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THE RELATIONSHIP BETWEEN ADMINISTRATIVE SUPPORT AND BURNOUT IN TURNAROUND SCHOOLS

By

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DOCTOR OF EDUCATION
December, 2015

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DEDICATION

This dissertation is dedicated to my family.

ACKNOWLEDGMENTS

I would like to thank my committee chair, Dr. Charles Hausman, for his guidance and wisdom. I would also like to thank my other committee members, Dr. Robert Biggin, Dr. James Bliss, and Dr. James Dantic, for their comments and assistance over during this process. I would like to thank my wife, Donna, for her flexibility in this process. I would also like to thank by two sons, David and Jonathan, for understanding when I was unavailable. I would also like to express my gratitude to all my professors at Eastern Kentucky University for helping me become a better teacher and leader in my school.

ABSTRACT

This study looked at the relationship between administrative support and teacher burnout in two federally funded turnaround middle schools. Teacher burnout indicators include signs of lacking accomplishment, mental and physical fatigue, and depersonalization. Administrative support factors include positive communication, vision, district support, and school support. The major findings of this study showed that school level support played a significant role in predicting teacher burnout. Professional development support played a significant role in predicting teacher burnout, but not to the same extent as school level support. Central office support was not a significant factor in predicting teacher burnout or any burnout sub domains. Recommendations include maintain strong school level administrative support. A school level administrator should focus on implementing professional development that is data based, aligned with the school improvement plan, time appropriate, and differentiated.

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Introduction

General Background

Each person born in the United States spends at least thirteen years of their childhood in front of teachers. Depending on the state requirements, this time spent with teachers could reach over 14,000 hours or 575 days. There is no doubt that teachers play an important role in the life of a person. Most of the time, a teacher helps a child read, write, compute, problem solve, and more. It would not be difficult to argue that teachers play one of the most important roles of a person's life. Since the teacher plays such an important role, developing ways to recruit and train individuals to become great teachers is needed. In addition to finding and training great teachers, an emphasis on retaining great teachers is important.

Some teachers do not leave the profession, but their ability to teach has left. The joy and passion of the profession has left, and they struggle every day. No parent wants that type of teacher in their child's class. They want a teacher who is full of energy and passion for educating the students in their classes. Teachers who have lost the energy and passion to teach often are burned out. Burned out teachers can be found anywhere. Just like most schools, ones in low income communities have their fair share of burned out

teachers. For years, schools in low income communities have been established but often ignored.

Of the major industrialized countries, the United States is one of the top in educating its youth population (Childinfo.org, 2012). Since the inception of the country, laws were written to ensure the education of the entire population (Shurtleff, 1853-1854). Compulsory education has served the country well by establishing one of the largest and relatively stable economies in the modern world (Imf.org, 2013). The basic structure of education in the United States is different from what some people might expect. With a nation-wide focus on education, someone might expect the federal government to play a primary role. To the contrary, the federal government plays a secondary role, and the individual states play a primary role.

Individual states manage and provide the majority of the funding for their schools through property taxes. Even though individual states play a primary role in funding education, the federal government has stepped in to provide additional funding for some of the most challenged schools. The Elementary and Secondary Education Act (1965) provided federal funding for schools that have a large proportion of low socio-economic students (Ed.gov, 2013). The most commonly associated name for this funding source is Title 1. Since 1965, Title 1 funding has been applied for and used to help raise achievement in schools across the country.

Title 1 funding flows through states to districts, and then to individual schools. It is designed to be distributed to individual schools in need. Building principals utilize Title 1 funds and support additional teachers, tutoring services, and other educationally related materials for their schools. Since Title 1 funding has been in place since 1965, individual schools have become dependent upon the money. Without the funding, principals would be forced to fire teachers and therefore greatly decrease the amount of educational services each student at their school receives.

Since many American schools are utilizing Title 1 funds, the federal government has decided to assess whether the funds are being used to help students with disadvantages. However, it has become increasingly obvious that the schools serving the poorest populations were not successful at teaching their economically disadvantaged students. The No Child Left Behind Act was passed in 2002 to determine which Title 1 schools are making Adequate Yearly Progress (AYP) with their entire student population (No Child Left Behind [NCLB], 2002). Each state was required to put in place a testing system for each school and set benchmarks to determine if AYP was being made. If schools were considered Title 1 schools, they faced intervention if they did not make AYP.

Teachers in these schools are constantly being pressured to teach so that all their students show AYP. If schools cannot show AYP, then the following consequences are initiated (No Child Left Behind Interpretive Guide, 2011)

District Improvement - Yr 1 (2 years not making AYP): Notify parents using state provided information, revise district improvement plan, request technical assistance if needed, and may be subject to corrective action from the State Department of Education.

District Improvement - Yr 2 (3 years not making AYP): Notify parents using state-provided information, revise district improvement plan, request technical assistance if needed, and may be subject to corrective action from the State Department of Education.

Corrective Action (4 years not making AYP): Notify parents using state-provided information, revise district improvement plan, technical assistance is provided by the state, and will be subject to corrective action from the State Department of Education.

According to 2011 data (No Child Left Behind Adequate Yearly Progress Report for Kentucky, 2011), only 52% of target goals have been reached in all K-12 schools across Kentucky. Districts and their schools do not want to be placed under a corrective action plan and therefore initiate many new structures and strategies designed to raise test scores. These new structures and strategies are passed down to teachers, and they must initiate them. In 2008, 12,599 schools in the United States were considered to be in improvement, under a corrective action plan, or being restructured (US Department of Education, 2013)

The accountability to make AYP in the most struggling schools has created a great deal of pressure for most teachers. Simply mentioning the phrase "NCLB" during faculty meetings results in distaste amongst teachers. A casual observer will easily see this in a school. Administration places a great deal of pressure on the teachers to close achievement gaps. Even though the goals of NCLB seem valiant, the resulting pressure on teachers and even administration can lead to a huge amount of stress that interferes with teaching.

In 2009, the United States Congress passed and President Obama signed the American Recovery and Reinvestment Act (ARRA). Included in the ARRA, was 3.5 billion dollars in grant money designed to help the lowest 5% performing Title 1 schools. These schools were be awarded money in the form of School Improvement Grants (SIG). SIG grants were awarded to the individual school and could be worth up to 2 million dollars. The grants do not replace normal funding from the state. Schools who accepted the SIGs were forced to follow one of four models designed to improve their academic performance. The four models were turnaround, transformational, school closure, and restart models (McNeil, 2009).

All four models have their similarities and differences. Schools implementing school closure is rather self-explanatory. The school will close, and the affected students and staff will move to other schools. Restart models essentially "restart" the school as a charter school. This model was not widely accepted (Zehr, 2011; Klein 2011). The

Transformational and Turnaround models are similar. The biggest difference between transformational and turnaround is a drastic staff overhaul and autonomy. Transformational schools do not have much staff changes, but there are mandated changes initiated by a local educational agency. Approximately 70% of schools accepting SIGs are choosing the transformational model (Cavanagh, 2011). Turnaround schools have drastic teacher and staff overhauls but are given more autonomy once the staffing changes are put in place. About 21% of schools have chosen the turnaround model (Klein, 2011)

While turnaround schools were given very large amounts of funding, there were many stipulations placed on acceptance of the money. The schools faced major structural changes that were designed to help their populations achieve at higher rates. Principal and teacher replacements coupled with tough teacher effectiveness evaluations were all part of the turnaround restructuring models. The idea of the drastic restructuring stemmed from the belief that the adults in the school had been unable to teach the student population effectively. Since the adults cannot effectively teach the students, then most of the adults must be replaced. Finding teachers who want to be in a struggling school is challenging (Klein, 2012). Aladjem (2010) found that most turnaround schools do not see drastic improvements until 3-5 years after implementation. Finding teachers who want to be in struggling schools coupled with a 3-5 year wait period for improvements could be a daunting task with huge long-term implications for the school.

Schools accepting the grant money were automatically placed under heightened scrutiny. Teachers understood that their job was on the line if their teaching could not produce effective results. Managing the human resources aspect of the restructuring could be difficult. Some schools and districts have systems of seniority in the teaching staff. Often, the most experienced teachers are placed with high achieving students. More experienced teachers also have tenure, making dismissal even more difficult. Naturally, the student performance would be greater in advanced classes resulting in a decreased likelihood of dismissal. The newer teachers are not given the best students, and therefore, are placed under greater pressure to keep their jobs (Manwaring & Sullivan, 2010). Principals who formerly were very successful in previous schools felt increased pressure when assigned to some of the lowest performing schools. Even with marginal improvement, pressure to perform was heightened (Klein, 2013).

Teaching in the lowest preforming schools is difficult. Many of these schools serve the poorest families in America where a quality learning environment is lacking. Many of these families do not encourage their children to read regularly. The student's home life is constantly under siege by malnutrition, unemployment, and very little parental support. Many students come to school without a nutritious breakfast and basic supplies for their classwork. Adding mandatory restructuring combined with strict teacher evaluation only compounds the stress. Teachers are ultimately responsible for teaching the content and face growing pressure to help their population succeed.

The pressure to meet AYP can wear the teacher down. Teaching is a profession in which burnout regularly occurs (Chang, 2009). One does not need a formal definition of burnout to identify it in the hallways and teachers lounges across the country. Teachers are exhausted, and their job performance suffers. In some cases, the teachers eagerly look at the clock for relief more than the students. In schools where the student population achieves at very low rates, teachers can feel like they are accomplishing very little. There can be very little administrative support, and these teachers can feel exhausted after each day of teaching. The abundance of teacher burnout can lead to a high turnover rate.

Some factors leading to turnover can be caused by school-wide initiatives resulting from new district, state, and federal accountability standards (Barmby, 2006). The NCLB Act was a valiant effort to insure that all students progress and learn. Imbedded in the NCLB legislation is a focus on accountability for each school. For the first time, each school was to test every student and determine if all student groups (special education, minority, free/reduced lunch . . . etc.) were being successful. If a school was found to be deficient, it could ultimately be shut down.

