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Novice Teachers' Perceptions of the Most Effective Instructional Leadership Practices

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**NOVICE TEACHERS' PERCEPTIONS OF THE MOST
EFFECTIVE INSTRUCTIONAL LEADERSHIP
PRACTICES**

by

Schbrett Lewis Myers, B.S., M.S.

A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education: Educational Leadership

COLLEGE OF EDUCATION
LOUISIANA TECH UNIVERSITY

May 2022

LOUISIANA TECH UNIVERSITY

GRADUATE SCHOOL

January 13, 2022

Date of dissertation defense

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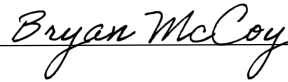
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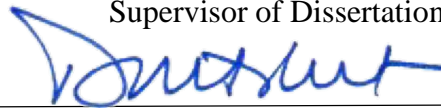
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ABSTRACT

This quantitative study examined novice teachers' perceptions of their principals' most effective instructional leadership practices to ensure a positive school climate. Principals' perceptions were examined to assess their understandings of novice teachers' needs and whether principals have the knowledge to support novice teachers' pedagogical needs. Novice teacher experts (n=11) and principals (n=8) participated in a modified Delphi study of three rounds. A three-part instrument, comprised of a survey, Likert scale (Compass Louisiana Leader Performance Evaluation Rubric), and suggestions were used to assess principals' and novice teachers' perceptions. Lawshe's Content Validity Ratio (CVR) measured validity. Novice teacher experts and principals validated 48 IL practices that pertained to classroom management, mentorship, co-teaching, communication, lesson modeling, collaboration, data-driven decisions, formal and informal observations, curriculum assessments and school mission. Seven of the 48 IL practices were created from Round One and Round Two of the modified Delphi study by novice teacher experts. Principals may use the results to foster productive and effective school climates that perpetuate novice teacher retention.

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ACKNOWLEDGMENTS

I would like to acknowledge and thank my dissertation committee chair, Dr. Bryan McCoy, for his guidance, feedback, and words of encouragement. I would also like to thank my committee members, Dr. Carrice Cummins and Dr. Dawn Basinger, for their suggestions in the final stages of the dissertation process. I have learned so much from all of you.

I am eternally grateful to my husband, Xavier Ryan Myers, my parents, Billy and Carolyn Lewis, and the rest of my family and friends for their unwavering love, support, and prayers. I would not be the educator I am today without you.

CHAPTER 1

INTRODUCTION

Lack of instructional leadership support is the primary influence on novice teacher attrition (Albright et al., 2017; Curry et al., 2016; Pashiardis, 2000). Lack of instructional leadership support causes stress and contributes to novice teacher attrition rates by 25% (Warsame & Valles, 2018). Novice teachers recognize that instructional leaders strongly influence professional behaviors (Duyar et al., 2013; Pogodzinski, 2015; Sehgal et al., 2017). However, some instructional leaders are unequipped to support the professional growth of novice teachers (Altayli & Dagli, 2017; Curry et al., 2016; Oplatka, 2017). Transformational leadership and instructional leadership are models that provide instructional leaders with the ability to provide effective support (Brown, 2015; Pogodzinski, 2015; Sehgal et al., 2017).

Instructional leadership is a leadership model leaders use to accomplish challenging school tasks in the context of accountability standards and diverse demographics (Crum et al., 2009; Goldring et al., 2008). This model promotes self-efficacy and allows instructional leaders to produce effective professional learning communities (Brown, 2015; Goff et al., 2014a; Ovando, 2005). Mentorship, collaboration, shared leadership, classroom observations, and instructional leader visibility are instructional leadership practices that provide teachers with pedagogical

support and build relationships between principals and teachers (Ovando, 2005; Ovando & Ramirez, 2007; Sanzo et al., 2011).

Statement of Problem

The problem investigated in this study was that novice teachers are leaving the profession because of ineffective instructional leadership (Oplatka, 2017; Pogodzinski, 2015; Redding et al., 2019). Many instructional leaders are aware of novice teachers' concerns but face work overload, which prevents them from performing duties such as observations, feedback, and mentorship. Instructional leaders can lack the experience and leadership skills to implement effective practices to retain novice teachers (Altayli & Dagli, 2017; Curry et al., 2016; Oplatka, 2017). Effective instructional leadership practices build interpersonal relationships between instructional leaders and novice teachers (Bellibas & Liu, 2017; Duyar et al., 2013; Sehgal et al., 2017). Positive interpersonal relationships between instructional leaders and teachers produce high teacher growth and performance, teacher self-efficacy, and student performance (Altayli & Dagli, 2017; Ovando, 2005; Ovando & Ramirez, 2007).

Significance of the Problem

Novice teacher attrition rates decrease by 12% when pedagogical support is provided (Warsame & Valles, 2018). Currently, 50% of novice teachers leave the profession within 4 years (Gourneau, 2014; Redding et al., 2019; Rumschlag, 2017). While the literature describes instructional leaders' perceptions of the most effective instructional leadership practices to improve novice teacher retention (Bellibas & Liu, 2017; Pogodzinski, 2015; Sehgal et al., 2017), more needs to be learned about novice

teachers' perceptions of the most effective instructional leadership practices (Ovando, 2005; Ovando & Ramirez, 2007).

Purpose of the Study

The purpose of this quantitative study was to investigate novice teachers' and instructional leaders' perceptions of effective instructional leadership practices.

Research Questions

1. According to instructional leaders, what instructional leadership practices are the most effective for novice teachers?
2. According to novice teachers, what are the most effective instructional leadership practices?
3. Which instructional leadership practices do novice teachers and instructional leaders agree upon as the most effective?

Methodology

A modified Delphi study was used to validate and expand a school leader evaluation instrument. Eleven novice teachers participated in a modified Delphi panel. The novice teachers were employed at elementary and K-8 schools in a southern state. Eight instructional leaders participated in a separate panel. The instructional leaders were employed at elementary and K-8 schools in a southern state.

Theoretical Framework

A transformational leader focuses on the organization as a whole and creates positive perceptions through high expectations (Burns, 1978). According to Bass (1985),

transformational leaders use shared leadership practices to create a positive organizational cultures and perpetuate positive change. Bass and Avolio (1994) theorized transformational leaders create a connection and relationship between leaders and followers through individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. Effective principal leadership practices produce teacher development in the area of instruction. Instructional leadership is needed to help principals provide teachers support and produce high levels of school improvement and student achievement (Crum et al., 2009; Ovando & Ramirez, 2007; Quinn, 2002).

According to Burns (1978), transformational leadership is essential to the learning community because it allows leaders to create a foundation for positive interactions between leaders and followers (Fairholm, 2001). Fairholm (2001) theorized instructional tasks are not accomplished if the leader and follower do not share the same high morals and ethics for the workplace. Transformational leaders use morals and ethics to influence high levels of commitment, performance, and positive behaviors from their followers. Burns (1978) theorized transformational leaders' morals and goals motivate them to meet the needs of their followers. Transformational leaders' actions have a lasting impact on their followers' job satisfaction as opposed to incentives.

Researcher Positionality

The following statements are the beliefs I have because of my experience as a teacher. My preconceptions are expressed to enable readers to audit my findings. Novice teachers struggle the most with classroom management. Novice teachers exhibit teacher burnout due to instructional demands, deadlines, and student learning targets.

Instructional leaders need to become more relatable to novice teachers. Instructional

leaders need to build trust with novice teachers. Instructional leaders need to implement structures to develop novice teachers' self-efficacies, leadership skills, and interpersonal skills.

Limitations

The current study identified novice teachers' and instructional leaders' perceptions of the most effective instructional leadership practices for novice teachers. The participants all worked in elementary and K-8 schools in a single school district. The generalizability of the results is limited by the small sample size and the context of the study.

Delimitations

The results of the current study pertained to teachers who were (a) employed at primary/K-8 schools in a southern state and (b) had at most 5 years of experience. Instructional leaders were also (a) employed at primary/middle schools in a southern state and (b) had at least 3 years of experience. The researcher chose not to include novice teachers and instructional leaders employed at high schools. Also, the researcher intentionally chose not to include experienced teachers with more than 5 years' experience.

Definitions of Terms

Burnout refers to “a form of job stress” linked to “emotional depletion, lack of motivation, and commitment” (Rumschlag, 2017, p. 23).

Instructional leadership refers to Hallinger and Murphy's (1985) three-dimensional leadership model: (a) defining the school's mission, (b) managing the instructional program, and (c) promoting a positive school learning climate.

School climate refers to "refers to the sum of values, culture, safety practices, and organizational structures within a school that cause it to function and react in particular ways" (Naseer & Saeed, 2007, p. 607).

School culture refers to "the beliefs, attitudes, and behaviors which characterize a school" (Naseer & Saeed, 2007, p. 607).

Self-efficacy refers to "a sense of individuals' capabilities regarding how well they can perform actions needed to handle probable situations" (Kurt et al., 2012, p. 72).

Teacher attrition refers to "leaving the teaching profession, transferring to other teaching and educational positions" (Billingsley, 2004, p. 40).

Teacher retention refers "to teachers who remain in the same teaching assignment and the same school as the previous year" (Billingsley, 2004, p. 40).

Teacher turnover refers "to the number of regularly working employees leaving the organization within the reported period versus the number of real active permanent employees on the final day of the previously reported period" (Naz et al., 2012, p. 28).

Title I school refers to a school that is identified as having a 40% student demographic labeled as low-income (United States Department of Education, 2018).

CHAPTER 2

LITERATURE REVIEW

The literature review explored teacher influences based on instructional leadership practices. The current study attempted to identify effective instructional leadership practices that would improve novice teachers' perceptions of job satisfaction that contribute to teacher retention. Existing literature focused on educators and administrators with various years of experience to understand the relationship between instructional leadership practices that impact school climate, teacher behaviors, and evaluations (Goff et al., 2014a; Lavigne & Chamberlain, 2017; Ovando & Ramirez, 2007). Chapter 2 consists of the following subtopics that examine leadership perceptions and practices: Influence of Instructional Leadership on Organizational Cultures, Teachers' Perceptions of Instructional Leadership Practices, Principals' Implementations of Instructional Leadership Practices, and Principals' Perceptions of Instructional Leadership practices. Transformational leadership is the theoretical framework for the current study, and a brief discussion and justification are included.

Influence of Instructional Leadership on Organizational Cultures

Organizational culture includes teachers' beliefs and attitudes about their work environments, influences teacher self-efficacy, and affects leadership values. (Benoliel et al., 2019; Rowan & Miller, 2007; Urick, 2016).

Instructional leaders use their experience to cultivate teacher commitment and job satisfaction. Principal leadership behaviors can influence school improvement academically and build positive school climates that affect teacher retention. Teacher retention improves when an instructional leader implements strategies least likely to conflict with teacher autonomy, motivation, teaching and learning goals, and teacher incentives (Rowan & Miller, 2007). An instructional leader who successfully implements practices that improve organizational culture can impact teachers' decisions to stay in the profession (Urlick, 2016).

Rowan and Miller (2007) studied how both programmed and adaptive leadership practices influenced effective organizational change. Programmed leadership practices include instructional guidance, monitoring, and coaching. Adaptive leadership practices include autonomy and staff collaboration. They found schools with programmed leadership practices had significant growth in involving leadership in staff development, advising teachers, building visions, creating high motivation to implement school improvement activities, and fostering high levels of teacher commitment. Schools with high adaptive leadership showed substantial positive increase in teacher autonomy, innovative climates, values-based decision-making, and critical discourse. Rowan and Miller (2007) found schools that implemented micromanagement produced less successful school improvement activities and policy environments. Teachers see value in themselves and want to commit to learning communities when instructional leaders utilize effective instructional leadership practices. This suggests instructional leadership practices are helpful to teachers and principals in all school settings.

In low-income, urban schools, organizational culture and instructional leadership practices guide school improvement and improve effectiveness (Wang et al., 2012). Wang et al. (2012) studied the differences in instructional leadership practices and organizational climate in effective schools and less effective schools. Schools with higher levels of evidence-based decision-making were more likely to be recognized as highly effective schools. Evidence-based decision-making is an effective instructional leadership practice that experienced instructional leaders use to create positive organizational culture.

Principals with both teaching and assistant principal experiences are better equipped to implement instructional leadership practices and create a positive school culture than principals with no experiences being teachers or assistant principals (Bowers & White, 2013). Bowers and White (2013) studied links between principal preparation, professional experience, and student growth. Principals with more years of experience in school leadership roles produce stronger student growth. Principals working in schools where they previously served as teachers produce stronger student growth. Principals with more years of experience as teachers and in leadership are better equipped to build relationships with teachers.

Urick (2016) studied relationships between principals and teachers in schools. They found that principals' behaviors influenced teachers' decisions to stay in their current schools, transfer to different schools, or leave the teaching profession. They found teachers stayed at schools where principals used shared instructional leadership practices and were highly involved in teacher management and instruction.

Benoliel et al. (2019) studied how principals' systems thinking positively influences organizational culture. Systems thinking is a framework a principal uses to examine the organization as a whole to produce a successful school climate. They found a positive association between principals' systems thinking, teacher leaders' job satisfaction, organizational commitment, and instructional leadership (Benoliel et al., 2019).

The reviewed literature focused on experienced instructional leaders using shared instructional leadership practices, such as evidence-based decision making, to improve organizational culture, teacher job satisfaction, and retention (Benoliel et al., 2019; Bowers & White, 2013; Rowan & Miller, 2007; Urick, 2016). Wang et al. (2012) found evidence-based decision-making transcends school demographics and influences student achievement. Urick (2016) found teachers stayed at schools with principals whose philosophies matched their own. Principal systems' thinking improves school climate and sustains high levels of problem-solving skills.

Instructional leadership practices, organizational culture, and school demographics affect teachers' attitudes and retention (Benoliel et al., 2019; Rowan & Miller, 2007; Urick, 2016). Instructional leaders must use instructional leadership practices and principals' systems thinking to positively influence novice teachers' perceptions of organizational culture (Benoliel et al., 2019). Positive outcomes occur when instructional leaders use problem-solving skills to make sound data-driven decisions and are involved in the work environment (Bowers & White, 2013; Wang et al., 2012). When instructional leaders become more involved, their behaviors influence

teachers to become more active. Teachers' feedback to principals about their perceptions are necessary to shape school climates for novice teachers.

Teachers' Perceptions/Feedback of Instructional Leadership Practices

Teachers' feedback is necessary for the progression of professional school environments and is needed to perpetuate teacher development and student achievement (Goff et al., 2014a; Ovando, 2005; Pashiardis, 2000). Positive relationships exist between instructional leadership practices and teachers' behaviors (Bowers & White, 2013; Goff et al., 2014a; Pashiardis, 2000). Instructional leaders use quality teacher feedback to determine instructional leadership practices that help teachers attain curriculum goals, resources, and professional development to improve learning communities (Goff et al., 2014a; Ovando, 2005).

Ovando (2005) studied how teacher leaders used frequent observations and feedback to improve school climate and fellow teachers' performances. They reported five topics influenced school climate: preparations to deliver written feedback, teacher response to feedback, perceived potential to feedback, aspiring instructional leaders' lessons learned, and recommendations for instructional leaders (Ovando, 2005). Teachers learned how to use reflection time and evaluate quality instruction by familiarizing themselves with curriculum terminology and observation formats (Ovando, 2005). Teachers positively responded to feedback when it was specific (Ovando, 2005). Communication between principals and teachers was found to build self-efficacy (Ovando, 2005).

Goff et al. (2014a) studied how coaching sessions and teacher feedback influenced principal leadership development. Coaching sessions allowed principals to

self-reflect, share and discuss teacher feedback and goals with teachers. Goff et al. (2014a) found principals and teachers recognize the importance of teacher feedback to the learning environment.

Moore et al. (2016) studied the relationship between teachers' perceptions of instructional leaders and student achievement. They found that maintaining high visibility in extracurricular participation, covering substitute needs, providing incentives for learning assemblies, recognizing student achievement, communicating with parents, and supporting teachers were all associated with student achievement.

