathan, 2014; Lee et al., 2014). A focus in research has been on teacher attrition and asking the burning question, "Why do teachers leave?" A much different question is, "Why do teachers stay?" According to Watson (2018) and Watson and Olson-Buchanan (2016), job embeddedness should be named the theory of why they stay. The literature supports that teachers will not leave if integrated into the organization's six dimensions (Watson, 2018, Watson & Olson-Buchanan 2016). Furthermore, the organization and the community are the two focus areas in job embeddedness studies. The three sub-dimensions are links, fit, and sacrifice (Aboul-Ela, 2017). This two by three matrix generated six dimensions of job embeddedness construct (links – organization, fit – organization, sacrifice – organization) and (links – community, fit – community, sacrifice – community). As job embeddedness levels increase due to fit, links, and sacrifices, levels of intention to leave the organization decrease, increasing job retention. Job embeddedness theory offers key characteristics of causal indicator models in that it has predicting factors (Lee et al., 2014, p. 202).

The first empirical research in this area was Mitchell's (2001) research, which demonstrated that embeddedness was directly related to voluntary job retention (Lee et al., 2014, p. 203). Two essential findings that pertain to teacher development and goal setting were identified. The study found that managers should "offer equal development and growth opportunities among all employees" and "disseminate transparency practices among all the organizational goals and objectives communicated to employees" (Aboul-Ela, p. 76, 2017). Organizations should foster the generation of job embeddedness across all sub-dimensions (fit, link and sacrifice).

BICE Leadership Model

In Nolan's (2017) research, she identified the leadership attributes necessary in a leader and considered the challenges that school leaders face in creating a different and effective teacher mentorship model (p. 54). Kirkpatrick's four-level business model of the executive evaluation was the inspiration for BICE's theoretical framework (Nolan, 2017, p. 165). Kirkpatrick's (1996) four-level model considers his employees' feeling, the organization's goals, and the individual employee's goals. The attributes that Kirkpatrick (1996) and Nolan (2017) identified as desirable attributes in a leader are in alignment with Greenleaf's (1977) and Fullan's (2011) servant leadership model. Using the BICE model, school leaders were given a step-by-step guide to reduce stress factors and increase job satisfaction, which are attributes of servant leaders. Nolan designed a four-level leadership program, the BICE model, to help school leaders increase teacher satisfaction and decrease their stress. The BICE model was not a formal or summative evaluation but a straightforward, time-efficient, step-by-step guide for school leaders. In creating this model, Nolan (2017) researched the history of teacher evaluation; she cited Cogan (1973) and Hallam et al. (2012) as the builders of a teacher evaluation protocol that

focused on the foundational growth of teachers instead of recognizing the deficits in their instruction (p. 23). That mindset, the consideration of our modern-day evaluation systems, and the commitment to remove the barriers that school leaders face daily made it possible for the BICE model to work in the school setting. Nolan (2017) presented her BICE model as a crucial method to increase administrators' active role in teacher attrition.

The BICE model consists of four levels: (Level 1) Open lines of communication, (Level 2) Meaningful reflection, (Level 3) Positive feedback, and (Level 4) Goal setting. The four levels parallel Kirkpatrick's (1996) four levels, which are: (Level 1) Reaction, (Level 2) Learning, (Level 3) Behavior, and (Level 4) Results (1996). In Nolan's BICE model, level one engages the administrator and the teacher in low-level stress conversations that bring common grounds and similarities between the two. This level develops an existing or establishes a new positive relationship. Level two engages the teacher in meaningful learning and reflection about his/her teaching practices. Level three affects the teacher's behavior because specific observation is celebrated and acknowledged; the desired behavior is positively reinforced. Lastly, the third level fosters the teachers' desire to meet for the organization's good.

Nolan's study indicated that four administrators were trained in the BICE model, and 26 new teachers participated in the survey. The results showed a positive shift in acceptance of professional development, stress, and job satisfaction. Nolan's (2017) study indicated that teachers' communication and development were amongst the most frequent needs teachers indicated in their interviews. Sufficient research supports the BICE leadership program "as effective for administrators and beginning secondary teachers" (Nolan, 2017, p. 135). The study found that the framework of the BICE leadership program provided administrators with specific tasks and protocols that might have been overlooked in past interactions with beginning

secondary teachers. Future studies were recommended to investigate the BICE model's effects on experienced teachers (Nolan, 2017).

Summary

There is evidence that teacher attrition is a phenomenon that affects all teachers. However, there is evidence that a higher attrition risk exists for experienced or veteran teachers (Bressman et al., 2018; Bennett et al., 2012b). Too many experienced teachers experience frustration, cynicism, early attrition, and "burnout" due to ineffective professional development and lack of growth (Bressman, 2018). An unfortunate number of experienced teachers feel discouraged as their current leadership, and mentors' needs are not met (Kirkpatrick, 2007). The BICE model is a helpful tool for understanding the effect of job embeddedness, leadership, mentorship, evaluation, experience teacher needs, and ultimately teacher retention through the theoretical framework of the BICE model to improve experienced teachers' satisfaction. It is a natural extension of existing research to examine whether the BICE model can improve experienced teachers' satisfaction and decrease stress to address this population in need.

CHAPTER 3: METHODOLOGY

Research Design and Rationale

The primary objective of this dissertation is to analyze how BICE, a four-level leadership program, affected experienced teachers and to measure teachers' perceptions of professional development, stress, administration, and job fit before and after administration of BICE. Teacher attrition is an influential factor in the overall educator shortage that ultimately impacts student achievement. Teacher mentorship programs support professional growth and increase teacher retention (Podolsky, 2019; Carver-Thomas & Darling-Hammond, 2019). This study investigated the impact of the BICE leadership program on experienced teachers' satisfaction and job embeddedness. The original BICE model study was published in 2017, and it focused on beginning teachers. In this study, the BICE model validity was tested with a different sample and with a different focus: experienced teachers. This chapter is organized into ten sections: (1) COVID-19 impact, (2) setting and participants, (3) sampling procedures, (4) instrumentation and measures, (5) reliability, (6) validity, (7) data collection, (8) data analysis, (9) address ethical issues, and a (10) summary. The purpose of these ten sections is to set the foundation for chapter four, where the data will allow for inferences and implications.

COVID-19 Impact

It was planned for the researcher to start working with school leaders and collecting data in the first quarter of the 2020-21 school year. However, due to the uncertainties and safety priorities, this study's timeline shifted from the first quarter to the last quarter of the school's academic year in 2020-21. Additionally, as opposed to the initial ten schools that tentatively accepted, only five schools participated in this study. All the schools participating in this study began their first semester in a distance learning model around the middle of the 2020-21 school

year. They gradually transitioned to a hybrid model by mid-semester. None of the participating

schools returned to complete in-person instruction until 2022-23.

       The principals and teachers continued to experience changes and uncertainty until the last

weeks of school. Such uncertainties delayed this study and forced the researcher to adjust to the

uncharted situations that leaders experienced. Educators faced an entirely new set of challenges,

such as a lack of stability, remote teaching, fears of being around people, challenges with their

home environment, challenges with being a parent of a school-aged child/ren, and uncertainty for

the future. Educators thrive on being organized, prepared, and consistently planning. The 2020

school year, and those that followed, forced everyone to accept that planning day-to-day was the

new normal. Despite necessary adjustment, this study still sought to emulate the methodology

described in Nolan's (2017) study.

Setting and Participants

       The sample of teachers and administrators that participated in this study work at one of

the five brick-and-mortar schools: School A, School B, School C, School D, and School E. All

five of the schools operate and are in the state of California, in either Los Angeles or San Diego,

and they are public charter schools. Charter schools are "schools of choice," meaning parents

take the initiative to enroll their children in a public charter school outside of their home zip code

instead of sending them to a traditional public school. In 1992, the state legislature passed the

Charter Schools Act (SB 1448), making California the second state with charter schools in 1993

(Dianda & Corwin, 1993). Charter schools differ from traditional public schools in that parents

must enroll their students at a charter school by first disenrolling their student at their

neighborhood school, where they have been automatically enrolled by zip code. There is no

union representation in many charter schools, no teacher union is present in the five schools

participating, and all employees are kept "at will." The schools that participate in the study have a large population of experienced teachers with clear teaching credentials and single and multiple-subject credentials.

The schools selected for this study serve traditionally underserved communities and vary in the grade levels that they serve and student body enrollment size. As a note, K stands for Kindergarten and TK stands for Transitional Kindergarten. School A has a principal and a dean who serve grades K-5. In School B, students from grades 6-8th are served by a principal and four deans. School C is both a middle and high school, serving grades 6-12, and has a principal and a dean. School D serves grades from transitional kindergarten to 8th grade and has a Principal and an Assistant Principal. In School E, grades range from transitional kindergarten to 8th grade, and a principal and assistant principal oversee the school. For these schools, a dean holds equivalent responsibilities to an assistant principal. Table 3.1 shows the number of new and experienced teachers, and the student enrollment numbers. The tuition-free charter schools focus on Science, Technology, Engineering, Arts, and Math (STEAM) and provide a college pathway student.

Table 3. 1

Statistics of Participating Schools

School Name	Number of Students	Number of Teachers	Teachers with Cleared Credentials	Grade Levels
School A	291	14	12	K-5
School B	471	18	2	6-8
School C	248	12	9	6-12
School D	380	13	11	TK-8
School E	410	15	3	TK-8

Note. The data reflects the 2020-21 school year. *TK is Transitional Kindergarten

Three schools (School A, B, and C) are part of the same series of charter schools, and School D and School E is part of another public charter school organization. Both charter organizations provide high-quality education to underserved communities and a college pathway approach to education. This explains the similar demographics of students from both charter schools. The school's website provided demographic information about students, and to protect the privacy of the schools participating in this study, the website's identity will not be revealed or cited. Three of the charter schools that participated in this research, Schools A, B, and C, have a total student enrollment of about 1,000 combined and a high school Graduation rate of 96.2%. According to the Schools' websites, the population of student demographics was 76.8% Hispanic or Latino, 15.2% other, and 8% African American. The two charter schools from the other charter organization offer grades TK-8th and have a similar demographic breakdown as the other charter organization. However, their low-income rates are closer to 95%, and the Hispanic/Latino percentage is closer to 85%, with African American demographic close to 9%.

Sampling Procedures

The participants for this research were purposefully sampled to meet a specific criterion of holding a cleared teaching credential (Creswell, 2007). The research proposal prepared by the researcher was presented to the CEO/Superintendent of schools A, B, and C in August 2020. All ten schools in this charter management organization were invited to participate in the BICE study. The CEO/Superintendent approved the researcher's presentation to school leaders. However, due to the pandemic and the everchanging regulations, it was not until October that the researcher presented the proposal to ten school leaders and invited them to participate in the study. There was hesitation from the school leaders because the timing to participate in a study that could potentially increase teacher stress was less than ideal. However, ultimately five school leaders tentatively agreed to participate in the study. In February, three of the initial five school leaders moved forward with accepting to participate in the BICE model training.

By December 2020, the researcher reached out to a second public charter school organization and met with the chief academic officer to present the study's blueprints. He agreed to support the study if the school leaders accepted. The researcher set up one-to-one virtual meetings with the school leaders, and ultimately, two schools accepted to participate, School D and School E. In January, two other schools accepted to participate in the study.

The researcher contacted each school leader and invited them to schedule a one-to-one zoom meeting to discuss the study and participate in the BICE leadership program training. The BICE model was presented using a slide deck (see Appendix K), and one-to-one meetings were scheduled to train administrators via Zoom or Google Meet. The researcher followed the one-to-one training with a follow-up email that included a recording of a "crash course" of the BICE model to serve as a refresher (under 10 minutes), plus a visual interpretation of the steps. A total

of nine administrators were trained by the end of February. Table 3.2 shows the years of experience and the years on site that each administrator has served as a site administrator (see Table 3.2).

Table 3. 2

Experience Levels of Participating Administrators

Administrators	Years of experience	Years at this site	# of teachers coaching (total)	# of teachers coaching (clear credentials)	Grade Levels
Admin 1	10	12	7	7	K-5
Admin 2	15	3	18	2	6-8
Admin 3	6	6	18	2	6-8
Admin 4	5	5	18	2	6-8
Admin 5	5	2	8	4	6-12
Admin 6	9	6	10	4	6-12
Admin 7	8	1	14	11	TK-8
Admin 8	16	3	15	3	TK-8
Admin 9	9	2	15	3	TK-8

Note. Out of the number of total teachers each administrator coached, those with "clear credentials" refers to teachers with state teaching credentials.

The researcher worked with the administrators to identify teachers with clear California teaching credentials. The sample of teacher participants was obtained from five public charter schools. A specific number of experienced teachers was available from the population to participate, but all teachers were invited to participate. Potential participants were informed of

why they had been selected and how they qualified for the study. These prospective participants received an explanation about the study and its purpose as well as the steps taken to keep their participation confidential. Furthermore, administrators participated in training that provided skills and techniques to use with experienced teachers in the observation cycle. Participation in the survey was entirely voluntary, and participants had the option to remove themselves from the study at any time. Like in the original study by Nolan (2017), the researcher ensured that participants' confidentiality was prioritized and protected. Participants were given consent forms that described the researcher, the study, and how their participation would be kept confidential (see Appendix G and Appendix K).

A total of 33 experienced teachers participated in the study. The sample included 12 experienced teachers from school A, two experienced teachers from school B, eight experienced teachers from school C, and eleven experienced teachers from school D. School E had three experienced teachers. A total of nine administrators were used in this study, one at School A, three at School B, one at School C, one at School D, and two at School E. The participants in this study were all older than 18 years old. The 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 experienced teacher or administrator, given the use of secure instruments for qualitative data collection and the use of neutral to collect qualitative data from open-ended questions and interviews (Nolan, 2017, p. 49).

The researcher had former ties to one or more participating schools and remained "behind the scenes" during the study to avoid any potential familiarity bias. The emails and messages sent to the experienced teachers always came directly from their site administrator, and the researcher provided support to that administrator. There were more than 40 potential participants

unknown to the researcher, and letters of invitation, consent for education, Likert surveys, and interviews were sent to them. The nine administrators were also anonymous in their participation and interviews. Each participant was coded with a label, and teachers were labeled "T1" through "T33." Administrators were labeled "V1" through "V9." Lastly, teachers were labeled "B1" through "B9."

<div style="text-align:center">Instrumentation and Measures</div>

This study utilized the BICE model developed by Nolan (2017). Due to COVID-19 complications, the tool was adapted to support participants experiencing new school environments and needs. The BICE model cycle was evaluated using a Likert survey before and after implementation (see Appendix C**).** The BICE model cycle culminated with interviews with teachers and administrators (see Appendix D and Appendix F).

BICE Leadership Program

Like the original study (Nolan 2017), the researcher used the BICE leadership program before the start of the study as a possible way to help improve the relationship between a site administrator and experienced teachers. Teacher frustration and stress are on the rise, and the BICE leadership guide offers a step-by-step guide for administrators to support experienced teachers (see Appendix K). BICE was taught to five school leaders, and interviews with experienced teachers were conducted to evaluate how effectively the tool improved their satisfaction and perception of the research questions. The administrators could opt to receive the BICE training virtually and participate in a post-BICE program interview. The five schools that volunteered received a pre-and post-survey for teacher participants and were also invited to participate in an interview at the end of the BICE program's two-week cycle.

The researcher trained the administrators on the BICE leadership program's four levels before teachers were asked to participate in the program. Training on the BICE model started in February to acquire a broad vision and ensure that the school leaders felt the process was realistic to implement during a COVID-19 school year. The four 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) (Nolan, 2017, p. 50). Each level of the BICE leadership program has specific skills and actions attached (see Chapter 2 for a more thorough discussion of these actions). On a 14-day timeline, the levels build upon one another and allow for all four levels to be achieved within less than 14 school days or approximately two weeks (see Figure 3.1).

Figure 3. 1

Mixed Methods Study with a Sequential Explanatory Design
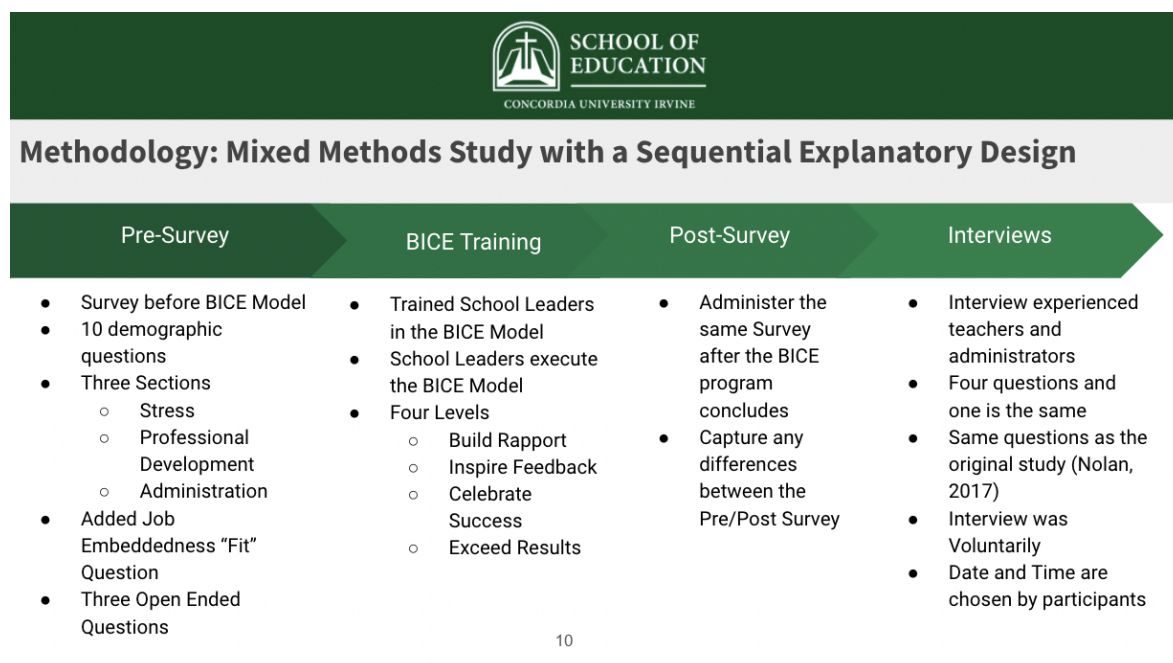
BICE's level one focus was to "Build Rapport" by having administrators re-focus their attention to increased and open communication with their teachers (Nolan, 2017, p. 50).

Administrators were asked to connect with each teacher individually and to establish or re-establish rapport. As a result of the pandemic and the recommendation to isolate teachers, the administrator had a variety of options to communicate with the teachers. As an example, an administrator may post a positive note on a virtual platform, such as Padlet, host a Zoom meeting, send a text message or an email, or make a phone call. To build a connection with the teacher, administrators were asked to share a recent activity that had nothing to do with teaching or education. For example, an administrator asked a teacher to share a recent movie they watched and started a conversation about hosting a live movie party virtually (Admin 2). Level one's primary goal was to allow the administrator to connect with experienced teachers through something unrelated to teaching or education.

BICE's level two focused on "Inspire feedback," which focuses on meaningful reflections (Nolan, 2017). Administrators were required to use the BICE observational tool in Nolan's original study to maintain fidelity to the original study and increase its validity (see Appendix E). The BICE Observational tool is a Google form that takes two to three minutes to complete and is accessed by the administrators. At this level of the model, the focus is not on growth or areas of need but on meaningful reflection. The administrator was tasked to observe each classroom for no longer than five minutes and take no notes to ensure that their attention and focus were on the instructional "look-for." Some of the instructional "look-for's" included evidence of objective, evidence of agenda, the grouping of students, and instructional delivery. When the observation is completed, the administrator then accessed the BICE Observational tool and filled out the form completely.

The BICE observational tool served the administrators as a guiding document to remind them what they were looking for during the instructional walk-through. The specific instructional

components 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, platforms used), and depth of knowledge (DOK one-routine thinking, DOK two-conceptual thinking, DOK three-strategic thinking, DOK four-extended reasoning (Nolan, 2017, p. 52). The specific instructional components varied from Nolan's (2017) study due to students receiving instruction through Zoom or another virtual platform (i.e., Google-Meets). To provide a visual model for the administrator researcher, Nolan created and identified the BICE observational tool, which gives examples of words or phrases to listen for inside the classroom (see Figure 3.2). The depth of knowledge tool was embedded in the BICE observational tool. Its purpose was to establish a significant focus during instructional walk-throughs.

Figure 3. 2

The Depth of Knowledge Tools for Administrators

DOK 1: ROUTINE THINKING

Recall, measure, state, list, label, name, recognize, identify, select, match..etc.

Can you recall____?
Can you identify _____?
How would you describe___?
Can you select_____?

DOK 2: CONCEPTUAL THINKING

Compare, predict, organize, graph, construct, summarize, categorize, classify, infer, interpret

Can you explain how____affected ____?
How would yu summarize____?
What do you notice about_____?
How would you estimate____?

DOK 3: STRATEGIC REASONING

Compare, construct, hypothesize, critique, draw a logical argument, draw conclusions

How is ___related to ____?
Can you elaborate on ____?
How would you test ___?
What evidence supports ___?

DOK 4: EXTENDED REASONING

Design, analyze, create, connect, prove, critique, apply concepts, prove, synthesize

Write a research paper.
What information can you gather to support your idea about___?
Write a thesis, drawing conclusion from multiple sources.
Apply information from one text to another to develop a persuasive argument.

Level three shifted the focus to "Celebrate Success" (Nolan, 2017). This level allowed the teacher to experience coaching and mentoring instead of being evaluated. The administrator's goal was to celebrate with the teacher and focus on the achievements. The administrators were required to share three "strength" comments and one "suggestion" comment from the BICE observational tool. When the administrator completed level two, an email would be shared with all the teachers observed by the site administrator, and kudos were shared anonymously.

Lastly, level four, "Exceed Results," of the BICE leadership program was a goal-setting exercise for the administrators (Nolan, 2017). At least one day after reviewing the quantitative data from the BICE observation tool, administrators had to select an area to improve for the experienced teacher. Finally, the administrator created a second brief email to all the observed teachers about that area of focus and wrote a goal connected to the quantitative results. The

researcher sent email reminders to admonitors about each step and constructed the emails for the principal to support during a challenging COVI-19 school year that increased accountability compliance for administrators. The examples given to the administrators were:

1. The math department had 80% of students engaging and participating in the lesson's activities (i.e., Kahoot, Pear Deck, Chat-box, Zoom Poll, Nearpod). Let's aim for 90%!