Statement of Problem

Turnaround schools are heavily pressured to increase test scores, and teachers are being required to add many elements to their instruction with very little support. Some methods for controlling working conditions used by administration in these schools can

seem heavy handed. While some of these initiatives to increase test scores are probably beneficial to initiate, many are thought to be meaningless.

One common area of concern controlled by administration is a daily posted agenda. The daily agenda varies with schools, but it boils down to a statement of objectives, targets, or outcomes. Many schools are asking for these daily agendas to read exactly like their state mandated curriculum document. This would, in turn, create very long and wordy agendas on a chalk board. In addition to a program of studies specific target, daily activities and announcements are also required. In many cases, these agendas must contain evidence that the students are going to read, write, self-assess, and re-learn material. All in all, the daily agenda turns out to be an enormous entity on a teacher's board. In many cases, the entire board is used. This leaves the teacher out of options when they want to use the board for instruction. Daily agendas can be a great idea and have been needed in K-12 education for a while, but the pressure from accountability has created a bottomless pit of excess work on behalf of the teacher. There is a line between good practice and over-bearing requirements.

Teachers are also required to assess if their students have learned required content. This valid question can serve as a catalyst for genuine learning. The problem is how the teachers are expected to assess student learning. In many schools, teachers are forced by administration to create entry and exit slips (short 2-5 question quizzes at the beginning and ending of each class period) and administer them to their students each

day. A middle school teacher can teach up to 140 students. If they are administering entry and exit slips to each student on each day, the amount of grading seems unbearable. This increase in grading is in addition to all other aspects of grading that teachers are expected to complete.

Some teachers have a very low sense of self-concept (Friedman, 1992). Some teachers do not feel like they are accomplishing anything. They are bombarded with countless administrative initiatives seemingly telling them that they are ineffective. With each new initiative, their quality of work life diminishes. The quality of work life for teachers is one predictor of burnout. Teachers who are burned out have a difficult time coping with daily activities that their job requires. They have a negative outlook on their school and career (Cenkseven-Önder & Sari, 2009). The simple daily schedule of a teacher can be very stressful. Elementary teachers are responsible for teaching every child how to read in addition to teaching four core subjects. Middle school teachers need to cope with children who are experiencing hormonal and intellectual changes in addition to simply teaching. High School teachers are focused on teaching core content at a deeper level and preparing teenagers for adulthood. Each teacher needs to align his/her lesson plans with the state required program of studies. While creating lesson plans that are aligned to the program of studies does not seem difficult, it does become cumbersome when the program of studies changes. Because accountability measures use the exact words of the adopted state curriculum, teachers are required to spend more time making

sure their lesson plans use these exact words. The simple task of designing a great lesson is substituted with hours of planning making sure it uses the correct words. Once an effective lesson is created, the possibility of a new and revised curriculum looms in the distance. For example, the science program of studies is currently being re-written and all science teachers across the nation will need to align their lesson plans.

There are students who require special education services with individual education plans, other disabled students with 504 plans, gifted and talented students with individual plans and students who have limited English proficiency. Teachers need to attend meetings to design these individual plans, and these meetings are often long and time consuming. On many occasions, teachers can lose their planning period during the school day that is supposed to be used for grading papers and setting up daily activities.

There are many other responsibilities that teachers are required to fulfill. For example, because daily attendance is part of a school's accountability index, teachers are required to call parents when multiple absences occur and fill out truancy reports. Teachers are also required to attend professional development activities for which they may not be compensated. All of these activities take time from meaningful planning and instruction. When one adds seemingly useless paperwork, evaluations, and state mandated testing, the teacher can reach burnout very quickly.

A beginning teacher has an even more stressful life. In Kentucky for example, first year teachers are required to go through the Kentucky Teacher Internship Program

(KTIP). The KTIP is a rigorous set of requirements to which each new teacher must adhere during his/her first year teaching in order to finalize his/her teaching certificate. The requirements are heavy for an inexperienced teacher. Beginning teachers have no real job experience. This lack of experience requires hours of developing daily lesson plans in addition to the hours of observations, meetings, and everything else that a normal teacher must endure. Many very good teachers end up leaving the profession early because of all the seemingly meaningless hoops they need to jump through such as KTIP. Many things in KTIP are good; the problem is that there are too many. Goddard, O'Brien, and Goddard (2006) found that beginning teachers are frequently burned out if they are restricted from being innovative. Instead of creating new and fresh learning activities for their students, they are forced to follow a standard plan.

Some veteran teachers have been in the business long enough to see multiple core content restructurings, principals with different leadership styles, teaching programs, teacher evaluation methods, and required state/federal assessment programs. Many veteran teachers would freely admit that most of these new required structures add up to nothing except more stress in their lives. These veteran teachers are counting the days to when they can retire and live a less stressful life. Betoret (2006) found that when teachers feel like the structures in place inhibit their ability to teach, burnout occurred. Self-efficacy is a very important aspect of a teacher's life. He/she enter the field of teaching desiring to make a difference in a child's life. Any restriction to his/her desire

leads to burnout. It is interesting to see that many required programs are designed to make a positive impact on the student's learning but actually make a negative impact on the implementer of the initiative.

Purpose of Study

The purpose of this study is to determine the relationship between the administrative support in turnaround schools and teacher burnout. Burnout amongst teachers can happen at any school, but this study will determine the influence of administrative support on burnout in schools that have been labeled as turnaround. The three indicators of burnout as defined by the Maslach Burnout Inventory (MBI) are emotional exhaustion, feelings of accomplishment, and depersonalization. This study will take the three indicators of teacher burnout identified by Maslach and identify the extent to which administrative support influence each and predict burnout as a whole.

My hypothesis is that the following forms of administrative support found in turnaround schools will predict one or more of the MBI indicators for burnout and burnout as a whole.

1. Administrative Support
    a. Professional development
    b. School leadership support
    c. District support

Summary

The poorest performing schools as defined by NCLB can apply for SIGs in order to improve the school. The SIG mandates one of four models to be implemented. The turnaround model is the focus of this paper. These SIG and turnaround models can create working conditions in which teachers demonstrate burnout. This study will look at forms of administrative support in turnaround schools to determine if they contribute to teacher burnout.

Chapter 2

Literature Review

The Teacher

Some teachers can have a very low sense of self-concept (Friedman, 1992) and therefore do not feel like they are accomplishing anything. They are bombarded with countless initiatives seemingly telling them that they are ineffective. With each new initiative, their quality of work life diminishes. The quality of work life for teachers is one predictor of burnout (Cenkseven-Önder, 2009). Teachers who are burned out have a difficult time coping with daily activities that their job requires. They have a negative outlook on their school and career (Cenkseven-Önder, 2009). These are areas in which administrative support could help.

Teachers state they have administrative support when they believe the administration is there to help them. This can be manifested by the building principal implementing proper student discipline by supporting the teachers when students are misbehaving in the classrooms. For example, if a student repeatedly misbehaves, they would want the principal to help them by implementing some sort of behavior modification system. A principal who supports the teacher will work with the teacher and strictly enforce school rules so that the student does not harm a proper classroom environment. To the contrary, if teachers feel like things are in their way or they are not

free to do their job, burnout occurs. Any restriction to their desire to teach leads to burnout (Betoret, 2006)

Administrative support is not only demonstrated by helping reduce the pressure from federal and state accountability systems, it is also demonstrated by treating the teachers as professionals. There are many school-wide initiatives that were created as a result of the federal, state, and district pressures. Specifically, turnaround schools have added pressure due to their turnaround status. The school administrator feels a great deal of pressure and could therefore initiate programs that each teacher needs to implement. Treating teachers like professionals and relieving pressure placed by various local, state, and federal regulations can go a long way in supporting teachers.

Teachers often times have a different perspective on education than do policy makers and the general public. Things like school choice and vouchers are prescribed by programs in which accountability measures show inadequate progress. These programs can be highly popular amongst the general public since informed parents often will not want to send their child to a failing school. There are, however, many negative side effects of these market driven systems. Many teachers can see through this 'gaming' and 'window dressing' (Wolf, 2007). They are forced to complete 'window dressing' activities and paperwork. These programs get in the way of a teacher's desire to make a difference in a child's life. Teachers would rather be creating new and innovative lessons than filling out paperwork and grading countless assessments. As a results, teachers can

become frustrated and dissatisfied with their careers (Chang, 2009). Compound these mandated programs with special education, and things can get worse (Talmor, 2005). Many teachers feel like special need students are just being thrown into their classes without adequate support in order to fit some new federal program. In all, some teachers are so dissatisfied with their jobs that they decide to quit the profession altogether.

Of the quitting teachers, most are either at the very beginning of their career or at the very end (Jianpeng, 1997). 46% of teachers quit after 5 years of service, and of the 46%, job dissatisfaction accounts for about 25% (National Commission of Teaching and America's Future [NCTAF], 2003). Barmby (2006) found that teachers leave the profession due to reasons such as workload/grading, long hours, stress, and bureaucracy/paperwork. Low salary and lack of administrative support are additional reasons for teacher attrition (Curtis, 2012). When teachers felt like they worked too many hours, they posed a greater risk for burnout (McCarthy, 2009). Teachers that are subjected to poor administrative support are burning out and leaving their jobs. Teacher dropout is a 7 billion dollar problem in America (NCTAF, 2007). If a typical teacher can endure 27+ years of service, he/she can retire with a reliable retirement system complete with health care in some states. A teacher receives modest pay and a schedule which is friendly to the family. The benefits of teaching are substantial, but many teachers quit early on in their career and fail to enjoy these perks.

Teachers who have left the profession report an extensive list of reasons why they left. Among other things, accountability and increased paperwork rank very high. Teachers who are considering leaving the profession cite the exact reasons. The number one reason for leaving the profession is accountability (Tye, 2002). The very accountability structures that were put in place to increase student achievement have pushed some of the best teachers away. Recent federal educational reforms such as NCLB, have good intentions for student achievement. The problem with these initiatives is that they require a tremendous amount of assessments and paperwork. Determining which students groups are lacking quality instruction is worthwhile. Teachers have been placed under a very large amount of pressure and stress with the addition of these accountability structures.