Meaningful and constructive teacher feedback is essential to school climates and successful instructional leadership practices (Goff et al., 2014a; Moore et al., 2016; Ovando, 2005; Pashiardis, 2000). Novice teachers need valuable feedback from evaluators and more opportunities to participate in school initiatives (Ovando, 2005; Pashiardis, 2000). A connection exists between teacher perceptions, principal instructional leadership practices, and student achievement (Moore et al., 2016). A connection exists between self-efficacy, principal visibility, school climate, school improvement, principal development, and teacher feedback (Goff et al., 2014a; Moore et al., 2016; Ovando, 2005; Pashiardis, 2000).

The literature conveys teacher feedback creates communication and collaboration among teachers and school principals (Goff et al., 2014a; Ovando, 2005; Pashiardis, 2000). Principals must implement specific leadership practices in order to support novice teachers. Instructional leaders must possess the self-efficacy needed to provide novice teachers opportunities to voice their needs in the instructional setting (Goff et al., 2014a;

Ovando, 2005). Teacher development is essential to principal development (Goff et al., 2014a).

Principal's Implementation of Instructional Leadership Practices

Instructional leadership includes positive relationships between principals and teachers and creates nurturing school climates that influence fairness, communication, trust, openness, benevolence, reliability, honesty, and competence between the two (Boyce & Bowers, 2018; Ovando & Ramirez, 2007; Quinn, 2002; Tschannen-Moran & Gareis, 2015). Positive relationships enable teachers to support and receive the principal's decision-making skills and administrative support (Boyce & Bowers, 2018; Ovando & Ramirez, 2007; Quinn, 2002; Tschannen-Moran & Gareis, 2015).

Quinn (2002) found principals should exhibit specific behaviors and attributes. They should provide resources, be instructional advocates, be strong communicators, and maintain frequent visible presence within classrooms. Ovando and Ramirez (2007) studied instructional leadership practices that produced positive student and teacher outcomes based on principals' perceptions. They found middle and high school principals provided support to struggling novice teachers. Support included setting clear expectations, creating staff development sessions, and conducting informal and formal classroom observations.

Influential instructional leaders perform specific instructional leadership practices based on the demographics of student populations. Brown (2015) studied how instructional leaders used collaboration to support the needs of high and low socioeconomic status schools to foster student achievement. They found the following leadership actions produced high levels of student performance at high-income schools:

positive school community with a professional learning community, efficient scheduling, budgeting and professional development, student achievement data-driven instructional decision-making and interventions, and enhancing student performance (Brown, 2015). The following leadership actions produced high levels of student performance at low-income schools: scheduling to support instruction, creating a positive school community using incentives through a positive behavior intervention system, facilitating a targeted after-school program, supporting professional learning communities, and facilitating data-driven instruction and comprehensive interventions (Brown, 2015).

Trust between principals and teachers is essential in producing a positive school climate (Tschannen-Moran & Gareis, 2015). Tschannen-Moran and Gareis (2015) found a strong positive relationship among trust, collegial leadership, instructional leadership, school climate built on teacher professionalism, academic press, school community engagement, student achievement, and teacher retention. Academic press is defined as schools with a student population who perform highly in academics.

A positive school climate includes factors that produce high levels of teacher retention. Boyce and Bowers (2018) studied the relationships between instructional and organizational constructs. Instructional leadership influences teacher autonomy, adult development, school climate, teacher community, individual and collective teacher self-efficacy, and low levels of school violence (Boyce & Bowers, 2018). They found instructional leadership and administrative support affected teacher retention (Boyce & Bowers, 2018).

Principals use instructional leadership practices, such as conducting observations and collaborating, to supervise and develop positive teacher behaviors and improve

school climate (Boyce & Bowers, 2018; Brown, 2015; Ovando & Ramirez, 2007; Quinn, 2002; Tschannen-Moran & Gareis, 2015). Instructional leadership is an evolving leadership model that fosters and facilitates school core tasks and focuses on teacher and principal interpersonal relationships (Quinn, 2002; Tschannen-Moran & Gareis, 2015). Quinn (2002) found instructional leadership practices directly influenced instruction because instructional leaders guide teachers to engage in hands-on activities and build problem-solving skills. Instructional leadership practices impact teacher involvement and student achievement. Ovando and Ramirez (2007) found principal visibility and the evaluation process positively impact the classroom and learning communities. Brown (2015) found instructional leaders from different socioeconomic schools must be competent to support and recognize their teachers' and learning community's needs to collect data for decision-making purposes. Ovando and Ramirez (2007) found novice teachers need support because they struggle more than experienced teachers.

The literature conveys the relationship between instructional leaders and teachers is necessary to establish an environment conducive to learning and teaching (Boyce & Bowers, 2018; Quinn, 2002). The relationship between the two also impacts job satisfaction. Classroom observations and walk-throughs are crucial to novice teacher development (Ovando & Ramirez, 2007).

Principals' Perceptions of Instructional Leadership Practices

Principals' perceptions of leadership practices and behaviors are constantly changing because of accountability policies (Crum et al., 2009; Sanzo et al., 2011). Experienced instructional leaders know how to use the resource of time to help teachers become competent and meet accountability standards despite school demographics

(Crum et al., 2009; Sanzo et al., 2011). Principals must assess learning environments and their own performances with evaluations to implement instructional leadership practices and sustain school improvement, student achievement, and teacher development (Goff et al., 2014a; Lavigne & Chamberlain, 2017).

Crum et al. (2009) studied which leadership practices produced success for principals working through pressures caused by the accountability era. They found successful leadership practices included leadership with data, fostering ownership and collaboration, honesty and relationships, instructional awareness and involvement, and recognizing and developing leadership (Crum et al., 2009). Principals used shared leadership and autonomy to establish a data-based decision-making climate and create instructional strategies to fill learning gaps.

Sanzo et al. (2011) used the theoretical framework of accountability to study the leadership practices used to deliver high levels of achievement during the accountability era.

Four practices produced student achievement in the accountability era: examining shared leadership, facilitating professional development, leading with an instructional orientation, and acting openly and honestly.

Goff et al. (2014a) studied principals' perceptions of leadership performance as determined by principal self-evaluations and teacher ratings. They found positive teachers' leadership performance ratings matched with positive principals' self-evaluations when principals are experienced and competent. An effective instructional leader has the confidence and competency to help faculty and staff in the learning community.

Lavigne and Chamberlain (2017) studied principals' perceptions of implementing observations and developing teachers using feedback. They found 91% of school leaders felt confident in the area of observation abilities. Eighty percent felt capable of providing beneficial feedback to working teachers. Ninety-one percent were optimistic that struggling teachers improved from their feedback.

Principals' implementation of leadership practices is associated with competence, self-efficacy, evaluation, effectiveness, and supervision (Goff et al., 2014a; Lavigne & Chamberlain, 2017). Goff et al. (2014a) found positive relationships between principals and teachers create a consensus between principal self-ratings and teachers' ratings of their principals' effectiveness. Instructional leaders must manage time to meet all needs in the learning community (Goldring et al., 2008; Lavigne & Chamberlain, 2017).

Accountability policies and goals can be met in strenuous environments when principals use instructional leadership practices such as collaboration and classroom observations (Crum et al., 2009; Sanzo et al., 2011).

The literature conveys a relationship between principal competence, instructional leadership practices, student achievement, and teacher development (Crum et al., 2009; Sanzo et al., 2011). Principal competence is determined by how leaders address accountability standards (Sanzo et al., 2011). Teachers' perceptions of leadership and supervision are connected to principal competence (Goff et al., 2014a; Lavigne & Chamberlain, 2017). Principals perceive time as a valuable resource to help develop teachers, students, and work conditions (Lavigne & Chamberlain, 2017).

Theoretical Framework

Burns (1978) introduced transforming leadership to examine the relationships between political figures and their followers. According to Burns (1978), political figures used positive behaviors to create vision and inspire intrinsic motivation in their followers to accomplish goals and create positive change for their societies. Transformational leaders focus on the organization as a whole and have the power to create positive perceptions with the implementation of high expectations.

Bass (1985) developed transforming leadership to transformational leadership and examined how the leadership model impacted followers. According to Bass (1985), transformational leaders use shared leadership practices to create positive organizational cultures and perpetuate positive change. These practices not only created intrinsic motivation but also trust and loyalty between leaders and followers as opposed to Burns' (1978) transactional leadership that focuses on incentives and punishments for teacher performance.

Bass and Avolio (1994) theorized that transformational leaders create a connection and relationship between leaders and followers by implementing four elements: individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. Individualized consideration is characteristic of a transformational leader who provides support based on their followers' individual needs. According to Bass (1998), the leader performs the duty of a mentor. Intellectual stimulation is characteristic of a transformational leader who provides followers the opportunities to exchange and challenge ideas to create innovative solutions to accomplish tasks. According to Lee and Lee (2015), leaders create optimistic followers

that work toward the same vision so that new ideas can be created. Inspirational motivation is characteristic of a transformational leader who uses practical communication skills to establish high expectations and goals that motivate the leader and followers to accomplish.

According to Bass and Avolio (2004), followers sense the leader's passion for the vision established and are motivated to accomplish the vision. Idealized influence is characteristic of a transformational leader who is a role model that exemplifies positive character traits such as respect and upholds ethics. According to Burns (1978), a leader's personality affects follower performance.

Kouzes and Posner (1995) expanded on the four elements and introduced five transformational leadership practices: challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart. Challenge the process is characteristic of a transformational leader who welcomes challenges. An inspired shared vision is characteristic of a transformational leader who can create and communicate visions that inspire followers. Enables others to act is characteristic of a transformational leader who empowers followers to attain goals. Model the way is characteristic of a transformational leader who sets the example and builds commitment. Encourage the heart is characteristic of a transformational leader who provides moral and pedagogical support.

Bogler (1999) found a strong, positive relationship exists between transformational leadership and teacher job satisfaction because teachers are more satisfied with principals who use shared leadership practices. According to Heller et al. (1993) and Schwartz (2017), teachers prefer transformational leadership as opposed to

transactional leadership. Lucas and Valentine (2002) found a strong positive relationship between transformational leadership, transformational behaviors, and school culture. A positive connection exists between transformational leadership, school climate, and autonomous work environments (Allen et al., 2015; Suriano et al., 2018). Williams (2018) found transformational leadership and autonomy reduce high levels of teacher autonomy. A positive connection exists between transformational leadership practices and teacher competence, self-efficacy, commitment, and trust (Sun & Leithwood, 2017). Ninkovic and Floric (2018) found a positive connection between transformational leadership and collective self-efficacy.

The findings suggest transformational leadership is a democratic leadership style that has a positive influence on teachers that affects their behaviors and perceptions of job satisfaction. Transformational leaders have the abilities to improve the school climate and teachers' interpersonal skills, intrapersonal skills, competence, commitment, and self-motivation.

Theory Selection Rationale

In the literature review, Ovando and Ramirez (2007), Quinn (2002), and Crum et al. (2009) have introduced several theories to explore how principals can provide support to teachers. Ovando and Ramirez (2007) used teacher performance evaluation as a foundation to reinforce how principals influence teacher development in the accountability era because of existing policies such as the No Child Left Behind law. Principals used instructional tools such as setting clear expectations, walk-through observations, and analyzing observational data to produce teacher improvement and student academic achievement. Walk-through observations allow principals to provide

specific feedback to teachers with various years of experience. The authors found a relationship exists between principal leadership and teacher performance to produce quality instruction.

Quinn (2002) used the instructional leadership theory to study how principals help teachers provide quality instruction to students. The theory describes the principal's various duties, such as resource provider, instructional resource, communicator, and visible presence to foster student learning and engagement. The author states the principal is the curriculum and instruction expert who provides teachers support in only the area of instruction.

Crum et al. (2009) also used the instructional leadership theory to study what specific instructional leadership practices principals implement to produce high levels of student achievement. The authors found that an effective principal should focus on student performance and support and build an effective staff. It is argued that effective principals must maintain positive school climate by implementing certain transformational leadership practices to produce teacher motivation and teacher self-efficacy. This is because teachers are a part of the learning environment.

Sanzo et al. (2011) found an effective principal is a transformational leader who uses the practices of communication, collaboration, and decision-making. Sanzo et al. (2011) used the theoretical framework of accountability to explain principals' challenges to create successful school environments. Transformational leadership practices help principals find solutions to meet state standards and accommodate students' academic needs.

Crum et al. (2009), Ovando and Ramirez (2007), and Quinn (2002) found effective principal leadership practices produce teacher development in the area of instruction. Instructional leadership theory is needed to help principals provide teachers support and produce high levels of school improvement and student achievement. Transformational leadership theory is more appropriate than instructional leadership because teachers need more than pedagogical support. Transformational leadership addresses the main needs of the novice teacher that are not addressed in the previous literature.

A gap in the literature exists for studying how principals must understand what instructional leadership practices are needed to support novice teachers in all areas of the work environment, including job satisfaction. These teachers face the most challenges and their feedback and classroom success are needed to improve retention. The current study examined novice teachers' perceptions of the most effective instructional leadership practices in the current study. Transformational leadership is the lens used to examine the support novice teachers need in the work environment. It is most appropriate because it allows examination of the importance of the relationship between instructional leaders and teachers and how instructional leaders' behaviors affect novice teachers' attitudes. Using transformational leadership allowed the identification of trust, principal competence, principal development, and novice teacher development that are needed to find the solutions to increasing novice teacher retention. Using transformational leadership allowed the examination and understanding of novice teachers' feedback and their specific needs. This includes the examination of principals' feedback and their understandings to gauge if they possess the competence to help novice teachers.

Summary

Teacher retention includes several components that shape novice teachers' perceptions of the work environments and decisions to either stay or leave the profession: job satisfaction, teacher commitment, professional development, principal competence, and student achievement (Benoliel et al., 2019; Goff et al., 2014a; Lavigne & Chamberlain, 2017; Urick, 2016).

Over decades, transformational leadership has grown into a model that has expanded into shared leadership (Bass, 1985; Bass & Avolio, 1994; Burns, 1978). The transformational leadership model focuses on creating positive relationships and change between principals and teachers (Goff et al., 2014a). Principals' abilities to make evidence-based decisions according to school demographics create cultures of professionalism (Goff et al., 2014a; Ovando, 2005; Rowan & Miller, 2007). Principals should allow teachers to provide feedback to ensure growth (Goff et al., 2014a; Ovando, 2005; Pashiardis, 2000). Leadership practices such as defining school goals, collaboration, classroom observations, principal visibility, and providing specific feedback are known as the most effective instructional leadership practices to produce student achievement and sustain productive school climates (Goff et al., 2014a; Moore et al., 2016; Ovando, 2005; Ovando & Ramirez, 2007).

Instructional leadership practices specific to novice teacher development in the work environment need to be investigated (Ovando, 2005; Ovando & Ramirez, 2007). Novice teachers' perceptions of the most effective instructional leadership practices will help principals discover how to help this group of teacher handles challenges such as

accountability demands and other challenges caused by school demographics or socioeconomic status (Ovando, 2005; Ovando & Ramirez, 2007).

Existing literature found connections between leadership practices, teacher behaviors, and school climates (Boyce & Bowers, 2018; Pashiardis, 2000). Principals should utilize novice teachers' perceptions to build trust and commitment and help teachers evolve into veteran teachers and future leaders (Ovando, 2005; Ovando & Ramirez, 2007). The purpose of the current study was to discover which instructional leadership practices shape novice teacher perceptions of job satisfaction and teacher retention. Teacher feedback provided instructional leaders insight into improving organizational culture and increasing job satisfaction. Feedback may assist with shaping leadership, teacher self-efficacy, decreasing teacher retention, and increasing competence levels of all educators.