2. The English department used chat-box and Zoom poll options to incite student feedback. Let's try using the breakout sessions for small groups!

3. The science department had 75% of its lessons at DOK three. Let's aim for 85%

Survey

The Likert instrument used for teachers' pre- and post-survey is carried over from the one that Nolan (2017) developed. An additional statement was added from the job embeddedness study written by Mitchell et al. (2001) to account for "fit to the organization" and "links to the organization" (p. 1121). The statement added to measure the "fit to the organization" is, "I feel like I am a good match for this company" (Mitchell et al., 2001, p. 1121). The Likert instrument included two statement to give consent to use the data. The BICE research study survey had 24 questions. Additionally, seven questions were added to the optional demographics (see Appendix G).

<div align="center">**Interviews**</div>

The researcher met virtually with site administrators to review the BICE model's four levels and walk them through the toolkit. Interviews were conducted with administrators following the BICE program. The meeting took place over the phone, Zoom calls, and in person to accommodate the administrator's preference. Interviews lasted no longer than 10 minutes, and the researcher asked permission to record the conversation for transcription and coding.

During the post-BICE interviews, the researcher asked administrators questions including the

following (see Appendix E for the full survey):

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?

At the end of the study, the researcher had the lead administrator email the participants and invite

them for post-study and post-survey focus group interviews. The participants met with the

researcher in a focus group via a Zoom meeting. The participants were encouraged to change

their Zoom call names and keep their cameras off for complete confidentiality. Furthermore, the

participants were also invited to respond to the chat-box questions to protect their anonymity

further. The focus group meeting was recorded so that the researcher could use the information

for coding purposes but was deleted after the study concluded, in accordance with IRB policies.

During the post-BICE interviews, the researcher asked experienced teachers questions including

the following (see Appendix D for the full survey):

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?

Reliability

To build consistency, the researcher replicated the study conducted by Nolan (2017). No

other leadership BICE programs have been researched where pre-and post-data was collected

after an efficient mentoring cycle was analyzed since 2017. Replicating the 2017 study allowed

the researcher to determine if the BICE model was helpful in other educational settings other than the initial 2017 study. During the 2017 study, the results showed that the BICE leadership model lowered teachers' stress and increased job satisfaction. The charter schools participating in the study have all been directly impacted by COVID-19 and taught virtually at least half or a large majority of the school year. Training, surveys, coaching, and interviews all took place virtually. Results allowed the researcher to determine if the BICE model worked in different school settings and conditions during a COVID-19 emergency.

Validity

The researcher used various methods to ensure validity. The researcher used process validity by checking with the administrators at each stage of the BICE model. The researcher implemented a step-by-step process for all five schools to communicate, train administrators, and collect data to ensure consistency and validity. Using surveys, interviews, and open-ended questions, the researcher triangulated data points to ensure the study's validity. As the researcher gathered data, the dissertation committee reviewed the results to ensure that the interpretation of the data was unbiased and accurate.

There were five schools with similar demographics in the study. However, the consistency of implementation of the BICE model was essential to have comparable data. To establish validity, the researcher contacted Dr. Nolan for permission and requested training on how to use the BICE leadership model. The researcher was mentored and trained by Nolan. Throughout the study, the researcher consulted with Nolan and collected quantitative data using the same approach as the primary author. Additionally, the researcher monitored the process closely to ensure validity and replication.

Neutrality was another method used to increase validity. The researcher did not develop the BICE model and remained neutral about its success. Obtaining data, making interpretations, and communicating the results were the study's goals. Data collection and interviewing of school leaders and teachers required neutrality as well. Data collection was done digitally, which ensured total confidentiality and neutrality. It was a neutral and non-biased set of questions. A series of surveys were also collected to assess experienced teachers' perceptions. They were sent a digital confirmation of their answers to ensure accuracy.

Data Collection

A mixed-methods study by Nolan (2017) was replicated to address four research questions, with the addition of the effectiveness of the BICE program and its effects on experienced teachers (see Figure 3.3). This study examines the efficacy of the BICE leadership program in the four participating schools. Data was collected through pre- and post-surveys. Participants at all five schools were given the educational Likert survey, which included 22 select-criterion statements as well as three open-ended questions. Participants were emailed the survey, which included a question identifying if they held a clear credential at each school. The four levels in the BICE leadership program were spread out over two weeks. In addition to surveys, post-BICE interviews with school leaders and teachers were conducted via Zoom.

Data Analysis

The researcher conducted an explanatory mixed-methods study to assess the effectiveness of the BICE model for providing administrative support to experienced teachers, as well as its implementation of the BICE leadership program levels of building rapport, inspiring feedback, celebrating success, and exceeding results." The BICE leadership program was successfully implemented with 33 experienced teachers and nine administrators.

The study's Likert survey collected quantitative and qualitative data among seven follow-up questions to collect the participant's demographic data. The Likert survey was created using Google forms. The data was extracted into an excel sheet that was analyzed using Statistical Package for the Social Sciences (SPSS). Besides the pre-and post-survey, the researcher collected qualitative data through three open-ended questions and recorded one-to-one interviews. Like the Nolan (2017) study, the educational Likert survey was divided into the following sections: professional development, stress, administration, with added questions to measure job embeddedness and organization "fit." Interviews with experienced teachers and open-ended survey questions were also used to collect qualitative data.

The data was collected through triangulation and proper steps to ensure neutrality, as quantitative and qualitative data was collected to analyze the four school sites. The data was analyzed using statistical software, such as SPSS. SPSS measured the effects the BICE leadership program had from start to end of the study. Delve was used to code qualitative data, and the word cloud program was also used to identify the most common words.

Figure 3. 3

The Sequential Explanatory Design of the Study
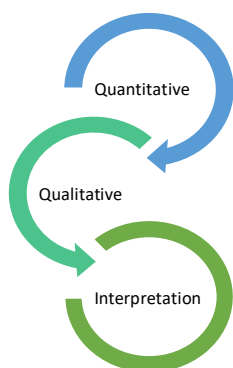
Note. Reproduced with permission from Nolan (2017).

Ethical Issues

The researcher completed the CITI-SBE certification. All policies and procedures from the researcher's university Institutional Review Board (IRB) were followed. In full disclosure of reflexibility, the researcher worked at the organization that participated in the study. The research showed good faith, but the researcher may hold some bias because of previous employment. However, the researcher did not personally work at any schools participating in this study. Beside the essential home office staff and school leaders, no additional personnel knew of the researcher's identity. This was intentional to allow the researcher to remain neutral throughout the study.

In this study, a limitation can be attributed to the lack of teacher unions at the participating charter schools; teachers may not have felt comfortable sharing their true feelings and opinions for fear of losing their jobs. Teachers were assured that their responses were always confidential. Participants and school officials' consent forms were obtained to ensure confidentiality (see Appendix A). All survey results and interview transcripts were locked up to secure the data and never shared with other participants. The researcher and committee members were the only ones who had access to the data.

The study was conducted confidentially, fairly, and consistently among all participants to minimize risks. Teacher and administrator consent forms were offered and provided within the recognized human subjects research protocol for ethical, anonymous, and secure data collection, analysis, and reporting. Participant-chosen pseudonyms replaced the actual names of all participants. There will be no publication of individually identifiable information, only group data. All survey results and interview transcripts were stored on the researcher's personal, password-protected computer used by no other individuals. All data files and responses collected

were secured digitally by encrypting each file with a password only available to the researcher and the researcher's Doctoral Program Committee Chair assigned by Concordia University Irvine (CUI). The encryption locks the file and prevents it from being accessed or shared by anyone but the primary researcher. The password-protected files will be kept in a non-shared Google drive for five years within the prescribed methods detailed in the original IRB request. As part of this dissertation study, this researcher, Committee Chair, and Committee members did not willingly or intentionally share data outside the parameters of ethical research and conduct.

Summary

This researcher aimed to train administrators to support experienced teachers with a time-efficient process, unlike the typical evaluation protocol. The key was to decrease teacher stress and increase teacher satisfaction while supporting a teacher's professional development. This study used the four-level BICE leadership program to engage experienced teachers with clear teaching credentials and no longer supported through the induction program. Mixed methods, data collection, and analysis enabled the researcher to code and test the BICE model, originally used in the Nolan (2017) study, in other school districts, primarily virtual learning environments.

CHAPTER 4: RESULTS

This study assessed the level of support provided by the BICE leadership program to experienced teachers and its impact on their job satisfaction and retention. The BICE leadership program consists of four levels: Build rapport, Inspire feedback, Celebrate success, and Exceed results (Nolan, 2017). A sequential explanatory design was used to examine the four steps of the BICE leadership program at five charter public schools serving similar student demographics and teaching expectations. The five schools are in southern California and are managed by two public charter management organizations (CMOs). Three schools belong to a CMO that has been in operation for over 15 years, and the other two schools are part of a CMO that has been in operation for under five years. This study examined the quantitative and qualitative responses of experienced teachers and administrators throughout the BICE leadership program, similarly to the study conducted by Nolan (2017).

The purpose of this chapter is to examine the effectiveness of the BICE leadership program on experienced teachers by using data from the educational Likert survey (see Appendix G) and interviews with teachers and administrators (see Appendix D and F). As with Nolan's (2017) study, this study also addresses three research questions. The researcher included an additional fourth question that measures job "fit." According to a theory called job embedding, or "job fit," employees are less likely to quit their jobs the more embedded they are in their jobs. Based on the Likert survey results, the researcher can answer the following four questions:

1. How does administrative rapport and support impact experienced teachers?
2. How does mentoring experienced teachers impact satisfaction felt by the teacher in their current teaching assignment?

3. 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?

4. How does the use of the BICE model affect job embeddedness "fit?" (Schlottman, 2022)

Quantitative Data Analysis

The Likert instrument used for teachers' pre- and post-survey is the same one that Nolan (2017) developed, plus one additional question about job embeddedness. The additional question pertains to the job embeddedness study written by Mitchell et al. (2001) to account for "fit" and "links" to the organization. The survey had 24 questions that helped answer the last four questions. In total, 33 completed surveys were part of the analysis: two teachers with over one year of experience, six with four years, two with five years, 11 between six and ten, and 12 with more than ten years of experience (see Table 4.1). All criterion-based questions given a Likert scale or drop-down option were answered. Survey respondents had the choice to skip questions. In the pretest educational survey, nine participants did not complete one or more of the three open-ended questions: T1, T5, T8, T9, T12, T14, T15, T27, and T29. 100% of the nine participants did not respond to question #11 (Q.11, "What type of support would you like to receive as a schoolteacher?"). 56% of the nine participants did not respond to question #16 (Q.16, "What part of the teaching profession is most stressful for you?"). 22% of the nine participants did not respond to question #22 (Q.22, "What quality or qualities is/are most important to you in an administrator?"). Based on the data collected, 27% of teachers who were hesitant to respond to the open-ended question had a higher response rate for question #22 than the other two open-ended questions. Question #22 asked teachers to identify the quality or qualities they found important in an administrator, and only two teachers did not respond. It can

be noted that teachers felt more compelled to respond to an open-ended question asking about what qualities are essential in an administrator. Participation in the demographic questions allowed a consistent sample size of 33 responses for all categories.

The survey was administered twice to measure the impact of the BICE model pre- and post-implementation. Before the BICE program began, a pre-survey was conducted, and a post-survey was conducted after the school leaders completed the BICE model. After the post-survey, only four participants did not answer the open-ended questions, compared to nine participants who did not answer them before. In the post-survey, five more participants answered open-ended questions. Only one participant did not respond to any of the three open-ended questions. Previously, two participants did not answer any open-ended questions in the pre-survey. Only one participant did not respond to all three open-ended questions in the post-survey. Following the first BICE cycle, more participants were willing to provide feedback, specifically with open-ended questions (see Table 4.1). As a result of this increase in participation, the researcher could answer the primary research questions with more data.

Table 4. 1

Respondent Years Teaching of Experienced Teachers (N = 33)

Teaching Experience		1 – 5 years	6-10 years	More than 10 years	Total
	Count	10	11	12	33
	%	30%	33%	36%	100%

With a sample size (*N*) of 33 experienced teachers in this study, the demographic results quantified teaching experience into three categories: one to five years, six to ten years, and more than ten years of teaching experience. In Figure 4.1, 30% of respondents had one to five years of teaching experience, 33% had six to ten years, and 37% had more than ten years (see Figure 4.1). According to the data, 70% of teachers with a cleared teaching credential had more than five years of teaching experience. In charter schools, teacher-leader positions, such as department or grade-level chairs, are reserved for teachers with clear credentials and more than five years of experience. In charter schools, experienced teachers are typically promoted to administrative and home office positions to retain them. A high-performing teacher is usually removed from the classroom following an administrative positive or district promotion. Understanding the sample population is crucial when interpreting the survey results since a diverse selection of teachers may impact the findings. In addition, the charter school experienced teachers may differ from traditional public schools' experienced teachers. The study anticipated that different experienced teachers would perceive the BICE model differently, as discussed in Chapter 2 (literature review). Namely, marital status, age, and income level provide insights into the respondent participating in this study's survey.

Figure 4. 1

Years of Teaching Experience for Survey Respondents with N=33

Years of Teaching Experience

30% 1-5 years
33% 6-10 years
37% more than 10 years
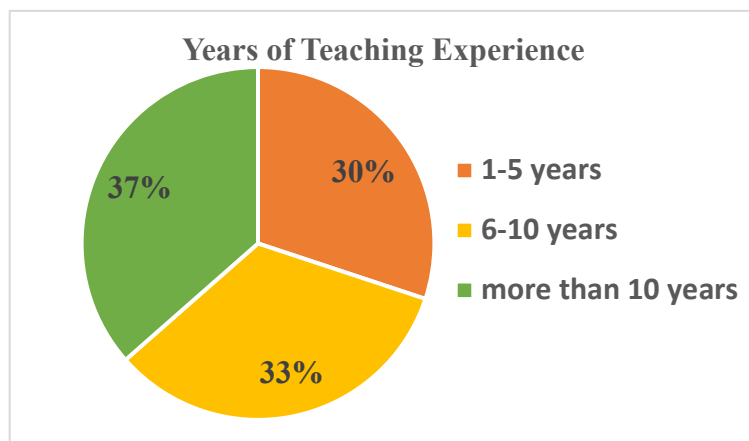
In Chapter 1, experienced teachers were defined as those with clear teaching credentials. Among the sample size, teaching experience ranged from more than a year to more than ten years. In this way, different levels of teaching experience were represented. This study's quantitative findings can be generalized to a larger population of teachers with different experience levels and clear teaching credentials. To better understand the breakdown of the participants, the survey asked a series of demographic questions, such as marital status, income, age, sex, and education.

Most participants were married, corresponding to their age group and experience level. According to Table 4.2, 49% of respondents reported being married, 36% were single, and 12% did not report marital status (see Table 4.2). Data on marital status among teachers with one to five years of experience showed a higher response rate; 0% of respondents "preferred not to say." Conversely, 12% of teachers with six or more years of teaching experience "preferred not to say" what their marital status was. Among the twenty-three participants with more than six years of teaching experience, six reported being single (26%). This sample had a higher percentage of single participants than the 13% reported in a demographic survey of people over 30 in

California (Town Charts, retrieved on May 2, 2022). According to this data, experienced

teachers are getting married later, getting divorced, or not getting married. Their high-level stress

jobs may have contributed to their decision to remain single.

Table 4. 2

Respondent Marital Status

Demographic		1 – 5 years		6-10 years		More than 10 years		Total
		Count	%	Count	%	Count	%	% of N
	Marital Status							
	Single	6	67%	2	18%	4	33%	36%
	Married	3	33%	8	73%	5	42%	49%
	Preferred not to say	0	0%	1	9%	3	25%	12%

Table 4.3 offers a breakdown of household income for experienced teachers (see Table

4.3). Experienced teachers report the following household incomes: 3% make between $40,000-

$49,000, 46% between $50,000-$74,000, 18% between $75,000-$99,000, and 15% make

$100,000 or more. Most respondents (46%), earning a household income of $50,000-$74,000,

have been teaching for a minimum of one to five years. Californians with bachelor's degrees

make $63,230 on average, according to census.gov, data from 2020 (retrieved March 2, 2022).

Most respondents (see Table 4.6) hold a bachelor's degree, and about 40% earn less than the

median income. Furthermore, teaching is likely to be a stressful job, and salaries are likely to be

low, so salary alone may not motivate professionals to become teachers. Only 33% of experienced teachers earn more than $75,000 a year.

Table 4. 3

Respondent Household Income

Demographic		1 – 5 years		6-10 years		More than 10 years		Total % of N
		Count	%	Count	%	Count	%	
Household Income	$40K-$49K	1	10%	0	0%	0	0%	3%
	$50K-$74K	8	80%	5	46%	2	18%	46%
	$75K-$99K	0	0%	4	36%	2	18%	18%
	$100K +	1	10%	1	9%	3	27%	15%
	Preferred not to say	0	0%	1	9%	4	36%	18%

During the survey, respondents were divided by age groups in three-year increments starting at 23 to 25 years of age, 26 to 28 years of age, 29 to 31 years of age, 32 to 34 years of age, 35 to 37 years of age, 35 to 37 years of age, 35 to 37 years of age, 38 to 40 years of age, 41 to 43 years of age, 44 to 46 years of age, 47 to 49 years of age, 50 to 52 years of age, 53 to 55 years of age, 56 to 58 years old, and a choice for not stating age." Of the thirteen groups, every single group was represented by at least one respondent (see Table 4.4). Various age groups of teachers needed to be included in the study to ensure the data were representative.

Table 4. 4

Respondent Age Group

Demographic		1 – 5 years		6-10 years		More than 10 years		Total
		Count	%	Count	%	Count	%	% of *N*
Age Group	23-25 years old	2	100%	0	0%	0	0%	6.5%
	26-28 years old	5	100%	0	0%	0	0%	15%
	29-31 years old	0	0%	5	100%	0	0%	15%
	32-34 years old	2	40%	3	60%	0	0%	15%
	35-37 years old	0	0%	1	100%	0	0%	3%
	38-40 years old	0	0%	1	50%	1	50%	6%
	41-43 years old	0	0%	0	0%	2	100%	6%
	44-46 years old	0	0%	0	0%	1	100%	3%
	47-49 years old	0	0%	0	0%	1	100%	3%
	50-52 years old	0	0%	0	0%	1	100%	3%
	53-55 years old	0	0%	0	0%	1	100%	3%
	56-58 years old	0	0%	0	0%	2	100%	6%
	Prefer not to say	0	0%	1	33%	2	67%	9%

Note. Every age group was represented by at least one respondent.

As noted in Figure 4.2, the percentage of experienced teachers in a specific age group did not exceed 15.2%. It was the highest in age groups 26 to 28 years old, 29 to 31 years old, and 32 to 34 years old. The highest age groups accounted for five teachers in each age group for a total

of 15 teachers between the ages of 26 to 34 years old, of 33 total respondents. The majority age group of experienced teachers may appear to be very young, which is typical of charter schools where they often hire the newest and often novice teachers.

Figure 4. 2

Age Groups of experience for survey respondents with N=33.

Age Groups of Experienced Teachers

	23-25	26-28	29-31	32-34	35-37	38-40	41-43	44-46	47-49	50-52	53-55	56-58	Prefer not to say
Series1	6.06%	15.15%	15.15%	15.15%	3.03%	6.06%	6.06%	3.03%	3.03%	3.03%	3.03%	6.06%	15.00%
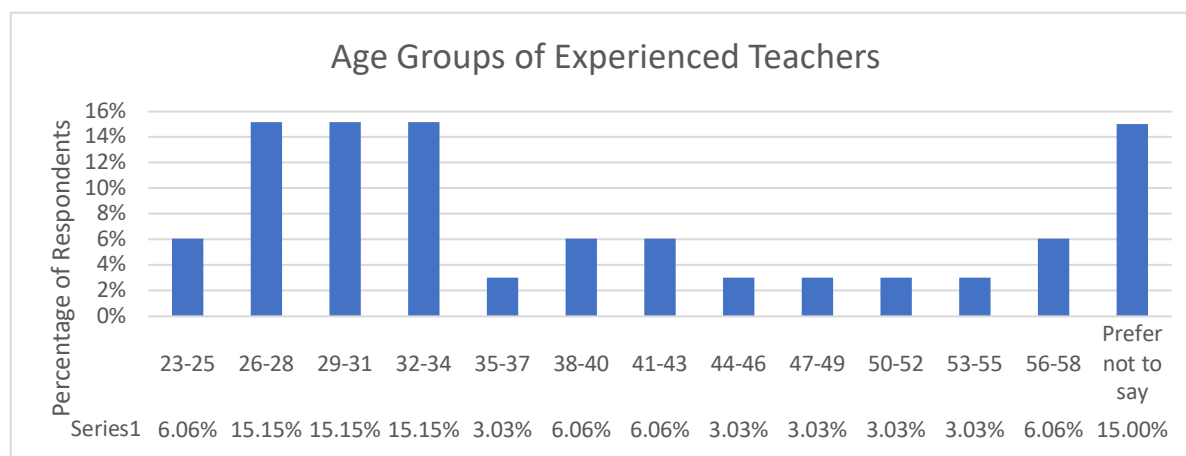
Among the 33 respondents, 21 (64%) experienced teachers were female, eight (24%) experienced teachers were male, and four (12%) experienced teachers preferred not to answer. Most (73%) of female respondents were experienced teachers with six to ten years of experience. The highest percentage (50%) of male respondents were experienced teachers with one to five years of teaching experience (see Table 4.5). The gender demographics of the participants in this sample showed a more significant proportion of women educators (see Table 4.5).

Table 4. 5

Respondent Sex

Demographic		1 – 5 years		6-10 years		More than 10 years		Total
		Count	%	Count	%	Count	%	% of N
Sex	Female	5	50%	8	73%	8	67%	64%
	Male	5	50%	2	18%	1	8%	24%
	Prefer not to say	0	0%	1	9%	3	25%	12%

The survey showed an equal share of respondents (47%) with bachelor's and master's degrees as the highest level of education. In addition, two (6%) respondents chose not to disclose their highest educational level (see Table 4.6).