Turnaround Schools

For the purposes of this study, a turnaround school will be defined as one of the lowest 5% performing Title 1 schools, have accepted a SIG under ARRA, and chosen to implement the turnaround model. To be eligible for Title 1 funds, a school must have a low socioeconomic population. A low socioeconomic population is usually measured by the percentage of students receiving free or reduced lunch. Research on federally funded turnaround schools is emerging. There are, however, many schools that are called "turnaround" which are similar to the federally funded schools. These schools are consistently low performing and have initiated programs similar to the ones prescribed by

ARRA. The unifying principle for these schools is simple; they want to "turn the school around." They want the students to demonstrate adequate progress in core subjects such as math, english, reading, science, and the social studies.

Turning around a low income and high poverty schools is possible (Chenoweth, 2009). There have been countless successes and failures in turning these schools around. Because it is possible to turnaround these schools, implementing resources to help teachers is valid. Since SIG funds were initially issued in 2009 and 2010, data showing gains and losses are emerging and mixed (Klein & McNeil, 2012). Funding for SIGs expired at the end of the 2012-2013 school year. SIG funds were awarded to all types of schools from rural to urban. Data have shown some improvement, but it is not conclusive over time since most schools have just completed or are in their final year of implementation (Brownstein, 2012).

In 2012, Thielman conducted research on a Boston area high school labeled turnaround. The school was not designated as a turnaround school according to ARRA, but demonstrated the same qualifiers. Thielman (2012) found many factors that contributed to the success of the school. Some of the results showed that administration must be accountable and committed to their school. This included allocation of resources. Teachers were also encouraged to be innovative in their work. When the entire staff was committed and given reasonable freedom to work, the school improved and began to turnaround. Conversely, schools which showed poor academic performance had poor

administrative support. The poor administrative support could be manifested by improper training in professional development activities and preventing teachers from being flexible in their schedules amongst other things (Duke, 2008).

School leadership plays a vital role in turning around a school. When school leadership is intentional and involved in turning around schools, performance improves. Intentional data analysis, creating a shared responsibility and instructional support all play a role in academic improvements (Institute for Strategic Leadership and Learning, 2012; Leithwood, 2010) When school leadership has a thoughtful focus on instructional strategies student achievement rises (Ferguson, Hackman, Hanna, & Ballantine, 2010). Schmoker (2011) found that there is a temptation by school leadership to use grant money as a foundational improvement plan, but instead, schools should focus on good leadership with a focus on content intense literacy.

Administrative Support Predictors

Regardless of the profession, everybody has a superior. An airline pilot has a CEO, a bank teller has a branch manager, and a corporation president has the board of directors. When there is a positive relationship between a principal and a teacher, teacher performance and school climate increases (Price, 2012). A teacher's boss is a principal. Teachers do not usually call the principal their "boss," but principals are the supervisor for school staff. According to policies in some states, each public school is managed by a group of educators, parents, and principal called a site base council. Even with site based

councils in schools, the building principal is responsible for the daily decision-making. In addition to the building principal, there can be many more administrative staff in each school and school district. Tickle (2011) found that administrative support was the most significant predictor of job satisfaction amongst teachers. It was also found that administrative support sets the stage for a great teaching experience. He found that a teacher can be more satisfied with his/her salary if the administrative support is positive.

Positive administrative communication. Great leaders can communicate effectively. Without them, effective change is unlikely (Fullan, 2010). The overall school climate is dependent upon effective principal communication (Halawah, 2005). The relationship between the principal and teacher must exhibit respect and trust. When a positive relationship is built, the motivation for teachers to succeed increases (Mikkelson & Joyner, 1982). The best ideas of leaders are worthless unless they can be effectively communicated to their constituents. In a turnaround school model, drastic change is expected. A building principal must be able to communicate changes to the entire school community. Without effective and positive communication, the drastic changes will have a hard time being initiated. One common characteristic of a good teacher is their flexibility. There are constant interruptions in the school day that forces them to adapt. Even though most good teachers are very flexible in day-to-day occurrences, drastic structural changes can often be reluctantly adopted.

Drastic structural changes like those found in the federal turnaround model take a teacher out of his/her comfort zone and into new territory. As a part of the turnaround model, many new teachers will be hired. These new teachers could lack experience and be young. Reyes and Hoyle (1992) showed that the age and gender of teachers influences the way that communication is received. If they retained their position after the personnel changes required in turnaround models, their colleagues have undoubtedly changed. They can only think about their future in the school. The anxiety that accompanies a new and bold teacher evaluation system can place a huge burden on a teacher. Teachers can feel that they have very little control over some aspects of the evaluation system since it is, in part, based upon student performance on standardized tests. A building principal can help reduce this anxiety with positive communication. Teachers will feel less pressure on them. This positive communication can also attract other great teachers to their school (Darling-Hammond, 2003).

Every teacher evaluation system includes a yearly conference with a principal. These meetings are sometimes considered formalities, especially by veteran teachers. With teacher evaluation, the building principal must be trusted and seen as someone who will help teachers do a better job. One to three formal evaluations and a subsequent conference does not convey meaning to the teacher. A building principal should know the teacher in all aspects. To know and care for the best teachers, a principal must devote precious time to observe. There needs to be many opportunities for the teacher and

principal to interact with each other to discuss pedagogy and other aspects of the school day. The more the principal is seen as a partner in education, the more likely great teachers will grow and become even better (DePaul, 2006 and Hall, 2013).

Vision setting. Setting a vision for a turnaround school might seem simple. A vision is important for a principal to recognize goals and all the variables involved (Krüger, Witziers, & Sleegers, 2007). Creating a strong vision is one characteristic of an effective principal (Spiro, 2013; Walker & Slear, 2011). The ultimate goal is to improve the academic success of the school. At the surface, this simple goal is sufficient. How to achieve the goal is another matter. Setting a vision complete with goals, objectives and the methods needed to achieve goals presents a far more complicated picture. For example, evidence shows that a clear vision, in part, can increase the academic success in reading of a school (Mackey, Pitcher, & Decman, 2006). Current effective educational practice includes the use of a shared vision or shared decision making process to form a vision, school goals, and objectives. Teachers should want to play an important role in decisions. When they are involved in the decision making process, they feel more empowered and interact with each other more (Rafaeli, 1985). This can be especially true when teachers can be resistant to embrace the changes in the turnaround model. Areas that include budgeting, curriculum, policy for discipline, and even human resources could be shared amongst an entire school community. When members of a community are all participants in decision making, better job satisfaction occurs (Patchen, 1970). Kouzes

and Posner (1997) developed a researched based Leadership Practices Inventory (LPI) which includes shared vision making and involvement of all aspects of a community. Even though decisions are formed by all members of the community, a leader is still needed to initiate and coordinate.

Shared decision making involves all members of a school community. Two major participants of the school community are the teachers and principal. The relationship between these two participants can set the stage for school improvement. When all members create environments for change which results in positive outcomes, it is important for a leader to give recognition to all those involved. Teachers need to have the resources and knowledge necessary to make informed decisions (Leech & Fulton, 2008). Giving teachers resources and information might be difficult for a principal since it involves yielding power to those who are subject to his/her decisions. Acknowledging credit for success is a very important motivator for teachers. They love to see the fruits of their labor.

Complicating the shared decision making process, there could be three problems that arise with administration. Principals might have a difficult time sharing their power or relinquishing their autonomy. There is also an issue with the speed of the process. When decisions are shared amongst multiple players, the process could slow down due to the time required. Once a decision has been made, the question of accountability becomes an issue. Is the building principal the one who is accountable, or is the entire

staff since they helped shape the policy (Wildy & Lowden, 2000)? Building principals might feel reluctant to initiate shared decision making due to these concerns. One must consider each of these variables in when striving to improve the school through shared governance (Casey, 2005). Reluctance to change might grow stronger in the midst of drastic restructuring that is prescribed in the turnaround model considering the short timeframe for turnaround schools. It is possible, however, to initiate a shared decision process in struggling schools (Witte. Beemer, & Arjona, 2010).

District support of teachers. School districts can support the individual teacher in many ways. Although this is often times ignored, this level of support has shown to directly impact academic success at the school level (Waters & Marzano, 2006 and Barber, Whelan, and Clark, 2010). In turnaround schools, district and system-wide support are clearly important (Schaffer, Reynolds, & Stringfield, 2012). Some district support can be found in the superintendent serving as an instructional leader in addition to managing the district (Leithwood, 2010). The district can also serve by setting data based goals and visions that can resonate throughout the entire district. This new and developing role of district leadership is essential (Clarke & Wildy, 2011).

Besides providing instructional leadership at the district level, resource allocation is a major function. Each public school district receives a sum of money from its tax base and state allocation. The allocation is based upon the number of students in the district. Even though the basic formula for providing funding for education is the same, districts

spend the money very differently. Some districts can get more results from each dollar, while others spend money with very little impact. A focus on utilizing each dollar to reach its maximum impact is essential (Mascall & Leung, 2012). In large urban districts with multiple schools composed of varying degrees of economic status, a disparity of resource allocation has been found. The schools in the more affluent neighborhoods had better teachers, more financial clout, and lower maintenance costs. (Darden & Cavendish, 2012). Since the money is based upon taxes, the amount of money found in more wealthy school districts seems to encourage an abundance of district resources available to teachers. To categorize districts into small and large would be too broad. There are many very small independent schools with a very high tax base while others are very poor. The same goes for large and urban districts.

In urban schools, there is a direct relationship between effective schools and the quality of teachers and their administration (Stotko, 2007). In many urban schools in California, teacher turnover can increase with poor working conditions that could be influenced by administrative support (Loeb, 2005). District administrative support could help with teacher pay, resources, and extra duties. District support systems that focus on quality teacher recruitment realize that supporting their current teaching staff speaks volumes to their recruits (Tyler, 2008). One can only conclude the importance of administrative support in rural schools as well. The foundation is the same,

administrative support at the district level could lead to a better school for the community.