CHAPTER 3

METHODOLOGY

The purpose of this quantitative study was to investigate novice teachers' perceptions of the most effective instructional leadership practices to perpetuate novice teacher retention and development. Novice teacher's perceptions were examined to understand their pedagogical needs in school settings. Instructional leaders' perceptions were examined to assess their understandings of novice teachers' pedagogical needs and whether they know how to support them. The Compass Louisiana Leader Performance Evaluation Rubric was used to determine which instructional leadership practices both novice teachers and principals agree and disagree upon. Compass is an evaluation tool used in Louisiana to provide principals and teachers with specific feedback in student growth and professional practice. The current study used an instrument that was comprised of three sections: survey, Compass Louisiana Leader Performance Evaluation Rubric, and suggestions. The Compass Louisiana Leader Performance Evaluation Rubric is comprised of three domains: *School Vision*, *School Culture*, and *Instruction* (Louisiana Department of Education, 2014). The instrument was validated with the novice teacher panel using a modified Delphi study. Also, comparative research was used to examine the perceptions between novice teachers and principals. This chapter presents the methodology, the justification for the selection, information on participants, the setting, detailed procedures, data collection, the instrument and data analysis.

Research Questions

1. According to principals, what instructional leadership practices are the most effective for their novice teachers?
2. According to novice teachers, what are the most effective instructional leadership practices?
3. Which instructional leadership practices do novice teachers and principals agree upon as the most effective?

Research Design

A modified Delphi study was used to assess the validity of the Compass Louisiana Leader Performance Evaluation Rubric (Louisiana Department of Education, 2014). The modified Delphi method was used to collect specific opinions from subject experts, and the collection of these opinions was used to reach a consensus. The Delphi method has been used in various fields of education, economics, health care, and engineering (Parè et al., 2013). In the 1950s, the RAND Corporation developed the Delphi method to explore the impact of technology and warfare. The procedures required the use of multiple rounds and questionnaires to anonymously collect specific feedback and statistically represent the results to prove the existence of a consensus (Parè et al., 2013). Results from the current modified Delphi study allowed the researcher to use comparative research to define the similarities and differences between the opinions of novice teachers and principals.

Comparative research was used to explain the similarities and differences of certain phenomena (Adiyia & William, 2017). This allowed the researcher to make connections and to create reasoning. Four types of comparative research exist:

individualizing comparison, universalizing comparison, variation-finding comparison, and encompassing comparison. The universalizing comparison was used for the current study. This type focused on identifying the similarities between groups to determine if their ideas are shaped by the same principles and theories (Pickvance, 2005).

The Researcher

The researcher had no direct relationship with participants (novice teachers and principals) in the study. Therefore, no conflicts of interest existed. Professionalism and ethics were maintained as human subjects consent forms were given and explained to each participant. No known risks existed. Also, participants did not receive monetary compensation.

Participants and Setting

The subject matter experts for the current study were novice teachers selected from elementary/K-8 Title I schools in a southern state. Schools receive funding to help this demographic of students. Novice teachers had at most 5 years of teaching experience. Novice teachers were certified or held a classroom position with the Temporary Authority to Teach (TAT) licensure. Table 3.1 describes the novice teacher panel in more detail.

Table 3.1*Novice Teacher Panel - Grade Levels and Years of Experience*

<u>Novice Teacher</u>	<u>Expert by Number</u>	<u>Grade Level</u>	<u>Years of Experience</u>
	1	6 th /7 th	2
	2	5th	1
	3	Pre-K-5 th	1
	4	5th	1
	5	1st	1
	6	2nd	2
	7	5th	1
	8	3rd	1
	9	5th	1
	10	Pre-K	1
	11	1st	4
	12	1st	1
	13	1st	5

The principals selected for the current study were employed at K-8 Title I schools in a southern state. These principals had at least 3 years of experience. Principals were certified Table 3.2 describes principal participants in more detail.

Table 3.2*Principal Participants - Years of Experience*

<u>Principal by Number</u>	<u>Years of Experience</u>
1	2
2	5
3	2
4	6
5	2
6	2
7	1
8	2

Validity and Reliability

The modified Delphi method effectively collects opinions on complex problems because participants are provided with the safety to answer questionnaires truthfully without the pressure of strong personalities from colleagues and employers (Thangaratinam & Redman, 2005). The validity and reliability of the study are based on the number of questionnaire rounds, expert feedback, and the time given to experts to revise their feedback. Individuals who have obtained real-world knowledge and professional experience are experts on the subject (Hsu & Sandford, 2007).

To ensure validity and reliability of the Compass Louisiana Leader Performance Evaluation Rubric, the researcher conducted an alpha test that consisted of a panel of experts (Louisiana Department of Education, 2014). A copy of the Compass Louisiana Leader Performance Evaluation Rubric is presented in Appendix A (Louisiana Department of Education, 2014). This panel included two elementary teachers in a southern state with 3 years of experience. The purpose of the alpha test was to inform the researcher if any revisions to the instrument needed to be made. A copy of the instrument created for Round One and Round Two is presented in Appendix B.

Data Collection

The modified Delphi method consisted of three rounds. Round One began with a meeting via Zoom with the researcher and novice teacher panel to address the increase in novice teacher attrition rates. The meeting helped participants understand the importance of the problem and their importance in helping find the solution. The meeting explained the Compass Louisiana Leader Performance Evaluation Rubric (Louisiana Department of Education, 2014). The researcher presented the instrument to the novice teacher panel to

complete. The novice teacher panel was advised to list the instructional leadership practices most beneficial to novice teachers based on their experience in section one of the survey. The novice teacher panel was advised to use the four-point Likert scale, 1=not critical, 2=somewhat critical, 3=critical, and 4=highly critical, to identify the importance of each instructional leadership practice listed on the Compass Louisiana Leader Performance Evaluation Rubric (Louisiana Department of Education, 2014). The novice teacher panel was advised to list suggestions of any additional instructional leadership practices the Compass Louisiana Leader Performance Evaluation Rubric did not include in section three. The researcher read and compiled answers from sections one and three to create seven additional instructional leadership practices that were added to the second section of the instrument for round two.

The researcher presented the revised instrument to the novice teacher panel in Round Two. The novice teacher panel was instructed to complete the instrument by ranking each instructional leadership practice using the Likert scale. The researcher selected the instructional leadership practices selected as “critical” and “highly critical” and created an instrument to present to the principal participants in Round Three.

In Round Three, the researcher met the principal participants via Zoom to discuss the increase of novice teacher attrition rates. The researcher presented principal participants with the instrument. The instrument was created from the novice teacher panel’s responses from section two of the instrument, Compass Louisiana Leader Performance Evaluation Rubric (Louisiana Department of Education, 2014), used in Round Two. With the Likert scale, principals were asked to rank the most effective

instructional leadership practices most beneficial to novice teachers. Lawshe's Content Validity Ratio (CVR) was used to analyze the data.

Data Analysis

The data analysis procedure was conducted by using Lawshe's CVR. The CVR was developed by Lawshe (1975) to quantify how many experts on a panel agree that an item is valid. According to the proposal, a degree of content validity exists if more than 50% of experts agree an item is "essential" (Ayre & Scally, 2014, p. 79). The CVR ranges from -1 (perfect disagreement) to +1 (perfect agreement). CVR was calculated using the following formula:

$$\frac{n_e - \left(\frac{N}{2}\right)}{N/2} \quad (1)$$

The number of experts who identify the item as "essential" is represented by n_e . N represents the total number of experts on a panel. $N/2$ represents the probability of half (0.5) of the experts' agreement of the item. A CVR value above zero validates an item as "essential." CVR values are dependent upon the number of experts on a panel. Based on a one-tailed test, the significance of a set is $p=0.05$. According to Lawshe's CVR critical values, the fewer panelists (experts) in agreement, the higher the minimum value. Also, the higher the number of panelists in agreement, the lower the minimum value. For example, a panel with six experts has a minimum value of 0.99, but a panel with 40 experts has a minimum value of 0.29 (Lawshe, 1975). Table 3.3 shows Lawshe's Minimum Value of CVR.

Table 3.3*Minimum Value of CVR*

<u>Number of Panelists</u>	<u>Minimum Value</u>
5	0.99
6	0.99
7	0.99
8	0.75
9	0.78
10	0.62
11	0.59
12	0.56
13	0.54
14	0.51
15	0.49
20	0.42
25	0.37
30	0.33
35	0.31
40	0.29

Note. CVRs are identified by Lawshe (1975).

Instrument Development

The first step in developing the instruments for each round was to examine the Compass Louisiana Leader Performance Evaluation Rubric (Louisiana Department of Education, 2014). The rubric is comprised of three domains. One or more components are comprised of each domain. For example, Domain I, *School Vision*, is comprised of one component: (1) sets ambitious, data-driven goals and a vision for achievement. Domain II, *School Culture*, is comprised of three components: (1) facilitates collaboration between teams and teachers, (2) provides opportunities for professional growth and develops a pipeline of teacher leaders, and (3) creates and upholds systems that result in a safe and orderly school environment. Domain III, *Instruction*, is comprised of three components: (1) observes teachers and provides feedback regularly; (2) ensures teachers

set clear, measurable objectives aligned to the Louisiana Student Standards; and (3) ensures teachers use assessments reflective of the Louisiana Student Standards rigor. Each component is comprised of an effectiveness rating: (1) ineffective, (2) effective: emerging, (3) effective: proficient, and (4) highly effective. Practices for each effectiveness rating were listed. The practices listed for (1) ineffective, (2) effective: emerging, and (3) effective: proficient were discarded for Domain I, *School Vision* because the instructional leadership practices listed in these categories are not helpful to novice teachers' growth. Only the practices listed for (4) highly effective were used for Domain I, *School Vision*. The practices listed for (1) ineffective and (2) effective: emerging were discarded for Domain II, *School Culture*, and Domain III *Instruction*. Only the practices listed for (3) effective: proficient and (4) highly effective were used for Domain II, *School Culture*, and Domain III *Instruction*.

The second step in developing the instruments for each round was to examine the actions listed for the (4) highly effective effectiveness rating for domain one, *School Vision*. Three professional practices were listed for Domain I, *School Vision*. Nine professional practices are listed for Domain II, *School Culture*. Seven professional practices are listed in Domain III, *Instruction*.

A four-point Likert scale was included. Anonymity was kept by asking participants not to include any personal information except for their years of work experience as a teacher or principal. Also, surveys asked participants to leave suggestions and comments to add more specificity to the study.

Summary

This chapter of the study discussed the methodology used to conduct the current study. Details pertaining to the research questions, research design, data collection procedures, the researcher, participants and setting, validity and reliability, data analysis procedure, Compass background, and instrument development were presented. Chapter 4 includes the findings for each round conducted in the Delphi study.

CHAPTER 4

RESULTS

The purpose of this quantitative study was to investigate novice teachers' perceptions of effective instructional leadership practices to promote novice teacher retention and development. Instructional leaders' perceptions were examined to understand whether they possess the competence and leadership skills to support their novice teachers' pedagogical needs.

Modified Delphi Study Round One

The modified Delphi Study Round One used an instrument comprised of three sections: survey, Compass Louisiana Leader Performance Evaluation Rubric, and suggestions. The Compass Louisiana Leader Performance Evaluation Rubric included 44 instructional leadership practices and consisted of three domains: *School Vision*, *School Culture*, and *Instruction* (Louisiana Department of Education, 2014). Also, the survey asked the following question: "As a novice teacher, what are your expectations of an effective instructional leader?" A comment section was included for the novice teacher panel to make suggestions. The researcher met with 11 elementary/ middle school novice teachers via Zoom. Surveys were submitted anonymously by the novice teacher panel. The instrument is in Appendix B.

Lawshe's CVR was calculated for the 44 rubric components using the formula:

$$\frac{n_e - (\frac{N}{2})}{N/2} \quad (1)$$

The number of experts who identify the item as "critical" and "highly critical" are represented by n_e . N represents the number of experts who participated in the panel.

According to Lawshe's CVR critical values, the CVR value for content validation of 11 panelists was 0.636 (Ayre & Scally, 2014, p. 82). As part of the modified Delphi study, the novice teacher panel validated 42 items out of 43 items. Of the 42 items, 12 had CVRs of 1 and 20 had CVRs of 0.81. A CVR of 1 means all 11 novice teachers reached a consensus. A CVR of 0.81 means 10 novice teachers reached a consensus. Of the 42 items, 10 items had CVRs of 0.636. A CVR of 0.636 means nine novice teachers reached a consensus. One item received a CVR of 0.45 and was removed. A CVR 0.45 means eight novice teachers reached a consensus. Also, one instructional leadership practice was duplicated and, therefore, removed. The duplicated instructional leadership practice is as follows, "ensures teachers modify and differentiate instructional practices to support the learning of all students." The novice teacher panel validated 41 instructional leadership practices as "critical" or highly critical" to maintaining a positive school climate. Table 4.1 presents the statistic results of the modified Delphi Study Round One.

Table 4.1*Results for Round One*

<u>Item</u>	<u><i>n_e</i></u>	<u><i>N</i></u>	<u>CVR</u>	<u>Item</u>	<u><i>n_e</i></u>	<u><i>N</i></u>	<u>CVR</u>
1	10	11	0.810	23	10	11	0.810
2	11	11	1.000	24	11	11	1.000
3	10	11	0.810	25	10	11	0.810
4	9	11	0.636	26	9	11	0.636
5	10	11	0.810	27	9	11	0.636
6	10	11	0.810	28	10	11	0.810
7	10	11	0.810	29	10	11	0.810
8	9	11	0.636	30	9	11	0.636
9	10	11	0.810	31	9	11	0.636
10	10	11	0.810	32	9	11	0.636
11	11	11	1.000	33	8	11	0.450
12	11	11	1.000	34	9	11	0.636
13	11	11	1.000	35	9	11	0.636
14	11	11	1.000	36	10	11	0.810
15	11	11	1.000	37	9	11	0.636
16	11	11	1.000	38	11	11	1.000
17	10	11	0.810	39	10	11	0.810
18	10	11	0.810	40	10	11	0.810
19	11	11	1.000	41	11	11	1.000
20	11	11	1.000	42	10	11	0.810
21	10	11	0.810	43	10	11	0.810
22	10	11	0.810				

Modified Delphi Study Round Two

The modified Delphi Study Round Two used section two of the instrument from the previous round. Additionally, seven instructional leadership practices were added to the 41-item instrument. The seven additional instructional leadership practices were identified by the novice teacher panel in the modified Delphi Study Round One in sections one and three of the instrument. Additional instructional leadership practices focused on effective communication, mentorship, modeling, open-door policy,

knowledge of curriculum content, and classroom management. Based on the suggestions provided, seven additional instructional leadership practices were added to the survey in the modified Delphi Study Round Two:

- Perform the modeling of an effective lesson: introduction/hook, whole group instruction, independent practice, and closure.
- Use communicative skills to build rapport with teachers by implementing an open-door policy and wellness check-ups.
- Have teacher experience prior to leadership position in order to relate to teachers' hardships.
- Exhibit a positive attitude and be self-motivated in fostering an environment of strong morale among staff.
- Facilitate teacher mentorship and co-teaching based on grade level and subject.
- Support teachers dealing with behavioral issues and classroom management by executing strong authoritative discipline with students.
- Foster principal, teacher and student growth by continuing to learn about current Kagan strategies, assessment guides and curriculum changes in core and elective subjects by attending professional development with teachers.

The new instrument for Round Two consisted of a 48-item Likert scale and is in Appendix C. Eleven novice teachers participated. Instruments were submitted anonymously by the novice teacher panel. The novice teacher panel validated 48

instructional leadership practices with a CVR of 0.636 or higher. Table 4.2 presents the statistic results of the modified Delphi Study Round Two.