Table 4. 6

Respondent Highest Level of Education

Demographic		1 – 5 years		6-10 years		More than 10 years		Total
		Count	%	Count	%	Count	%	% of N
Education	Bachelors	8	89%	4	36%	3	25%	47%
	Masters	1	11%	7	64%	7	58%	47%
	Prefer not to say	0	0%	0	0%	2	17%	6%

To measure the format of the teaching credential programs the respondents completed, each participant selected one of three options: blended, in-person (face-to-face), online-only, or

prefer not to say. According to the survey, most experienced teachers (76%) completed their

teaching credential programs in person (face-to-face), followed by blended learning (15%),

online (6%), and 3% who did not respond (see Figure 4.3). Most (76%) participants participated

in a face-to-face credential program before the COVID-19 Pandemic, but this may change post-

Pandemic with disruptions to in-person learning.

Figure 4. 3

Format of Teaching Credential Programs for Survey Respondents with N=33.
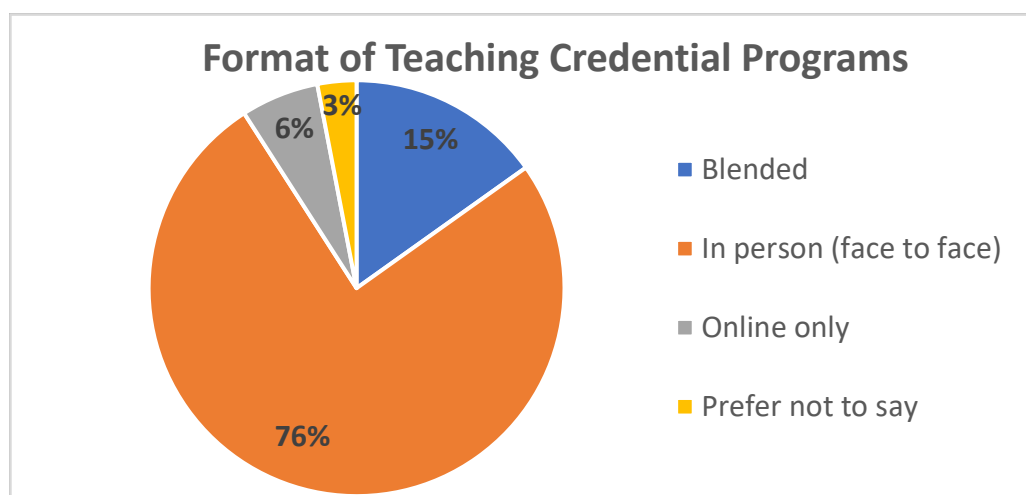
Administrative Rapport and Support

Nolan (2017) examined three factors to determine how administrative support and

rapport affected beginning secondary teachers. This study focused more specifically on

experienced teachers with clear teaching credentials. The following tables and discussion present

findings regarding proximity to and perceptions of administrative support. Professional

development is the first factor in a study, as illustrated in Tables 9.1 and 10. The second factor,

stress, also influences experienced teachers, as shown in tables 11.1 and 12.1. Finally, in Tables

13.1 and 14.1, the administration is shown to be the third factor. Discussion addresses each table

in detail.

Professional Development

Similarly, to Nolan (2017), the researcher analyzed the responses twice to determine how the BICE leadership program and its factors impact experienced teachers. Based on the first five items that measured professional development priority levels, 30.3% of experienced teachers felt that taking part in at least two professional development opportunities a year was a "very high priority," and 60.6% said it was a "high priority." At least two professional development workshops per school year were a "high priority" for twenty of the thirty-three experienced teachers (60.6%) surveyed. It is a "high priority" for 20 experienced teachers (60.6%) to receive content-related professional development literature. However, over 90% of experienced teachers said it was "high priority" or "very high priority" to receive at least two professional development workshops. Not a single experienced teacher felt that being provided at least two professional development workshops per year was a "low priority." Furthermore, eighteen experienced teachers (54.5%) deemed collaboration with teachers a "high priority" but was not rated as high as professional development. Collaboration was rated as a "high priority" by 71.4% of beginning teachers in the Nolan (2017) study, while professional development was rated as a "high priority" by 42.9%. Experienced teachers ranked these two components in the opposite order. A higher priority was given to professional development than to collaboration. According to experienced teachers, 36.4% find it low or very low priority to observe a teacher in their content area. It was reported that 39.4% of experienced teachers felt neutral about the opportunity to observe other teachers. Only one staff member reported that it was a "very high priority" to observe another teacher. Four experienced teachers (12.1%) said being assigned a mentor teacher specialized in their subject area was a "very high priority." The data suggest that teachers' views on mentorship change as they gain teaching experience. Table 4.7 shows the

survey data (questions 5, 6, 7, 8, and 9) collected from experienced teachers prior to BICE as frequencies and percentages (see Table 4.7).

Table 4. 7

Frequencies and Percentages Pretest Educational Likert Survey Q5-Q9

Survey Items	Vl	Lp	Ne	Hp	Vh	N
Q5. You are provided the opportunity to collaborate with teachers in your content area on a weekly basis.	4	4	4	18	3	33
	12.1%	12.1%	12.1%	54.5%	9.0%	100%
Q6. You are provided the opportunity to observe teachers in your content area at least once a month.	5	7	13	7	1	33
	15.2%	21.2%	39.4%	21.2%	3.0%	100%
Q7. You are provided at least two professional development workshops per school year.	0	1	2	20	10	33
	0%	3.0%	6.0%	60.6%	30.3%	100%
Q8. You are given professional development literature tied to your content area.	1	3	7	20	2	33
	3.0%	9.1%	21.2%	60.6%	6.1%	100%
Q9. You are assigned a mentor teacher that specializes in your content area.	5	5	10	9	4	33
	15.2%	15.2%	30.3%	27.3%	12.1%	100%

Key. 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 questions at the end of the BICE leadership cycle revealed a change in priorities for the experienced teachers (see Table 4.8). It appears that one

cycle of the BICE model displayed the willingness of the experienced teachers to be open to receiving additional training and to increased collaboration.

Table 4. 8

Frequencies and Percentages Posttest Educational Likert Survey Q5-Q9

Survey Items	Vl	Lp	Ne	Hp	Vh	N
Q5. You are provided the opportunity to collaborate with teachers in your content area on a weekly basis.	1	2	8	19	3	33
	3.0%	6.1%	24.2%	39.4%	27.3%	100%
Q6. You are provided the opportunity to observe teachers in your content area at least once a month.	3	3	10	10	7	33
	9.1%	9.1%	30.3%	30.3%	21.2%	100%
Q7. You are provided at least two professional development workshops per school year.	0	0	8	18	7	33
	0%	0%	24%	54.5%	21.2%	100%
Q8. You are given professional development literature tied to your content area.	1	5	7	17	4	33
	3.0%	15.2%	21.2%	51.5%	12.1%	100%
Q9. You are assigned a mentor teacher that specializes in your content area.	3	1	8	12	9	33
	9.1%	3.0%	24.2%	36.4%	27.3%	100%

Note: Vl (Very low priority) Lp (Low priority) Ne (Neutral) Hp (High priority) Vh (Very high priority) N (Number of Total Sample)

The post-test survey revealed a significant change in question 6, specifically with its frequency of 8 (24.2%) experienced teachers that selected "high priority" or "very high priority"

in the pre-survey. The frequency of experienced teachers who chose "high priority" or "very high priority" rose to a count of 17 (51.5%) for question 6. It appears that after the BICE model, experienced teachers increased their interest in observing other teachers' teaching practices. The post-test survey results revealed an increase in "very high priority" rating on the scale for questions 6, 7, 8, and 9. Using the BICE model to share the success of others positively impacted the values and goals of experienced teachers. The increase in prioritizing collaboration suggests that experienced teachers are receptive to working with others, if provided the opportunity by administrators, in a non-evaluative format.

Graph Comparison of the Pre-and Post-BICE Survey (Questions 5, 6 and 9)

Figure 4. 4

Frequency Comparison of Pretest to Posttest Survey for Question 5
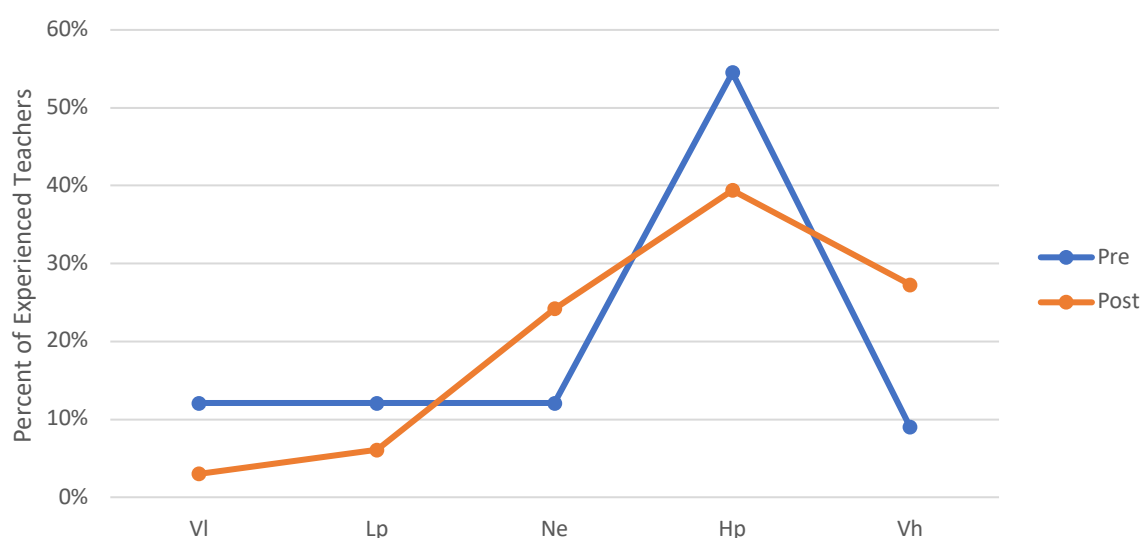
Note. Question 5 poses the statement "You are provided the opportunity to collaborate with teachers in your content area on a weekly basis."

This section of the post-test survey had at least one change in frequency (percentage) from the pretest survey. Figure 4.4 shows that fewer than 10% of experienced teachers found

collaborating with teachers in their content area "very high priority" prior to the BICE leadership program. Before the BICE program, about 30% of teachers considered collaboration "neutral" or "very low priority." As a result of training and administering the BICE program, almost 30% of experienced teachers chose "very high priority," while less than 5% selected "very low priority." After one cycle of the BICE program, the percentage grew to almost 30%, a 200% increase. The BICE program positively impacted experienced teachers' perception of collaboration in their content area. This is matched by results from post-BICE open-ended question 11 (see Figure 4.16), which reported that collaboration is a necessary support experienced teachers need as part of their professional development.

Following the BICE program, experienced teachers expressed a greater interest in observing teachers in their content areas, question 6 (see Figure 4.5). Over 20% of experienced teachers strongly favor observing teachers in their content areas, a 300% increase from under 5% on the pretest survey. This matches what is discussed later as part of the teacher interview (see Table 4.21), participant B9 mentioned that the most challenging aspect of teaching is realizing that much of the work is done alone and that "you work in isolation a lot." By observing other teachers in their content area, teachers could ensure that their instructional decisions align with those of others. Post-BICE, teachers' perceptions of observing peers increased, leading to evidence of a stronger desire to observe teachers in their content area after one cycle of BICE.

Figure 4. 5

Frequency Comparison of Pretest to Posttest Survey for Question 6
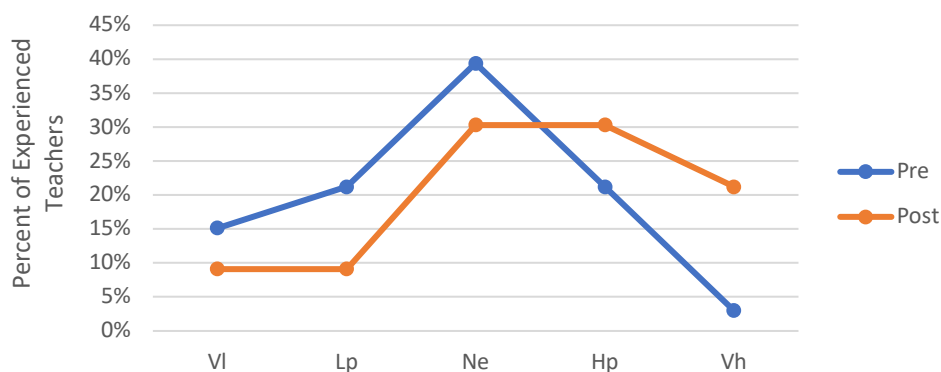
Note. Question 6 poses the statement "You have the opportunity to observe teachers in your content area."

After administering the BICE program, experienced teachers expressed a higher appreciation for being assigned a mentor (see Figure 4.6). In the pretest survey, less than 12.1% of experienced teachers said they had a "very high priority" to have a mentor in their content area, compared to 27.3% in the posttest, representing a 125% increase.

Figure 4. 6

Frequency Comparison of Pretest to Posttest Survey for Question 9
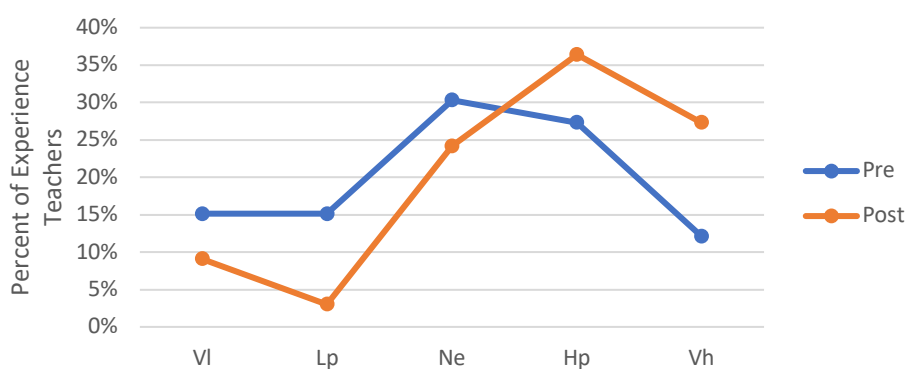
Note. The statement from Q9 reads, "You are assigned a mentor teacher that specializes in your content area."

Perceived Stress

　　After questions connected to professional development were questions regarding perceived stress. The survey data in Table 4.9 were collected from the responses (questions 12, 13, 14, and 15) of the experienced teachers before the program began (see Table 4.9). As in the original study, none of the four questions measuring perceived stress levels produced a high frequency of "never." Among the four questions, only questions 13 and 14 had one respondent choose "never" as a response. On the other two questions, respondents ranked their stress level between "rarely" and "almost always."

Table 4. 9

Frequencies and Percentages Pretest Educational Likert Survey Q12-Q15

Survey Items	Nv	Ra	Ow	Sm	Aa	N
Q12. I stress about the amount of time	0	7	8	12	6	33
I spend lesson planning.	0%	21.2%	24.2%	36.4%	18.2%	100%
Q13. I stress about the class size of my	1	3	9	13	7	33
rosters.	3.0%	9.1%	27.3%	39.4%	21.2%	100%
Q14. I stress about how much sleep I	1	2	8	15	7	33
receive.	3.0%	6.1%	24.2%	45.5%	21.2%	100%
Q15. I stress about the behavior of	0	3	12	9	9	33
students in my classroom.	0%	9.1%	36.3%	27.3%	27.3%	100%

Key: Nv (Never) Ra (Rarely) Ow (Once in a while) Sm (Sometimes) Aa (Almost always) N (Number of Total Sample)

In question 12, the experienced teachers were asked about their stress levels regarding lesson planning time. The following percent breakdown was found in Table 4.9 for the thirty-three experienced teachers: "never" (0%), "rarely" (21.2%), "once in a while" (24.2%), "sometimes" (36.2%), and "almost always" (18.2%). According to question 13, 60.6% of experienced teachers felt stress "sometimes" or "almost always" before the BICE program. According to question 14, 22 of 33 experienced teachers (66.7%) said they were worried about getting enough sleep in their current jobs "sometimes" or "almost always." In questions 13 and 14, only one experienced teacher reported that they "never" experience stress.

In question 15 of the survey, experienced teachers were asked about their stress levels regarding student behavior. The following were the answers received from 33 experienced teachers: "never" (0%) "rarely" (9.1%), "once in a while" (36.3%), "sometimes" (27.3%) and "almost always" (27.3%). About 45% of teachers chose "rarely" or "once in a while" for stress about classroom behavior. Most teachers selected "sometimes" or "almost always" when asked about their stress level regarding classroom behavior. The distribution of the pretest survey results was aligned with the original BICE study by Nolan (2017). Teachers of all levels experience stress related to students' behavior. This study confirms that certain stressors, such as student behavior, affect all teachers regardless of their experience level. According to the data, all teachers would benefit from strategies that improve student behavior, which aligns with the research stating that teachers leave the teaching profession due to student behaviors (Kapa & Gimbert, 2018).

The results of the post-test BICE survey indicate that stress levels have decreased overall for experienced teachers participating in the BICE leadership program (see Table 4.10). Question 12 asked experienced teachers how stressed they were about planning lessons. Compared with

the pre-and post-BICE survey, the following percent breakdowns were found for the thirty-three experienced teachers: "never" (0% vs. 3%), "rarely" (21.2% vs. 18.2%), "occasionally" (24.2% vs. 42.4%), "sometimes" (36.2% vs. 24.2%), and "almost always" (18.2% vs. 12.1%). As a result of administering the BICE model, overall stress levels decreased. Among experienced teachers, 60.6% said they sometimes or almost always felt stressed, given the size of their classes before the BICE program. Following the BICE program, the percentage went down from 60.6% to 30.4%. This year's unique class sizes were smaller than ever due to the pandemic and the restricted class size per the health department; only 50% of students were permitted in a classroom simultaneously.

Table 4. 10

Frequencies and Percentages Posttest Educational Likert Survey Q12-Q15

Survey Items	Nv	Ra	Ow	Sm	Aa	N
Q12. I stress about the amount of time I spend lesson planning.	1	6	14	8	4	33
	3.0%	18.2%	42.4%	24.2%	12.1%	100%
Q13. I stress about the class size of my rosters.	2	11	9	5	5	33
	6.1%	33.3%	27.3%	15.2%	15.2%	100%
Q14. I stress about how much sleep I receive.	1	9	17	3	3	33
	3.0%	27.3%	51.5%	9.1%	9.1%	100%
Q15. I stress about the behavior of students in my classroom.	0	9	11	12	1	33
	0%	27.3%	33.3%	36.4%	3.1%	100%

Key: Nv (Never) Ra (Rarely) Ow (Once in a while) Sm (Sometimes) Aa (Almost always) N (Number of Total Sample)

There was a decrease in stress related to the amount of sleep experienced teachers reported in question 14. Pre-BICE, 66.7% of experienced teachers said they stressed the amount of sleep they get, compared to just 6.8% post-BICE. Fewer teachers reported stress about how much sleep they receive, even without changing their sleeping patterns after one cycle of the BICE model. Furthermore, survey results for question 15 asked the experienced teachers their stress level regarding time stress about students' behavior in their classroom. In the pre-test, 19 teachers out of 33 experienced teachers (54.6%); in the post-test, this number dropped to 13 experienced teachers (39.5%). For the post-test survey, only 3% of teachers said they were stressed about their classroom behavior, compared to 27% in the pre-test survey. The results of the pre-test survey were in line with those of Nolan's original BICE study. Regardless of their experience level, beginning and experienced teachers continue to be stressed by their students' behavior. This reinforces the idea that specific stresses, such as student behavior, impact all levels of teachers regardless of years of experience. The data suggest that teachers would benefit from learning and practicing strategies to improve student behavior, as student behaviors play a key role in teacher stress (Kapa & Gimbert, 2018).

Graph Comparison of the Pre-and Post-BICE Surveys (Q 12, 13, 14, and 15)

Compared to pre-and post-test results, Figure 4.7 shows an overall decrease in experienced teachers reporting higher stress levels from lesson planning (see Figure 4.7). As a result of the BICE leadership program, the number of experienced teachers saying that this stress is "almost always" decreased from six to four. After the BICE leadership program, only four teachers chose this stress as "almost always."

Figure 4. 7

Frequency Comparison of Pretest to Posttest Survey for Question 12
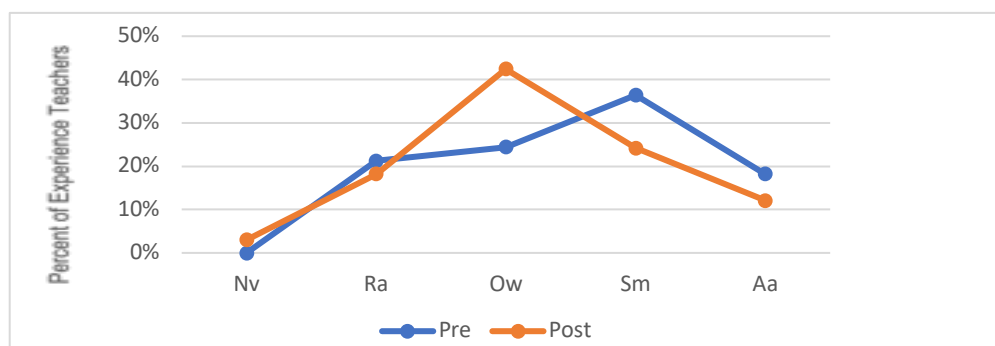
Note. Question 12 poses, "I stress about the amount of time I spend lesson planning."

There was a significant difference between the pretest and post-test results for question 13 (see Figure 4.8). In the beginning, 60% of experienced teachers reported being stressed about the size of their rosters "sometimes" or "almost always." Following the BICE leadership program, only 30% of teachers reported stress about the class size of their rosters; this represents a 50% reduction in stress reported without any changes to classroom size. The question becomes, what would change the perception of stress if the workload remained the same?

Figure 4. 8

Frequency Comparison of Pretest to Posttest Survey for Question 13
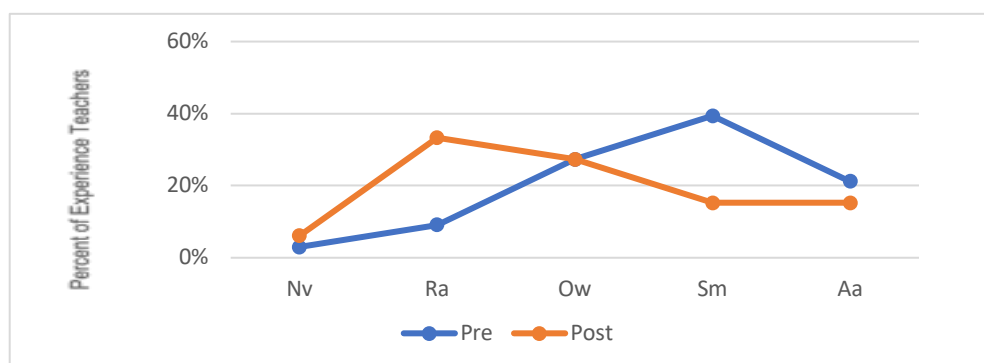
Note. Question 13 poses, "I stress about the class size of my rosters."