In a study conducted to determine why special education teachers left their jobs, Berry (2011) found that 21% left their positions due to variables related to administrative support. Benefits and increased paperwork could all be controlled by an administration. As stated previously, smaller communities could suffer from a personnel problem. Berry also found that geographic isolation prevents special education teachers from staying in smaller communities. Urban communities have the administrative resources along with geographic location which prevents attrition amongst special education teachers. Teachers in rural districts have less support and poorer working conditions and fewer resources than their urban counterparts (Darling-Hammond, 2002).

Rural schools by definition can be small. One would think that rural districts are more effective since smaller schools are often associated with higher achievement (Sergiovanni, 1995). Smaller classes would create better teacher student ratios and smaller learning communities. There are times in which teachers are recruited into a rural community. These teachers are dependent upon administrative support to help them become successful. A recent study done to determine what new teachers wish they had known prior to accepting a rural teaching job found noted that 68% of respondents wish they had more resources. Equally, 66% of teachers wish they would have more support for times when individual specialists are not available. (Marrs, 1983). Administrators in

rural communities have a more difficult time supporting their teachers when compared to their urban counterparts. Rural communities are often times impoverished, and teacher retention is low (Monk, 2007).

Urban schools are not immune from improper administrative support. There are many urban schools with financial pressures that are similar to rural districts. In the case of rural districts, a small population base could lead to poor funding and support. Urban schools with a large low-income population could yield the same problem. Administrative systems could feel this pressure and therefore help create environments whose factors contribute to burnout. Harris (2002) found this true in some urban schools. Teachers faced increasing pressure and very poor working conditions. They had all the symptoms of burnout and wanted to leave the schools. Teacher turnover is 50% higher in schools with high poverty (Ingersoll, 2001).

Professional development. Most states require teacher professional development to be aligned with a comprehensive improvement plan. Since there is a high attrition rate amongst beginning teachers, professional development designed to help and support new teachers is important. In North Carolina, a mandatory teacher induction program was initiated in 1997. There were many professional development activities that were introduced by districts, but the programs that were more individually focused showed the highest favorability. Of all respondents, 69% stated that the activities were effective (Algozzine, Gretes, Queen, & Cowan-Hathcock, 2007). Other teacher induction plans

have shown success in helping new teachers become satisfied with their career choice (Smethem, 2005).

With professional development activities, the school and district can provide support with follow-up. Based upon the 2013 Kentucky Teaching, Empowering, Leading, and Learning (TELL) survey, only 55% of respondents stated that there was sufficient follow-up after a professional development activity. District support in professional development follow-up gets far worse ratings when asked if the professional development is evaluated and communicated to teachers. A common complaint amongst teachers is that there is very little district support after a professional development activity is held.

Even when there is sufficient school level support for professional development, effective learning is difficult to achieve without district level support (O'Connor & Freeman, 2012). District level support is not only needed to initiate ideas, but developing a framework needed to communicate the ideas is needed as well (Fullan, 2006). These frameworks help the schools and teachers understand the rationale for dramatic change and professional development offerings. The process must be systematic, data-based, and include routine evaluation (Bernhardt, 2006, Bernhardt & Hebert, 2011). At the school level, there is very little time for teachers and staff to analyze follow-up data. Teachers are too busy providing instruction. At the district level, there are employees who have

the time to analyze data and develop strategies for future professional development activities.

Perception of district support in professional development is important. Even with data supported professional development, if the teachers do not perceive district support, they will not quickly initiate the new initiative (Bantwini, 2012). This means that considerable and visible follow up is needed after each professional development activity.

One of the major aspects of district support is establishment of teacher salary. Salary schedules are determined by the local board of education. Given that turnaround schools could have 50% teacher turnover, new teachers with very little experience could be starting their career. One particular study found that frontloading teacher salaries led to increased proficiency in reading and math (Grissom & Strunk, 2012). Struggling and poor schools find themselves with the least experienced and lowest paid teachers (Houck, 2010; Ingersoll, 2001).

Kelly (2004) found that higher salaries for new teachers reduced the attrition rate. Even though salaries are lower in some schools, working conditions seem to attract better teachers. When keeping working conditions the same, there is minimal difference in teacher attrition. There is evidence suggesting that teacher quality is decreasing due to

starting salaries. This is because the percentage of non-teaching college graduates earning less than starting teachers is decreasing (Hanushek, & Rivkin, 2007).

School level support. Administrators have most of the control in their schools and/or districts. Specifically, building principals have control over resources, meetings, and other structural aspects of the individual school. District level administrators have control over some support systems that require a much broader approach. Regardless of the administrator, they can influence the amount of paperwork, meetings, funding, and other important parts of a school system. When teachers work for long hours with days filled with increasing excess paperwork, they quickly become burned out (Barmby, 2006). Principals have the power to support their teaching staff and therefore keep their retention high and burnout low (Brackett, 2010). District level administrators can also communicate a broad message of support to all their teachers and therefore reduce burnout (Corbell, 2010).

When a new teacher enters the profession, they especially need support. Supportive programs that help new teachers have exerted a positive impact on teacher retention. Some schools offer mentorship programs where an experienced teacher provides an insider's guide to the school. The mentor can help the new teacher with his/her schedule, school specific technology, filling out discipline referrals, and more. Many teachers enter the profession with the idea that their principal will support them with student behavior and initiating student consequences. When teachers felt like their

administration supported, respected, and appreciated them, they were more satisfied (Prather-Jones, 2011). Beginning teachers are fresh out of college with new and creative ways to teach. When they feel like things are restricting their innovation, they get burned out and leave the profession (Goddard, 2006). When female teachers are not confident and could not trust their school administration, burnout occurs (Timms, 2006). A casual look at many primary schools will show an abundance of female teachers. This abundance underlies the importance of a trustworthy school administration.

Teacher Burnout

Maslach (1981) developed the most accepted survey designed to identify burnout. The survey asks a series of questions designed to determine the level of emotionally exhaustion, depersonalization, and sense of low accomplishment in a person. The Maslach Burnout Inventory (MBI) has been translated into many languages and is internationally accepted (Tomic, 2008). The MBI has been used for a wide variety of professions. Teachers, doctors, and even pastors have been studied to see if they exhibit burnout. While many other surveys have been developed to explore subsections of burnout, the MBI is the most accepted. Byrne (1993) administered the MBI to teachers and determined that with very little modification, the instrument was a valid method of measuring burnout amongst teachers. Other surveys have been used to identify burnout such as the Classroom Appraisal of Resources and Demands (CARD) (Lambert, 2009) and the Teacher Burnout Inventory. These surveys can base their foundation on the MBI.

A teacher who is burned out can be emotionally, physically, and mentally drained (Maslach & Jackson, 1981). In 1999, Weisberg studied a sample of teachers in Israel and found significant burnout. Most factors for burnout identified in Weisberg's study resulted in physical and mental burnout. These two factors are correlated with the desire to leave the profession. Physical burnout might come as a surprise. Teaching is not considered a physical activity. They do not wear hard-hats, steel-toed boots, or carry around a shovel, but if one were ask a burned out teacher about his/her physical stamina at the end of a day, he/she would claim total exhaustion (Weisberg, 1999).

In addition to teacher attrition, the quality of education for special needs students dramatically decreases with teacher burnout. Special needs students are not properly referred to the administration for discipline reasons when their teachers show signs of low-efficacy and burnout (Pas, 2010). In China, most of the factors that contributed to teacher burnout were related to administrative support (student discipline, low salaries, overpopulated classes, too many non-educational responsibilities, and administrative pressure (Zhang, 2007).

Administrative support is one of the working conditions that can lead to teacher burnout. Administration can be defined as any person or group who is not in the classroom and manages the school. These people could be better described as building principals, superintendents, or any other support personnel at the district/state level.

Usually, the person with the most influence that is considered administration in a school building is the principal.

Teacher burnout is a real problem and administrative support plays a part in it. A review of the literature shows that there are many things that administrators can do which can influence burnout. Since SIGs are relatively new, very little research has been conducted which describes teacher burnout in turnaround schools. No literature was found which details how school and district level administration influences teacher burnout in turnaround schools. This study will determine if teacher burnout exists in turnaround schools and describe the variables that can influence teacher burnout.

Chapter 3

Methods

Introduction

This chapter begins with the purpose and research question the study addresses. Next, the chapter explains the context of the study. The context includes descriptions of the district, schools, and sample. The chapter concludes with descriptions of the teacher survey, research design, analyses and limitations.

Purpose

Some federally funded Title 1 schools that have shown poor results on standardized testing have applied for School Improvement Grants (SIGs). These SIGs are designed to help struggling schools improve. SIGs have four models that a school can implement. One of the four models is called "turnaround." SIGs have developed specific guidelines that each turnaround school must follow. The turnaround model requires drastic teacher and staff overhaul and strict administrative structures.

Teachers in every school face risks of getting burned out. A burned out teacher shows signs of lacking accomplishment, mental and physical fatigue, and depersonalization. Job satisfaction, which is lower among teachers experiencing burnout, is influenced by administrative support and can determine if a teacher quits the profession

(Tice, 1991). Burnout can occur to any teacher and some burned out teachers choose to stay in the profession (Cooley & Yovanoff, 1996). Even the best teachers can show signs of burnout and therefore not be as effective as they once were. The implementation of high stakes testing and federally funded restructuring projects increase the pressure and drastically change the working conditions and administrative environment of the school. This study analyzes teacher responses to a survey designed to determine if there is burnout present. Furthermore, this study attempts to determine which forms of administrative support can contribute to any observed burnout.