Table 4.2

Results for Round Two

<u>Item</u>	<u>n_e</u>	<u>N</u>	<u>CVR</u>	<u>Item</u>	<u>n_e</u>	<u>N</u>	<u>CVR</u>
1	11	11	1.000	25	10	11	0.810
2	9	11	0.636	26	9	11	0.636
3	10	11	0.810	27	9	11	0.636
4	9	11	0.636	28	9	11	0.636
5	10	11	0.810	29	10	11	0.810
6	11	11	1.000	30	9	11	0.636
7	11	11	1.000	31	9	11	0.636
8	9	11	0.636	32	9	11	0.636
9	10	11	0.810	33	9	11	0.636
10	10	11	0.810	34	10	11	0.810
11	9	11	0.636	35	10	11	0.810
12	11	11	1.000	36	10	11	0.810
13	10	11	0.810	37	11	11	1.000
14	11	11	1.000	38	11	11	1.000
15	11	11	1.000	39	11	11	1.000
16	11	11	1.000	40	11	11	1.000
17	10	11	0.800	41	11	11	1.000
18	10	11	0.810	42	10	11	0.810
19	10	11	0.810	43	11	11	1.000
20	10	11	0.810	44	11	11	1.000
21	10	11	0.810	45	11	11	1.000
22	10	11	0.810	46	11	11	1.000
23	11	11	1.000	47	11	11	1.000
24	10	11	0.810	48	11	11	1.000

Modified Delphi Study Round Three

The modified Delphi Study Round Three used the same instrument the novice teacher panel used for the modified Delphi Study Round Two and is in Appendix D.

Eight instructional leaders participated. According to Lawshe's CVR critical values, the CVR value for content validation of eight panelists was 0.750 (Lawshe, 1975, as cited in Ayre & Scally, 2014, p. 82). Instructional leaders validated 48 instructional leadership practices that ensure a positive school climate for novice teachers. Principal participants validated 46 instructional leadership practices with a CVR of 1. A CVR means all eight principal participants reached a consensus. Principal participants validated two instructional leadership practices with a CVR of 0.750. A CVR of 0.750 means seven principal participants reached a consensus. Table 4.3 presents the statistic results of the modified Delphi Study Round Three.

Table 4.3

Results for Round Three

<u>Item</u>	<u>n_e</u>	<u>N</u>	<u>CVR</u>	<u>Item</u>	<u>n_e</u>	<u>N</u>	<u>CVR</u>
1	8	8	1	25	8	8	1.000
2	8	8	1	26	8	8	1.000
3	8	8	1	27	8	8	1.000
4	8	8	1	28	8	8	1.000
5	8	8	1	29	7	8	0.750
6	8	8	1	30	8	8	1.000
7	8	8	1	31	7	8	0.750
8	8	8	1	32	8	8	1.000
9	8	8	1	33	8	8	1.000
10	8	8	1	34	8	8	1.000
11	8	8	1	35	8	8	1.000
12	8	8	1	36	8	8	1.000
13	8	8	1	37	8	8	1.000
14	8	8	1	38	8	8	1.000
15	8	8	1	39	8	8	1.000
16	8	8	1	40	8	8	1.000
17	8	8	1	41	8	8	1.000
18	8	8	1	42	8	8	1.000

<u>Item</u>	<u><i>n_e</i></u>	<u><i>N</i></u>	<u>CVR</u>	<u>Item</u>	<u><i>n_e</i></u>	<u><i>N</i></u>	<u>CVR</u>
19	8	8	1	43	8	8	1.000
20	8	8	1	44	8	8	1.000
21	8	8	1	45	8	8	1.000
22	8	8	1	46	7	8	0.750
23	8	8	1	47	7	8	0.750
24	8	8	1	48	8	8	1.000

Summary

The purpose of this quantitative study was to investigate novice teachers' and instructional leaders' perceptions of effective instructional leadership practices. The novice teacher panel (n=11) validated 41 instructional leadership practices and created seven additional instructional leadership practices in the modified Delphi Study Round One. The seven additional instructional leadership practices are as follows: use communicative skills to build rapport with teachers by implementing an open-door policy and wellness check-ups, have teacher experience prior to leadership position in order to relate to teachers' hardships, exhibit a positive attitude and be self-motivated in fostering an environment of strong morale among staff, facilitate teacher mentorship and co-teaching based on grade level and subject, support teachers dealing with behavioral issues and classroom management by executing strong authoritative discipline with students and foster principal, teacher and student growth by continuing to learn about current Kagan strategies, assessment guides and curriculum changes in core and elective subjects by attending professional development with teachers. The novice teacher panel validated 48 instructional leadership practices in the modified Delphi Study Round Two. Principal participants (n=8) validated 48 instructional leadership practices in the modified Delphi

Study Round Three. Tables 4.1, 4.2, and 4.3 display the data for each round of the modified Delphi study.

CHAPTER 5

DISCUSSION OF FINDINGS

The purpose of this quantitative study was to investigate novice teachers' perceptions of the most effective instructional leadership practices to increase novice teacher retention. Principals' perceptions were investigated to understand if they were equipped to provide novice teachers pedagogical support. This chapter concludes with recommendations for leadership practice, recommendations for further research, limitations, delimitations, and conclusions.

The chapter addresses the following research questions:

1. According to principals, what instructional leadership practices are the most effective for their novice teachers?
2. According to novice teachers, what are the most effective instructional leadership practices?
3. Which Instructional Leadership practices do novice teachers and principals agree upon as the most effective?

Transformational Leadership

The current study contributes to the literature by supporting Burns' (1978) transformational leadership produces a positive school climate for teachers. Transformational leaders believe in shared leadership, team building, and providing their teachers with the appropriate instructional tools to ensure student achievement. In the current study, the novice teacher panel (n=11) and eight principal participants validated instructional leadership practices pertaining to collaboration and teacher effectiveness through professional development and observation. The creation of the following additional instructional leadership practice is significant to the profession: use communicative skills to build rapport with teachers by implementing an open-door policy and wellness check-ups. Novice teachers recognized effective principals must possess interpersonal and intrapersonal skills to maintain and perpetuate teacher growth. The results display a connection between the variables of principal leadership and novice teacher self-efficacy. Novice teachers' suggestions to create this additional instructional leadership practice shows how principals are not nurturing their novice teachers' attitudes toward the work environment.

A transformational leader shapes and molds the learning environment with his/her vision. In the current study, transformational leadership has a positive effect on novice teachers because they recognized principals who possess enthusiasm, and self-motivation fosters a faculty and staff with the same positive attitudes. Novice teachers created the following additional instructional leadership practice: exhibit a positive attitude and be self-motivated in order to foster an environment of strong morale among staff. This indicates a connection exists between the variables of principal behaviors, novice teacher

behaviors, and novice teacher morale. The novice teacher panel validated three instructional leadership practices located in section two of the instrument for Domain I of *School Vision* of the Compass Louisiana Leader Performance Evaluation Rubric.

The validation of these instructional leadership practices is significant because novice teachers recognized principals and other administrations as the main influence of change in the professional learning community. This change pertains to work attitudes, novice teacher perceptions, expectations, high standards, and achievement. Also, the novice teacher panel validated 27 instructional leadership practices in the domain of *School Culture*. The validation of these instructional leadership practices is significant because novice teachers recognized the principal should exhibit the four components of transformational leadership as stated in Chapter 2: (1) intellectual stimulation, (2) individualized consideration, (3) inspirational motivation, and (4) idealized influence. In the current study, novice teachers recognized the importance of principals providing collaborative opportunities (professional learning communities) that allow teachers to create and discover innovative ways to accomplish goals (intellectual stimulation). The novice teacher panel validated six instructional leadership practices in the domain of *Instruction* that pertained to the observation process. This included the data collection and feedback needed to improve teacher growth. In the observation process, whether formal or informal walk-throughs, principals are expected to provide individual support to novice teachers based on their pedagogical needs (individualized consideration). Also, principal presence and role in professional learning communities and the classroom create self-motivated novice teachers (inspirational motivation) who will follow effective leadership (idealized influence).

The current study contributes to the literature by displaying transformational leadership as an effective leadership model. The democratic leadership style helps principals create effective collaborative environments that provide pedagogical growth to novice teachers. Thus, novice teachers can become veteran teachers and leaders themselves. However, the principal and other administration must be proactive in the learning environment and school organization to produce novice teacher growth, effectiveness, and job satisfaction.

The Implementation of Instructional Leadership Practices on Organizational Culture

The principal is the main influencer of the organizational culture and is essential to the work attitudes, self-efficacy, professional growth, and positive climate for novice teachers (Benoliel et al., 2019; Rowan & Miller, 2007; Urick, 2016). Benoliel et al. (2019) explained how principals' systems thinking is a new method of thinking that allows principals to view the organization as several parts that work together to make a whole. Principal participants' validation of the instructional leadership practices displays that they view the three domains of *School Vision*, *School Culture*, and *Instruction* as parts that work together to make an effective learning environment, work environment, and school climate for faculty/staff. This strengthens the literature on the correlation between principal systems' thinking, organizational commitment, and job satisfaction (Benoliel et al., 2019).

In the current study, two types of instructional leadership practices—programmed and adaptive—were validated by the novice teacher panel and principal participants (Rowan & Miller, 2007). Programmed instructional leadership practices, such as

principal modeling an effective lesson and facilitate teacher mentorship and co-teaching based on grade level and subject pertain to coaching. Novice teachers' creation of the two additional instructional leadership practices displays how coaching is essential to novice teacher growth and student achievement. The current study contributes to the literature that a connection exists between the relationship variables between novice teachers, leadership visibility, and leadership competence.

Urlick (2016) defined principals heavily involved in the learning community and implemented shared leadership behaviors as "integrated" principals. The novice teacher panel and principal participants validated 17 instructional leadership practices in the domain of *Instruction*. This strengthens the literature that principals who are visible and use evidence-based decision-making are more likely to be highly effective growth schools (Wang et al., 2012). This also strengthens the literature that a connection exists between the variables of instructional leadership, learning culture, staff morale, evidence-based decision-making, and novice teachers. There is also a connection between these variables and principal experience.

In the current study, novice teachers created the following additional instructional leadership practice: have a teacher experience prior leadership position to relate to teachers' hardships. The creation of this instructional leadership practice conveys that novice teachers feel as if principals forget the hardships and workload of novice teachers. Principal participants had prior experience in the classroom as teachers. It has been conveyed that principals who served as teachers at the same schools as their principalships produce high levels of student achievement (Bowers & White, 2013). Of

the eight principal participants, three served as teachers and principals at the same school. However, one principal did not validate the additional instructional leadership practice.

Teachers' Perceptions/Feedback of Instructional Leadership Practices

The research strengthens the literature that feedback is necessary for maintaining a positive school climate (Goff et al., 2014a; Ovando, 2005; Pashiardis, 2000). In the current study, novice teachers assist in perpetuating a positive school climate by providing feedback to improve leadership behaviors and development for their retention. A connection exists between the variables of leadership behaviors and teacher practices (Goff et al., 2014b; Moore et al., 2016; Ovando, 2005). Therefore, it is essential for principals not to overlook novice teachers' concerns and feedback. The Compass Louisiana Leader Performance Evaluation Rubric included 41 instructional leadership practices (Louisiana Department of Education, 2014). Novice teachers created seven additional instructional leadership practices.

The novice teacher panel and principal participants validated instructional leadership practices that pertained to communication, collaboration (relationship between teacher and administration), and organization and administration (rules, policies, curriculum) (Pashiardis, 2000). Novice teachers and principals recognized how important communication and the relationship between teachers and principals are to school achievement and school improvement. They validated the following instructional leadership practice: (28) use communicative skills to build rapport with teachers by implementing an open-door policy and wellness check-ups.

In the current study, participants were asked the question, "As a novice teacher, what are your expectations of an effective instructional leader?" The novice teacher

panelists expressed how they needed their principals to provide outlets to express their frustrations. Goff et al. (2014a) and Pashiardis (2000) used both principals and teachers as participants to compare their perspectives pertaining to the school climate. Goff et al. (2014b) found effective feedback from teachers and coaching helped principals grow. Pashiardis (2000) found the area of school climate that needed the most improvement was organization and administration. The current study supports the researchers' results. This methodology used both principals and novice teachers and displayed what domains of the learning community (School Vision, School Culture, Instruction) need the most improvement. Unlike the researchers listed above, I used an instrument that contained both an open-ended questionnaire and a Likert scale to obtain more specificity on novice teacher issues and what can be done to create effective and productive school climates for novice teachers.

In the current study, the novice teacher panel provided specific feedback pertaining to classroom management and communication. Feedback must be specific for principals to make effective changes in the professional community (Goff et al., 2014b). Novice teachers are known to be the least satisfied in organization and administration (Pashiardis, 2000). The current study strengthens the literature on the relationship among the variables of novice teacher feedback, school climate, school improvement, and principal development. This brings the question of whether principals are providing novice teachers the opportunity to express their concerns and provide feedback on leadership practices.

Principal's Implementation of Instructional Leadership Practices

The current study contributes to the literature that a connection exists among the variables of communication, instructional leadership practices, and principal leadership (Ovando & Ramirez, 2007; Quinn, 2002; Tschannen-Moran & Gareis, 2015). Ovando and Ramirez (2007) express novice teachers must be supported because they struggle more than experienced teachers. In the current study, novice teachers expressed the need for principals to provide more communicative opportunities outside of professional learning communities. Communication builds trust and displays the positive relationship among teacher trust, collegial leadership behaviors, and instructional leadership behaviors (Tschannen-Moran & Gareis, 2015). Novice teachers created the following additional instructional leadership practice: support teachers dealing with behavioral issues and classroom management by executing strong authoritative discipline with students. Actions such as these affect the trust between the principal and novice teacher. Principal participants validated this instructional leadership practice. It can be interpreted principal participants believe they are rectifying students' negative behaviors. Also, novice teachers must consider that principals must abide by certain policies. Novice teachers' trust in principals is a catalyst that can lead to novice teacher professionalism and student achievement (Tschannen-Moran & Gareis, 2015).

The current study raises the question of whether principals are aware of the degree of trust they need to establish with novice teachers. Principal participants validated instructional leadership practices that pertained to observations, school missions, community involvement, data-driven decisions, and professional development (Brown, 2015). However, they may not be aware of how to gain novice teachers' trust.

Research shows a connection between trust and its connection to the variables of principal competence, principal development, principal influence, and the school climate. Without trust, the principals may not be able to facilitate effective roles in following the instructional leadership practices/behaviors of resource provider, instructional resource, communicator, and visible presence (Quinn, 2002). Principals' inability to perform effective instructional leadership practices/behaviors can cause novice teachers to perform ineffectively, which produce low levels of student achievement.

Principals' Perceptions of Instructional Leadership Practices

The current study's conclusion strengthens the literature that an effective instructional leader possesses the following: competence, self-efficacy, experience, and pedagogical knowledge (Goff et al., 2014a; Goldring et al., 2008; Lavigne & Chamberlain, 2017). The current study reinforces how instructional leaders recognized and validated the instructional leadership practices (collaboration, data-driven decisions, developing leadership, conducting observations, providing feedback) needed to improve the school climate for novice teachers (Crum et al., 2009; Sanzo et al., 2011). The literature conveys instructional leaders are defined as principals of disadvantaged schools (Goldring et al., 2008). For the current study, the principal participants served at schools Title I where 40% or more students are defined as low socio-economic status (United States Department of Education, 2018). Therefore, these principals face higher accountability and assessment demands that can create a strenuous environment for novice teachers. Principal validation of the 48 instructional leadership practices displays they believe shared leadership practices and formal/informal observations transcend school demographics and sustain teacher development and student achievement. Time is

a resource that is also a necessity (Goldring et al., 2008; Lavigne & Chamberlain, 2017). One principal participant suggested time management should be an additional instructional leadership practice added to the instrument. This principal believed it is important for administrators to provide ways to help teachers manage and organize time so that tasks and goals can be accomplished by deadlines and work overload and burnout would be alleviated. However, the current study also emphasizes the lack of novice teacher and principal congruence needed to improve the professional learning community (Goff et al., 2014a). I do believe this derives from the lack of trust novice teachers have in principals. As stated in the previous section, trust is the catalyst for building relationships between administration and faculty/staff. The literature shows that principal competence, self-efficacy, and effectiveness are determined by teacher perceptions (Goff et al., 2014b). The current study reinforces the connection between the three variables by asking the question of whether principals are only as competent as novice teachers believe them to be.