The post-test survey results for question 14 differed significantly from the pretest survey results (see Figure 4.9). In the initial survey, 66,7% of experienced teachers said they were "sometimes" or "almost always" concerned about getting enough sleep. In the post-test, the stress value dramatically decreased to 18.2% for "sometimes" or "almost always," a 72% reduction.

Figure 4. 9

Frequency Comparison of Pretest to Posttest Survey for Question 14
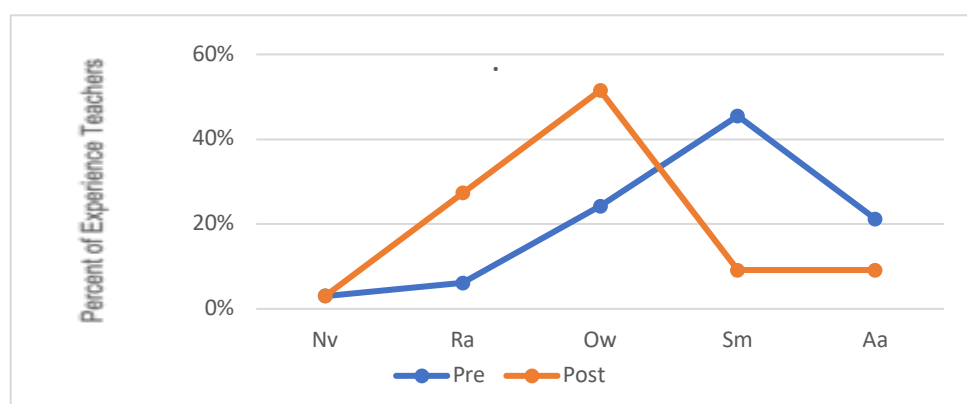
Note. This question reads, "I stress about how much sleep I receive."

After one BICE cycle, experienced teachers reported lower stress levels when responding to student behaviors in question 15 (see Figure 4.10). Pre-test data revealed that 27% of teachers are stressed about students' behavior "almost always." Post-test data, however, showed that only 3% of experienced teachers were stressed about students' behavior, with almost 90% less stress. The worldwide pandemic affected the traditional classroom environment during the BICE model observation. During the study, five schools used a hybrid classroom model, and only 50% of the classroom was filled with students. Compared to other school years, there may have been a variation in student behavior due to the change in classroom size.

Figure 4. 10

Frequency Comparison of Pretest to Posttest Survey for Question 15
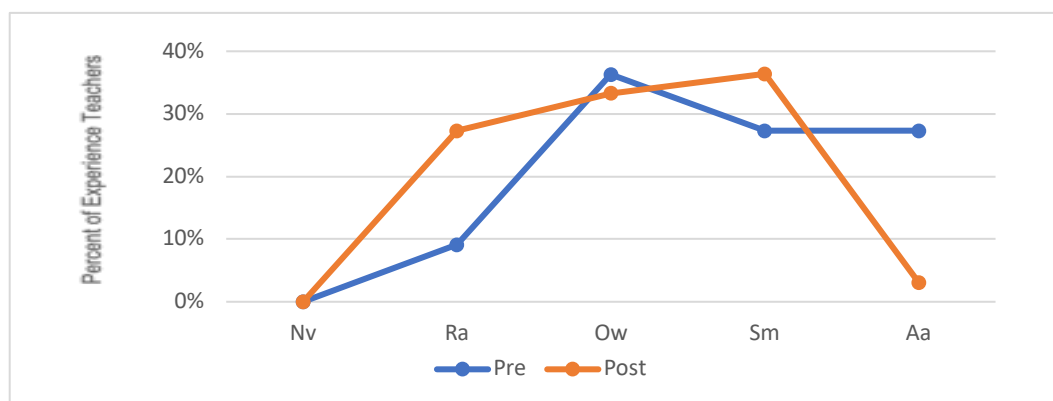
Note. Question 15 reads, "I stress about the behavior of students in my classroom."

Qualities of an Administrator

Table 4.11 shows the pretest survey data as frequencies and percentages that were collected by the responses (questions 17, 18, 19, 20, and 21) of the experienced teachers before the start of the BICE leadership program (see Table 4.11). The five questions examined the importance that the participants felt related to specific actions or qualities of an administrator.

Table 4. 11

Frequencies and Percentages Pretest Educational Likert Survey Q17-Q21

Survey Items	Ni	Si	Ne	Im	Vi	N
Q17. An administrator visits my classroom at least once per semester.	1	2	3	19	8	33
	3.0%	6.1%	9.1%	57.6%	24.2%	100%
Q18. An administrator has taught my content area.	2	1	5	14	11	33
	6.1%	3.0%	15.2%	42.4%	33.3%	100%
Q19. An administrator provides written feedback (hard copy or electronic) about my instruction.	0	0	5	19	9	33
	0%	0%	15.1%	57.6%	27.3%	100%
Q20. An administrator shows interest in my personal well-being.	1	0	0	11	21	33
	3.0%	0%	0%	33.3%	63.6%	100%
Q21. An administrator is approachable.	0	0	1	4	28	33
	0%	0%	3.0%	12.1%	84.9%	100%

Key: Ni (Not important) Si (Slightly important) Ne (Neutral) Im (Important)

Vi (Very important) N (Number of Total Sample)

Results of the post-test survey indicated that experienced teachers placed greater importance on their administration (see Table 4.12). Questions 17, 19, 20, and 21 showed a positive trend for experienced teachers to prefer an administrator to visit their classroom, provide feedback, show interest in their well-being and be approachable. Furthermore, the data revealed that the importance for an administrator to have taught in the teacher's content area decreased. Hence, experienced teachers prefer an administrator that observes more regularly regardless of

their content specialty (see Figure 4.11). Four teachers ranked three questions as "not important"

in the pre-test but did not rate any of them as "not important" in the post-test (questions 17, 18,

and 20).

Table 4. 12

Frequencies and Percentages Posttest Educational Likert Survey Q17-Q21

Survey Items	Ni	Si	Ne	Im	Vi	N
Q17. An administrator visits my classroom at least once per semester.	0	2	3	13	15	33
	0%	6.1%	9.1%	39.4%	45.4%	100%
Q18. An administrator has taught my content area.	0	1	15	11	6	33
	0%	3.0%	45.5%	33.3%	18.2%	100%
Q19. An administrator provides written feedback (hard copy or electronic) about my instruction.	0	3	1	16	14	33
	0%	9.1%	3.0%	45.5%	42.4%	100%
Q20. An administrator shows interest in my personal well-being.	0	0	1	8	24	33
	0%	0%	3.0%	24.3%	72.7%	100%
Q21. An administrator is approachable.	0	0	0	2	31	33
	0%	0%	0%	6.1%	93.9%	100%

Key: Ni (Not important) Si (Slightly important) Ne (Neutral) Im (Important)

Vi (Very important) N (Number of Total Sample)

During the pretest survey results, less than a fourth of the sample population (24.2%) of experienced teachers chose "very important" to describe their opinions of having an administrator visit their classroom at least once per semester (question 17). Figure 4.11 shows that the post-test survey results increased from 24.2% to 45.4%, over 87% in "very important" ratings after the BICE program.

Graph Comparison of the Pre-and Post-BICE Surveys (Q 17, 18, 19, 20, and 21)

Figure 4. 11

Frequency Comparison of Pretest to Posttest Survey for Question 17
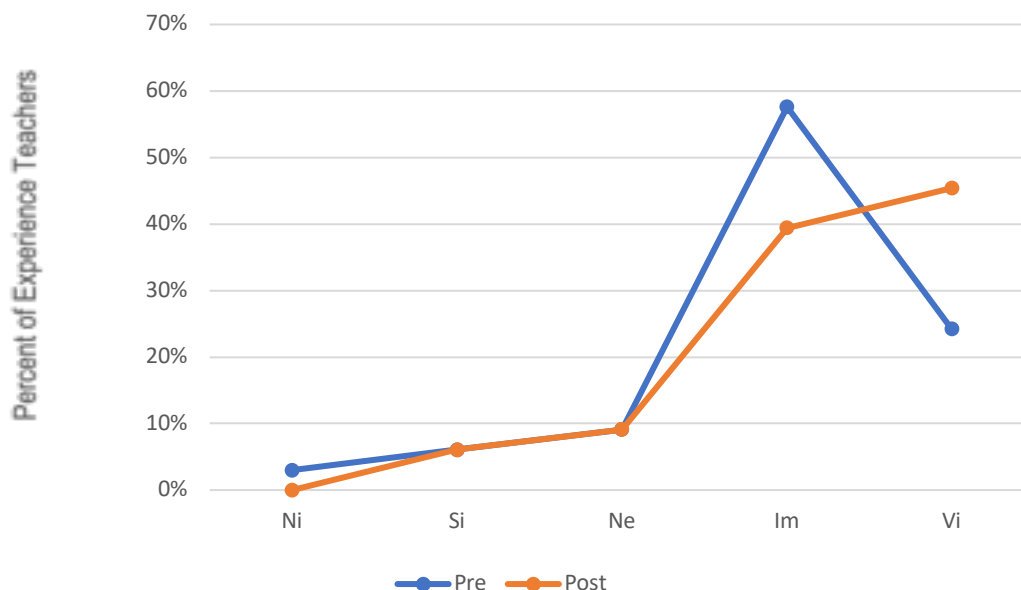
Note. Question 17 reads, "An administrator visits my classroom at least once per semester."

Question 18 shows that the importance of an administrator to have taught the same subject content as an experienced teacher decreased from "very important" (33.3%) and "important" (42.4%) to "very important" (18%) and "important" (33%). As viewed in Figure 4.12, the percentage of experienced teachers who were "neutral" increased in the post-test, from 15.2% to 46% (see Figure 4.12). This data reveals that after the BICE leadership program, it was less of a factor for an administrator to have taught the same content area as the teacher.

Figure 4. 12

Frequency Comparison of Pretest to Posttest Survey for Question 18
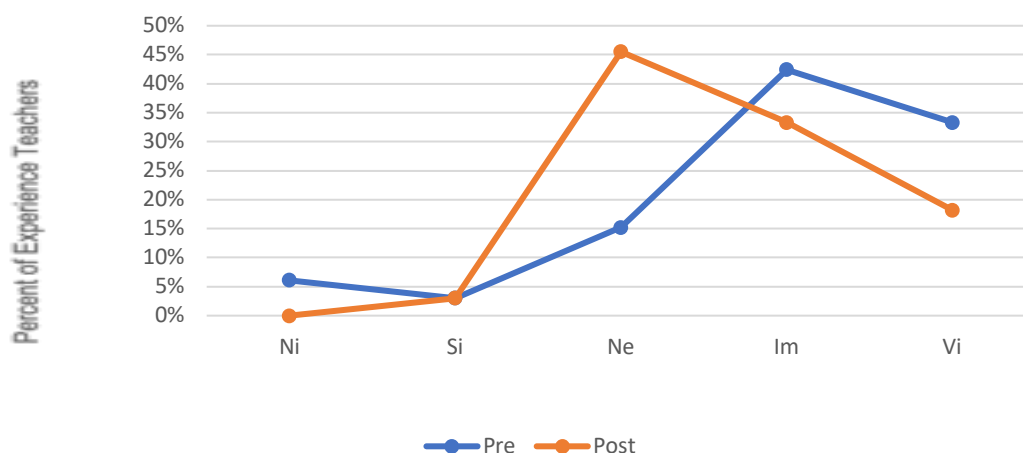
Note. Question 18 reads, "An administrator has taught my content area."

Results of the pre-test showed high interest in instructional feedback (question 19) and administrator approachability (question 21), with no "not important" or "slightly important" responses observed (see Figures 16 and 18). A school administrator should pay special attention to instructional feedback considering these results. After one cycle of the BICE leadership program, "very important" increased from 27% to 42%. The area of instructional feedback was rated higher than all other traits. No experienced teachers chose "not important" or "somewhat important." Instead, experienced teachers chose "neutral" (15%), "important" (58%), or "very important" (27%). Question 19 was very similar in the pre-test and post-test. The main difference was that 27% of experienced teachers in the pre-test chose "very important." It increased to 42% in the post-test, about 55% in importance between the pre and post-test.

Figure 4. 13

Frequency Comparison of Pretest to Posttest Survey for Question 19
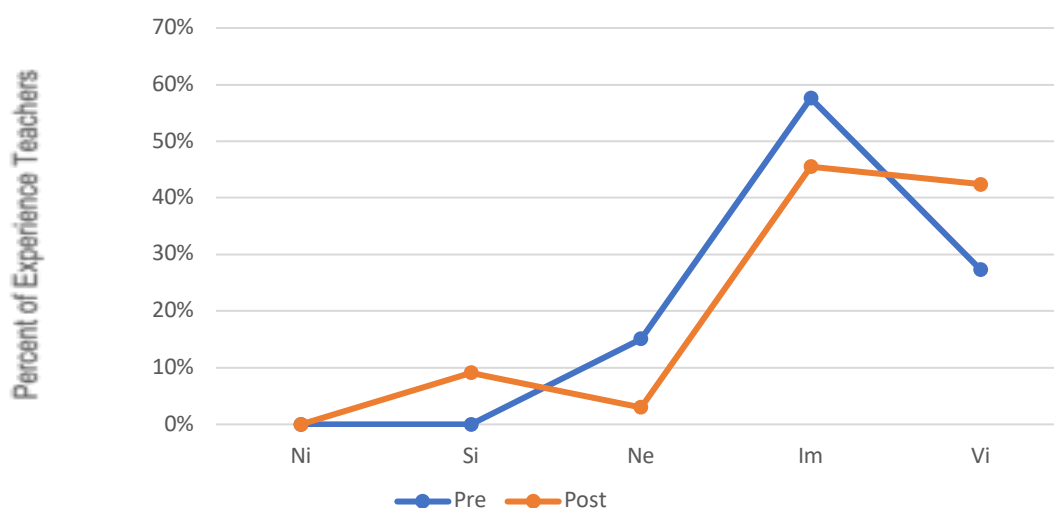
Note. Question 19 reads, "An administrator provides written feedback about my instruction."

As displayed in Figure 4.14, 63.6% of experienced teachers chose "very important" to describe the level of importance that an administrator shows interest in their well-being in the pretest. The posttest revealed that 73% of experienced teachers chose "very important," which is an increase from the pretest, which was previously "very high in priority."

Figure 4. 14

Frequency Comparison of Pretest to Posttest Survey for Question 20
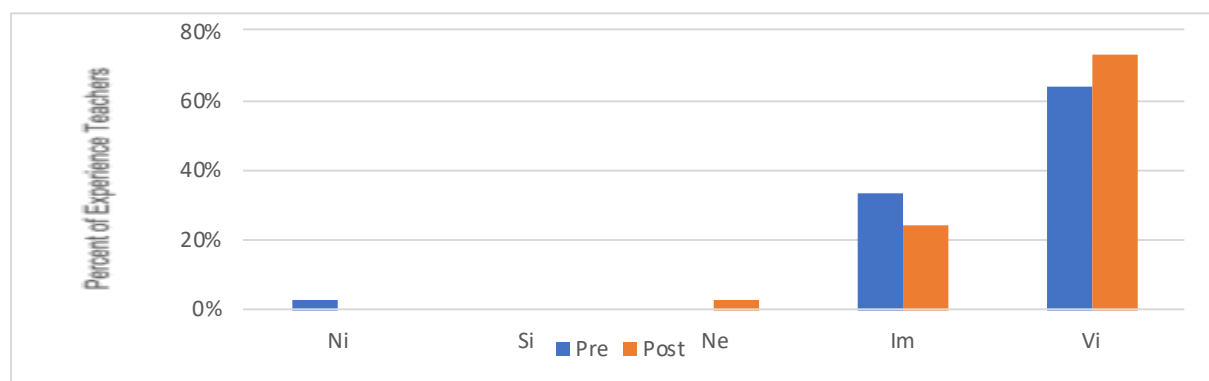
Note. Question 20 reads, "An administrator shows interest in my personal well-being."

Like the original Nolan (2017) study, the data revealed that administrators'

approachability received many of the "highest importance" values, comparable to beginning

teachers. In the pretest, question 21, 85% of experienced teachers chose "very important" for

administrators to be approachable (see Figure 4.15). This selection increased to 94% in the post-

test survey results. No one chose the administrator's approachability to be "not important" or

"slightly important." Every experienced teacher felt that an administrator's approachability has

importance, as seen by the large quantity of "very important" responses (see Figure 4.15). The

data would suggest that administrators' approachability is an essential quality for an

administrator. Nolan's study suggests that novice and experienced teachers desire to work for a

school leader who is approachable, regardless of their years of experience. Based on what school

leaders shared post-BICE, the current school leadership duties do not support them in being

visible or approachable. For example, a school leader stated that it is rare to be outside of the

office due to an increase in accountability and reporting.

Figure 4. 15

Frequency Comparison of Pretest to Posttest Survey for Question 21
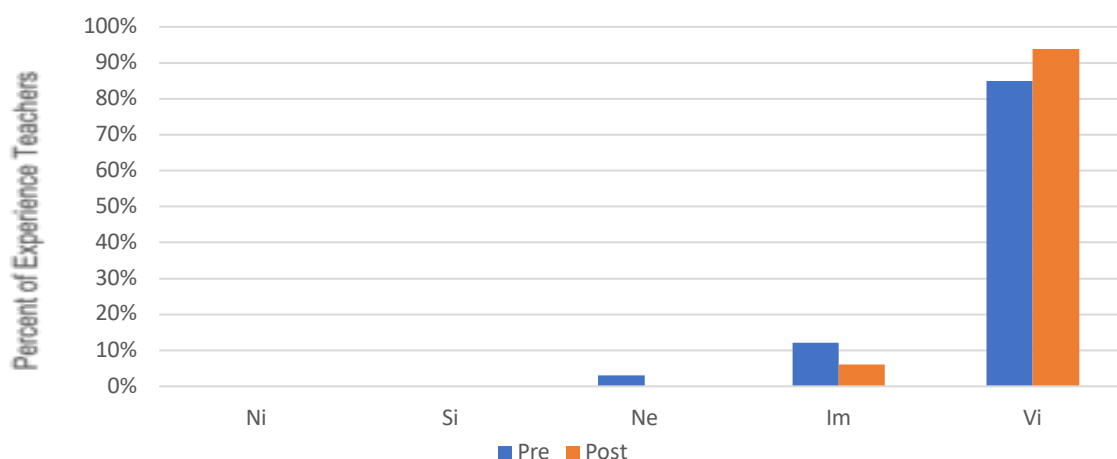
Note. Question 21 reads, "An administrator is approachable."

Descriptive Statistics

A further quantitative analysis was conducted using descriptive statistics of the mean and standard deviation for the post-test results, like Nolan (2017) (see Table 4.13, 4.14, 4.15 and 4.16). As a result of the Statistics Package for Social Studies (SPSS 24.0), the response choices selected by experienced teachers could be converted into numerical values using a five-point Likert scale. Responses to the professional development factor were represented numerically as follows: "very low priority" = 1, "low priority" = 2, "neutral" = 3, "high priority" = 4, and "very high priority" = 5. The researcher used a numerical representation of experienced teachers' responses in a pre-and post-test survey. There was a value "never" assigned 1, a value "rarely" assigned 2, a value "every once in a while" assigned 3, a value "sometimes" assigned 4, and a value "almost always" assigned 5. Finally, to quantify responses to administrative 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. Due to the COVID-19 shutdowns and its implications, one question from the original study was not included in this study. The question asked, "How much time do I spend with my family and/or friends?" COVID-19 restrictions forced everyone to stay at home and isolate themselves from others. Therefore, this question was not appropriate to compare to the original study.

The researcher conducted a one-way ANOVA on each variable in the post-test survey to determine the differences between independent variables (years of teaching) and dependent variables (professional development, stress, and administration). Furthermore, the explanations were compared with those from the original study with beginning teachers (Nolan, 2017). SPSS was used to compute factor scores, calculate means and standard deviations, and display the comparisons in tables 14-16. The three factors that affect job embeddedness are professional

development (see Table 4.13), stress (see Table 4.14), and administrative support (see Table

4.15).

Table 4. 13

Mean Comparison for ANOVA of Posttest Educational Survey Factor Professional Development

Demographic		Q5	Q6	Q7	Q8	Q9
2 years	Mean	4.00	4.00	4.00	4.00	4.00
	N	1	1	1	1	1
	Std. Deviation	N/A	N/A	N/A	N/A	N/A
4 years	Mean	4.37	4.13	3.88	3.63	3.88
	N	8	8	8	8	8
	Std. Deviation	.518	.991	.834	1.060	1.125
5 years	Mean	4.33	4.33	4.00	4.00	4.00
	N	3	3	3	3	3
	Std. Deviation	.333	.577	1.000	.000	.000
Between 6 and 10 years	Mean	3.90	2.60	3.90	3.50	3.90
	N	10	10	10	10	10
	Std. Deviation	1.100	.966	.738	.850	.876
More than 10 years	Mean	3.18	3.45	4.09	3.64	3.27
	N	11	11	11	11	11
	Std. Deviation	1.079	1.293	.539	1.120	1.618
Total	Mean	3.82	3.45	3.97	3.64	3.70
	N	33	33	33	33	33
	Std. Deviation	1.014	1.201	.684	.929	1.185

Note. The mean comparisons for ANOVA Posttest for Professional development.

Table 4. 14

Mean Comparison for ANOVA of Posttest Educational Survey Factor Stress

Demographic		Q12	Q13	Q14	Q15
2 years	Mean	3.00	4.00	3.0	4.0
	N	1	1	1	1
	Std. Deviation	N/A	N/A	N/A	N/A
4 years	Mean	3.00	2.63	2.63	3.13
	N	8	8	8	8
	Std. Deviation	.756	.916	.518	.835
5 years	Mean	2.67	2.67	2.67	3.00
	N	3	3	3	3
	Std. Deviation	.577	.577	.577	1.000
Between 6 and 10 years	Mean	3.60	3.20	2.90	3.20
	N	10	10	10	10
	Std. Deviation	1.350	1.398	.994	.919
More than 10 years	Mean	3.27	3.18	3.27	3.09
	N	11	11	11	11
	Std. Deviation	.905	1.328	1.191	.944
Total	Mean	3.24	3.03	2.94	3.15
	N	33	33	33	33
	Std. Deviation	1.000	1.185	.933	.870

Note. The mean comparisons for ANOVA Posttest for Stress.