Research Question

This study addresses the following question. What is the relationship between administrative support and teacher burnout in federally funded turnaround schools? Teacher burnout indicators include signs of lacking accomplishment, mental and physical fatigue, and depersonalization. Administrative support factors include professional development, district support, and school support. Figure 3.1 illustrates the conceptual framework for this study:

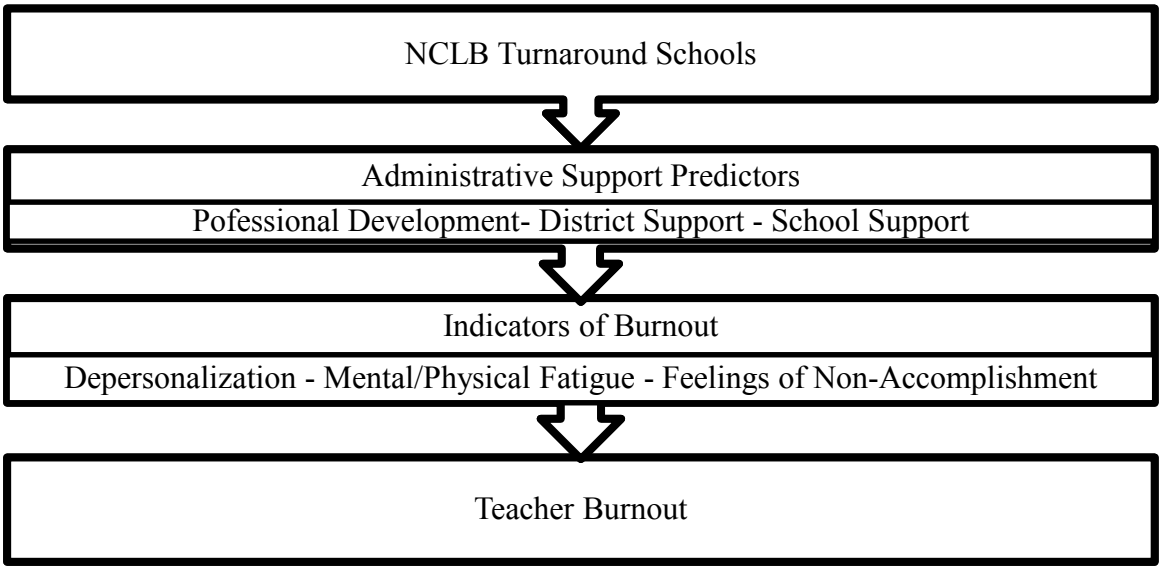

Figure 3. 1 Conceptual Framework for Study

Context of Study

Setting. Two middle schools that are following a SIG defined turnaround model from a very large public school district are included in this study. Demographic data from 2010-2011 were retrieved from district sources. The district is in a large urban area with a total student population of 24,848. The largest ethnic group in 2010 was Caucasian at 44%. The second largest was Hispanic at 40%. African-American, Asian, and Pacific Islander were all at about 4-5%. 56% of the total student population was identified as racial minorities (see Table 3.1). There were 29 elementary schools, 5

middle schools, and 4 high schools in the district. There are also 3 charter schools with a total enrolment of 878 students.

Table 3.1 Ethnic Groups in School District

Ethnic Groups									
School	A-A	Asian	Cauc.	Hisp.	Nat Am	Pac Isl	Multi	2010 Total Minority	2009 Total Minority
Ele.	4%	4%	42%	42%	1%	4%	2%	58%	57%
MS	5%	4%	36%	46%	2%	6%	1%	64%	63%
HS	5%	5%	45%	38%	2%	5%	1%	55%	54%
Total	5%	4%	42%	41%	2%	5%	1%	58%	57%
Charter	3%	2%	76%	16%	0%	1%	2%	24%	21%
Grand Total	5%	4%	44%	40%	2%	5%	1%	56%	56%

Table 3. 2 District Fall Enrollment

Fall Enrollment 2010		
	Total	Previous Year Total
Elementary School Totals	13868	13747
Middle School Total	3242	3234
High School Totals	6791	6779
Special School Total	71	90
Total	23972	23850
Charter School Totals	876	746
Grand Total	24848	24596

Economically speaking, there is a majority of low income students in the district. Of the total population, 60.29% of the students qualify for free or reduced lunch. This percentage is much higher at the middle school level (70%). The elementary schools have 62% of students eligible for reduced or free lunch, while the high schools serve 56%. Compared to 2009 data, the economic status of the students is within 1% for the entire district.

Table 3. 3 Economic Status of Students

Economic Status of Students		
School	2010 Percent of Low Income	2009 Percent of Low Income
Elementary Total	62.28%	62.42%
Middle School Total	70.10%	70.42%
High School Total	56.05%	53.36%
District Total	61.25%	60.73%
Charter School Totals	33.52%	29.06%
Grand Total	60.29%	59.77%

Students whose primary language is not English (ELL) make up a rather large percentage of the district enrollment. 34% of all students are English Language Learners. At the elementary school level, 38% of the students are identified as ELL. The 5 middle schools enroll 37% ELL students, and the high schools serve 28%.

Table 3. 4 English as a Learned Language

English as a Learned Language		
	% ELL	Total Enrolled
Elementary School Totals	38%	13868
Middle School Total	37%	3242
High School Totals	28%	6791
Total	35%	23972
Charter School Totals	8%	876
Grand Total	34%	24848

For the purposes of this study, the two middle schools will be designated as "Hamilton MS" and "Jefferson MS." Hamilton MS served a total student enrollment of 782, while Jefferson MS served a total enrollment of 813. Out of the 5 middle schools, they were the two largest by over 170 students. Hamilton MS serves grades 6-8, and Jefferson MS serves grades 7-8. The total enrolment has remained relatively stable from 2009 data.

Table 3. 5 Student Population in Each Middle School

Student Population in Each Middle School					
	6th	7th	8th	Total	2009 Total
xxxxxxx Middle School		271	241	540	595
xxxxxxx Middle School		309	284	610	536
Hamilton Middle School	261	265	219	786	782
xxxxxxx Middle School		234	259	519	508
Jefferson Middle School		388	375	787	813
Middle School Total	261	1467	1378	3242	3234

In terms of socio-economic status, the two middle schools were 28% and 34% higher than the district average (60.29%). When compared with the other middle schools in the district, the two schools in this study contained a dramatically higher amount of low social-economic students based on free or reduced lunch eligibility. The average low socio-economic percentage across all five middle schools was 70.10%. By comparison, 95.94% of Hamilton MS and 88.63% of Jefferson MS students were identified as low income.

Table 3. 6 Middle School Income Levels

Middle School Income Levels		
School	% Low Income 2010	% Low Income 2009
xxxxxxx Middle School	72.66%	71.11%
xxxxxxx Middle School	36.72%	37.71%
Hamilton MS	94.94%	94.76%
xxxxxxx Middle School	41.52%	38.78%
Jefferson MS	88.63%	87.86%
Middle School Total	70.10%	70.42%

The racial/ethnic make-up of Hamilton and Jefferson MS were also very different from the district and middle school averages. Specifically, both Hamilton and Jefferson have a considerably higher population of Hispanic students compared to the other three middle schools. In some schools, the difference is 52% higher. The percentage of other identified racial/ethnic minorities is apparently the same with the other middle schools in the district. Hamilton has a slightly higher population of Pacific Islander students

compared to all of the other schools. When comparing the data from 2009, there is no significant change in ethnic/racial compositions.

Table 3. 7 Middle School Ethnic Compositions

Middle School Ethnic Compositions									
School	A-A	Asian	Cauc.	Hisp.	NatAm	Pac Islnd	Multi	2010 Total Min	2009 Total Min
XX Mdl Schl	6%	3%	39%	43%	1%	5%	2%	61%	60%
XX Mdl Schl	5%	4%	69%	16%	2%	3%	1%	31%	30%
Hamilton MS	7%	3%	12%	64%	2%	12%	0%	88%	87%
XX Mdl Schl	4%	4%	65%	22%	1%	2%	1%	35%	32%
Jefferson MS	5%	4%	15%	68%	2%	6%	0%	85%	81%
Total	5%	4%	36%	46%	2%	6%	1%	64%	63%

The final demographic component is English Language Learners (ELL). Both schools present similar findings to the low income and racial/ethnic data. Out of the five middle schools in the district, Hamilton and Jefferson MS both serve a considerably higher percentage of students who are English Language Learners. The district's middle school average is 37% ELL. Hamilton MS serves 59% and Jefferson MS serves 53%. This represents a 26% and higher difference between the two chosen middle schools and their counterparts.

Table 3. 8 Middle School ELL

Middle School ELL	
	ELL
XX Middle School	33%
XX Middle School	12%
Hamilton MS	59%
XX Middle School	13%
Jefferson MS	53%
Middle School Total	37%

In summary, this study investigated two Title 1 middle schools in an urban district that have accepted a federal grant which mandates the implementation of a turnaround model. To be eligible for the federal grant, the two schools must have very low standardized test scores. The two middle schools chosen are demographically different from the other three middle schools in the district. Specifically, they have significantly higher concentrations of low income, Hispanic, and ELL students. Students in the other three middle schools are more affluent, Caucasian, and English speaking. The schools in this study are also the two largest middle schools in the district.

Sample

Two middle schools were chosen from a large urban district. There are a total of five middle schools in the district, but only two of them applied for and were awarded a SIG and implemented a turnaround model. A teacher survey was administered to each middle school at a faculty meeting. Hamilton had a total of 51 teachers and Jefferson had

61 for a total of 112 respondents. 100% of teachers in each school responded to the survey.

The educational experience of the 112 teachers presented a wide range. A small percentage of them had only undergraduate degrees and a similar percentage had terminal degrees (doctorates). Over half of the teachers had a least a master's degree.

Table 3. 9 Education Level

Education Level

		Frequency	Valid Percent	Cumulative Percent
Valid	.	10	8.9	8.9
	Bachelors	5	4.5	13.4
	Bachelors + credit	26	23.2	36.6
	Doctorate	1	.9	37.5
	Masters	22	19.6	57.1
	Masters + credit	48	42.9	100.0
	Total	112	100.0	

Both middle schools contained 7th and 8th grade students. Only Hamilton MS contained 6th grade classes, so Jefferson MS did not have any 6th grade teachers. Most teachers taught just one grade level, but 36% of them taught more than one grade level.