Principal characteristics such as leadership training, teaching experience in the classroom, and administration experience can affect principal competency and self-efficacy. In the current study, principal participants served less than 10 years in administration. Therefore, I believe they are still growing as leaders and learning how to build relationships between with novice teachers to produce principal and novice teacher effectiveness. This includes principals understanding their internal loci of self-control (Lavigne & Chamberlain, 2017). Principals validated the following instructional leadership practice: (48) foster principal, teacher, and student growth by continuing to learn about current Kagan strategies, assessment guides, and curriculum changes in core

and elective subjects by attending professional development with teachers. They understand that their abilities as leaders (perceived mastery) to utilize instructional leadership practices affect novice teacher quality and school climate.

Recommendations for Leadership Practice

The current study displays how feedback, principal leadership, and principal competence are essential to ensuring a positive school climate for novice teachers. Goff et al. (2014a) used the self-awareness theory and Bandura's (1982) self-efficacy theory to discuss that principals who believe in their own leadership abilities can create positive change in their professional learning communities. The researchers suggest that high levels of self-efficacy allow principals to utilize constructive and specific feedback and produce effective teacher outcomes. This creates high levels of teacher and principal congruence.

The current study displays how instructional leadership provides principals the necessary skills to become successful leaders by creating high-quality staff through high levels of visibility and supervision and by producing high levels of teacher and student achievement. Crum et al. (2009) and Sanzo et al. (2011) both addressed how principals could utilize and implement the instructional leadership model when principals must meet demands established by accountability policies such as No Child Left Behind. These instructional leadership practices focused on ownership, professional growth/development, collaboration/shared leadership, instructional involvement, and openness. In the current study, novice teachers view principals as not being as open and personable as they should be. Sanzo et al. (2011) believed openness creates teacher buy-in and loyalty.

The current study displays how high visibility and supervision are necessary for novice teacher growth. Lavigne and Chamberlain (2017) addressed how school leaders spend large amounts of time partaking in evaluation training and teaching evaluations. This time spent builds leadership confidence.

As the researchers listed above, the current study has highlighted several instructional leadership practices that principals should implement to ensure positive school climates for novice teachers. This is because, when utilized correctly, principals create professional learning environments that thrive on collaboration, data-driven decisions, teacher development, and school improvement.

In the current study, collaboration and communication are key to creating work environments that produce high levels of self-efficacy, competency, and job satisfaction. It is important for principals to provide novice teachers with communicative opportunities to express their professional concerns and stressors. The implementation of this instructional leadership practice affects school culture in a positive manner by showing novice teachers the principal is nurturing and personable. Also, principals should provide more instructional opportunities for teacher development by implementing the following instructional leadership practices: co-teaching, mentorship, and modeling effective lessons. The most significant instructional leadership practice that affects the school culture and teacher development for novice teachers is support with classroom management. Novice teachers want students to face harsher consequences when they disrupt instruction. Also, the current study's results emphasize the importance of principal development. It is important for principals to recognize their behaviors'

powers on professional learning communities. Thus, principals must exercise the instructional leadership practice of having a positive attitude and self-motivation.

Recommendations for Further Research

The current study has addressed the gaps that were highlighted in the literature review. However, the current study has raised topics where further research would be beneficial. The current study compares novice teachers' perceptions and principals' perceptions of the most effective instructional leadership practices at Title I schools. The principal participants had less than 10 years of leadership experience. First, future comparative studies could include the purposive sampling of novice principals and veteran principals. Second, further research can be done to compare novice teachers' perceptions and principals' perceptions of the most effective instructional leadership practices at Title I schools in the rural, urban, and alternative school settings. Qualitative research methods such as interviews and questionnaires can be used. The current study included the novice teacher panel and principal participants in urban and rural school settings. This will help the profession gain greater insight into which group of principals understand novice teachers' pedagogical wants and needs according to their schools' demographics. Therefore, principal development opportunities, such as workshops, seminars, evaluations, and observations, can be provided.

The current study also highlighted areas for further research that pertain to novice teacher mental health. Do principals understand the significance of implementing an open-door policy and the mental health it provides? Is there a connection between novice teacher mental health and novice teacher performance and novice teacher achievement? Studies could focus on concerning areas mental health novice teachers exhibit. Studies

could use qualitative methods such as interviews and open-ended questionnaires to gain specific understanding of what professional tasks cause mental health. This would help provide insight into what structures principals and school district leaders could create to foster low levels of mental health.

The current study also highlighted areas for further research that pertain to the relationship between novice teachers and principals. Trust creates a rapport between principals and teachers; thus, high principal, teacher, and student achievement levels would result from such rapport. Studies could use quantitative methods to measure the degree of trust novice teachers have for their principals.

Last, the current study highlighted areas for further research that pertain to connections between principal competence, principal development, principal influence, and novice teacher development in the school climate. Further study of this could include novice teacher self-efficacy and novice teacher effectiveness. Studies could use quantitative methods to measure the cause and effect relationship between the various factors.

Conclusion

Novice teacher development and retention are possible when administrators execute effective leadership behaviors and practices to ensure positive school climates. The current study focused on both novice teachers' perceptions and principals' perceptions to gain insight into alleviating novice teacher attrition. The research focused on 48 instructional leadership practices presented in the Compass Louisiana Leader Performance Evaluation Rubric that is comprised of three domains: *School Vision*, *School Culture*, and *Instruction* and a questionnaire (Louisiana Department of Education, 2014).

The principal facilitates the role as an instructional leader to supply novice teachers with pedagogical skills. This means that principals must be heavily involved in learning communities. Also, the current study's results conveyed how novice teachers' perceptions are essential to principal development and growth. The novice teacher panel created seven additional instructional leadership practices that suggest this group of teachers need more specific support. As instructional leaders, principals must build cultures based on trust that enhance communication and the relationship between novice teachers and principals. This means principals must be competent of their own leadership and pedagogical skills.

The current study displays that principals and novice teachers validated 48 instructional leadership practices pertaining to classroom management, mentorship, co-teaching, communication, lesson modeling, collaboration, data-driven decisions, formal and informal observations, curriculum assessments, and school mission. Yet, this displays a disconnect exists between novice teachers and principals. This is because the novice teacher panel expressed their principals are not implementing certain instructional leadership practices in the *School Culture* and *Instruction* domains. In the questionnaire, the novice teacher panel expressed that principals needed to implement the additional instructional leadership practices: (1) use communicative skills to build rapport with teachers by implementing an open-door policy and wellness check-ups; (2) have teacher experience prior to leadership position in order to relate to teachers' hardships; (3) exhibit a positive attitude and be self-motivated in order to foster an environment of strong morale among staff; (4) support teachers dealing with behavior issues and classroom management by executing strong authoritative discipline with students; (5) perform the

modeling of an effective lesson; (6) facilitate teacher mentorship and co-teaching based on grade level and subject; and (7) foster principal, teacher, and student growth by continuing to learn. The novice teacher panel had at most 5 years of teaching experience and were certified or working with a TAT. Principal participants had at most 7 years of leadership experience. The researcher concludes that continued research on the comparison between novice teachers and principals from urban, rural, and alternative school settings is essential to perpetuating novice teacher growth and retention.

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APPENDIX A

COMPASS PERFORMANCE EVALUATION RUBRIC

Domain I	School Vision
a. Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision	<ul style="list-style-type: none"> • A vision for achievement describes high academic expectations for all students; the vision provides the picture of the school's future. Effective principals ensure that the vision is lived in practice, encouraging behaviors that support it and addresses behaviors that undermine it. • To develop the vision, leaders must enlist the support of all stakeholders. The process facilitates ownership and institutionalization of the vision and ensures that the vision includes multiple perspectives and lenses. • To realize the vision, leaders must put data driven school level goals into place; these goals describe how the school will reach the vision. Strategic school leaders adjust the school level goals to ensure they are driving improvements in achievement. School level goals should be set and managed by data gathered from multiple sources including student learning outcomes, needs assessments and observations of teacher practice. As the needs of the school change, the leader will have to work with stakeholders to identify school level goals and strategies that will foster student growth.

Domain I: School Vision			
Component a: Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> • Rarely maintains focus on vision or school goals; rarely refers to goals and does not identify how the goals align to the vision • Rarely makes time to meet with families or stakeholders; openly disrespects or dismisses families or stakeholders; does not address staff or stakeholders who contradict the vision • Does not align school resources accurately; does not maintain systems to support the school's learning goals • Does not align school resources accurately; does 	<ul style="list-style-type: none"> • Sets school wide goals that are aligned to the school's vision and uses one or two sources of data; references goals and/or vision in meetings/planning sessions, but inconsistently connects them to the day-to-day work of the school • Shares the school's vision for achievement with stakeholders; inconsistently addresses staff or stakeholders who contradict the vision by displaying low or negative expectations • Aligns resources with a focus on materials, supplies and equipment; creates some systems using resources to further 	<ul style="list-style-type: none"> • Uses vision and analysis of multiple types of data to set goals; references goals and/or vision in all meetings/planning sessions and consistently connects them to the day-to-day work of the school • Actively engages stakeholders in the school's vision for achievement; shares specific ways families and stakeholders can support student learning; consistently addresses staff or stakeholders who contradict the vision by displaying low or negative expectations • Aligns resources: time, human and, when appropriate, fiscal to create and uphold systems that further the school's learning goals; develops and implements systems that maximize instructional time by generating strategic schedules and calendars; confirms that staff have necessary materials, supplies, and equipment 	<ul style="list-style-type: none"> • Uses vision and analysis of multiple forms of data to set goals and aligns all decisions to the school-wide goals and vision, builds staff ownership for school-wide goals and the goals for their content or grade levels; uses protocols for making decisions that refer staff and team decisions back to the vision and goals; builds staff capacity to use the vision and goals to make instructional decisions • Continuously creates two-way links between families and the school; actively engages stakeholders in the school's vision for achievement; shares specific ways families and stakeholders can support student learning; builds staff capacity to address other staff or stakeholders who contradict the vision by displaying low or negative expectations • Continually aligns resources: time, human and, when appropriate, fiscal to create and uphold systems that further data-driven goals, develops and implements systems that maximize instructional time by generating

Domain I: School Vision	
Component a: Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision	
Examples of Evidence	<ul style="list-style-type: none"> • School vision and goals are shared with stakeholder groups. • Written values and beliefs reflect high expectations for all students. • Building-wide goals and vision are shared and widely known within the school community. • Parents, staff and others are clear about academic expectations and homework guidelines. • Students describe and demonstrate effective effort, behaviors and beliefs across classrooms. • Academic work and homework guidelines are shared with parents, staff and others. • Families are included and invested in the school community. • Families are aware of learning expectations and strategies to support student learning outside the school day. • Staff and fiscal resources are aligned with strategic priorities.

Domain II	School Culture
<ul style="list-style-type: none"> a. Facilitates collaboration between teams of teachers b. Provides opportunities for professional growth and develops a pipeline of teacher leaders c. Creates and upholds systems which result in a safe and orderly school environment 	<ul style="list-style-type: none"> • School culture is the context that allows for effective teaching and learning to take place. Culture is continuously reinforced by the school leader, teachers, and students through practices and actions that tell every stakeholder: <i>this is how we do school here</i>. Effective leaders establish cultures of achievement by maintaining a learning environment that is conducive to learning and safe for all students. • In a learning culture, teachers identify and teach core academic skills across the curriculum and implement shared instructional practices to improve student achievement. School leaders ensure that teachers work in teams to examine student work that is rigorous and aligned with the Compass rubric. Professional growth is expected and leaders create meaningful targeted professional development opportunities aligned to teacher needs and designed to improve Instructional practice.

Domain II: School Culture			
Component a: Facilitates collaboration between teams of teachers			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<p>Makes minimal or unsuccessful attempts to ensure teacher collaboration.</p> <ul style="list-style-type: none"> • Schedule does not include time for teachers to collaborate • Teacher collaboration meetings are rarely focused on student work or on Louisiana Student Standards or instructional skills • Rarely attempts to monitor progress of collaboration or to provide feedback on collaboration 	<p>Attempts to ensure teacher collaborations occurring.</p> <ul style="list-style-type: none"> • Schedule includes time for teachers to collaborate • Teacher collaboration is sometimes focused on student work or on Louisiana Student Standards or instructional shifts • Attempts to monitor progress of collaboration meetings; but with uneven information and results • Attempts to provide feedback on collaboration but feedback is not actionable or connected to student learning 	<p>Ensures regular routines for teacher collaboration are in place.</p> <ul style="list-style-type: none"> • Takes an active role in teacher collaboration meetings • Teacher collaboration is focused on assessing Louisiana Student Standards and leveled student work (e.g., classroom assignments, assessment results, student engagement) • Collaboration uses analysis of student work and results to identify specific teacher actions that, if changed, would most impact student achievement • As a result of collaboration, identifies specific next steps for each teacher and follows up with frequent, actionable feedback to ensure improvement in teacher effectiveness 	<p>In addition to the characteristics of "Proficient," has successfully built the capacity of teacher leaders to lead and facilitate collaboration.</p> <ul style="list-style-type: none"> • Ensures that teacher collaboration routines are closely integrated with the observation and feedback cycle and that teachers experience feedback received through observation and collaboration as part of a single process of development • Identifies and builds the capacity of teachers to lead and facilitates the collaboration cycle by providing feedback on meetings while intermittently monitoring collaboration • Teachers demonstrate ownership of collaboration process by leading collaboration and by suggesting modifications or improvements to the collaboration cycle • Engages in a similar collaboration cycle with the school leadership team, focused on assessing student work and results, identifying school leader actions that will drive student achievement, and provides feedback on implementation • There is clear evidence of increased student achievement as a result of teacher collaboration

Domain II: School Culture	
Component a: Facilitates collaboration between teams of teachers	
<p>Examples of Evidence</p>	<ul style="list-style-type: none"> • Review school schedule for evidence of professional learning communities and/or collaborative learning structures. • Teacher and teacher leader interviews for evidence of teacher and leader roles in facilitating collaboration, changes in practice and student outcomes that occur as a result of collaboration, etc. • Teachers review data regularly and teachers are aware of school and grade targets and progress toward those targets. • Review collaboration outcomes and student performance data following collaboration time. • Conducts observations or co-observations of collaborative meetings. • Conducts observations of feedback conversations. • Assesses student work against Louisiana Student Standards-level exemplars.

Domain II: School Culture			
Component b: Provides opportunities for professional growth and develops a pipeline of teacher leaders			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> Rarely uses data to determine what development activities or instructional strategies will advance teacher effectiveness Rarely provides opportunities for professional growth to improve teacher effectiveness and/or provides opportunities that are misaligned with the teachers' needs Does not maintain a pipeline of teacher leaders or identify potential teacher leaders 	<ul style="list-style-type: none"> Uses anecdotal data gathered to determine what development activities or instructional strategies will best advance teacher effectiveness Provides infrequent opportunities for professional growth to improve teacher effectiveness that attempt to align with the teachers' needs Identifies mid and high-performing teachers and attempts to develop their leadership skills, but creates minimal opportunities for teacher leaders to support others in the school 	<ul style="list-style-type: none"> Uses data gathered through observations and student assessments to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness Improves teacher effectiveness by providing opportunities for professional growth and on-going supports; tracks progress to determine teacher effectiveness and adjusts development opportunities accordingly Develops a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high-performing teachers; developing leadership skills, creating opportunities for them to take on additional responsibilities 	<ul style="list-style-type: none"> Uses data gathered through observations, student assessments, and teacher self-assessments to determine what supports will best meet the needs of each individual teacher to improve overall teacher effectiveness Improves teacher effectiveness by providing opportunities for professional growth and ongoing support systems; provides opportunities for individuals to pursue additional development opportunities inside or outside of the school; tracks progress to determine the effectiveness and adjusts development opportunities accordingly Develops a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high-performing teachers; developing leadership skills, creating opportunities for them to take on additional responsibilities, creating a formal growth

Domain II: School Culture	
Component b: Provides opportunities for professional growth and develops a pipeline of teacher leaders	
Examples of Evidence	<ul style="list-style-type: none"> Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals. Staff develops a broad repertoire of instructional strategies referenced in their lesson plans. A high percentage of teachers rated effective and stay in the school. Teacher leaders, master teachers, and members of the leadership team have focused weekly discussions on student learning outcomes to target key instructional needs. Multiple staff members serve as instructional leaders in the school, and they lead effective teacher team meetings focused on student learning data and student work. Leadership team members conduct frequent observations and provide feedback to staff on instructional practices and handling of student conduct concerns with follow-up to track improvement. Leadership team members take part in regular walk-throughs to observe for the implementation of the Louisiana Student Standards.