Table 4. 15

Mean Comparison for ANOVA of Posttest Educational Survey Factor Administration

Demographic		Q17	Q18	Q19	Q20	Q21
2 years	Mean	4.00	3.00	3.00	4.00	5.00
	N	1	1	1	1	1
	Std. Deviation	N/A	N/A	N/A	N/A	N/A
4 years	Mean	4.50	3.75	4.38	4.88	5.00
	N	8	8	8	8	8
	Std. Deviation	.756	1.035	1.06	.354	.000
5 years	Mean	4.33	3.33	4.33	4.67	5.00
	N	3	3	3	3	3
	Std. Deviation	.577	.577	.333	.577	.000
Between 6 and 10 years	Mean	4.30	3.60	3.80	4.60	4.80
	N	10	10	10	10	10
	Std. Deviation	1.059	.699	1.033	.699	.422
More than 10 years	Mean	4.00	3.82	4.54	4.73	5.00
	N	11	11	11	11	11
	Std. Deviation	.894	.874	.522	.467	.000
Total	Mean	4.24	3.67	4.21	4.70	4.94
	N	33	33	33	33	33
	Std. Deviation	.867	.817	.893	.529	.242

Note. The mean comparisons for ANOVA Posttest for Administration.

Table 4. 16

One-Way ANOVA of Posttest Educational Survey Questions

Between Groups: 2yrs, 4yrs, 6-10yrs, more than 10 yrs.		Mean Square	F	Sig.
Professional Development	Q5	1.958	2.186	.096
	Q6	3.378	2.895	.040
	Q7	.286	.136	.968
	Q8	.179	.186	.944
	Q9	.753	.503	.734
Stress	Q12	.703	.673	.616
	Q13	.798	.535	.711
	Q14	.564	.616	.655
	Q15	.858	.257	.903
Administration	Q17	.323	.398	.808
	Q18	.283	.391	.813
	Q19	1.162	1.162	.213
	Q20	.212	.729	.580
	Q21	.070	1.220	.325

Note. One-way ANOVA of posttest for PD, Stress and Administration seeking significance by years of experience.

Using the one-way ANOVA, the researcher tested for differences in factor scores among experienced teachers based on their years of teaching: 2 years of teaching, 4 years of teaching, 5

years of teaching, 6-10 years of teaching, and more than 10 years of experience teaching (see

Table 4.16). The distribution of years of experience has heavily weighted towards the 6+ years of

experience, with more than 64% of teachers surveyed having at least six years of experience.

Nearly 36% of teachers surveyed had five or fewer years of experience, which is typical of

charter schools. The factor scores for experienced teachers with four or more years of teaching

experience were higher in professional development, with two questions of higher significance

(questions 5 and 6). Question 5 states, "You are provided the opportunity to collaborate with

teachers in your content area on a weekly basis." Question 6 states, "You are provided the

opportunity to observe teachers in your content area at least once a month." Although both

questions showed some significance in the one-way ANOVA, only question 6 was statistically

significant.

     As a result of the one-way ANOVA for question 6, which showed a statistical

significance level of less than 0.05, a Post Hoc Test was developed to examine the relationship

between the means and confidence intervals for this question. The deeper investigation offers

further insight into accepting the null hypothesis that teaching experience influences professional

development factors. Table 4.17 illustrates the Fisher LSD Post Hoc Test results for question 6

of the post-test survey (see Table 4.17).

Table 4. 17

Fisher LSD of Posttest Educational Survey Question 6

Group vs. Group (Contrast)	Mean Difference	Test Statistic	*p*-value	Significant
2 years vs 4 years	-0.12500	0.10911	0.91385	*No*
2 years vs 5 years	-0.33333	0.26725	0.79110	*No*
2 years vs between 6 and 10 years	1.40000	1.23579	0.22613	*No*
2 years vs more than 10 years	0.54545	0.48348	0.63227	*No*
4 years vs 5 years	-0.20833	0.28489	0.77768	*No*
4 years vs between 6 and 10 years	1.52500	2.97639	0.00572	*Yes*
4 years vs more than 10 years	0.67045	1.33581	0.19166	*No*
5 years vs between 6 and 10 years	1.73333	2.43771	0.02092	*Yes*
5 years vs more than 10 years	0.87879	1.24907	0.22130	*No*
between 6- and 10-years vs more than 10 years	-0.85455	1.81065	0.08022	*No*

Note. * The *p*-value is significant at the 0.05 level.

According to the Fisher LSD, experienced teachers with four years of experience have the most significant difference compared to those with ranges between 6-10 years of experience, as the p-value is 0.00572. The Fisher LSD Post Hoc Test results for question 6 indicated a statistically significant result after the BICE program. The Fisher LSD Post Hoc Test shows that experienced teachers are interested in seeing how colleagues teach, as evidenced by two comparable groups. The data is consistent with the hypothesis and the original Nolan (2017) study for the factor of professional development.

Teacher Perceptions of Teaching as a Career

The primary purpose of this mixed methods study was to examine how the BICE leadership program affected the satisfaction of experienced teachers and the influence on their perception of stress. To describe experienced teachers' perceptions, open-ended questions and interviews were used as a qualitative analysis. To evaluate the effect that the BICE leadership program had on experienced teachers, the researcher conducted a Likert survey two times, once pre-BICE and again once the program had ended to measure the difference, post-BICE. Additionally, the original Nolan (2017) study focused on three sections of the educational Likert survey: professional development, stress, and administration. The Likert survey included 4-5 qualitative questions and one quantitative question in each section so that experienced teachers could share their thoughts without reservation.

Job Embeddedness, or, "Fit"

This study addresses the same three research questions as Nolan's (2017) and an additional question that focuses on job embeddedness. Question 23 was intended to discuss job embeddedness and the BICE leadership program's impact on teachers. The rating scale average between the pre and post assessment went from 4.06 to 4.18, job embeddedness improved slightly. The rating scale was from 1 to 5, with a 1= completely disagree and 5=completely agree. After the BICE leadership program, there were no experienced teachers that completely disagreed with being a good "fit," and the overall "fit" increased by 0.12 average (see Table 4.18).

Table 4. 18

Pre/Posttest Educational Survey Question 23

	Job Embeddedness "Fit"	
Rating Scale	Question 23. How much do you agree with this statement?... " I feel like I am a good match for this company..."	
1	1	0
2	3	1
3	1	4
4	15	18
5	13	10
Average Rating	4.06	4.18

Note: Responses ranged on a scale 1-5, 1 being "completely disagree" to 5 being "completely agree."

Findings of Qualitative Research

Three qualitative responses were provided in response to questions 11, 16, and 22. For the first qualitative response, question 11, experienced teachers were asked to identify the type of support they need in their roles as teachers in K-12th grades. Second, question 16 asked experienced teachers about the stressful aspects of their teaching profession. The third qualitative response came from question 22, which asked experienced teachers to identify the essential qualities of an administrator. BICE leadership program participants were asked these questions twice, before (see Appendix B) and after (see Appendix C) the BICE program, to compare data that measured program impact.

A total of 33 experienced teachers responded to the pre-and post-educational Likert survey. Experienced teachers had the option of skipping the three qualitative questions. In the pre-test survey, nearly 70% responded to question 11, almost 85% responded to question 16, and almost 91% responded to question 22. Nine teachers skipped at least one of the three questions in the pre-test (T1, T5, T8, T9, T12, T14, T15, T27, and T29).

Post-test survey responses were higher than pre-test survey responses. Nearly 90% of experienced teachers chose to answer question 11, almost 97% chose question 17, and almost 91% chose question 22. Additionally, only four teachers skipped any of the three questions (T3, T5, T7, and T12), and only one skipped all three (T22). After administering one cycle of the BICE leadership program, participation rates in the post-test survey were higher, reflecting a greater willingness to respond to the open-ended question.

Using Delve Tool, the data was organized and analyzed once the themes had been identified. Researchers used Delve to code qualitative data and to perform line-by-line analysis. The researcher was provided with five codes or themes by Delve: connection, collaboration, professional development, stress, and COVID-19. The transcribed interviews were uploaded to a word cloud generator for the three open-ended questions. Each question in the posttest educational Likert survey was represented visually by a word cloud, discussed below.

The Pre-and Post-list were analyzed, and a figure was created for the post-BICE list to determine whether the BICE leadership program significantly impacted the study, the word frequencies of the two lists were compared. According to the pre-test responses to question 11, which focused on what teachers need to support them in the field or professional development, the respondents included: "time," "support," "collaboration," "feedback," and "teachers," as the most frequently used. "Time" was also a common response between novice teachers and

experienced teachers, in the original study (Nolan, 2017). "Collaboration" and "feedback" were the new words with high frequencies in the post-test that signific ally increased. After one cycle of the BICE program, experienced teachers' willingness to collaborate and be open to feedback increased.

Question 16 asked teachers to share what qualities or challenges interfere with their role as teachers. Words connected to lack of time, student behaviors, and meetings were rated high in frequency, which coincides to what novice teachers also identified as a stressful part of their role (Nolan, 2017, p. 113). Question 22 asked teachers to share what qualities make for a good school leader. The words "approachable," "supportive," "honest," and "understanding" were the top four characteristics that experienced teachers identified to be of high importance in a school leader, based on question 22. In the original study, being supportive was also a characteristic identified for new teachers. Using the pre-test and post-test open-ended educational Likert survey responses, the researcher created a visual map showing the frequency of words on each list for question 11 (see Figure 4.16), question 16 (see Figure 4.17) and question 22 (see Figure 4.18). As seen in Figures 19 (Professional Development), 20 (Stress), and 21 (Administration), the researcher created a word cloud for each question in the posttest educational Likert survey to present the data visually.

Figure 4. 16

Word Frequency for Coding Open-Ended Question 11 in the Posttest Educational Likert

Figure 4. 17

Word Frequency for Coding Open-Ended Question 16 in the Posttest Educational Likert

Figure 4.18

Word Frequency for Coding Open-Ended Question 22 in the Posttest Educational Likert

Teacher Interviews (Post-BICE Program):

The researcher shared a link with teachers after their post-survey was completed, inviting

them to participate in an interview. After signing up for an interview, teachers were contacted

individually to schedule an interview time. Virtual interviews were conducted in accordance with

COVID-19 protocols and state guidelines. For anonymity, participants used pseudonyms and

turned off their cameras. With the help of word processing software, interviews were recorded,

transcribed, and analyzed. Appendix D includes all questions with complete responses from

experienced teachers during interviews. Appendix F includes all question with complete

responses from administrators during the post-BICE interview. Qualitative data analysis was

enhanced through interviews between the quantitative data collection and the qualitative data

analysis for the BICE leadership program.

At the conclusion of the BICE program, nine teachers agreed to participate in a one-to-

one interview with the researcher. The researcher asked four questions (see Appendix D). The

researcher then coded the transcribed interviews of nine experienced teachers (see Tables 21, 22,

23, and 24) and six administrators (see Tables 25, 26, 27, and 28). Teachers who participated in

the voluntary interview post-BICE leadership program were assigned a specific label to identify their answers anonymously (B1, B2, B3, B4, B5, B6, B7, B8, and B9). In the same way, each administrator interviewed was given a specific label (V1, V2, V3, V4, V5, V6, V7, V8, and V9) to protect their anonymity.

The researcher transcribed responses to question 1 (Table 4.19). In total, 4.46% of teachers referred to "know" as the most frequently used word. Following this, 3.36% of teachers referred to "always" and "teacher" in their responses. Table 4.19 shows both extremes, teachers who fell into teaching or those who always wanted to be a teacher. In question 2 (Table 4.20), 3.26% of experienced teachers referenced "students," and 2.17% referenced "growth," which closely followed "relationships." In question 3 (Table 4.21), experienced teachers were asked to share what they found most challenging about teaching. According to the experienced teachers, "behaviors" had a frequency of 7.20%, "special education" had a frequency of 5.60%, and "covid" had a frequency of 4%. As a final question (Table 4.22), teachers were asked to share the essential attributes of a leader. "Humble" had the highest frequency among all teachers, with 5.97% references, "understanding" had 4.48% references, and "positive" and "supportive" had 2.99% references.

The interviews with experienced teachers revealed similarities in their responses. Table 4.19 shows that 8 out of 9 participants either became teachers due to a desire to be teachers or through a connection with students; all but participant B5 indicated that he/she "fell into teaching." Also, all teachers agreed that the best part of teaching is working with kids and building relationships and watching students make growth (Table 4.20). According to participant B7, one of the best things about being a teacher is helping a "child see the awesome in themselves." Teacher surveys show nine out of nine respondents believe teaching students is the

most rewarding part of their job. This data demonstrates how important it is for teachers to be in the field for children to succeed in this field.

Compared to the first two interview questions, the challenges experienced as teachers and the qualities desired as leaders varied more. B1 shared that it was challenging to provide individualized support when there was such a significant variation in students' needs and academic levels (Table 4.21). According to B2, meeting students' learning needs is challenging because of the variation in their levels (Table 4.21). Policies and COVID-19 were the main challenges for participants B3 and B4. Participant B3 made a startling confession: "Honestly, sometimes I felt like I was failing my kids," which reinforces what COVID-19 emphasizes about our students: not every student has access to the same level of support at home. Participant B3 explained that some students thrived during the pandemic while those already struggling fell further behind. The participant's reaction to this revelation was emotional due to expressed concern about the participant's students' future. Table 4.22, the final interview question, reinforces the data from Figure 4.18, which states that experienced teachers value approachable, supportive, honest, and understanding school leaders. Participant B8 summarized the shared traits among the standard responses as "Honesty, reliability, authenticity, and availability to all" while leading by example."

Table 4. 19

Sample of Interview Responses of Experienced Teachers for Q1

ID	Why did you decided to become a teacher?	
B1	"I got steered in this direction, and then it turned out fabulous."	
B3	"I always knew I wanted to be a teacher. Where I connect."	
B5	"I fell into teaching."	
B8	"I always knew I wanted to be a teacher ever since I was little…"	
B9	"You know, I think I just always grew up wanting to be a teacher…	

Table 4. 20

Sample of Interview Responses of Experienced Teachers for Q2

ID	What is the best part of being a teacher?	
B2	"I just love seeing them grow as well-rounded children."	
B3	"The laughter, and the connection..."	
B5	"Working with kids"	
B6	"Working with kids. So just working with kids in general."	
B7	"When you see that aha moment with a child, and a reluctant learner gets it for the first time, and they glow. Helping a child see the awesome in them, that they can share with the entire world and share their gifts with the world."	
B9	"The relationships you make with your students, seeing them grow throughout the year."	

Table 4. 21

Sample of Interview Responses of Experienced Teachers for Q3

ID	What is the most challenging part of being a teacher?		
B1	"The number of students that were given sometimes…Special education students…"		
B2	"Diverse range of learners in the classroom and covid, a big part of it was the lack of equity and just making sure all our students had the same number of resources at home"		
B3	"The differences between those students that were supported, and not supported, has never been more apparent in my career as it is now, due to covid…sometimes I felt like I was failing my kids."		
B4	"The mandates and policies and program changes. The 'do this in your classroom,' things that come down from home office or district office… Distance learning due to COVID 19"		
B5	"Technology for sure. I would say this year due to covid…"		
B6	"I think the challenging behaviors…"		
B7	"Politics and red tape. Students' traumas and lack of social emotional support. High stakes standardized test."		
B8	"I think balance, personal life, and work-life like that is important. Boundaries are super important, and that I think I have trouble with too."		
B9	"I think there's a lot more independence to teaching, then people realize there is a lot of isolated, sometimes as a teacher working in your classroom, a lot of decisions, hard decisions that you have to make in the moment, you are working in isolation a lot."		

Table 4. 22

Sample of Interview Responses of Experienced Teachers for Q4

ID	What elements do you think are important to have in a leader?		
B1	"Somebody who values who you are as a person, and then thinks about who you are as a teacher second. Has a positive framing."		
B2	"Someone who knows what they're doing, and you can look up to. Humble, who is just someone who is willing to share their knowledge and has experience in the field because. Teaching experience."		
B3	"I think feedback is important…"		
B4	"Openness and an honesty. To be understanding."		
B5	"I think a leader must be fair, treat everybody fairly…"		
B6	"I would think humility. Trust and a good ability to listen to new ideas."		
B8	"Honest, trustworthy, authentic, available to all. Someone who leads by example."		

Administrator Interviews (Post-BICE Program):

At the conclusion of the BICE program, six administrators agreed to participate in a one-to-one interview with the researcher. The researcher asked four questions (see Appendix F for the full interview transcripts). The researcher coded the transcribed interviews of six administrators (see Tables 25, 26, 27, and 28). Administrators who participated in the voluntary interview post-BICE leadership program were assigned a specific label (V1, V2, V3, V4, V5, and V6) to protect their anonymity. In contrast to experienced teachers, the four administrators did not frequently use similar words.

Administrators were asked in question 1 to explain why they became administrators. One of the most common words in this question was "impact," with a reference rate of 8.62%. Participants V2, V4, V5, and V6 left the classroom to maximize their impact (see Table 4.22 or Appendix F for full responses). The second question asked administrators to elaborate on their favorite aspects of being an administrator. As a result of the high frequency, the words "teachers," "kids," and "collaboration" received 11.3%, 7.50%, and 4.72%, respectively. According to Participant V2, "Coaching teachers and seeing their growth is what I enjoy most about my work." Participant V5 again stated, "...human interaction is what I enjoy most about my work" (Table 4.23).

Question 3 asked administrators about their challenges. Words such as "time" (6.22%), "balance" (4.08%), and "spread-thin" and "compliance" (2.04%) generated higher frequency. For example, V1, V2, V3, V4, V5, and V6 all mentioned being spread too thin, not having enough time, and experiencing a shock once they were in their role (Table 4.24). Participant V6's response was robust; the participant said, "I could be in my office all day... but I shouldn't...That is not how I build culture...The feeling of this is too much, and I cannot complain because I must remain positive... It is a lot of pressure. Although it pays better than being a teacher, it makes you wonder if this career can be done successfully for a working mother." This response was eye-opening because there is often a disconnect between teachers and administrators. In this study, a recommendation will be made for a future study based on the administrator's response. In the end, school leaders shoulder much stress, which can be very excluding and isolating. School leaders are stretched thin and lack time. They are consumed with accountability paperwork, which explains why they do not spend as much time in classrooms as they feel they should.

The final question asked school leaders to identify important elements that school leaders should possess. As a final note, question 4 generated three words of high frequency, including "humble" with a 7.04% reference and both "fair" and "supportive" with 4.23% references (Table 4.26). Both humble and supportive align with how experienced teachers responded to this question. Leadership roles attract administrators looking to make an impact and influence change. However, they quickly find themselves stretched too thin, having too many tasks and insufficient time to complete them.

Table 4. 23

Sample of Interview Responses of Administrators for Q1

ID	Why did you decide to become an administrator?	
V1	"… challenges that we were facing as a school. And I couldn't address them in my role in the classroom."	
V2	"I was able to impact anywhere between 70 to 150 kids a day when I was in the classroom, and I wanted to make a greater impact."	
V4	"I became an administrator because I wanted to spread my net wider and impact.."	
V5	"Mostly it was to have more impact at school level, as a teacher only, I was able to change the things at the classroom level impacting relatively 30 to 60 students."	
V6	"I left the classroom to become an administrator because a person at the home office said I should…"	

Table 4. 24

Sample of Interview Responses of Administrators for Q2

ID	What is the best part of being an administrator?	
V1	"The best part of being an administrator is sharing in everyone's celebrations…"	
V2	"I enjoy seeing the growth of teachers and coaching teachers..."	
V3	"The connection…"	
V5	"Decision making process involving other people working collaboratively with other administrators and the teachers and department chairs..."	

Table 4. 25

Sample of Interview Responses of Administrators for Q3

ID	What is the most challenging part of being an administrator?	
V4	"At times it feels like you are not able to reach everybody, being spread too thin."	
V5	"The most challenging part is also to work with people. Getting hundreds of emails daily, HR and finance being on my shoulders. Like I can say like one is time limit, that I don't have sufficient time like I am working additional one to two hours adding to my workload to get the things done."	
V6	"… It's a lot of pressure, and although it pays better than being a teacher, it makes you wonder if this is a career that can be done successfully for a working mother."	

Table 4. 26

Sample of Interview Responses of Administrators for Q4

ID	What elements do you think are important to have in a leader?	
V1	"Probably a true love for the students. Being very transparent, and collaborative."	
V2	"Approachability and the ability to bring people together while also fostering those relationships right from the get-go so that people want to work for you. The ability to delegate and trust..."	
V3	"Relationship builder is one of them. And I think something that that's been difficult for myself in the pandemic is building that relationship…"	
V4	"So that ability to be flexible and stepping into what is needed for the moment. As well as leading with a vision and being approachable."	
V5	"I would say integrity, collaborative mindset and efficiency are the three elements…"	
V6	"Grit, confidence yet humble, and the ability to forgive, to inspire and to want to continuously improve."	

Summary

As an extension of the original study by Nolan (2017), this study analyzed qualitative data and gathered findings through the inductive process. Qualitative data were categorized and analyzed before data collection, just as in the original study. A continuous comparison of teachers' perceptions of professional development, stress, and administration was conducted during the data collection process. The researcher analyzed interview responses to determine if any common themes emerged from interview responses. It appears that the original study identified several categories. A category of professional development desire identified by experienced teachers was their willingness to receive feedback and observe peers. As defined in this study, stress refers to the challenges experienced teachers face inside and outside the classroom. A final category was administration, in which teachers described a school leader's most important qualities and responsibilities, for a full transcript of the interview responses see Appendix F.

This study used a constant comparative method to facilitate the sorting and analysis of word frequencies. This method was vital to sort the educational Likert survey and interviews. In this chapter, data analysis of the BICE leadership program reveals that experienced teachers are more open to feedback and collaboration after one BICE cycle. This study's mixed-methods results revealed that the BICE model reduced stress, increased job fit, improves feedback cycles, and increased the interest of collaboration among experienced teachers.

CHAPTER 5: DISCUSSION

Chapter 4 recounted data analysis and results. This chapter summarizes the study, its implications for practice, recommendations for further research, and conclusions. The following sections will clarify and interpret the study of the BICE leadership program, its impact on experienced teachers, and the structured guidance it provides to school leaders.