Table 3. 10 Grade Level Taught

Grade Level Taught

		Frequency	Valid Percent	Cumulative Percent
Valid	Missing	15	13.4	13.4
	Eight	22	19.6	33.0
	Equal #s of each	36	32.1	65.2
	Seven	27	24.1	89.3
	Six	12	10.7	100.0
	Total	112	100.0	

The Teacher Survey

All teachers in each middle school were given a survey composed of 160 questions (see Appendix A). The survey was part of a larger study. All 160 questions were taken from non-copyrighted sources. Questions were very similar to other surveys like the "Teaching, Empowering, Leading, and Learning" (TELL) survey from Kentucky. Some questions were original, and others were not. The questions were divided into

eight categories (Appendix A) and administered using a Likert format. A scale of 1-6 was used with "Strongly Disagree as 1 and Strongly Agree as 6. The broader categories on the survey and the number of questions were:

- School Leadership (23)
- Teaching (16)
- Curriculum and Assessment (10)
- Professional Development (16)
- School Climate and Working Conditions (59)
- Alignment of Resources to Goals (6)
- Engagement of Families (9)
- The School Improvement Grant (21)

Research Design

Teachers from the two middle schools that were awarded a SIG and followed the turnaround model were administered the 160 item survey. Items in the survey were categorized into eight sections with sub-sections. To identify whether teachers were showing signs of burnout, eleven questions from the survey were chosen according to the three variables in Maslach's Burnout Inventory. All eleven questions were found in the School Climate and Working Conditions section. Questions 47 and 49 were reversed

coded and adjusted for analysis purposes. The eleven questions were broken into the following categories of burnout:

- Emotional Exhaustion (questions 41, 42, 44, & 50)
- Low Personal Accomplishment (questions 46, 47, & 50)
- Depersonalization (questions 43, 45, 49, & 51)

Data from the survey were analyzed using Cronbach's Alpha to determine internal consistency. According to accepted values, a Cronbach's Alpha value of .7 and higher was used to determine reliability.

To analyze administrative support, all 160 questions from the survey were reviewed. Questions that did not pertain to administrative support were not included. Means lower than three were considered low administrative support variables. Questions were reverse coded when necessary. After identifying low administrative support variables, data were analyzed to determine the relationship between administrative support and teacher burnout.

Analysis

After reporting descriptive statistics, data analyses included four multiple regressions. The first regression was on burnout as a whole and the others were on the three indicators of burnout. Specifically, the dependent or criterion variables were burnout, emotional exhaustion, low personal accomplishment, and depersonalization.

The predictor variables were positive district support, school level support, and professional development. Significance was determined at the .05 level.

Limitations of Study

This study does not analyze data from all schools that accepted SIGs and followed a turnaround model. Only two middle schools from one district were chosen. SIGs were awarded to elementary, middle, and high schools across the United States. Many turnaround schools in the United States have similar socio-economic and testing data, but school demographics could be different. Not all turnaround schools have a large Hispanic population like those in this study. This study could be used for application purposes, but the population composition limits generalizability of the results.

Another limitation of this study originates in the nature of the topic. Teachers who are burned out may not carefully or honestly take a 160 question survey. Since two aspects of burnout are mental and physical burnout, teachers may not spend quality time responding to the survey questions. Some teachers might respond to the survey with very honest and thoughtful marks, while others might respond by marking "3" every time. Coupled with the total number of respondents (N=112), this aspect of the study could limit valid results. The relative small sample size may limit the power to find significant relationships that actually exist.

Teachers responding to the survey will have a wide range of experiences. Their responses could be filtered through their experience lens. Teacher turnover in these two schools could be very high. There might be very few teachers who have taught in the schools for an extended period of time. This means that many teachers have wide ranging experiences at other schools or no experience and are just out of college. Some might respond to the questions according to different experiences in former educational settings. Their concept of administrative support could differ as well. When a survey question asks if they think the administration supports professional development, the response could be based upon their experiences in previous settings.

Chapter 4

Results

Introduction

Purpose. School Improvement Grants (SIGs) have been awarded to some Title 1 schools that were underperforming. Schools that accept SIGs must follow one of four models designed to improve academic performance. The turnaround model requires drastic teacher and staff overhaul and strict administrative structures. Due to the staff overhaul and strict administrative structures, teacher burnout might occur at higher levels.

Teachers who are burned out may not be as effective as those who are not. Administration could support teachers during the turnaround process and therefore prevent some burnout. The goal of this study was to determine what kinds of administrative support influences teacher burnout in turnaround schools. A survey was given to all teachers in two turnaround middle schools. Bivariate correlations and multiple regressions were used to identify administrative factors that can influence teacher burnout.

Context of Study

Setting. To assess the research question, teachers from two middle schools that were following a SIG defined turnaround model from an urban public school district

were studied. The district is in a large urban area with a total student population of 24,848. The largest racial/ethnic group in 2010 was Caucasian at 44%. The second largest was Hispanic at 40%. African American, Asian, and Pacific Islander were all at about 4-5%. 56% of the total student population was identified as racial/ethnic minorities. There were 29 elementary schools, 5 middle schools, and 4 high schools. There were also 3 charter schools with a total enrolment of 878 students.

There are a total of five middle schools in the district, but only two of them applied and were awarded a SIG and followed a turnaround model. A teacher survey was administered to these two middle school. Hamilton Middle School had a total of 51 teachers, and Jefferson Middle School had 61 for a total of 112 respondents. 100% of teachers in each school responded to the survey. The survey consisted of 160 questions with a rating scale of 1-6. The survey was administered during the 3rd year of the turnaround model. Survey questions were chosen to indicate three predictor variables:

- School Leadership Support
- Central Office Support
- Professional Development

Reliability of Survey Questions

The school leadership support scale consisted of 12 items (α = .942), the central office support scale consisted of 11 items (α = .959), and the professional development scale consisted of 11 items (α = .944).

Table 4. 1 Cronbach's Alpha of School Leadership Items

Cronbach's Alpha of School Leadership Items					
School Leadership Support		**Central Office Support**		**Professional Development**	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.942	12	.959	11	.944	11

Teacher burnout survey questions consisted of 11 items (α = .903), emotional exhaustion questions consisted of 4 items (α = .869), low personal accomplishments survey questions consisted of 3 items (α = .579), and depersonalization survey question items consisted of 4 items (α = .889). Thus, all constructs were considered reliable with the exception low personal accomplishment.

Table 4. 2 Cronbach's Alpha of Burnout Items

Cronbach's Alpha of Burnout Items							
Teacher Burnout		**Emotional Exhaustion**		**Low Personal Accomplishments**		**Depersonalization**	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.903	11	.867	4	.579	3	.889	4

School Leadership Survey Questions

The means for each school leadership question were calculated. Each question had a rating of 1-6 with 6 meaning strongly agree.

Table 4. 3 School Leadership Means (predictor variable)

School Leadership Means (predictor variable)			
	N	Mean	Std. Deviation
My principal is highly visible around the school.	112	5.32	.951
When I need to talk with a school administrator at this school, I can do so with relative ease.	112	5.26	1.072
The principal of this school is fair and open with teachers.	111	5.22	1.039
The school administrators facilitate using data to improve student learning.	112	5.19	.973
Teachers are held to high professional standards for delivering instruction by school administrators.	111	5.02	.894
If I have a problem, the administration gives me the support I want.	112	4.74	1.257
The principal is appropriately in contact with teachers and their classroom activities.	112	4.71	1.061
The school administrators consistently support teachers.	111	4.71	1.186
Extra efforts by staff are acknowledged by the principal.	111	4.70	1.188
Teachers feel comfortable raising issues and concerns that are important to them with the school administration.	112	4.64	1.184

Table 4.3 (continued)

School Leadership Means (predictor variable)			
	N	Mean	Std. Deviation
Teachers receive feedback from the principal that can help them improve teaching.	110	4.57	1.288
The faculty and school administration have a shared vision.	109	4.52	1.191

The data show most teachers agree or strongly agree that there is good school level support. The highest mean was the visibility of the principal while the lowest mean pertained to a shared vision between administration and faculty. The survey item which asked if the principal is visible around the school showed high marks. 78.5% of the teachers agreed or strongly agreed with the principal being visible around the school. Only four teachers out of 112 disagreed with that statement.

Table 4. 4 My principal is highly visible around the school

My principal is highly visible around the school.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.8	1.8	1.8
	Slightly Disagree	2	1.8	1.8	3.6
	Slightly Agree	20	17.9	17.9	21.4
	Agree	22	19.6	19.6	41.1

Table 4.4 (continued)

My principal is highly visible around the school.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	66	58.9	58.9	100.0
	Total	112	100.0	100.0	

The survey item which received the lowest rating involved a shared vision between the faculty and the administration. While only 16 of the 112 respondents disagreed at some level, fewer teachers strongly agreed that there was a shared vision between the faculty and administration than was the case for other items. The highest number of teachers chose "slightly agree."

Table 4. 5 The faculty and school administration have a shared vision

The faculty and school administration have a shared vision.				
		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.8	1.8
	Disagree	6	5.5	7.3
	Slightly Disagree	8	7.3	14.7
	Slightly Agree	35	32.1	46.8
	Agree	33	30.3	77.1
	Strongly Agree	25	22.9	100.0
	Total	109	100.0	

According to the data, a majority of teachers agreed that school level administration is supportive. The data do not show an overwhelming agreement, but

most survey items had a majority of teachers agree. For every survey item, there was a small minority of teachers who disagreed. This can be shown with the answers for the survey item "If I have a problem, the administration gives me the support I want." An overwhelming majority of teachers agreed with the statement (87.5%), but a small minority of teachers disagreed (12.5%). Approximately 10% of the teachers in these two turnaround schools do not believe that they get appropriate school level administrative support when they need it. This finding is true of every survey question that involves school level administrative support.

Table 4. 6 If I have a problem, the administration gives me the support I want

If I have a problem, the administration gives me the support I want.				
		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.8	1.8
	Disagree	6	5.4	7.1
	Slightly Disagree	6	5.4	12.5
	Slightly Agree	32	28.6	41.1
	Agree	25	22.3	63.4
	Strongly Agree	41	36.6	100.0
	Total	112	100.0	

Survey items that received an above average percentage of teachers who disagreed with high school level administrative support were:

- The school administrators consistently support teachers.
- Teachers receive feedback from the principal that can help them improve teaching.