Domain II: School Culture			
Component c: Creates and upholds systems which result in a safe and orderly school environment			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> Does not maintain a learning environment that is conducive to learning; does not ensure the physical safety of students Rarely makes expectations for student or adult behavior explicit Does not consistently implement negative consequences Does not maintain a physically safe environment 	<ul style="list-style-type: none"> Confirms that learning environment is conducive to learning for most students; implements systems to ensure physical safety is maintained for all students Develops some expectations for student and adult behavior based on the school values and beliefs; identifies negative consequences Develops systems to monitor consistent implementation of negative consequences Confirms the physical environment is safe 	<ul style="list-style-type: none"> Confirms the learning environment is conducive to learning; implements systems to ensure physical and social-emotional safety is maintained for students and adults Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies clear positive and negative consequences Develops systems to ensure every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented Supervises facilities, equipment management and maintenance; confirms the physical environment is safe Supervises facilities, equipment, management and maintenance; confirms the physical environment is safe 	<ul style="list-style-type: none"> Confirms the learning environment is conducive to learning and safe for all students; builds staff capacity to lead and manage components systems that ensure physical and social-emotional safety is maintained for all stakeholders Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies and implements specific age-appropriate positive and negative consequences Develops systems to ensure that every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented Supervises facilities, equipment management and maintenance to enhance learning and confirms the physical environment is safe

Domain II: School Culture	
Component c: Creates and upholds systems which result in a safe and orderly school environment	
Examples of Evidence	<ul style="list-style-type: none"> Routines and procedures are in place, discussed, and implemented. School building is clean and safe-all basic facilities are in working order. Physical plant fosters major academic priorities/Initiatives. Values and behaviors are referenced in daily school structures. A system of positive and negative behavior expectations are consistent (with age appropriatedifferentiation) across classrooms, grades and content areas. Written values and beliefs reflect high expectations for all students. School-wide code of conduct aligned with district and school priorities is in place. Code of conduct is consistently implemented across all classrooms. Support staff (e.g., ELL, literacy and math teachers, and gifted and talented instructors) arestrategically utilized to support the achievement of school goals.

Domain III	Instruction
<p>a. Observes teachers and provides feedback on instruction regularly</p> <p>b. Ensures teachers set clear, measurable objectives aligned to the Louisiana Student Standards</p> <p>c. Ensures teachers use assessments reflective of the Louisiana Student Standards rigor</p>	<ul style="list-style-type: none"> Research has shown that there is a direct correlation between a strong instructional program and an increase in academic gains. It is critical that school leaders support effective instruction to increase student achievement. Louisiana has adopted the Louisiana Student Standards, thus, leaders must ensure all instruction is grounded in and guided by the Louisiana Student Standards. To best support instruction, leaders must ensure teachers have the tools to set clear objectives aligned to the Louisiana Student Standards. They must implement a curricular scope and sequence that fosters rigorous instruction, and they must ensure that teachers have supporting curricular materials that will allow them to implement the curriculum with fidelity. Leaders must observe teachers to provide on-going actionable clear and transparent feedback on instruction; these observations will become a part of both formative and summative assessments of teacher effectiveness. Teacher observations and conferences will ensure that all instruction is focused on the development and implementation of goals and objectives aligned with the Louisiana Student Standards. School leaders must also facilitate and support staff use of data to identify and prioritize students' needs in relation to the Louisiana Student Standards. Leaders will ensure that all assessments are Louisiana Student Standards aligned and will hold teachers accountable for on-going analysis of student data to provide rigor and differentiation for all students.

Domain III: Instruction			
Component a: Observes teachers and provides feedback on instruction regularly			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<p>Does not complete minimum expectations.</p> <ul style="list-style-type: none"> Rarely uses the Compass Teacher Rubric Rarely completes formal observations Rarely provides feedback to teachers Rarely completes evaluations and/or has unclear evaluation process in place 	<p>Completes minimum expectations.</p> <ul style="list-style-type: none"> Using the Compass Teacher Rubric, completes minimum expected observations Ensures observers rate observations using the Compass Teacher Rubric After each required observation, shares ratings and notes with teacher, including suggestions for improvement Ensures that new teachers receive additional formative observations 	<p>Engages in continuous conversations with teachers about student results based on the Louisiana Student Standards and the teacher's actions will advance student learning even further, or successfully manages through staff.</p> <ul style="list-style-type: none"> Using the Compass Teacher Rubric, regularly observes instruction and gathers evidence of student achievement and teacher performance Uses evidence gathered through observations and walk-throughs to deliver specific, actionable feedback to teachers; identifying concrete improvements to be made based on the rubric Follows up on feedback (e.g., by observing teacher again, collecting student outcomes data, and/or following upon next steps within a predetermined time) to determine if prioritized teacher actions and student outcomes are improving 	<p>In addition to the characteristics of "Proficient," ensures systems and structures are in place to support continuous teacher improvement or successfully manages through staff.</p> <ul style="list-style-type: none"> Ensures that the observation and feedback cycle is integrated with teacher collaboration routines Teachers take ownership of and lead the feedback process by seeking feedback from evaluators and peers Collaborates with other teacher evaluators in the building to ensure consistent use of the Compass Teacher Rubric and to ensure evaluators are aligned in their feedback to teachers There is clear evidence of increased student achievement as a result of the observation and feedback process

Domain III: Instruction	
Component a: Observes teachers and provides feedback on instruction regularly	
<p>Examples of Evidence</p>	<ul style="list-style-type: none"> Interviews with teachers who are able to articulate their strengths and areas for growth, the specific steps they are taking to improve, and the impact those steps will have on student outcomes. Review the number of observations and quality of feedback in the Compass Information System. Review observation feedback and compare to student outcome data. Conducts co-observations of teacher practice with the evaluator through frequent observations and/or walk-throughs. Conducts observation of evaluator feedback to the teacher. Evaluator is providing frequent, actionable feedback to teachers; identifying specific improvements that can be made on the rubric. Evaluator follows-up on feedback. Reviews the tools the school uses to manage the observation schedule- (e.g., online trackers, shared calendars, etc.). Observation data is easily and regularly shared by and between evaluators. Conducts observation of collaboration meetings. Reviews collaboration meeting agendas, in conjunction with observation and walk-through data.

Domain III: Instruction			
Component b: Ensures teachers set clear, measurable objectives aligned to the Louisiana Student Standards			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> • Sets non-rigorous annual student learning targets • Rarely ensures teachers are using a curriculum scope and sequence or assessments that are Louisiana Student Standards aligned • Rarely assesses the implementation of Louisiana Student Standards • Rarely ensures instructional practices that support the learning of all students 	<ul style="list-style-type: none"> • Sets annual student learning targets that aim for the academic growth of students • Supports teachers' choice around strong curriculum materials; ensures teachers in core content areas are using a curriculum scope and sequence and assessments that are Louisiana Student Standards aligned • Irregularly assesses the implementation of Louisiana Student Standards by reviewing student outcomes • Ensures core content teachers make minor modifications to their instructional practices to support the learning of all 	<ul style="list-style-type: none"> • Sets annual student learning targets and ensures teachers set daily objectives that will support academic growth of students and that align with school level goals • Develops teacher's skill set to choose strong curriculum materials and ensures all teachers are using a curriculum scope and sequence and assessments that are Louisiana Student Standards aligned • Facilitates effective implementation of Louisiana Student Standards by regularly assessing instructional practices and student outcomes • Ensures teachers modify and differentiate instructional practices to support the learning of all students, based on student learning data 	<ul style="list-style-type: none"> • Sets annual student learning targets and builds teacher capacity to set and assess daily, weekly, and unit objectives to support significant academic growth of students and align with school level goals • Develops teacher's skill set to choose strong curriculum materials; provides scaffold-developments as needed and ensures all teachers are using a curriculum scope and sequence and assessments that are Louisiana Student Standards aligned • Builds teacher capacity to effectively implement Louisiana Student Standards by regularly assessing instructional practices, student work, and student outcomes • Ensures teachers modify and differentiate instructional practices to support the learning of all students, based on student learning data

Domain III: Instruction	
Component b: Ensures teachers set clear, measurable objectives aligned to the Louisiana Student Standards	
Examples of Evidence	<ul style="list-style-type: none"> • Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college and career readiness track. • Lesson plans and curriculum materials produce explicit evidence of curriculum coordination and alignment to Louisiana Student Standards. • Staff have a broad repertoire of instructional strategies that they reference in their lesson plans. • Throughout the school, classroom activities are designed to engage students in cognitively challenging work that is aligned to the standards. • Consistent practices are observable across multiple classrooms. • Rigorous course content is accessible to all students.

Domain III: Instruction			
Component c: Ensures teachers use assessments reflective of Louisiana Student Standards rigor			
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Rarely selects assessments or curricular materials aligned to the Louisiana Student Standards; does not analyze student performance	Selects assessments aligned to the Louisiana Student Standards and analyzes student performance on assessments to identify areas for instructional improvement	Supports the selection of assessments and curricular materials aligned to the Louisiana Student Standards and analyzes student performance on assessments to identify student learning gaps, determine interventions, and areas for instructional improvement	Supports and develops staff, ability to select assessments and curricular materials aligned to the Louisiana Student Standards and builds staff capacity to analyze student performance on assessments to identify student learning gaps, determine interventions, and areas for instructional improvement
Examples of Evidence	<ul style="list-style-type: none"> • Continuous data review process is in place to confirm that students learned taught material. • Assessments reflect alignment with Louisiana Student Standards. • Multiple analyses of student performance data are examined to support informed decision making. • Differentiated classroom activities based on students' reading or achievement levels are present in every classroom. • Disaggregated student data informs instruction. • Students receive rapid, data-driven interventions matched to current needs, and intervention assignments and schedules are frequently updated to reflect student needs and progress. 		

APPENDIX B

ALPHA TEST ROUND ONE

Novice Teachers' Perceptions of the Most Effective Instructional Leadership Practices
By
Schbrett L. Myers

PURPOSE: To investigate the novice teachers' perceptions of their principals' most effective instructional leadership practices to ensure a positive school climate.

Instructions: Please be aware that the following questionnaire is comprised of three parts: Part 1 (open-ended questionnaire), Part 2 (components of the COMPASS Louisiana Believes Louisiana Leader Performance Evaluation Rubric), Part 3 (comments section).

Part 1: Answer the following question using bullets and/or complete sentences.
As a novice teacher, what are your expectations of an effective Instructional Leader?

Part 2: Read each Instructional Leadership behavior. Using the Likert Scale, DETERMINE and SELECT how each Instructional Leadership behavior pertains to your retainment as a novice teacher.

**1= Not Critical 2= Somewhat Critical
3= Critical 4= Highly Critical
HIGHLIGHT your ANSWER.**

Domain I: School Vision				
Component a: Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision				
Highly Effective	Not Critical	Somewh at Critical	Critical	Highly Criti
<ul style="list-style-type: none"> Uses vision and analysis of multiple forms of data to set goals and aligns all decisions to the school-wide goals and vision, builds staff ownership for school-wide goals and the goals for their content or grade levels; uses protocols for making decisions that refer staff and team decisions back to the vision and goals; builds staff capacity to use the vision and goals to make instructional decisions. 	1	2	3	4
<ul style="list-style-type: none"> Continuously creates two-way links between families and the school; actively engages stakeholders in the school's vision for achievement; shares specific ways families and stakeholders can support student learning; builds staff capacity to address other staff or stakeholders who contradict the vision by displaying low or negative expectations. 	1	2	3	4
<ul style="list-style-type: none"> Continually aligns resources; time, human and, when appropriate, fiscal to create and uphold systems that further data-driven goals, develops and implements systems that maximize instructional time by generating schedules, calendars and data systems that help to track progress, ensures that staff have necessary materials, supplies, and equipment. 	1	2	3	4

Domain II: School Culture				
Component a: Facilitates collaboration between teams of teachers				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> • Takes an active role in teacher collaboration meetings • Teacher collaboration is focused on assessing Louisiana Student Standards and leveled student work (e.g., classroom assignments, assessment results, student engagement) • Collaboration uses analysis of student work and results to identify specific teacher actions that, if changed, would most impact student achievement • As a result of collaboration, identifies specific next steps for each teacher and follows up with frequent, actionable feedback to ensure improvement in teacher effectiveness 	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> • Ensures that teacher collaboration routines are closely integrated with the observation and feedback cycle and that teachers experience feedback received through observation and collaboration as part of a single process of development • Identifies and builds the capacity of teachers to lead and facilitates the collaboration cycle by providing feedback on meetings while intermittently monitoring collaboration • Teachers demonstrate ownership of collaboration process by leading collaboration and by suggesting modifications or improvements to the collaboration cycle • Engages in a similar collaboration cycle with the school leadership team, focused on assessing student work and results, identifying school leader actions that will drive student achievement, and provides feedback on implementation • There is clear evidence of increased student achievement as a result of teacher collaboration 	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4

Domain II: School Culture				
Component b: Provides opportunities for professional growth and develops a pipeline of teacher leaders				
Effective: Proficient				
	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> • Uses data gathered through observations and student assessments to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness • Improves teacher effectiveness by providing opportunities for professional growth and on-going supports; tracks progress to determine teacher effectiveness and adjusts development opportunities accordingly • Develops a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high-performing teachers; developing leadership skills, creating opportunities for them to take on additional responsibilities 	1	2	3	4
	1	2	3	4
	1	2	3	4

Highly Effective				
	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> • Uses data gathered through observations, student assessments, and teacher self-assessments to determine what supports will best meet the needs of each individual teacher to improve overall teacher effectiveness • Improves teacher effectiveness by providing opportunities for professional growth and ongoing support systems; provides opportunities for individuals to pursue additional development opportunities inside or outside of the school; tracks progress to determine the effectiveness and adjusts development opportunities accordingly • Develops a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high-performing teachers; developing the leadership skills, creating opportunities for them to take on additional responsibilities, creating a formal growth trajectory and plan for the teacher leaders 	1	2	3	4
	1	2	3	4
	1	2	3	4

Domain II: School Culture				
Component c: Creates and upholds systems which result in a safe and orderly school environment				
Effective: Proficient				
	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Confirms the learning environment is conducive to learning; implements systems to ensure physical and social-emotional safety is maintained for students and adults 	1	2	3	4
<ul style="list-style-type: none"> Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies clear positive and negative consequences 	1	2	3	4
<ul style="list-style-type: none"> Develops systems to ensure every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented 	1	2	3	4
<ul style="list-style-type: none"> Supervises facilities, equipment management and maintenance; confirms the physical environment is safe 	1	2	3	4
<ul style="list-style-type: none"> Supervises facilities, equipment, management and maintenance; confirms the physical environment is safe 	1	2	3	4

Highly Effective				
	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Confirms the learning environment is conducive to learning and safe for all students; builds staff capacity to lead and manage components systems that ensure physical and social-emotional safety is maintained for all stakeholders 	1	2	3	4
<ul style="list-style-type: none"> Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies and implements specific age-appropriate positive and negative consequences 	1	2	3	4
<ul style="list-style-type: none"> Develops systems to ensure that every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented 	1	2	3	4
<ul style="list-style-type: none"> Supervises facilities, equipment management and maintenance to enhance learning and confirms the physical environment is safe 	1	2	3	4