Summary of the Study

Before this study, the researcher was a school leader with limited resources, guidance, and time to provide research-based feedback and teacher support in classrooms. During the interviews with the administrators, all participants admitted to not spending enough time in the classroom and aspired to lead instructional initiatives. However, accountability reports and "putting out fires" kept them busy. Additionally, the researcher observed vibrant and highly skilled teachers leaving the profession early to pursue other promising careers away from the classroom. In addition to hiring the right teacher, maintaining them is equally important. Student achievement is enhanced by retaining credentialed, veteran, or "experienced" teachers (Young, 2018). Any school community suffers from teacher turnover regardless of its size or length of existence; students' test scores were lower, anywhere from 7.4 percent to 9.6 percent, when teacher turnover occurred during the same year (Young, 2018). It would be a cause for celebration if the results were reversed and student achievement increased by 7-9%. We must take action to reverse this decline in student achievement. Approximately 13.8 percent of teachers leave their schools or leave the profession every year (Garcia & Weiss, 2019). To ensure that schools do not fail students due to teachers' attrition, researchers must offer solutions and tools to school leaders.

School teacher evaluation protocols are both time-consuming and infrequent in most schools. Unfortunately, many school leaders do not provide feedback to their experienced teachers beyond formal observations. Before now, much research has focused on supporting beginning teachers and retaining them for over five years. This study focused on retaining, growing, and supporting experienced teachers beyond their beginning years as teachers. Using the "Build rapport, Inspire feedback, Celebrate success, and Exceed Results," or BICE, tool, this study extended Nolan's original study (2017) that transformed the feedback cycle so school leaders could visit classrooms systematically and offer non-evaluative methods to develop teachers. During the COVID-19 initial shutdowns, Nolan taught the researcher to use the BICE model and co-developed a virtual trained-by-trainer model in with the researcher. In this study, school leaders were trained by the researcher. By applying Nolan's BICE tool to experienced teachers, this study forwarded Nolan's (2017) study to a crucial population. As a result of the COVID-19 Pandemic, the original data collection methods had to be slightly altered from Nolan's (2017) study. However, sincere efforts were made to align as much as possible. Almost overnight, school models shifted to distance learning. The study was able to capture the stories of educators during this historical period.

A four-level BICE leadership program engages experienced teachers with clear teaching credentials in a mentoring cycle. The key to addressing this specific population was to decrease teacher stress and increase teacher satisfaction while supporting a teacher's professional development beyond basic training. Nolan's (2017) study indicated that administrators using the BICE model decreased teacher stress and increased job satisfaction. BICE facilitates collaboration, notice, and connection through increased support, collaboration, and information sharing. Unlike the typical evaluation process, the BICE method offered a time-efficient process

to train administrators to support experienced teachers. Like the original study (Nolan, 2017), this study was conducted by inviting experienced teachers to take a pretest Likert survey. Four topics were examined in the study: professional development, stress, administration, and job embeddedness. These four topics addressed the following four research questions.

Research Questions

The following questions have guided the research. Questions 1-3 are from Nolan's (2017) study, with an added fourth question with an emphasis on the experienced teacher instead of beginning teachers:

1. How do administrative rapport and support impact experienced teachers?

2. How do mentoring experienced teachers impact satisfaction felt by the teacher in their current teaching assignment?

3. How does BICE, a four-level leadership program, increase an experienced teacher's rapport at their school site?

4. Does the use of the BICE model increase job embeddedness "fit"?

In this study, five schools participated: Schools A, B, C, D, and E. Schools A, B, and C are all part of the same charter management organization (CMO), while Schools D and E belong to another CMO, but all give schools are public charter schools. Thirty-three experienced teachers and nine administrators from the five schools provided data for analysis and theory development. All administrators were trained to implement the BICE leadership program. The administrators completed the four levels of the BICE model in approximately 14 days. After the BICE model, the teachers participated in a post-test Likert survey and a voluntary post-BICE interview. Nine teachers agreed to participate in individual interviews, and six administrators participated in an end-of-study interview.

Summary of Findings and Conclusions

Education has undergone significant transformations in the last decade, with increased accountability, which has affected educators' morale and prompted them to rethink their careers (Ryan et al., 2017). According to current literature, teachers already felt burned out because of multiple requirements, limited resources, low levels of trust, never-ending new initiatives, and an immediate success culture (Podolsky, 2019; Carver-Thomas & Darling-Hammond, 2019). In addition to these challenges, the initial COVID-19 shutdowns of 2020 transformed the education system overnight, which resulted in many teachers leaving the profession. Furthermore, with schools returning to in-person learning the following school year, children's reading, math, and, most importantly, emotional skills were seriously deficient. Now, an unprecedented teacher shortage has reached an emergency level, according to United Teachers Los Angeles President, which requires the district to do everything it can to retain educators and improve teaching conditions (Gomez, 2022). LAUSD is California's largest school district and the second biggest in the nation; if LAUSD faces teacher attrition problems, smaller charter schools will suffer even more. Consequently, to support the needs of children returning from distance learning with learning gaps and social-emotional deficits, highly effective teachers, which are now rarer than ever, are also more important than ever. A teacher's effectiveness determines students' success, so school leaders must hire, train, and, most importantly, retain the best educators if they want student achievement to rise. If this is not addressed, the attrition of teachers will continue to negatively impact the future of our nation (Zhang et al., 2016).

This study examined professional development, school cultures, working conditions, and teacher development, which offer long-term solutions, rather a short-term solution or a quick fix, such as lowering teacher certification requirements, which harms schools (Glazer, 2018). This

study highlights the importance and influence of school administrators on-site and provides them with a tool to help them rethink their role as instructional leaders. In addition, the BICE tool also provided an on-site mentoring program to improve teacher satisfaction and reduce teacher stress, with positive results in as few as two weeks (Nolan, 2017).

The study hypothesized that the BICE leadership program provided administrative rapport and support to experienced teachers, impacting their satisfaction with their current teaching assignments. The study's findings revealed that the BICE leadership program had a positive influence on experienced teachers too and not only new teachers as it was shown in the original 2017 study. The data revealed, overall, that there was a decrease in stress and an increase in satisfaction. However, there was only a statistically significant relationship with professional development revealed through a post hoc test on question 6 of the Likert pre/post survey. Stress levels decreased after the BICE program, and the perception of administrative approachability and interest in well-being also increased after the BICE program. Finally, the average rating for job embeddedness "fit" increased from 4.06 to 4.18; after the BICE program, teachers felt they were a better match for their company. Like in the original study, qualitative results were coded and analyzed with themes of increased support, care, and rapport from administrators. The themes in the qualitative data supported the concept that experienced teachers had a higher acceptance of professional development, particularly observing their peers through classroom visits.

Professional Development

Experienced teachers encounter frustration, cynicism, and early attrition, commonly known as "burnout," due to ineffective professional development and lack of growth (Bressman, 2018). The teachers that participated in the survey reported that the most stressful part of

working in the teaching profession is "working in isolation" (see Appendix D). Furthermore, teachers stated that they would like to receive more constructive feedback and have more collaboration time with their peers in the open-ended question of the post-test educational survey. After the BICE program, teachers showed more interest in professional development, explicitly observing their peers through peer observations.

In the Likert survey, the first five items measured the priority levels of professional development. More than 90% of experienced teachers said receiving at least two professional development workshops was a "high priority" or "very high priority." No experienced teacher felt that having at least two professional development workshops per year was a "low priority." Among 18 experienced teachers (54.5%), collaborating with teachers was a high priority but not as high as professional development. In the original study, looking at beginning teachers, collaboration was 71.4% a "high priority" compared to 42.9% "high priority" for professional development. Experienced teachers rated these two components differently in this study than novice teachers. Professional development was seen as a higher priority over collaboration. A total of 36.4% of experienced teachers responded that observing a teacher in their content area was either a low priority or a very low priority. Experienced teachers were neutral (39.4%) about receiving time to observe other teachers, and only one (3%) responded that observing another teacher was a "very high priority." Only 4 (12.1%) of experienced teachers identified it as a "very high priority" to be assigned a mentor teacher specializing in their content area.

At the end of the BICE leadership cycle, item analysis of the same five survey questions revealed a change in priorities for experienced teachers (see Chapter 4). One cycle of the BICE model showed that experienced teachers were willing to accept additional training and collaboration. In addition, professional development factor scores were higher for teachers with

four or more years of experience, particularly questions 5 and 6. In question 5, it was asked,

"You are given a weekly opportunity to collaborate with teachers in your subject area." In

question 6, it was asked, "You are given a chance to observe teachers in your subject matter at

least once a month." Despite the greater significance of both questions, only question 6 was

statistically significant (see Table 4.17). This means that the BICE model had a statistically

significant difference in question 6 as compared to pre/post data. In other words, teachers'

interest in observing teacher in their similar subject matter increased after one cycle of the BICE

model.

Data supports the hypothesis and the Nolan (2017) study for the factor of professional

development. Post Hoc Tests were conducted on the question with a significance of less than

0.05 to examine the relationship between means and confidence intervals for the null hypothesis

that teaching experience affects professional development factors (see Table 4.17). Results of the

Fisher LSD Post Hoc Test for question 6 of the post-test survey are shown in Table 4.17(see

Chapter 4). The most significant difference is between teachers with four years of experience and

those between six and ten years of experience, with a p-value of 0.00572. According to question

6, experienced teachers after the BICE program are the comparable groups, indicating that

professional development, explicitly observing their colleagues teach, is an area where

experienced teachers are interested in expanding their knowledge. Similarly, in qualitative

responses, experienced teachers showed increased receptiveness to professional development.

Participants T2, T10, T18, T27, and T29 expressed their desire for "feedback." Specifically, T29

said, "I want feedback on my teaching and opportunities to learn from my peers. I want to

participate in meaningful professional development (PD)."

Collaboration is also a critical piece experienced teachers want more of and more intentionally, as seen in the responses from T6, T9, T16, and T18. Like beginning teachers in the original study, experienced teachers expressed openness and receptivity to professional development and specific components like feedback and collaboration at the end of the BICE leadership program. Teachers with experience are especially interested in observing their peers. It is essential to re-engage experienced teachers in meaningful collaboration and to help them make decisions that benefit the classroom and improve student outcomes (Bressman et al., 2018). According to the teacher interviews, professional development and meaningful collaboration are top priorities for all teachers. There is, however, a problem when professional development is not perceived to have value. The collaboration must be meaningful, with a specific goal and a purpose.

Stress

Like new teachers, experienced teachers also experience dissatisfaction and stress at work (Young, 2018). Teachers are driven away from the profession by high-stakes tests, new initiatives, paperwork, lack of administrative support, and lack of connection (Landsbergis et al., 2018; Lavy & Bocker, 2018; Bennett et al., 2012b). A good example is a response from T4 that agrees that the participant does not have enough time to complete the paperwork. Stressful factors in teaching are the "never-ending busy work" and "menial tasks" stated in T6, T15, T16, T22, and T25. The principals agree that the school's accountability has risen exponentially, with teachers often being given last-minute assignments and initiatives that are not adequately implemented.

As part of question 15, experienced teachers were asked how stressed they were about their students' behaviors in the classroom. Thirty-three experienced teachers chose "never" (0%),

"rarely" (9.1%), "once in a while" (36.3%), "sometimes" (27.3%), and "almost always" (27.3%). A broader range of responses was found to this question, with about 45% of teachers choosing "rarely" or "once in a while." Most teachers selected "sometimes" or "almost always" when asked how stressed they are about classroom behaviors, with 55%. Based on the pretest survey results, the distribution aligned with Dr. Nolan's original BICE study. Beginning and experienced teachers both experience stress because of student behavior. Regardless of teacher experience level, specific stresses, such as student behavior, are felt by all teachers. According to the data, a focus on strategies to improve student behavior would benefit teachers; further research on this topic is suggested.

Of some of the infrastructure in place to help alleviate stress of teaching, beginning teachers usually receive extensive support during the school year and are paired with a mentor. However, after beginning teachers complete their induction program and clear their teaching credentials, schools and districts offer varying levels of support for experienced teachers. One of the CMOs participating in this study allows teachers to select their professional development focus for the year. If the principal approves the professional development workshops, they pay for the substitute teacher and workshops. Moreover, the academic department conducts walkthroughs with the principal every month to provide feedback and targets to teachers. In contrast, the other CMO provides all PDs identified by the organization as priorities based on survey data and student academic needs. In addition, this CMO has a summative evaluation protocol that involves formal observations and walkthroughs at the end of each school year. Despite the implementation of an evaluation protocol, the evaluation process may vary by the principal and site leadership.

Results of the BICE model from the experienced teachers showed an overall decrease in stress levels, as depicted by questions 12, 13, 14, and 15 (see Figure 4.7, 11, 12, 13). In question 12, the experienced teachers were asked about their stress levels regarding lesson planning. Table 4.8 and Table 4.9 show the percent breakdown for the thirty-three experienced teachers, respectively: "sometimes" (36.2% vs. 24.2%), "almost always" (18.2% vs. 12.1%), and "never" (0% vs. 3%). As a result of implementing the BICE model, overall stress levels decreased. Based on question 13, a question about class size generated stress, 60.6% of experienced teachers felt stress "sometimes" or "almost always" before BICE. After the BICE program, the percentage dropped from 60.6% to 30.4%. What was unique this year was that the class sizes were smaller than ever due to COVID-19 and the restricted class size per the health department; only 50% of students were permitted in a classroom simultaneously. Hence, this question reveals that teachers' perception impacts their stress levels.

Despite not changing their sleeping patterns, after the BICE model, fewer teachers reported stress over how much sleep they received. In the pretest survey, 22 experienced teachers (66.7%) reported "sometimes" or "almost always" stress about sleep in their current position compared to six experienced teachers (18.2%) in the post-test. Lastly, question 15 of the survey asked experienced teachers how stressed they were about their students' behaviors. In the pretest, 19 teachers out of 33 experienced teachers felt at least a high level of stress (54.6%) versus 13 (39.5%) in the post-test. In the post-test survey, only 3% of teachers selected "Almost always" for stress about their classroom behaviors, compared to 27% in the data distribution for this question.

Compared to the pre-and post-test results, Figure 4.9 shows a decrease in the number of experienced teachers experiencing higher stress levels from lesson planning, question 12 (see

Chapter 4 for the figure). This stress was identified as "almost always" by six experienced teachers before the BICE leadership program. At the end of the program, only four teachers chose this stress as "almost always." The post-test survey results for question 14 differed from the pre-test survey results. Initially, 66,7% of experienced teachers selected that they "sometimes" or "almost always" stressed about how much sleep they received. The stress value dramatically decreased to 18.2% for "sometimes" or "almost always" in the post-test, which is a 72% decrease in stress. Importantly, the qualitative responses regarding experienced teachers' stress showed a shift in focus from personal time management factors to more instructional and professional growth factors. T2, T3, and T33 expressed their concerns about ensuring their students are learning and not falling behind and explicitly ensuring that their teaching is effective. Unlike in the original study, the teachers indicated that COVID-19 was a stressor this year, in a constellation of causes from limited social interaction to students' lack of motivation to learn via distance learning (T12 and T13).

According to the pretest survey results, the distribution of responses matched the original BICE study by Nolan (2017). Teachers with experience and those who are just starting out both experience stress associated with students' behavior. It demonstrates that specific stresses, such as student behavior, affect all levels of teachers regardless of their experience level. Overall, the stress outside of teaching, such as sleep, lesson planning, and class size, decreased, and even stress about student behavior decreased. These factors, although not always taking place during regular work hours, contribute to teachers' stress levels that may lead to teacher attrition. As a result of the study, support focus shifted from challenges outside the classroom to instructional practices and professional development. During the interviews, specifically in question 3, participant B3 expressed that the most challenging part of being a teacher is the feeling of

"failing [their] students." This participant left a lasting impact because the participant became emotional and shared that sometimes the conditions in which students are expected to thrive are just not realistic. It is hard for teachers to feel good about themselves when they focus solely on results that are purely academic growth. The teacher credited COVID-19 for bringing to light a sensitive topic of students who have access to more resources and support at home than those who do not have those supports.

Administration

The BICE model appeared to have positively impacted teachers' perception of their school leaders' approachability. A lack of student respect, a lack of feeling valued, and weak school leadership are all factors that lead teachers to leave the classroom (Bressman et al., 2017). According to the literature review in chapter 2, "servant leadership" is a leadership approach and style pioneered by Greenleaf (1977) and revived by Fullan (2011), which shows positive results in decreasing teacher stress. According to Fullan's research, teachers leave their jobs for various reasons, and poor leadership worsens working conditions. Servant leaders are likelier to retain their teachers because they are approachable and create relationships. The open-ended questions of the Post-test Educational Survey indicated that teachers want to work for a school leader who is "approachable," as stated by T2, T6, T9, T13, T23, T28, and T29 (see Appendix C). Figure 4.13 shows a frequency comparison of the pretest to posttest survey question 21 about the value of administrator approachability average increase of "very important" by 0.12 (see Chapter 4). As stated by Fullan's research, the second element was a "connection." Even though the word "connection" was not observed or mentioned often in the interview responses, teachers said they were looking for leaders who valued them individually, were fair, were good listeners, were honest, and provided feedback while remaining optimistic (see Table 4.21). All those qualities

listed and mentioned in the survey responses can be associated with building connections with teachers.

In further affirmation of Nolan 's original (2017) study, the data revealed that administrators' approachability received many of the "highest importance" values, comparable to beginning teachers. In the pretest, question 21, 85% of experienced teachers chose "very important" for administrators to be approachable. This selection increased to 94% in the post-test survey results. No one chose the administrator's approachability to be "not important" or "slightly important." Every experienced teacher felt that an administrator's approachability has importance, as seen by the large quantity of "very important" responses (Figure 4.18). Nolan's study suggests that novice and experienced teachers desire to work for an approachable school leader, regardless of their years of experience. Post-BICE interviews with school leaders revealed that their current responsibilities as school leaders interfere with their ability to appear visible or approachable. The data would suggest that administrators' approachability is an essential quality for an administrator.

Bressman et al. (2017) asked experienced teachers if they had been mentored, and virtually all said no (p. 166). As reported by experienced teachers, administrators' feedback was more like a "proceduralist-apprentice" approach; it supported a technical approach to professional improvement but failed to meet professional growth needs (Bressman et al., 2017, p. 166). Furthermore, the literature indicated that experienced teachers are not mentored beyond their first year. As shown by this study, experienced teachers become accustomed to this practice over time (Bressman et al., 2017, p. 166). During the pre-test survey results, less than a fourth (24.2%) of experienced teachers chose "very important" when asked about the importance of

having an administrator visit their classrooms at least once a semester. After the BICE program,

the "very important" rating increased by over 87% from 24.2% to 45.4%, as shown in Figure 4.9.

According to the data, integrating instructional feedback into a daily routine should be a

priority for administrators because teachers highly value it. A zero frequency of "not important"

or "slightly important" responses in the pre-test indicates high interest in administrators' feedback

(question 19) and administrators' approachability (question 21). Following the BICE leadership

program, the "very important" percentage rose from 27% to 42%. There were similar results for

question 19 between the pre-test and post-test; however, the main difference is that in the pre-

test, 27% of experienced teachers chose "very important." In contrast, in the post-test, it

increased to 42%, corresponding to a 55% increase in importance.

As part of the support and professional growth of experienced teachers, the

administration's role helped create a new sense of satisfaction for the teaching experience, as

observed by the post-test interview responses. 63.6% of experienced teachers chose "very

important" to describe the level of importance that an administrator shows interest in their well-

being in the pre-test (see Chapter 4, fig. 17). The post-test revealed that 73% of experienced

teachers chose "very important," which is an increase from the pre-test, which was previously

"very high in priority."

Job Embeddedness "Fit"

Educators leave teaching because of the conditions in which they teach, and their students

are forced to learn (Allen, 2018). Job embeddedness has been studied to prevent voluntary

teacher turnover due to poor working conditions. As Mitchell (2001) defined it, job

embeddedness measures the degree to which an individual stays committed to their work and is

the opposite of attrition. According to Lee, Burch, and Mitchell (2013), job embeddedness is a

significant predictor of voluntary employee turnover. The concept of job embedding, and its multidimensional aspects are widely recognized among researchers. Those contextual dimensions are: links, fit, and sacrifice in the organization and community where the employee works (Lee et al., 2014). This study added a fourth question to measure the degree of "fit" before and after the BICE model was applied.

The purpose of Question 23 was to initiate a conversation about job embeddedness and the impact of BICE leadership programs on teachers (see Table 4.18). According to the data, there was a minor improvement in job embeddedness from 4.06 to 4.18 after just one cycle. The rating scale on the question ranged from 1 to 5, with a 1= completely disagree and 5=completely agree. After the BICE leadership program, no experienced teachers "completely disagree" with the statement about feeling like "I am a good match for this company." In fact, the overall "fit" increased by 0.12 average (see Table 4.17). Aboul-Ela (2017) found that offering both development and growth while increasing transparency would increase job "fit" and ultimately decrease voluntary employee attrition. The BICE model offers both growth and transparency, and the data shows that job fit increased after just one cycle of the BICE model.

Implications

The theoretical implications for the practice of the BICE leadership program were that administrators continue to impact experienced teachers' development directly. A supervisor's relationship with teachers impacts their stress level and desire for continuous improvement. In the same way, that beginning teachers (Nolan, 2017) need support, and experienced teachers do as well. An approachable, respected, trusted, and sincerely caring school leader would make it more likely for teachers to perform at their best. The teachers reported that they want school

leaders who are trustworthy, honest, and approachable. The results gathered in this study support this practice and offer promising practices.

The purpose of this study was to evaluate the BICE leadership program from the perspective of experienced teachers to increase the BICE tool's validity and effectiveness. To establish or re-establish a strong rapport between experienced teachers and administrators, administrators were provided with tools, methods, and step-by-step instructions. In the study, the results revealed a shift in experienced teachers' perceptions regarding professional development, stress, job satisfaction, job fit, and job satisfaction. Based on the results of this study, administrators participated in meaningful work, increased teacher engagement (job satisfaction and job fit), and reduced stress, all while engaging in a relatively short and straightforward leadership program. In the BICE model, the administrator visits every classroom every two weeks. During the BICE implementation, administrators were provided with specific tasks and protocols that had been missed in previous interactions with experienced teachers and which teachers reported as being positive key characteristics of school leaders.