- Teachers feel comfortable raising issues and concerns that are important to them with the school administration.
- If I have a problem, the administration gives me the support I want.
- Extra efforts by staff are acknowledged by the principal.

Survey items that received a below average percentage of teachers who disagreed with high school level administrative support were:

- When I need to talk with a school administrator at this school, I can do so with relative ease.
- The principal of this school is fair and open with teachers.
- Teachers are held to high professional standards for delivering instruction by school administrators.
- The school administrators facilitate using data to improve student learning.
- My principal is highly visible around the school.

Central Office Support Survey Questions

The means for each school leadership question were determined. Each question had a rating of 1-6 with 6 showing strongly agree.

Table 4. 7 Central Office Support (predictor variable)

Central Office Support (predictor variable)			
	N	Mean	Std. Deviation
District office staff facilitate using data to improve student learning.	106	4.42	1.210
The teaching and learning process at this school is understood by the district staff.	106	4.02	1.380
The professional development provided by the district office has helped me to improve my teaching.	102	3.99	1.397
District office staff support our school goals.	104	3.95	1.310
District office staff provide our school with the resources we need to be effective.	107	3.90	1.295
When I need to talk with a district office administrator, I can do so with relative ease.	108	3.88	1.309
District leaders are fair and open with teachers.	108	3.82	1.281
District office staff understands the problems schools are facing.	106	3.67	1.385
District office leaders consistently support teachers.	105	3.67	1.356
District office staff are flexible and adaptable in helping solve school problems.	106	3.61	1.284
There is open, effective communication between district office staff.	105	3.56	1.208

Teachers in the two middle schools had a very different view of their central office support than their school level support. The data show that teachers only slightly agree with most of the statements. The most agreed to statement was "District office staff facilitate using data to improve student learning." The statement that was least agreed to was "There is open, effective communication between district office staff."

Central office staff using data to improve student learning earned the highest marks. The majority of teachers who responded slightly agreed with the statement. The

mean for this question was significantly higher than all other central office support questions. There was a large gap between the top question and all others (4.42-4.02). All other survey questions were spread out in fairly equal intervals.

Table 4. 8 District office staff facilitate using data to improve student learning

District office staff facilitate using data to improve student learning.				
		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.8	2.8
	Disagree	4	3.8	6.6
	Slightly Disagree	12	11.3	17.9
	Slightly Agree	36	34.0	51.9
	Agree	29	27.4	79.2
	Strongly Agree	22	20.8	100.0
	Total	106	100.0	

A majority of teachers agreed at some level that district office staff facilitate using data to improve student learning (82.2%), but most of the teachers only slightly agreed (34.0%). Not every teacher responded to this survey question, but 19 of of the 106 teachers that did reported disagreement. For comparison, the highest mark for school level support had 4 teachers disagree. There is a clear difference in the results when comparing school level and district level support, with school support being rated more favorably.

The least agreed with item on the central office support survey group surrounded open and effective communication between central office staff. 41% of the teachers disagreed that there is open and effective communication between district office staff.

Out of 105 teachers who responded, 43 did not think communication was open and effective. The majority (41%) of teachers only slightly agreed that there is effective and open communication. This data is in stark contrast to other data in the survey. Open and effective communication between district office staff is lacking.

Table 4. 9 There is open, effective communication between district office staff

There is open, effective communication between district office staff.				
		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	6.7	6.7
	Disagree	13	12.4	19.0
	Slightly Disagree	23	21.9	41.0
	Slightly Agree	43	41.0	81.9
	Agree	14	13.3	95.2
	Strongly Agree	5	4.8	100.0
	Total	105	100.0	

There were four survey items that had an above average amount of disagree responses. All of these survey questions had more than 30% of the teachers disagree with the statement.

- District office leaders consistently support teachers.
- District office staff understands the problems schools are facing.
- There is open, effective communication between district office staff.
- District office staff are flexible and adaptable in helping solve school problems.

There was only one survey question that had more than 70% of teachers agree. This was "District office staff facilitate using data to improve student learning." Most of the teachers either slightly agreed or slightly disagreed with the statements.

Professional Development Survey Questions

The final predictor variable was professional development. Survey means were not as high as school level administrative support or as low as central office support. There is a rather large gap in the distribution of the mean between "Teachers are encouraged to reflect on their own practice" and "Professional development improves teachers' ability to improve student learning." Other than the larger gap between the first two questions, all the other questions were fairly equally distributed. The highest mean was "Teachers are encouraged to reflect on their own practice." The lowest mean was "Professional development is differentiated to meet the needs of individual teachers."

Table 4. 10 Professional Development (predictor variable)

Professional Development (predictor variable)			
	N	Mean	Std. Deviation
Teachers are encouraged to reflect on their own practice.	104	4.86	1.028
Professional development improves teachers' ability to improve student learning.	103	4.48	1.101
Professional learning opportunities are aligned with the School Improvement Plan.	102	4.41	1.163

Table 4.10 (continued)

Professional Development (predictor variable)			
	N	Mean	Std. Deviation
Professional development improves teachers' ability to implement instructional strategies that meet diverse student learning needs.	103	4.37	1.188
Professional development deepens teachers' content knowledge.	105	4.24	1.244
Professional development offerings are data driven.	102	4.22	1.199
The availability of professional development to support my instructional needs is excellent in this school.	105	4.06	1.329
Sufficient resources are available for professional development in my school.	104	3.94	1.139
An appropriate amount of time is provided for professional development.	106	3.88	1.193
Follow up is provided following professional development sessions.	102	3.78	1.332
Professional development is differentiated to meet the needs of individual teachers.	105	3.67	1.328

Teachers are encouraged to reflect on their own practice received the highest mean from all the professional development ratings. Only 5.8% of teachers disagreed with that statement, but only 33.7% strongly agreed.

Table 4. 11 Teachers are encouraged to reflect on their own practice.

Teachers are encouraged to reflect on their own practice.				
		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.0	1.0
	Disagree	1	1.0	1.9
	Slightly Disagree	4	3.8	5.8
	Slightly Agree	35	33.7	39.4
	Agree	28	26.9	66.3
	Strongly Agree	35	33.7	100.0
	Total	104	100.0	

"Professional development is differentiated to meet the needs of individual teachers" received the lowest mean rating of the professional development items.

Table 4. 12 Professional development is differentiated to meet the needs of individual teachers.

Professional development is differentiated to meet the needs of individual teachers.				
		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	5.7	5.7
	Disagree	10	9.5	15.2
	Slightly Disagree	37	35.2	50.5
	Slightly Agree	24	22.9	73.3
	Agree	16	15.2	88.6
	Strongly Agree	12	11.4	100.0
	Total	105	100.0	

Specifically, 50.5% of teachers indicated that professional development was not differentiated to meet the needs of individual teachers. Of all the survey questions used

in this study, "Professional development is differentiated to meet the needs of individual teachers" received the most negative rankings.

Teacher Burnout

Most teachers disagreed with statements linking them to burnout. The means for the three sub-domains of burnout were all below a value of 3 (moderately disagree).

Table 4. 13 Teacher Burnout Descriptive Statistics

Teacher Burnout Descriptive Statistics			
	N	Mean	Std. Deviation
Teacher Burnout	112	2.4638	.84724
Emotional Exhaustion	112	2.4782	1.03492
Low Personal Accomplishment	112	2.4860	.91153
Depersonalization	112	2.4475	1.06082

When asked about characteristics of burnout, most teachers either disagreed or moderately disagreed with the statements. There was not overwhelming disagreement with any of the burnout items.

Bivariate Correlations of Administrative Support Variables with Teacher Burnout Items

Bivariate correlations were made between the administrative support variables and teacher burnout as a whole and with individual items representing these variables. The following 11 strong correlations were observed:

Table 4. 14 Bivariate Correlations between Administrative Support and Burnout

Bivariate Correlations between Administrative Support and Burnout				
Variable 1	**Variable 2**	**Pearson Correlation**	**Sig (2-tailed)**	**N**
I feel depressed because of my teaching experiences	The stresses in this job are more than I can bear	.769	.000	104
I believe the efforts in the classroom are underappreciated	My supervisor gives more criticism than praise	.769	.000	102
I believe the efforts in the classroom are underappreciated	My input is not valued when decisions are made	.747	.000	100
School leadership support items	I feel like I have adequate administrative support	.746	.000	109
I believe the efforts in the classroom are underappreciated	The stresses in this job are more than I can bear	.731	.000	102
I feel depressed because of my teaching experiences	The teaching day seems to drag on and on	.724	.000	103
The teaching day seems to drag on and on	The stresses in this job are more than I can bear	.676	.000	104
My input is not valued when decisions are made	My supervisor gives more criticism than praise	.669	.000	105
My supervisor gives more criticism than praise	The stresses in this job are more than I can bear	.665	.000	106
Central office support items	Professional Development Items	.664	.000	112
I believe the efforts in the classroom are underappreciated	I feel like I have adequate administrative support	-.661	.000	101

Multiple Regressions

A multiple regression was run to predict teacher burnout based upon school leadership support, central office support, and professional development. There was a significant effect of school leadership support, central office support, and professional development on teacher burnout at the p<.05 level [F(3, 108) = 19.727, p = 0.000)] with an R^2 of .336. In others words, knowing school leadership support, central office support and professional development allows one to predict teacher burnout better than cjance alone, and collectively, these three predictors explain 33.6% of the variance in teacher burnout. School leadership support significantly predicted teacher burnout, b = -.473, t = -4.510, p = .000 as did professional development b = -.231, t = -2.092, p = .039. Teachers that rated school administrative support and professional development more favorably were less likely to report feeling burned out. School leadership support was almost two times stronger as a predictor of teacher burnout than professional development Central office support did not significantly predict teacher burnout, b = .069, t = .620, p = .536.