Domain III: Instruction				
Component a: Observes teachers and provides feedback on instruction regularly				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Using the Compass Teacher Rubric, regularly observes instruction and gathers evidence of student achievement and teacher performance 	1	2	3	4
<ul style="list-style-type: none"> Uses evidence gathered through observations and walk-throughs to deliver specific, actionable feedback to teachers; identifying concrete improvements to be made based on the rubric 	1	2	3	4
<ul style="list-style-type: none"> Follows up on feedback (e.g., by observing teacher again, collecting student outcomes data, and/or following up on next steps within a predetermined time) to determine if prioritized teacher actions and student outcomes are improving 	1	2	3	4

Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Ensures that the observation and feedback cycle is integrated with teacher collaboration routines 	1	2	3	4
<ul style="list-style-type: none"> Teachers take ownership of and lead the feedback process by seeking feedback from evaluators and peers 	1	2	3	4
<ul style="list-style-type: none"> Collaborates with other teacher evaluators in the building to ensure consistent use of the Compass Teacher Rubric and to ensure evaluators are aligned in their feedback to teachers 	1	2	3	4
<ul style="list-style-type: none"> There is clear evidence of increased student achievement as a result of the observation and feedback process 	1	2	3	4

Domain III: Instruction				
Component b: Ensures teachers set clear, measurable objectives aligned to the Louisiana Student Standards				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Sets annual student learning targets and ensures teachers set daily objectives that will support academic growth of students and that align with school level goals 	1	2	3	4
<ul style="list-style-type: none"> Develops teacher's skill set to choose strong curriculum materials and ensures all teachers are using a curriculum scope and sequence and assessments that are Louisiana Student Standards aligned 	1	2	3	4
<ul style="list-style-type: none"> Facilitates effective implementation of Louisiana Student Standards by regularly assessing instructional practices and student outcomes 	1	2	3	4
<ul style="list-style-type: none"> Ensures teachers modify and differentiate instructional practices to support the learning of all students, based on student learning data 	1	2	3	4

Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Sets annual student learning targets and builds teacher capacity to set and assess daily, weekly, and unit objectives to support significant academic growth of students and align with school level goals 	1	2	3	4
<ul style="list-style-type: none"> Develops teacher's skill set to choose strong curriculum materials; provides scaffold-developments as needed and ensures all teachers are using a curriculum scope and sequence and assessments that are Louisiana Student Standards aligned 	1	2	3	4
<ul style="list-style-type: none"> Builds teacher capacity to effectively implement Louisiana Student Standards by regularly assessing instructional practices, student work; and student outcomes 	1	2	3	4
<ul style="list-style-type: none"> Ensures teachers modify and differentiate instructional practices to support the learning of all students, based on student learning data 	1	2	3	4

Domain III: Instruction				
Component c: Ensures teachers use assessments reflective of Louisiana Student Standards rigor				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
Supports the selection of assessments and curricular materials aligned to the Louisiana Student Standards and analyzes student performance on assessments to: identify student learning gaps, determine interventions, and areas for instructional improvement	1	2	3	4

Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
Supports and develops staff, ability to select assessments and curricular materials aligned to the Louisiana Student Standards and builds staff capacity to analyze student performance on assessments to; identify student learning gaps, determine interventions, and areas for instructional improvement	1	2	3	4

Part 3: COMMENTS

List any additional instructional behaviors/comments you feel administrators should perform when working with novice teacher.

Alpha Test Round Two

Domain I: School Vision
Component a: Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision

Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Continuously creates two-way links between families and the school; actively engages stakeholders in the school's vision for achievement; shares specific ways families and stakeholders can support student learning; builds staff capacity to address other staff or stakeholders who contradict the vision by displaying low or negative expectations. Continually aligns resources; time, human and, when appropriate, fiscal to create and uphold systems that further data-driven goals, develops and implements systems that maximize instructional time by generating schedules, calendars and data systems that help to track progress, ensures that staff have necessary materials, supplies, and equipment. 	1	2	3	4
	1	2	3	4

Domain II: School Culture				
Component a: Facilitates collaboration between teams of teachers				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
	1	2	3	4
<ul style="list-style-type: none"> • Collaboration uses analysis of student work and results to identify specific teacher actions that, if changed, would most impact student achievement 				

Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Teachers demonstrate ownership of collaboration process by leading collaboration and by suggesting modifications or improvements to the collaboration cycle Engages in a similar collaboration cycle with the school leadership team, focused on assessing student work and results, identifying school leader actions that will drive student achievement, and provides feedback on implementation Ensures teacher mentorship is provided according to pedagogical needs and grade level in order to help teachers with curriculum and assessment concerns 	1	2	3	4
	1	2	3	4
	1	2	3	4

Domain II: School Culture				
Component b: Provides opportunities for professional growth and develops a pipeline of teacher leaders				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Uses data gathered through observations and student assessments to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness Improves teacher effectiveness by providing opportunities for professional growth and on-going supports; tracks progress to determine teacher effectiveness and adjusts development opportunities accordingly Improves administrative effectiveness by attending professional development on current instructional strategies to help promote teacher and student growth 	1	2	3	4
	1	2	3	4
	1	2	3	4

Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Uses data gathered through observations, student assessments, and teacher self-assessments to determine what supports will best meet the needs of each individual teacher to improve overall teacher effectiveness Improves teacher effectiveness by providing opportunities for professional growth and ongoing support systems; provides opportunities for individuals to pursue additional development opportunities inside or outside of the school; tracks progress to determine the effectiveness and adjusts development opportunities accordingly Develops a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high-performing teachers; developing the leadership skills, creating opportunities for them to take on additional responsibilities, creating a formal growth trajectory and plan for the teacher leaders 	1	2	3	4
	1	2	3	4
	1	2	3	4

Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Confirms the learning environment is conducive to learning and safe for all students; builds staff capacity to lead and manage components systems that ensure physical and social-emotional safety is maintained for all stakeholders 	1	2	3	4
<ul style="list-style-type: none"> Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies and implements specific age-appropriate positive and negative consequences 	1	2	3	4
<ul style="list-style-type: none"> Develops systems to ensure that every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented 	1	2	3	4

Domain II: School Culture				
Component c: Creates and upholds systems which result in a safe and orderly school environment				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Confirms the learning environment is conducive to learning; implements systems to ensure physical and social-emotional safety is maintained for students and adults 	1	2	3	4
<ul style="list-style-type: none"> Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies clear positive and negative consequences 	1	2	3	4
<ul style="list-style-type: none"> Develops systems to ensure every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented 	1	2	3	4
<ul style="list-style-type: none"> Develops and fosters a healthy rapport with teachers/staff by implementing an open-door policy that allows teachers to communicate their instructional/pedagogical needs. 	1	2	3	4

Domain III: Instruction				
Component a: Observes teachers and provides feedback on instruction regularly				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Uses evidence gathered through observations and walk-throughs to deliver specific, actionable feedback to teachers; identifying concrete improvements to be made based on the rubric Follows up on feedback (e.g., by observing teacher again, collecting student outcomes data, and/or following up on next steps within a predetermined time) to determine if prioritized teacher actions and student outcomes are improving 	1	2	3	4
	1	2	3	4

Domain III: Instruction				
Component b: Ensures teachers set clear, measurable objectives aligned to the Louisiana Student Standards				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Develops teacher's skill set to choose strong curriculum materials and ensures all teachers are using a curriculum scope and sequence and assessments that are Louisiana Student Standards aligned 	1	2	3	4

Domain III: Instruction				
Component c: Ensures teachers use assessments reflective of Louisiana Student Standards rigor				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
Supports the selection of assessments and curricular materials aligned to the Louisiana Student Standards and analyzes student performance on assessments to: identify student learning gaps, determine interventions, and areas for instructional improvement	1	2	3	4
Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
Supports and develops staff, ability to select assessments and curricular materials aligned to the Louisiana Student Standards and builds staff capacity to analyze student performance on assessments to: identify student learning gaps, determine interventions, and areas for instructional improvement	1	2	3	4

APPENDIX C

OFFICIAL DELPHI STUDY ROUND TWO

Domain I: School Vision				
Component a: Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision				
Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Uses vision and analysis of multiple forms of data to set goals and aligns all decisions to the school-wide goals and vision, builds staff ownership for school-wide goals and the goals for their content or grade levels; uses protocols for making decisions that refer staff and team decisions back to the vision and goals; builds staff capacity to use the vision and goals to make instructional decisions. Continuously creates two-way links between families and the school; actively engages stakeholders in the school's vision for achievement; shares specific ways families and stakeholders can support student learning; builds staff capacity to address other staff or stakeholders who contradict the vision by displaying low or negative expectations. Continually aligns resources; time, human and, when appropriate, fiscal to create and uphold systems that further data-driven goals, develops and implements systems that maximize instructional time by generating schedules, calendars and data systems that help to track progress, ensures that staff have necessary materials, supplies, and equipment. 	1	2	3	4
	1	2	3	4
	1	2	3	4

Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Ensures that teacher collaboration routines are closely integrated with the observation and feedback cycle and that teachers experience feedback received through observation and collaboration as part of a single process of development 	1	2	3	4
<ul style="list-style-type: none"> Identifies and builds the capacity of teachers to lead and facilitates the collaboration cycle by providing feedback on meetings while intermittently monitoring collaboration 	1	2	3	4
<ul style="list-style-type: none"> Teachers demonstrate ownership of collaboration process by leading collaboration and by suggesting modifications or improvements to the collaboration cycle 	1	2	3	4
<ul style="list-style-type: none"> Engages in a similar collaboration cycle with the school leadership team, focused on assessing student work and results, identifying school leader actions that will drive student achievement, and provides feedback on implementation 	1	2	3	4
<ul style="list-style-type: none"> There is clear evidence of increased student achievement as a result of teacher collaboration 	1	2	3	4

Domain II: School Culture				
Component a: Facilitates collaboration between teams of teachers				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
		1	2	3
<ul style="list-style-type: none"> • Takes an active role in teacher collaboration meetings 	1	2	3	4
<ul style="list-style-type: none"> • Teacher collaboration is focused on assessing Louisiana Student Standards and leveled student work (e.g., classroom assignments, assessment results, student engagement) 	1	2	3	4
<ul style="list-style-type: none"> • Collaboration uses analysis of student work and results to identify specific teacher actions that, if changed, would most impact student achievement 	1	2	3	4
<ul style="list-style-type: none"> • As a result of collaboration, identifies specific next steps for each teacher and follows up with frequent, actionable feedback to ensure improvement in teacher effectiveness 	1	2	3	4

Domain II: School Culture				
Component b: Provides opportunities for professional growth and develops a pipeline of teacher leaders				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
		1	2	3
<ul style="list-style-type: none"> • Uses data gathered through observations and student assessments to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness 	1	2	3	4
<ul style="list-style-type: none"> • Improves teacher effectiveness by providing opportunities for professional growth and on-going supports; tracks progress to determine teacher effectiveness and adjusts development opportunities accordingly 	1	2	3	4
<ul style="list-style-type: none"> • Develops a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high-performing teachers; developing leadership skills, creating opportunities for them to take on additional responsibilities 	1	2	3	4

Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Uses data gathered through observations, student assessments, and teacher self-assessments to determine what supports will best meet the needs of each individual teacher to improve overall teacher effectiveness 	1	2	3	4
<ul style="list-style-type: none"> Improves teacher effectiveness by providing opportunities for professional growth and ongoing support systems; provides opportunities for individuals to pursue additional development opportunities inside or outside of the school; tracks progress to determine the effectiveness and adjusts development opportunities accordingly 	1	2	3	4
<ul style="list-style-type: none"> Develops a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high-performing teachers; developing the leadership skills, creating opportunities for them to take on additional responsibilities, creating a formal growth trajectory and plan for the teacher leaders 	1	2	3	4

Domain II: School Culture				
Component c: Creates and upholds systems which result in a safe and orderly school environment				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Confirms the learning environment is conducive to learning; implements systems to ensure physical and social-emotional safety is maintained for students and adults 	1	2	3	4
<ul style="list-style-type: none"> Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies clear positive and negative consequences 	1	2	3	4
<ul style="list-style-type: none"> Develops systems to ensure every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented 	1	2	3	4
<ul style="list-style-type: none"> Supervises facilities, equipment management and maintenance; confirms the physical environment is safe 	1	2	3	4
<ul style="list-style-type: none"> Supervises facilities, equipment, management and maintenance; confirms the physical environment is safe 	1	2	3	4

Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Confirms the learning environment is conducive to learning and safe for all students; builds staff capacity to lead and manage components systems that ensure physical and social-emotional safety is maintained for all stakeholders 	1	2	3	4
<ul style="list-style-type: none"> Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies and implements specific age-appropriate positive and negative consequences 	1	2	3	4
<ul style="list-style-type: none"> Develops systems to ensure that every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented 	1	2	3	4
<ul style="list-style-type: none"> Supervises facilities, equipment management and maintenance to enhance learning and confirms the physical environment is safe 	1	2	3	4

Domain III: Instruction

Component a: Observes teachers and provides feedback on instruction regularly

Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Using the Compass Teacher Rubric, regularly observes instruction and gathers evidence of student achievement and teacher performance 	1	2	3	4
<ul style="list-style-type: none"> Uses evidence gathered through observations and walk-throughs to deliver specific, actionable feedback to teachers; identifying concrete improvements to be made based on the rubric 	1	2	3	4
<ul style="list-style-type: none"> Follows up on feedback (e.g., by observing teacher again, collecting student outcomes data, and/or following up on next steps within a predetermined time) to determine if prioritized teacher actions and student outcomes are improving 	1	2	3	4

Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Ensures that the observation and feedback cycle is integrated with teacher collaboration routines 	1	2	3	4
<ul style="list-style-type: none"> Teachers take ownership of and lead the feedback process by seeking feedback from evaluators and peers 	1	2	3	4
<ul style="list-style-type: none"> There is clear evidence of increased student achievement as a result of the observation and feedback process 	1	2	3	4
	1	2	3	4

Domain III: Instruction				
Component b: Ensures teachers set clear, measurable objectives aligned to the Louisiana Student Standards				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> Sets annual student learning targets and ensures teachers set daily objectives that will support academic growth of students and that align with school level goals 	1	2	3	4
<ul style="list-style-type: none"> Develops teacher's skill set to choose strong curriculum materials and ensures all teachers are using a curriculum scope and sequence and assessments that are Louisiana Student Standards aligned 	1	2	3	4
<ul style="list-style-type: none"> Facilitates effective implementation of Louisiana Student Standards by regularly assessing instructional practices and student outcomes 	1	2	3	4
<ul style="list-style-type: none"> Ensures teachers modify and differentiate instructional practices to support the learning of all students, based on student learning data 	1	2	3	4

Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
<ul style="list-style-type: none"> • Sets annual student learning targets and builds teacher capacity to set and assess daily, weekly, and unit objectives to support significant academic growth of students and align with school level goals 	1	2	3	4
<ul style="list-style-type: none"> • Develops teacher's skill set to choose strong curriculum materials; provides scaffold-developments as needed and ensures all teachers are using a curriculum scope and sequence and assessments that are Louisiana Student Standards aligned 	1	2	3	4
<ul style="list-style-type: none"> • Builds teacher capacity to effectively implement Louisiana Student Standards by regularly assessing instructional practices, student work; and student outcomes 	1	2	3	4
<ul style="list-style-type: none"> • Ensures teachers modify and differentiate instructional practices to support the learning of all students, based on student learning data 	1	2	3	4

Domain III: Instruction				
Component c: Ensures teachers use assessments reflective of Louisiana Student Standards rigor				
Effective: Proficient	Not Critical	Somewhat Critical	Critical	Highly Critical
Supports the selection of assessments and curricular materials aligned to the Louisiana Student Standards and analyzes student performance on assessments to: identify student learning gaps, determine interventions, and areas for instructional Improvement	1	2	3	4

Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
Supports and develops staff, ability to select assessments and curricular materials aligned to the Louisiana Student Standards and builds staff capacity to analyze student performance on assessments to; identify student learning gaps, determine interventions, and areas for instructional improvement	1	2	3	4

School Culture				
	Not Critical	Somewhat Critical	Critical	Highly Critical
Support teachers dealing with behavioral issues and classroom management by executing strong authoritative discipline with students. Ex.) support teachers when parent conferences occur, do not send a student back to class -in the same period- when student continues to disrupt the instructional process.	1	2	3	4
Use communicative skills to build rapport with teachers by implementing an open-door policy and wellness check-ups.	1	2	3	4
Have teacher experience prior to leadership position in order to relate to teachers' hardships.	1	2	3	4
Exhibit a positive attitude and be self-motivated in order to foster an environment of strong morale among staff.	1	2	3	4

Instruction				
Highly Effective	Not Critical	Somewhat Critical	Critical	Highly Critical
Perform the modeling of an effective lesson: Introduction/Hook, Whole Group Instruction, Independent Practice, and Closure.	1	2	3	4
Facilitate teacher mentorship and co-teaching based on grade level and subject.	1	2	3	4
Foster principal, teacher and student growth by continuing to learn about current Kagan strategies, assessment guides and curriculum changes in core and elective subjects by attending professional development with teachers	1	2	3	4

APPENDIX D

OFFICIAL DELPHI STUDY ROUND THREE

Official Delphi Study Round Three

Instructions:

Read **ALL 48 Instructional Leadership practices**. Use the Likert scale and **highlight** how you feel each Instructional Leadership practice pertains to maintaining a positive school climate for novice teacher.