Qualitative data analysis of administrators and experienced teachers expressed a positive experience with the BICE model and their willingness to improve their practices. The experienced teachers reported that it was important for a leader to be humble and honest and to provide feedback. Administrators V1, V2, V3, V4, V5, and V6 all reported insufficient time to complete all the tasks required by an administrator. The same administrators agree that being approachable, visible, and humble were essential elements to connect with the teachers. There is a disconnect between what is known and what gets done. According to Administrator V3, one of the most challenging parts of being an administrator was figuring out how to handle it all and feeling stuck in a bind because compliance was so demanding. B3 complains about teachers

being micromanaged, and B5 is annoyed at administrators pigeonholing teachers. Teachers ask for autonomy and feedback; however, feedback is best accepted when an environment of trust and collaboration has been established. During the interviews with administrators, one of the participants, V5, expressed that it takes three elements to become a school leader, and they were "integrity, collaboration mindset, and efficiency." The statement expressed by V5 aligns with what teachers are looking for in a school leader. While the BICE model is simple and realistic, it is focused on the key elements of an effective school leader. The BICE program intentionally depended on an opportunity to connect with teachers and build authentic connections through the "Build Rapport" step 1. The BICE model provides an efficient model and framework to become an instructional leader without losing sight of the human aspect, and it places value on building connections. The variance between what teachers and administrators said in this replication study shows that the key elements are not much different between beginning and experienced teachers. The experiences and interviews solidify the need for the BICE leadership program.

The BICE leadership program made it simple for administrators to get back into the classrooms to collaborate and build trustworthy relationships with experienced teachers. Adopting the mindset of instructional coaching with the BICE model as the tool shifted the environment of the classroom from evaluation to a set of growth and positivity. A simple and consistent growth model result in positive outcomes for professional development, stress, job satisfaction, and job fit. The study confirms that administrators play a significant role and impact teachers' job satisfaction through their feedback cycle and ability to connect with them. In Nolan's (2017), administrators were encouraged to use the BICE model for all teachers. However, they had only studied the impact on beginning teachers. The results of this study

indicate that experienced teachers benefit from the BICE leadership model, suggesting that regardless of teachers' level of experience, the BICE model is an effective tool.

Limitations

There were limitations in this study due to COVID-19 restrictions. First and foremost, the original method of training, observing, and providing feedback was transformed to be virtual, unlike the original study. Also, there were variations in existing coaching models at the two different CMOs. Three of the five schools did not have a coaching model in place, and due to COVID-19 restrictions, they decided to pause all coaching. The other two schools continued their robust coaching model, specifically observing classrooms for at least 30 minutes monthly and providing feedback on monthly goals. It was evident in the interviews with the school leaders that the support and guidance from their home offices, somewhat equivalent to district offices, impacted the variation of the coaching model in place. Therefore, although the data were combined for implications, the two CMOs differed in their baseline practices, so the results may have varied. Another possible limitation of this study was that the researcher had previously worked in a non-supervisory role with some of the teachers and school leaders interviewed.

Recommendations for Further Research

There is a need for further research particularly as COVID-19 continues to change the teaching and learning conditions. Regardless of the teacher's level of experience, data must be collected from mixed groups of teachers to measure the effectiveness of the BICE leadership program used consistently and to track students' academic growth to determine if the model is impacting their academic performance. Future studies could also examine the impact of the institutionalization of the BICE model as well as the complete BICE cycle impact on student achievement and teacher retention. In addition, a study of k-12 school principals who are

proponents of the BICE model, but express frustration that non instructional duties, responsibilities, and unexpected interruptions impede their ability to fully implement the BICE program should be deeply analyzed to improve school leaders' ability to be instructional leaders.

Through continued use, the BICE model builds upon itself and garners further stability through reinforcing report among administration and teachers. This study could be extended to encompass the whole school year to identify when coaching becomes more about growth and improvement than evaluation.

Additionally, the study could be extended to schools with different demographics and in other districts. Furthermore, the BICE leadership program could extend to other leaders in the school, such as department or grade-level chairs. In the study, teachers expressed an interest in observing their peers instructing; perhaps the BICE model can be used as an ongoing learning community and could be further investigated within departments.

Finally, student behaviors are essential to teachers' stress levels, according to this study. Further research on strategies for improving student behavior would benefit teachers and reduce teacher attrition. The findings of this study could be shared with new school leadership programs and teaching programs across the nation to teach future school leaders about the importance of building rapport before becoming an instructional coach. In sum, future research could give greater focus to administration and time of implementation, it could focus on a wider population of teachers and schools, or it could branch into specific classroom studies that address common teacher concerns. Regardless, this study is a robust continuation of Nolan's original study and a reliable starting point for administrative efforts to support their teaching staff.

Conclusions

School leaders who participated in this study all had the best interests of their schools at heart. The issue is not intent, then, but rather too many people and day-to-day tasks to balance the demands that fight for their attention. School leaders have many hats to wear, but the ultimate responsibility is serving as instructional coaches. The goal of all school leaders is to be instructional leaders. However, the instructional model must be simple and transformative at the same time. The BICE model provides a streamlined path forward, and this study widens the original vision Nolan created, suggesting successful implementation in multiple settings given the opportunity. This study's goal was not to identify what school leaders or CMOs lack, but to offer a leadership tool that can be applied anywhere and prove useful. This study demonstrates what can be done to improve the instructional leader practices in schools with their current assets, school leaders, and their willingness. The BICE leadership program provided experienced teachers with a school leader who showed interest and care in their well-being and teaching methods. As a result, teachers' stress levels decreased, and their satisfaction levels increased.

Summary

It is the quality of the instructors that determines the quality of an institution. To increase student achievement, teachers must constantly improve their practices, and school leadership plays a crucial role in this process. The results of implementing the BICE model with experienced teachers were categorized into four categories: professional development, stress, administrators, and job embeddedness. While the results of this study were affirmative of the model's success, this study is only the beginning: to understand the opportunities of BICE, it is necessary to expand further than experienced teachers and instructional leaders. Future work in this vein can grow to include department chairs, grade level chairs, or other school leaders who

learn the BICE leadership program for conducting peer observations and improving professional

learning communities.

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APPENDICES

Appendix A: Descriptive Statistics Pretest Educational Likert Survey Q5-Q21

Note: The following table shows the average responses from teachers pre-BICE and post-BICE to survey questions 5-21.

	Pretest Survey			Posttest Survey		
Survey Items	N	μ	σ	N	μ	σ
Q5. You are provided the opportunity to collaborate with teachers in your content area on a weekly basis.	33	3.27	1.179	33	3.82	1.014
Q6. You are provided the opportunity to observe teachers in your content area at least once a month.	33	2.79	1.083	33	3.45	1.201
Q7. You are provided at least two professional development workshops per school year.	33	4.21	.696	33	3.97	.684
Q8. You are given professional development literature tied to your content area.	33	3.58	.867	33	3.64	.929
Q9. You are assigned a mentor teacher that specializes in your content area.	33	3.06	1.248	33	3.69	1.185
Q12. I stress about the amount of time I spend lesson planning.	33	3.52	1.034	33	3.24	1.000
Q13. I stress about the class size of my rosters.	33	3.696	1.045	33	3.03	1.185
Q14. I stress about how much sleep I receive.	33	3.76	.262	33	2.94	.933
Q15. I stress about the behavior of the students in my classroom.	33	3.73	.977	33	3.15	.870
Q17. An administrator visits my classroom at least once per semester.	33	3.94	.933	33	4.24	.867
Q18. An administrator has taught in my content area.	33	3.94	1.087	33	3.67	.817
Q19. An administrator provides written feedback (hard copy or electronic) about my instruction.	33	4.12	.649	33	4.21	.893
Q20. An administrator shows interest in my personal well-being	33	4.55	.794	33	4.69	.529
Q21. An administrator is approachable.	33	4.82	.465	33	4.94	.242

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

Appendix B: Open-ended Questions of Pretest Educational Survey for N=33

NOTE: The following table shows teachers responses to open-ended questions before the BICE

model was applied.

	Professional Development	Stress	Administration
ID	Q11: What type of support would you like to receive as a school teacher?	Q16: What part of the teaching profession is most stressful for you?	Q22: What quality or qualities are most important to you in an administrator?
T1	NO RESPONSE	NO RESPONSE	Strong leadership skills and listening skills
T2	Full time aide in the classroom even after going back to normal in person model.	Students falling behind/struggling.	Easy to talk to about concerns.
T3	Comparative lesson feedback	Using grades and assessment to gage student performance and teacher effectiveness.	Bring open, honest, and to the point
T4	I would like to be a given a day once a month to plan.	I don't have sufficient time for paperwork.	Important qualities are being able to relate to my work, available and approachable, and provides support.
T5	NO RESPONSE	NO RESPONSE	NO RESPONSE
T6	Maybe coverage for more opportunities to observe peers.	There are always a million things to remember and do with only a short window of time- the accountability of the profession I feel sometimes detract from the real purpose, student engagement, instruction, etc.	Understanding and patience.

T7	More planning time	Poor distance learning student engagement	Supportive
T8	NO RESPONSE	Keeping students engaged and being collaborative with the me.	Being a leader and creating a welcoming environment for everyone. (We have that)
T9	NO RESPONSE	Pay, extra workload not related to teaching, entitled or absent parents, no support from administration, no flexibility with teaching (curriculum), the lack of appreciation from all facets of the community (parents, administration, students etc)	Someone who is knowledgeable about the job and has had teaching experience in my content area. Must be understanding, flexible, allow for teachers to become leaders themselves (not just in administrative pathway), patient, cool-headed, fair, and innovative.
T10	I always love new strategies or techniques to reach all learners.	Writing assessment reports since it's a legal document	Organization, communication, follow through, opportunities for personal connection, and sympathetic
T11	Maybe coverage for more opportunities to observe peers.	There are always a million things to remember and do with only a short window of time.	Understanding and patience.
T12	NO RESPONSE	The lack of academic motivation of the students and the parents.	That the admin understands my job responsibilities, time constraints of work vs. Personal life
T13	Technology based curriculum.	Balancing working from home and losing the social interaction with my kids.	Open to constructive criticism and advice/suggestions.
T14	NO RESPONSE	NO RESPONSE	Must be very supportive ...

T15	NO RESPONSE	Workload, in particular making time to providing meaningful feedback to all students.	An administrator should be supportive and appreciative. Also being able to set teachers up for success. Another quality I value is showing enthusiasm and commitment to improve the community.
T16	Having a mentor would have helped a lot especially during the first years as a teacher.	The most stressful part about the teaching profession is having to complete menial tasks that do not add to becoming a better teacher. Such as typing and turning in lesson plans. I believe this takes away time from finding more engaging ways to teach.	An administrator needs to be approachable, reasonable, personable, and organized. I understand there are certain tasks that need to be completed
T17	Stress free days	PDs when we can use time sometimes other ways	Accessibility
T18	Curriculum and instruction	How much time it takes to lesson plan and still have time for us to go home and relax a little.	Know how to communicate and not be afraid to make decisions.
T19	Show me how to use the curriculum for instruction.	Workload	Supportive
T20	Admin listens. Give teachers the tools to teach their subject. Be ok with breaking down	Being undervalued. When it is clear decisions are being made to please district officials.	When answer choices make sense for the question unlike 17-22. That they value my input about the subject, my work and not just looking to appear like they are doing good by home office. That they care about the students/ staff and parents, and it is not fake.

T21	Professional Development in my content area	Unmotivated students with disruptive behavior	An administrator who understands the teacher side and supports teachers based on that.
T22	Better curriculum	Never ending to do list and lack of appreciation	Showing that you care enough about teachers by making the time to come to a class or ask how we are doing
T23	More observations	Lesson Planning	Approachable, understanding, caring, respectful
T24	Structured methods of grading and scope and sequences	Assessing and grading	Compassionate, constructive criticism, honest, leader, approachable, welcoming, fun, resilient
T25	More time for lesson planning, preparation, and grading on my own and with a partner or team.	The workload and lack of support from families at home. I work 10 to 12 hours a day in total. It is not uncommon for me to spend 4 hours planning, working with students after school, grading, and progress monitoring each day. I also frequently need to make	I want my administrator to be understanding, a good listener, and willing to listen to what I need. I like when I am provided with constructive feedback and given positive feedback as well.
T26	Support staff positions so that I do not feel the need to complete my full-time job as well as two part time jobs at my school.	The hours of work I put in does not correlate with the amount of money I make. Also, the inability to grow into positions with more pay.	Someone I can be honest with and will help me grow in my profession.
T27	NO RESPONSE	NO RESPONSE	NO RESPONSE
T28	Different ways to check for understanding.	observations and parent conferences	Compassionate, helpful, innovative, resourceful, approachable, knowledgeable

T29	NO RESPONSE	NO RESPONSE	NO RESPONSE
T30	Being able to observe other teacher to get new ideas or a fresh outlook on how to approach something would be great.	The politics of it. So many policies, requests, etc. are handed down from above without any thought on the impact these will have on our time.	Clarity and openness. Uncertainty on a campus breed more stress for teachers.
T31	Understanding that this is my job that I LOVE, but not my life.	Meeting the needs of each scholar	It's important that an administrator be able to empathize with my concerns, especially when it comes to problematic scholars that need additional supports.
T32	Operational Support	The number of students with high needs and lack of support available.	Leads by example and always has your back.
T33	Feedback on my lessons.	Helping my kids who are below meet the standards.	Providing positive feedback.

Appendix C: Open-Ended Questions of Posttest Educational Survey for *N*=33

NOTE: The following table shows teachers responses to open-ended questions after the BICE model was applied.

	Professional Development	Stress	Administration
ID	Q11: What type of support would you like to receive as a school teacher?	Q16: What part of the teaching profession is most stressful for you?	Q22: What quality or qualities are most important to you in an administrator?
T1	More planning time	Losing planning time due to schedule changes	Great advisement
T2	More constructive feedback	Lazy kids	Approachable and adaptable
T3	NO RESPONSE	Managing so many tasks on top of teaching.	Understanding and clear communication.
T4	I would like to be a better presenter for our staff.	I tend to stress about deadlines.	I value that an administrator can relate to my stress and struggles in teaching.
T5	NO RESPONSE	Staff meetings	Strong leadership skills
T6	We currently have a second adult in each classroom to help with supporting students during hybrid teaching. I would like to receive this support even after we go back to full in person. This would allow me to help students catch up since many have fallen	Time consuming paperwork.	Someone who is approachable, understanding, supportive and willing to work with you.

T7	I would like PD's and workshops taking my expertise/knowledge in mind.	Parents and busy work from administration	NO RESPONSE
T8	I am not sure currently.	The paperwork and the impact of accountability.	Caring, understanding, organized, timely, personable, check on staff.
T9	Planning time, collaboration, support, and respect from administrators	District and school initiatives and expectations with the limited time but then guilt for not ever being good enough	Having the courage to stand up for teachers, trustworthy, honesty and being approachable.
T10	More feedback, less paperwork, and more time to collaborate with peers.	Too many tasks and it's all expected to be completed during our planning time. lack of support and feedback.	Supportive, honest, confident, patient, and willing to listen.
T11	Math collaboration within the school.	Culture building from ALL stakeholders.	Open communication & accepts constructive feedback.
T12	Less last-minute notice on events.	Classroom size/student behavior (pre-covid)	NO RESPONSE
T13	Authentic leadership, collaboration time, support, mentoring,	Long staff meeting, lack of effective pd, workload, lack of control.	Understanding, approachable, be authentic and honest
T14	Trust to teach our way, admin that listens to teachers and supports us.	Lengthy staff meeting that waste time, busy work like lesson plans and lack of support or feedback.	Support, good listener, decisive, and lead by example.

T15	Better curriculum and guidance to be the best teacher I can be.	The most stressful part about the teaching profession is having to complete menial tasks that do not add to becoming a better teacher. Such as typing and turning in lesson plans. I believe this takes away time from finding more engaging ways to teach.	Honest, family oriented, trustworthy of the teacher, organized and protect teachers from burnout.
T16	Give me opportunities to learn and help others grow without asking me to teach full time and mentor. I love teaching but not full time, I can do so much more, and support other teachers grow too.	Lack of direction and measurable success. Too many new initiatives.	Be available and visible. Do not stay in your office all day.
T17	Offer additional duties and allow me time to accomplish them.	Working in isolation.	Be organize and do not waste time with long meetings. You want teachers to be engaging, you need to do the same.
T18	Support with student discipline, give more time to collaborate and improve my instruction through feedback and training that supports me in my efforts.	Student behaviors and lack of support	Being accessible, supportive, and trusting teachers to do their job. limiting the amount of busy work,
T19	Help decrease stress for teacher by mentoring and providing support.	Being undervalued, given confusing directions and always asking more of teachers.	It is important for admin to be understanding and supportive of teachers
T20	I would like to have better curriculum and planning time. I would like to receive trainings that helped me become a better teacher and a mentor.	The workload is out of control and the lack of support.	I appreciate admin that value and support their team, being helpful, patient, and respectful is important to me

T21	More lesson prep time during the school day/work hours. Smaller classroom or teacher assistants in classrooms over 20 students.	The additional expectations of teachers outside of teaching and planning lessons. We are expected to be part of various committees or clubs for no additional pay. I would not kind working 60-80 hours a week if I was paid hourly or had a higher pay	I want my admin to understand the work/home balance and to prioritize my mental health and then support my teaching through positive praise and helpful feedback.
T22	NO RESPONSE	NO RESPONSE	NO RESPONSE
T23	More time collaborating and/or observing peers.	The consistently changing "targets", having new directives, programs, etc. handed down with little to no explanation or support	Approachability; honesty
T24	I like the observation at the end of the year, but I want to see more consistently, I also want to see my peers and collaborate with them.	The expectations for teachers are not realistic and we are often being asked to sacrifice our own selves to meet all the targets (that change so often).	Compassionate, give constructive feedback, a mentor, trustworthy, team player
T25	More time for lesson planning, preparation, and grading on my own and with a partner or team.	The unrealistic job duties and that I must be part of some many committees and additional duties that only adds to my stress. I forget to take care of myself and sacrifice so much to be an effective teacher.	Have the teacher's back, support, courage, honest, confident, and authentic.
T26	I like the observation at the end of the year, but I want to see more consistently, I also want to see my peers and collaborate with them.	So much out of my control and I feel like the people making decisions have no idea how them impact my students and myself. I do not trust those making decisions.	Trust, confidence, understanding that my personal life comes first.
T27	More observations and frequent feedback. I want to get better and collaborate.	Not being able to be the best version teacher that I want to be because I am exhausted by the requirements and lack of control.	Lead by example and be on the side of teachers. Do not stress teachers with things that are out of our control.

T28	Additional time for collaboration, professional development that helps, invest in teachers' growth, curriculum that is effective, support with challenging students.	The paperwork and long and goal-less meetings.	Honest, hardworking, humble, approachable, and leads by example.
T29	I would like to receive feedback on my teaching and be given opportunities to learn from my peers. I want to be part of real PLCs and engage in meaningful PD.	The wasted time that is put on me by admin or home office people	Approachable, someone who care about my well-being and puts teachers best interest on their agenda. So, one who reminds me to prioritize me and to live a well balance life.
T30	Training and mentoring.	Parents to caring as much as I do, busy work with endless emails and priorities.	Respectful, humble, honest, resourceful and supportive
T31	I would like to be given direction and not change the targets so often. I would like to have time to collaborate and a team that is focus on solutions.	The amount of money I get for work I do. Class sizes need to be MUCH lower too!	I need to be able to be backed by my administrator and heard when I have concerns.
T32	Time, resources, less busy work, training, mentoring.	Lack of collaboration and the never ending to do list.	A leader that listens, shows compassion, and supports teachers.
T33	More time to collaborate and plan.	Committees, paperwork, lesson planning.	Lead by example and have our backs.

Appendix D: Teacher Post-BICE Interview Questions and Full Responses

Note: The following were used as interview questions for teachers and their full responses are also included.

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?

Question 1-

Complete Interview Responses of Experienced Teachers for Q1

ID	Why did you decide to become a teacher?	
B1	"I got steered in this direction, and then it turned out fabulous."	
B2	"So, I just really fell in love with teaching from there and decided, Okay, there's no going back.	
B3	"I always knew I wanted to be a teacher where I connect."	
B4	"I had this really kind of hardcore gang banger (adult student) …he told me, if teachers had ever cared that much, I probably would have never quit school and gone the route that I went. And it was an aha moment."	
B5	"I fell into teaching."	
B6	"Um, so I had always loved working with children. I felt pressured to be in like a more successful career, something that wasn't considered basic. I wouldn't change it. And I wouldn't do anything else."	

B7	"I think that I didn't start out wanting to necessarily be a teacher, but… just to help. And it just kind of spiraled from there. You know, it wasn't like being born into me, it was just the heart of helping other people live a better life."
B8	"I always knew I wanted to be a teacher ever since I was little. It's something that was innate in me that I wanted to do. I know that for sure."
B9	"You know, I think I just always grew up wanting to be a teacher. I started working in classrooms that just solidified, you know, my lifelong dream of being an educator."

Question 2-

Complete Interview Responses of Experienced Teachers for Q2

ID	What is the best part of being a teacher?	
B1	"Seeing the kids' faces every day. So having those relationships."	
B2	"I just love seeing them grow as well-rounded children."	
B3	"The laughter, and the connection. And when you see a click, wow, when a child goes from struggling and hating school and not wanting to be there and being frustrated, to tell me I'm a reader, I'm a scholar, I can do it, I'm smart, I'm capable, that's the best part."	
B4	"The best parts are really having those breakthroughs with students, when you kind of see that aha moment with them on a concept that they've been struggling with, that they are now like, finally getting it."	
B5	"Working with kids"	
B6	"Working with kids. So just working with kids in general."	
B7	"When you see that aha moment with a child, and a reluctant learner gets it for the first time, and they glow. Helping a child see the awesome in them, that they can share with the entire world and share their gifts with the world."	
B8	"I love the age group that I work with kindergarteners, they keep me alive, like their energy, their curiosity, like their innocence. I want to make them excited about school, I always feel like kindergarten is like, their first taste of like real school, and I want to keep them excited about learning."	
B9	"The relationships you make with your students, seeing them grow throughout the year."	