Name:

Years of Experience:

School Vision	Not Critical	Somewhat Critical	Critical	Highly Critical
1. Uses vision and analysis of multiple forms of data to set goals and aligns all decisions to the school-wide goals and vision, builds staff ownership for school-wide goals and the goals for their content or grade levels; uses protocols for making decisions that refer staff and team decisions back to the vision and goals; builds staff capacity to use the vision and goals to make instructional decisions.	1	2	3	4
2. Continuously creates two-way links between families and the school; actively engages stakeholders in the school's vision for achievement; shares specific ways families and stakeholders can support student learning; builds staff capacity to address other staff or stakeholders who contradict the vision by displaying low or negative expectations.	1	2	3	4
3. Continually aligns resources; time, human and, when appropriate, fiscal to create and uphold systems that further data-driven goals, develops and implements systems that maximize instructional time by generating schedules, calendars and data systems that help to track progress, ensures that staff have necessary materials, supplies, and equipment.	1	2	3	4

School Culture	Not Critical	Somewhat Critical	Critical	Highly Critical
4. Takes an active role in teacher collaboration meetings.	1	2	3	4
5. Teacher collaboration is focused on assessing Louisiana Student Standards and leveled student work (e.g., classroom assignments, assessment results, student engagement).	1	2	3	4
Collaboration uses analysis of student work and results to identify specific teacher actions that, if changed, would most impact student achievement.	1	2	3	4
7. As a result of collaboration, identifies specific next steps for each teacher and follows up with frequent, actionable feedback to ensure improvement in teacher effectiveness.	1	2	3	4
8. Ensures that teacher collaboration routines are closely integrated with the observation and feedback cycle and that teachers experience feedback received through observation and collaboration as part of a single process of development.	1	2	3	4
9. Identifies and builds the capacity of teachers to lead and facilitates the collaboration cycle by providing feedback on meetings while intermittently monitoring collaboration.	1	2	3	4
10. Teachers demonstrate ownership of collaboration process by leading collaboration and by suggesting modifications or improvements to the collaboration cycle	1	2	3	4
11. Engages in a similar collaboration cycle with the school leadership team, focused on assessing student work and results, identifying school leader actions that will drive student achievement, and provides feedback on implementation.	1	2	3	4
12. There is clear evidence of increased student achievement as a result of teacher collaboration.	1	2	3	4
13. Uses data gathered through observations and student assessments to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness.	1	2	3	4
14. Improves teacher effectiveness by providing opportunities for professional growth and on-going supports; tracks progress to determine teacher effectiveness and adjusts development opportunities accordingly.	1	2	3	4

School Culture	Not Critical	Somewhat Critical	Critical	Highly Critical
15. Develops a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high-performing teachers; developing leadership skills, creating opportunities for them to take on additional responsibilities.	1	2	3	4
16. Uses data gathered through observations, student assessments, and teacher self- assessments to determine what supports will best meet the needs of each individual teacher to improve overall teacher effectiveness.	1	2	3	4
17. Improves teacher effectiveness by providing opportunities for professional growth and ongoing support systems; provides opportunities for individuals to pursue additional development opportunities inside or outside of the school; tracks progress to determine the effectiveness and adjusts development opportunities accordingly.	1	2	3	4
18. Develops a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high- performing teachers; developing the leadership skills, creating opportunities for them to take on additional responsibilities, creating a formal growth trajectory and plan for the teacher leaders.	1	2	3	4
19. Confirms the learning environment is conducive to learning; implements systems to ensure physical and social- emotional safety is maintained for students and adults.	1	2	3	4
20. Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies clear positive and negative consequences.	1	2	3	4
21. Develops systems to ensure every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented.	1	2	3	4
22. Supervises facilities, equipment management and maintenance; confirms the physical environment is safe.	1	2	3	4
23. Confirms the learning environment is conducive to learning and safe for all students; builds staff capacity to lead and manage components systems that ensure physical and social-emotional safety is maintained for all stakeholders.	1	2	3	4

School Culture	Not Critical	Somewhat Critical	Critical	Highly Critical
24. Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies and implements specific age-appropriate positive and negative consequences.	1	2	3	4
25. Develops systems to ensure that every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented.	1	2	3	4
26. Supervises facilities, equipment management and maintenance to enhance learning and confirms the physical environment is safe.	1	2	3	4
27. Support teachers dealing with behavioral issues and classroom management by executing strong authoritative discipline with students. Ex.) support teachers when parent conferences occur, do not send a student back to class -in the same period-when student continues to disrupt the instructional process.	1	2	3	4
28. Use communicative skills to build rapport with teachers by implementing an open-door policy and wellness check-ups.	1	2	3	4
29. Have teacher experience prior to leadership position in order to relate to teachers' hardships.	1	2	3	4
30. Exhibit a positive attitude and be self-motivated in order to foster an environment of strong morale among staff.	1	2	3	4

Instruction	Not Critical	Somewhat Critical	Critical	Highly Critical
31. Using the Compass Teacher Rubric, regularly observes instruction and gathers evidence of student achievement and teacher performance	1	2	3	4
32. Uses evidence gathered through observations and walk-throughs to deliver specific, actionable feedback to teachers; identifying concrete improvements to be made based on the rubric.	1	2	3	4
33. Follows up on feedback (e.g., by observing teacher again, collecting student outcomes data, and/or following up on next steps within a predetermined time) to determine if prioritized teacher actions and student outcomes are improving.	1	2	3	4
34. Ensures that the observation and feedback cycle is integrated with teacher collaboration routines	1	2	3	4

Instruction	Not Critical	Somewhat Critical	Critical	Highly Critical
35. Teachers take ownership of and lead the feedback process by seeking feedback from evaluators and peers.	1	2	3	4
36. There is clear evidence of increased student achievement as a result of the observation and feedback process.	1	2	3	4
37. Sets annual student learning targets and ensures teachers set daily objectives that will support academic growth of students and that align with school level goals.	1	2	3	4
38. Develops teacher's skill set to choose strong curriculum materials and ensures all teachers are using a curriculum scope and sequence and assessments that are Louisiana Student Standards aligned.	1	2	3	4
39. Facilitates effective implementation of Louisiana Student Standards by regularly assessing instructional practices and student outcomes.	1	2	3	4
40. Ensures teachers modify and differentiate instructional practices to support the learning of all students, based on student learning data.	1	2	3	4
41. Sets annual student learning targets and builds teacher capacity to set and assess daily, weekly, and unit objectives to support significant academic growth of students and align with school level goals.	1	2	3	4
42. Develops teacher's skill set to choose strong curriculum materials; provides scaffold-developments as needed and ensures all teachers are using a curriculum scope and sequence and assessments that are Louisiana Student Standards aligned.	1	2	3	4
43. Builds teacher capacity to effectively implement Louisiana Student Standards by regularly assessing instructional practices, student work; and student outcomes.	1	2	3	4
44. Supports the selection of assessments and curricular materials aligned to the Louisiana Student Standards and analyzes student performance on assessments to: identify student learning gaps, determine interventions, and areas for instructional improvement.	1	2	3	4

Instruction	Not Critical	Somewhat Critical	Critical	Highly Critical
45. Supports and develops staff, ability to select assessments and curricular materials aligned to the Louisiana Student Standards and builds staff capacity to analyze student performance on assessments to; identify student learning gaps, determine interventions, and areas for instructional improvement.	1	2	3	4
46. Perform the modeling of an effective lesson: Introduction/Hook, Whole Group Instruction, Independent Practice, and Closure.	1	2	3	4
47. Facilitate teacher mentorship and co-teaching based on grade level and subject.	1	2	3	4
48. Foster principal, teacher and student growth by continuing to learn about current Kagan strategies, assessment guides and curriculum changes in core and elective subjects by attending professional development with teachers.	1	2	3	4

Part 2:

List any additional Instructional Leadership practices you feel administrators should perform to help maintain a positive school climate for novice teachers.

APPENDIX E

CADDO PARISH SCHOOL BOARD APPROVAL



CADDO PARISH SCHOOL BOARD

POST OFFICE BOX 32000 • 1961 MIDWAY STREET • SHREVEPORT, LOUISIANA 71130-2000
 AREA CODE 318 • Telephone 603-6300 • Fax 631-5241

Theodis Lamar Goree, Ph.D.
 Superintendent

March 23, 2021

Schbrett L. Myers, Seventh Grade Math Teacher at Walnut Hill
 Doctoral Candidate at Louisiana Tech University

Dear Mrs. Myers:

I commend you on your efforts to pursue an advanced degree. Your study entitled "*The Novice Teachers' Perceptions of the Most Effective Instructional Leadership Practices*" (to be conducted with elementary and middle schools) within the Caddo Parish School District has been approved.

Your project will be coordinated through the office of Melissa Mainiero, Director-Accountability and Grants, via e-mail at mmainiero@caddoschools.org.

Research participation of Caddo employees is strictly on a voluntary basis.

Approval of the research study does not mandate/require Caddo employees to participate.

Thank you.

Sincerely,

Keith Burton
 Chief Academic Officer

c: Executive Directors of School Performance (Elementary/Middle)
 Elementary Principals
 Middle School Principals
 Melissa Mainiero, Director – Accountability and Grants

APPENDIX F

HUMAN USE APPROVAL LETTER



OFFICE OF SPONSORED PROJECTS

EXEMPTION MEMORANDUM

TO: Ms. Schbrett Lewis Myers and Dr. Bryan McCoy

FROM: Dr. Richard Kordal, Director of Intellectual Properties
rkordal@latech.edu

SUBJECT: HUMAN USE COMMITTEE REVIEW

DATE: April 23, 2021

TITLE: "Novice Teachers Perceptions of the Most Effective
Instructional Leadership Practices"

NUMBER: HUC 21-086

According to the Code of Federal Regulations Title 45 Part 46, your research protocol is determined to be exempt from full review under the following exemption category(s):
46.104(a) (d) (1) ((2) (i) (ii).

(a) Unless otherwise required by law or by department or agency heads, research activities in which the only involvement of human subjects will be in one or more of the categories in paragraph (d) of this section are exempt from the requirements of this policy, except that such activities must comply with the requirements of this section and as specified in each category.

(d) Except as described in paragraph (a) of this section, the following categories of human subjects research are exempt from this policy:

(1) Research, conducted in established or commonly accepted educational settings that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

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(i) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

(ii) Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation

Thank you for submitting your Human Use Proposal to Louisiana Tech's Institutional Review Board.

APPENDIX G

HUMAN SUBJECTS CONSENT FORM

HUMAN SUBJECTS CONSENT FORM

The following is a brief summary of the project in which you are asked to participate. Please read this information before signing the statement below. You **must** be of legal age or must be co-signed by parent or guardian to participate in this study.

TITLE OF PROJECT: Novice Teachers' Perceptions of the Most Effective Instructional Leadership Practices

PURPOSE OF STUDY/PROJECT:

The purpose of this study is to investigate the relationship between novice teachers' perception of their principals' most effective instructional leadership practices and to investigate the degree to which principals' value the same instructional leadership practices.

SUBJECTS:

The subjects of this study are principals and novice teachers (1-3 years of experience) in public elementary and middle schools.

PROCEDURE:

The purpose of this study is to compare novice teachers' perception of their principals' most effective instructional leadership practices and principal's perceptions of their most effective instructional leadership practices. First, a modified Delphi study will be used to determine which components of the Louisiana Performance Evaluation Rubric, COMPASS are perceived to be the most relevant to novice teachers. Additionally, the Delphi will be used to determine if there are specific instructional leadership practices which novice teachers perceive as missing from the evaluation tool. After the evaluation instrument has been evaluated by novice teachers, school principals will complete a survey, based on the modified COMPASS instrument.

In round one of the Delphi, the researcher will present an open-ended questionnaire for novice teachers to complete. Participants will be advised to list the instructional leadership practices most beneficial to novice teachers based on their experience. The researcher will analyze the responses from the questionnaire and align them with the evaluation rubric. Practices identified by participants which are not aligned with the instrument will be included in an addendum to the instrument.

In round two, the researcher will present the revised Evaluation Rubric to the participants. Participants will validate the revised instrument by ranking each Instructional leadership practice using a Likert scale. Lawshe's Content Validity Ratios will be used to validate each item on the revised evaluation rubric.

BENEFITS/COMPENSATION:

While the participants will not be compensated in any way, they will potentially benefit from the outcomes of the study.

RISKS, DISCOMFORTS, ALTERNATIVE TREATMENTS:

While there will be no direct contact with participants, there should be no or very minimal physical risks or discomforts. This is a non-scientific study and there are no treatments involved.

The participant understands that Louisiana Tech is not able to offer financial compensation nor to absorb the costs of medical treatment should you be injured as a result of participating in this research.

The following disclosure applies to all participants using online survey tools: This server may collect information and your IP address indirectly and automatically via "cookies".

I, _____, attest with my signature that I have read and understood the following description of the study, "^{Revised Teachers' Perceptions of the Most Effective Instructional Leadership Practices}", and its purposes and methods. I understand that my (Or my Child's) participation in this research is strictly voluntary and my (or my child's) participation or refusal to participate in this study will not affect my relationship with Louisiana Tech University or my grades in any way. Further, I understand that I may withdraw (my child) at any time or refuse to answer any questions without penalty. Upon completion of the study, I understand that the results will be freely available to me upon request. I understand that the results of the material will be confidential, accessible only to the principal investigators, myself, or a legally appointed representative. I have not been requested to waive nor do I waive any of my rights related to participating in this study.

Signature of Participant or Guardian

Date

Name of child if Applicable

CONTACT INFORMATION: The principal experimenters listed below may be reached to Answer questions about the research, subjects' rights, or related matters.

PRINCIPAL INVESTIGATOR: Schbrett Lewis, SchbrettLewis@Yahoo.com, 318.573.1560

CO-INVESTIGATOR: Bryan McCoy, Faculty Advisor, bmccoy@latech.edu, 870.904.8678

Members of the Human Use Committee of Louisiana Tech University may also be contacted if a problem cannot be discussed with the experimenters:

Dr. Richard Kordal, Director, Office of Intellectual Property & Commercialization
Ph: (318) 257-2484, Email: rkordal@latech.edu