Question 3-

Complete Interview Responses of Experienced Teachers for Q3

ID	What is the most challenging part of being a teacher?	
B1	"The number of students that were given sometimes. It's hard sometimes to manage that many students and really give them the individualized instruction that they deserve. Special education students that we are given in our general education classroom with the lack of support from a sped teacher."	
B2	"Diverse range of learners in the classroom and covid, a big part of it was the lack of equity and just making sure all our students had the same number of resources at home. And our school did a great job with that. Seeing the disparity with students who you know, do practice at home versus the ones who don't."	
B3	"The differences between those students that were supported, and not supported, has never been more apparent in my career as it is now, due to covid. Honestly, sometimes I felt like I was failing my kids."	
B4	"The mandates and policies and program changes. The 'do this in your classroom,' things that come down from home office or district office. I think the other thing that's frustrating, and that has become. Distance learning due to covid [sic] and lack of parent support as students get older."	
B5	"Technology for sure. I would say this year due to covid. I couldn't even turn on the computer. So, for me to know how to do flip grids, anything zoom meetings, anything, I had to spend my summer learning everything because that was the only way I could reach my students. There was no reason until covid [sic] hit and then I had no choice."	
B6	"I think the challenging behaviors, and not always having the tools or not always knowing what to do, because your goal ultimate goal is to help kids learn."	
B7	"Politics and red tape. Students' traumas and lack of social emotional support. High stakes standardized test."	
B8	"I think balance, personal life, and work-life like that is important. Boundaries are super important, and that I think I have trouble with too."	
B9	"I think there's a lot more independence to teaching, then people realize there is a lot of isolated, sometimes as a teacher working in your classroom, a lot of decisions, hard decisions that you have to make in the moment, you are working in isolation a lot."	

Question 4-

Complete Interview Responses of Experienced Teachers for Q4

ID	What elements do you think are important to have in a leader?		
B1	"Somebody who values who you are as a person, and then thinks about who you are as a teacher second. Has a positive framing."		
B2	"Someone who knows what they're doing, and you can look up to. Humble, who is just someone who is willing to share their knowledge and has experience in the field because. Teaching experience."		
B3	"I think feedback is important. I think that supporting but not micromanaging. Clear directions on what you expect, I think is important. I think supporting your team and allowing them the space to be vulnerable and have emotions is big."		
B4	"Openness and an honesty. To be understanding."		
B5	"I think a leader must be fair, treat everybody fairly. You don't have to pigeonhole someone to fit into a box when they're not the box type."		
B6	"I would think humility. Trust and a good ability to listen to new ideas."		
B7	"I feel like a leader needs to be intelligent. I feel like humility needs to be a very, very strong character, because you are always going to find somebody who knows more than you."		
B8	"Honest, trustworthy, authentic, available to all. Someone who leads by example."		
B9	"I think that humility and that just openness and accepting of other ideas and best practices to use in your classroom is a really important quality to have in a teacher."		

Appendix E: Links to California Standards for the Teaching Profession (CSTP) (2009)

Standard for Engaging and Supporting All Students in Learning

Standard for Creating and Maintaining Effective Environments

Standard for Understanding and Organizing Subject Matter

Standard for Planning Instruction and Designing Learning Experiences

Standard for Assessing Student Learning

Standard for Developing as a Professional Educator

Appendix F: Administrator Post-BICE Interview questions and full responses.

Note: The following were used as interview questions for teachers and their full responses are also included.

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?

Question 1-

Complete Interview Responses of Administrators for Q1

ID	Why did you decide to become an administrator?	
V1	"I decided to become an administrator because I was becoming aware of the challenges that we were facing as a school. And I couldn't address them in my role in the classroom."	
V2	"I was able to impact anywhere between 70 to 150 kids a day when I was in the classroom, and I wanted to make a greater impact."	
V3	"I've always liked working in the classroom. And he said, you know, what do you think about being in administration? And, and that got my wheels turning like, oh, wow, maybe I should investigate, this guy is the one that planted the seed for me to look into becoming an administrator."	
V4	"I became an administrator because I wanted to spread my net wider and impact more students and be able to do that through reaching out and being able to coach and support teachers."	
V5	"Mostly it was to have more impact at school level, as a teacher only, I was able to change the things at the classroom level impacting relatively 30 to 60 students."	

V6	"I left the classroom to become an administrator because a person at the home office said I should. I really valued this person and I felt as if my leadership was noticed, and my impact was needed at a larger scale. I had no idea what I was getting myself into. I thought I would be a teacher forever."

Question 2-

Complete Interview Responses of Administrators for Q2

ID	What is the best part of being an administrator?		
V1	"The best part of being an administrator is sharing in everyone's celebrations. And that's the more formal stuff like promotion graduation to the informal stuff like a teacher. There's a lot of victories that happen on the school campus as an administrator, you can be a part of a lot of them."		
V2	"I enjoy seeing the growth of teachers and coaching teachers. So, the model that we have set up here with in classroom when we're allowed to be or virtually having those meetings, giving the feedback, seeing it in real time take place and then watching that growth from beginning to end, whether new teacher or veteran teacher, that's super exciting, and then watching them develop those relationships with the kids as well."		
V3	"The connection. So, when teachers get a chance to tell me like how kids are succeeding, or how they grew, I love hearing those stories, because it helps me connect like when I was back in the classroom. I'm very appreciative when they share some good stuff. I get to recognize and reward kids for good things they do."		
V4	"The daily interactions I make with the kids is honestly my favorite. And then also just seeing the progress, especially with our team. And what I traditionally work with is newer teachers. So, seeing the progress in a newer teacher, so going from that those first few days of kind of trial by fire to rocking it in the classroom."		
V5	"Decision making process involving other people working collaboratively with other administrators and the teachers and department chairs. That's the beauty of like we are as if we are producing food we are in the kitchen, we are just helping each other to bring the best dish out of the kitchen. And that's the part I see like human collaboration is the best part that I work with."		
V6	"The best part of being an administrator is feeling that you can understand how and why things are the way they are, and ideally make a difference. I like that I can take things off the plates of my teachers and hear them out, so when I advocate for them, I understand what they need and how I can provide that for them. I enjoy watching teachers teach with passion and connect with students. I enjoy collaborating with adults and problem solving together. I enjoy celebrating with teachers and students alike."		

Question 3-

Complete Interview Responses of Administrators for Q3

ID	What is the most challenging part of being an administrator?	
V1	"Lack of time it's finding that balance."	
V2	"Being spread too thin. Priorities being pushed to the backburner because of day-to-day logistical things that pop up or putting out fires. The number of questions and sometimes we don't have all the answers so it's, making those quick decisions all the time, hoping that they are good ones."	
V3	"It's getting complex to the point where you're having to figure out how to balance out all day-to-day paperwork and compliance thing that you must do. Plus, at the same time, you know, you still want to maintain relationships with your staff, with your students and, and you're left you know, between a rock and a hard place, the compliance stuff is important."	
V4	"At times it feels like you are not able to reach everybody, being spread too thin."	
V5	"The most challenging part is also to work with people. Getting hundreds of emails daily, HR and finance being on my shoulders. Like I can say like one is time limit, that I don't have sufficient time like I am working additional one to two hours adding to my workload to get the things done."	
V6	"I could be in my office all day and busy, but I shouldn't, that's not how I build culture. The feeling of, "this is too much" and I cannot complain because I must remain positive. It's a lot of pressure, and although it pays better than being a teacher, it makes you wonder if this is a career that can be done successfully for a working mother."	

Question 4-

Complete Interview Responses of Administrators for Q4

ID	What elements do you think are important to have in a leader?	
V1	"Probably a true love for the students. Being very transparent, and collaborative."	
V2	"Approachability and the ability to bring people together while also fostering those relationships right from the get-go so that people want to work for you. The ability to delegate and trust. Having the ability to share that responsibility with a team that you trust."	
V3	"Relationship builder is one of them. And I think something that that's been difficult for myself in the pandemic is building that relationship. It's made it extremely difficult luckily. That's the heartbeat of any school."	
V4	"So that ability to be flexible and stepping into what is needed for the moment. As well as leading with a vision and being approachable."	
V5	"I would say integrity, collaborative mindset and efficiency are the three elements that I can say crucial for to become an administrator or school leader."	
V6	"Grit, confidence yet humble, and the ability to forgive, to inspire and to want to continuously improve."	

Appendix G: Likert Survey Interview questions (both Pre/Post survey)

Note: The following is the Likert survey that was provided to all experienced teachers to

complete pre-BICE and then post-BICE. The results of the survey, 33 questions, were discussed

in Chapter 4.

Anonymous Consent Statement

You are being asked to participate in a survey research project entitled "Build (re-establish) rapport, Inspire feedback, Celebrate success, and Exceed results: A found level leadership program to increase administrative support and retention of experienced teachers." The primary researcher is Laura Schlottman, and Educational Leadership doctoral candidate at Concordia University, Irvine and supervised by Dr. Cynthia Stephens, the university supervisor.

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

Your participation is voluntary and you may choose not to take the survey, 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 or older to participate in this study. Your completion of the survey serves as your voluntary agreement or participate in this research study and your certification that you are 18 or older.

Questions regarding the research study can be directed to Laura Schlottman at laura.schlottman@eagles.cui.edu.

* Required

1. Please select the appropriate consent statement below *

    Mark only one oval.

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

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

2. Today's date *

    _____

    Example: January 7, 2019

BICE Research Study Survey	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.

3. 1. Is "teaching" your first career choice?

    Mark only one oval.

    ( ) Yes

    ( ) No

4. 2. Would you recommend your teaching credential program?

    Mark only one oval.

    ( ) Yes

    ( ) No

5. 3. How many years have you taught?

    Mark only one oval.

    ( ) This is my first year teaching

    ( ) Over 1 year

    ( ) 2 years

    ( ) 4 years

    ( ) 5 years

    ( ) between 6 and 10 years

    ( ) more than 10 years

6. 4. Do you hold a clear teaching credential?

    Mark only one oval.

    ( ) Yes

    ( ) No

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

Check all that apply.

☐ Very Low Priority
☐ Low Priority
☐ Neutral
☐ High Priority
☐ Very High Priority

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

Check all that apply.

☐ Very Low Priority
☐ Low Priority
☐ Neutral
☐ High Priority
☐ Very High Priority

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

Check all that apply.

☐ Very Low Priority
☐ Low Priority
☐ Neutral
☐ High Priority
☐ Very High Priority

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

Check all that apply.

- [ ] Very Low Priority
- [ ] Low Priority
- [ ] Neutral
- [ ] High Priority
- [ ] Very High Priority

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

Check all that apply.

- [ ] Very Low Priority
- [ ] Low Priority
- [ ] Neutral
- [ ] High Priority
- [ ] Very High Priority

12.   10. What option best represents what you teach? (check all that apply)

Check all that apply.

- [ ] Elementary School (TK-5th)
- [ ] Middle School (6-8th)
- [ ] High School (9-12th)

13.   11. What type of support would you like to receive as a teacher?

_____

_____

_____

_____

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

Check all that apply.

☐ Never
☐ Rarely
☐ Every One in a While
☐ Sometimes
☐ Almost Always

15.   13. I stress about the class size on my rosters.

Check all that apply.

☐ Never
☐ Rarely
☐ Every One in a While
☐ Sometimes
☐ Almost Always

16.   14. I stress about how much sleep I receive.

Check all that apply.

☐ Never
☐ Rarely
☐ Every One in a While
☐ Sometimes
☐ Almost Always

17.   15. I stress about the behavior (lack of engagement) of the students in my classroom.

Check all that apply.

☐ Never
☐ Rarely
☐ Every One in a While
☐ Sometimes
☐ Almost Always

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

_____

_____

_____

_____

_____

19.   17. An administrator visits my classroom at least once per semester.

Check all that apply.

☐ Very Important
☐ Important
☐ Neutral
☐ Slightly Important
☐ Not Important

20.   18. An administrator has taught my content area.

Check all that apply.

☐ Very Important
☐ Important
☐ Neutral
☐ Slightly Important
☐ Not Important

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

Check all that apply.

☐ Very Important
☐ Important
☐ Neutral
☐ Slightly Important
☐ Not Important

22.   20. An administrator shows interest in my personal well-being.

Check all that apply.

☐ Very Important
☐ Important
☐ Neutral
☐ Slightly Important
☐ Not Important

23.   21. An administrator is approachable.

Check all that apply.

☐ Very Important
☐ Important
☐ Neutral
☐ Slightly Important
☐ Not Important

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

_____

_____

_____

_____

25. 23. How much do you agree with this statement?..." I feel like I am a good match for this company..."

Mark only one oval.

Completely Disagree

1 ⬭

2 ⬭

3 ⬭

4 ⬭

5 ⬭

Completely Agree

26.   24. How many coworkers do you interact with regularly

Mark only one oval.

- ( ) 0
- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) 6
- ( ) 7
- ( ) 8
- ( ) 9
- ( ) 10+

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

27.   Gender

Mark only one oval.

- ( ) Female
- ( ) Male
- ( ) Prefer not to say

28. Age ?

Mark only one oval.

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

29. Current Marital Status

Mark only one oval.

- ⬭ Married
- ⬭ Single
- ⬭ Divorced
- ⬭ Seperated
- ⬭ Living with another
- ⬭ Widowed
- ⬭ Prefer not to say

30. Current Household Income ?

Mark only one oval.

- ⬭ $40,000-$49,999
- ⬭ $50,0000-$74,999
- ⬭ $75,000-$99,999
- ⬭ $100,000-$150,000
- ⬭ Over $150,000
- ⬭ Prefer not to say

31. How many children under 18 years old live in your household?

Mark only one oval.

- ⬭ None
- ⬭ 1
- ⬭ 2
- ⬭ 3
- ⬭ 4 or more
- ⬭ Prefer not to say

32. Highest Education

Mark only one oval.

( ) Bachelors Degree

( ) Masters Degree

( ) Doctorate Degree

( ) Prefer not to say

33. What format was your teaching credential program?

Mark only one oval.

( ) In person (face to face)

( ) Online only

( ) Blended

( ) Prefer not to say

BICE Research
Study Survey

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

Google Forms

Appendix H: Academic Research Project Proposal Presentation for Principals

Note: The following is a power point presentation that was presented to school leaders on October 22, 2022 to explain the BICE study and invite schools to participate.

Appendix I: School Leader's BICE Program Study Summary, Visual Aid.

Appendix J: CITI Program Course Completion Certificate

CITI PROGRAM

Completion Date 21-Sep-2020
Expiration Date 21-Sep-2023
Record ID 38455177

This is to certify that:

Laura Schlottman

Has completed the following CITI Program course:

Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report).

Social & Behavioral Research - Basic/Refresher (Curriculum Group)
Social & Behavioral Research (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

Concordia University Irvine

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wd42506d7-626c-45ff-b45b-a25b4ed5fa49-38455177

Appendix K: Formal Invitation for Administrators to participate in the BICE study

CONCORDIA
UNIVERSITY IRVINE

Dear Administrator,

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 experienced teachers." This study is being conducted by Laura Schlottman, under the supervision of Dr. Cynthia Stephens, Professor in the School of Education, Concordia University, Irvine. This study has been approved by the Institutional Review Board, Concordia University Irvine, in Irvine, CA.

The purpose of this study is to examine the factors that lead teachers to remain in the profession and what support they considered helpful/beneficial. You are being asked to participate in a four-level leadership program (BICE) to support teachers' development. You may also be asked to participate in a follow-up interview if you volunteer. **Your participation is completely voluntary and you may opt-out of participation at any time.**

Your identity will remain anonymous. Neither the district's name nor school name will be reported. The findings, reported in my doctoral dissertation, will simply say that data was collected from teachers and administrators. All data, recordings, and findings will be stored either in a locked file or in the researcher's private computer that is protected by security software and passwords. All records will be destroyed by May 21, 2023.

The researcher plans to conduct a survey and follow-up interviews. The entire data collection phase should last from April 1, 2021 - May 21, 2021. The BICE training should take about 30 minutes and the four levels need to be completed within 14 days after the start. The follow-up interviews will take no longer than 30 minutes. 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.

If at any time you feel uncomfortable, please let the researcher know and discontinue participation if appropriate. This project will help bring attention to the factors that teachers consider important in their choice to remain in the teaching profession, as well as the

significance of support they received.

  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 interviews can take place at your choice of time and location as you deem most comfortable. The neutral person will work with you to accommodate your participation. You are encouraged to give feedback. Your responses will be used solely for research purposes and have no retribution or consequences. For questions about the research or the survey process, please feel free to contact Laura Schlottman

  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 experienced 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 written consent for you to take part in the interviews of this research study.

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

Laura Schlottman

Educational Leadership Doctoral Candidate Concordia University, Irvine

laura.schlottman@eagles.cui.edu

CONCORDIA
UNIVERSITY IRVINE

Dear Administrator,

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 experienced teachers.

Please check the appropriate box below for your consent to be interviewed and have the session audio recorded. Then, sign and date and return it to the primary researcher (digitally).

❏ I understand that I must be 18 years of age or older to participate in your research study. I give permission to have my interview session audio recorded. I have read and understood the invitation letter outlining the research study and agree to participate in the interviews for the research study.

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

Signature of Participant: _____   Date:_____

Thank You

Appendix L: Administrator's BICE Guide

NOTE: The following is the BICE guide that was created and shared with all participating administrators to guide them through the study.
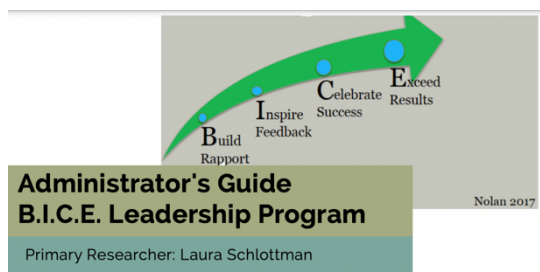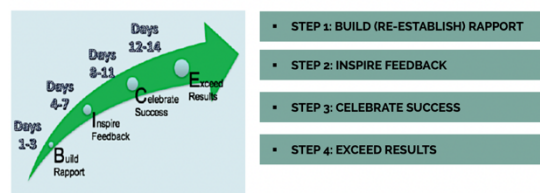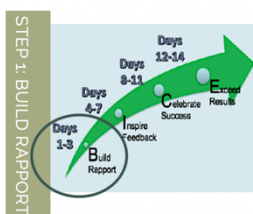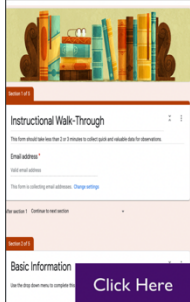
STEP 2: INSPIRE FEEDBACK

- **PURPOSE:** Visit classrooms and make it meaningful
- **ACTION ITEM(4-7 Days):**
- 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
- **TRACKING:** Use Observation Form and BICE tool

STEP 3: CELEBRATE SUCCESS

- **PURPOSE:** Deliver positive feedback
- **ACTION ITEM (8-11 DAYS):**
  - Review your BICE observational tool
  - Send a group email, to all teachers observed, with three strengths and one observed growth.
  - Do not share names.
- **Example:**
  - Strengths: (1) Giving students time to discuss, (2) asking follow-up questions to responses, and (3) connecting activities to real-world application.
  - Growth: (1) Increase the quality of questions (i.e. open-ended).
- **TRACKING:** Send an email to teachers observed.

STEP 4: EXCEED RESULTS

- **PURPOSE:** Setting effective goals
- **ACTION ITEM (12-14 Days):**
- 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
  - Examples:
    - The Math department had 80% of objectives written for students to see on the board. Let's go for 90%
    - The English department effectively used whole group and pairs in their instruction. Let's try small groups!
    - The Science department had 70% of their lessons at DOK three. Let's go for 80%!
- **TRACKING:** This step can me combine with step 3 and an email to staff will be shared for Admin to email all staff.

Appendix M: Teacher's Consent to participate in BICE Study

Dear Teachers,

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 experienced teachers." This study is being conducted by Laura Schlottman, under the supervision of Dr. Cynthia Stephens, Professor in the School of Education, Concordia University, Irvine. This study has been approved by the Institutional Review Board, Concordia University Irvine, in Irvine, CA.

PURPOSE: The purpose of this study is to examine the factors that lead teachers to remain in the profession and what support they considered helpful/beneficial.

DESCRIPTION: You are being asked to fill in a survey that asks some questions about your experience as a teacher. You may also be asked to participate in a follow-up interview if you volunteer.

PARTICIPATION: Your participation is completely voluntary and you may opt-out of participation at any time.

CONFIDENTIALITY OR ANONYMITY: Your identity will remain anonymous. Neither the district's name nor school name will be reported. The findings, reported in my doctoral dissertation, will simply say that data was collected from teachers. All data, recordings, and findings will be stored either in a locked file or in the researcher's private computer that is protected by security software and passwords. All records will be destroyed by May 1, 2023.

DURATION: The researcher plans to conduct a survey and follow-up interviews. The entire data collection phase should last from May 3, 2021, to May 30, 2021. The survey should take about fifteen minutes to complete, but follow-up interviews will take no longer than 30 minutes.

Dear Teachers,

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 experienced teachers." This study is being conducted by Laura Schlottman, under the supervision of Dr. Cynthia Stephens, Professor in the School of Education, Concordia University, Irvine. This study has been approved by the Institutional Review Board, Concordia University Irvine, in Irvine, CA.

PURPOSE: The purpose of this study is to examine the factors that lead teachers to remain in the profession and what support they considered helpful/beneficial.

DESCRIPTION: You are being asked to fill in a survey that asks some questions about your experience as a teacher. You may also be asked to participate in a follow-up interview if you volunteer.

PARTICIPATION: Your participation is completely voluntary and you may opt-out of participation at any time.

CONFIDENTIALITY OR ANONYMITY: Your identity will remain anonymous. Neither the district's name nor school name will be reported. The findings, reported in my doctoral dissertation, will simply say that data was collected from teachers. All data, recordings, and findings will be stored either in a locked file or in the researcher's private computer that is protected by security software and passwords. All records will be destroyed by May 1, 2023.

DURATION: The researcher plans to conduct a survey and follow-up interviews. The entire data collection phase should last from May 3, 2021, to May 30, 2021. The survey should take about fifteen minutes to complete, but follow-up interviews will take no longer than 30 minutes.

RISKS: If at any time you feel uncomfortable, please let the researcher know and discontinue participation if appropriate.

BENEFITS: This project will help bring attention to the factors that teachers consider important in their choice to remain in the teaching profession, as well as the significance of support they received.

AUDIO: A consent form will be given to the participant if they opt to participate.

CONTACT: For questions about the research or the survey process, please feel free to contact Laura Schlottman anytime at (562) 201-6968 or at laura.schlottman@eagles.cui.edu

RESULTS: The results of this study will be published in the researcher's doctoral dissertation at Concordia University Irvine.

CONFIRMATION STATEMENT:
I agree to participate in the research study described by completing the Likert scale.
https://forms.gle/nL4pwfrubyiic5nq7