Table 4. 15 Regression on Teacher Burnout

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.595[a]	.354	.336	.69036

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.205	3	9.402	19.727	.000[b]
	Residual	51.473	108	.477		
	Total	79.678	111			

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.463	.395		13.814	.000
	School Leadership Support	-.471	.104	-.473	-4.510	.000
	Central Office Support	.056	.090	.069	.620	.536
	Professional Development	-.216	.103	-.231	-2.092	.039

Next, a multiple regression was calculated to predict emotional exhaustion utilizing school leadership support, central office support, and professional development. There is a significant effect of school leadership support, central office support, and professional development on emotional exhaustion at the $p<.05$ level [$F(3, 108) = 5.520$, $p = 0.001$)] with an R^2 of .109. School leadership was the only significant predictor of emotional exhaustion, $b = -.291$, $t = -2.393$, $p = .018$. Teachers that reported higher level of school

administrative support reported lower level of emotional exhaustion. Central office support did not significantly predict emotional exhaustion, b = -.008, t = -.060, p = .952, nor did professional development, b = -.098, t = -.770, p = .443.

Table 4. 16 Regression on Emotional exhaustion

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.365[a]	.133	.109	.97696

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.807	3	5.269	5.520	.001[b]
	Residual	103.082	108	.954		
	Total	118.888	111			

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.711	.560		8.418	.000
	School Leadership Support	-.354	.148	-.291	-2.393	.018
	Central Office Support	-.008	.127	-.008	-.060	.952
	Professional Development	-.112	.146	-.098	-.770	.443

A multiple linear regression also was run to predict low personal accomplishments based upon school leadership support, central office support, and professional development. There is a significant effect of school leadership support, central office support, and professional development on low personal accomplishments at the $p<.05$ level [$F(3, 108) = 13.445$, $p = 0.000$)] with an R^2 of .252. School leadership support significantly predicted low personal accomplishments, $b = -.236$, $t = -2.122$, $p = .036$. Similarly, professional development significantly predicted low personal accomplishments $b = -.344$, $t = -2.936$, $p = .004$. Teachers that rated professional development and school leadership report more favorably were less likely to report low personal accomplishments. In this case, professional development was a much stronger predictor of low personal accomplishment than school leadership support. Central office support did not significantly predict low personal accomplishments, $b = -.002$, $t = -.017$, $p = .987$.

Table 4. 17 Regression on Low Personal Accomplishments

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.521[a]	.272	.252	.78852

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.079	3	8.360	13.445	.000[b]
	Residual	67.150	108	.622		
	Total	92.229	111			

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.175	.452		11.456	.000
	School Leadership Support	-.253	.119	-.236	-2.122	.036
	Central Office Support	.002	.103	.002	.017	.987
	Professional Development	-.346	.118	-.344	-2.936	.004

Finally, a multiple linear regression was calculated to predict depersonalization based upon school leadership support, central office support, and professional development. There is a significant effect of school leadership support, central office support, and professional development on depersonalization at the $p<.05$ level [$F(3, 108)$

= 37.019, p = 0.000)] with an R^2 of .493. School leadership support significantly predicted depersonalization, b = -.634, t = -6.927, p = .000. Similarly, professional development significantly predicted depersonalization b = -.266, t = -2.762, p = .007. Teachers that ranked professional development and school leadership support more positively also reported lower levels of depersonalization. School leadership support was a much stronger predictor of depersonalization than professional development. Central office support did not significantly predict depersonalization, b = .181, t = 1.871, p = .064.

Table 4. 18 Regression on Depersonalization

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.712[a]	.507	.493	.75513

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	63.327	3	21.109	37.019	.000[b]
	Residual	61.584	108	.570		
	Total	124.912	111			

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.925	.433		16.007	.000
	School Leadership Support	-.791	.114	-.634	-6.927	.000
	Central Office Support	.184	.098	.181	1.871	.064
	Professional Development	-.312	.113	-.266	-2.762	.007

Chapter 5

Conclusion, Discussion, and Recommendations

Purpose of Study

Many academically struggling schools have been awarded a SIG designed to help achieve greater student success. The SIGs mandate that a school implement one of four models. One of those models is called turnaround. The turnaround model requires drastic teacher and administration overhaul. The purpose of this study was to determine how administrative support in turnaround schools affects teacher burnout.

112 teachers from two middle schools in a large urban district were administered a survey with 160 questions. Each question asked the teachers to rank whether they agreed or disagreed on a scale of 1-6 (with 6 strong agreement). Survey questions that were related to administrative support and teacher burnout were selected and analyzed using descriptive statistics, bivariate correlations, and multiple regressions. Results of the data analysis showed the relationship of school level support, central office support, and professional development with teacher burnout in turnaround schools.

Findings and Discussion

Teachers at the two middle schools agreed that they have high levels school administrative support. The twelve survey items representing school support had means

between agree (4) and strongly agree (6). It is fairly obvious that the school level administration is doing a good job in supporting the teachers. The survey was given during the third year of the turnaround model. The school level administration has had time to develop strong administrative support and positive relations with teachers

Indicatives of school level administrative support included being highly visible and approachable. Additionally, teachers reported that they can discuss issues with their administration with relative ease. When teachers want to become better at their profession, the principal will give them support and helpful feedback. A shared vision between administration and faculty received the lowest mean ratings. While having a shared vision is the lowest in all the school level support items, the mean was not rated below the agree level.

There were some survey items which received a higher than average amount of disagree marks. A higher than average number of teachers did not think that school administrators gave consistent or sufficient support when they needed it. The number of these responses was low, but above the average for all the other survey items. Conversely, there were five items that received a higher than normal amount of strongly agree marks. These areas showed the strengths of the administration at the school level. Many of the more favorable responses are similar to the ones that earned lower marks. For example, a low area was “If I have a problem, the administration gives me the support I want.” A similar high area was “When I need to talk with a school

administrator at this school, I can do so with relative ease." A teacher at these two schools might be able to approach a highly visible administrator but feel like their concerns are not being addressed. It is important to note that the lower items in the school level support category had a very small minority of teachers respond with negative marks. There were an overwhelming majority of teachers who thought that there was strong administrative support.

The observation that a small minority (12%) of teachers felt like the administration does not support them is an important aspect of administering a school. Not every teacher is the same, and some might perceive actions by an administrator differently from another teacher. One of the more negative items in the school level support category was "Extra efforts by staff are acknowledged by the principal." Different teachers might require different types of recognition. There could be a very effective teacher in the building who might require a slightly different type of recognition by their principal.

Support from district administration received the lowest marks in the survey. The average marks were one full point lower than school level support and slightly lower than professional development. Not surprisingly, the strongest aspect of central office level support came in the area of data analysis. Test results were sent to an office that is in a different building and analyzed by people who do not know the teaching staff as well as the school level administrator.

District office support is needed by individual schools, especially the lowest performing ones. A school usually does not have the resources to analyze large volumes of testing data. District office staff is there to support the individual schools, but survey data show that they do not understand school level issues as well as school principals. Almost every survey item that centered on knowing individual people received lower than average marks.

A constant theme in the data was a lack of understanding and being open by district staff. The district was able to analyze testing data and tell teachers how they can improve, but they were not able to relate to the teachers. Most teachers strongly agreed that district office can analyze data to improve learning, but disagreed that there is open and effective communication between teachers and district office staff. The data suggest that district office staff is disconnected from the individual school when it comes to support other than data analysis.

The differences between ratings of school administrative and central office support may be in part due to proximity. Principals are visible and in schools and teacher classrooms daily. Central office personnel are in schools far less frequently. This less frequent visibility may result in assumptions by teachers that central personnel do not understand the school and are not supportive. Furthermore, principals often act as middle managers and buffer teachers from centralizing and localizing pressures, thus making it more difficult for central office personnel to provide support. If central office

communicates with principals, who are expected to share those communications with teachers, then teachers may rate principals as effective communicators and central office staff as poor ones. Finally, the discrepancy in ratings may be due in part to the context of being in a turnaround. Turnaround models are very prescriptive, and district personnel are accountable for full implementation of the model, which comes at the expense of teacher autonomy and may lead to lower ratings of central office.

Professional development was rated more favorably than district office by less favorably than school administration. Most states require hours of professional development but leave the format of professional development up to the district and school. This gives the district and school a degree of freedom to plan professional development. The highest rating for professional development involved teachers reflecting on their learning. There was a rather large gap in means between reflecting on learning and the second highest survey question (professional development improves teachers' ability to improve student learning). In fact, most of the professional development questions that dealt with the practical use of professional development were rated lower than the other items.

Amount of quality time devoted to professional development is a constant theme that is rated low. Teachers were asked to reflect on their professional development, but sufficient follow-up and time are not allotted. The lowest rated question for professional development involved differentiation. Teachers believe that professional development is

not differentiated as well as it could be. Collectively, these results are consistent with the professional development literature that documents that it is too often a one-shot approach and a one-size fits all model.

District level support indicators showed that central office staff were unable to understand the issues at the school level. Professional development indicators show that differentiation is not sufficient. It could be that professional development run by the district fails to meet the needs of the teachers because central office staff do not understand the issues at the school level. Instead, there might be heavy handed policies that might be data driven in content but not in pedagogy.

When administrative support variables were used to predict teacher burnout, it was determined that school level support played the most important role in predicting burnout. While not as powerful, professional development also predicted teacher burnout. This is could be because professional development empowers teachers to have greater success with students, thus enhancing their efficacy and reducing burnout.

The majority of teachers did not report high levels of burnout. On the contrary, most disagreed with statements which would point to burnout. This finding was surprising given that both schools in the sample were turnaround schools. They were eligible for the SIG because of having student achievement levels in the bottom five percent of the state. As a result, moving teachers to other schools and other highly

prescriptive directives were required by the SIG. These teachers were under clear directives and high levels of pressure to improve student outcomes. Despite this context, burnout levels remained low. These low levels of burnout are likely primarily the result of the high levels of school administrative support perceived by the teachers.

The individual burnout predictor values yielded more specific findings. The most important predictor variable in the administrative support group is school level support. The data support this conclusion in two different ways. First, school level support received the highest marks when compared to professional development and central office support. Second, school level support was the only variable to predict burnout and all three subscales. Furthermore, it was the most powerful predictor of burnout, emotional exhaustion, and depersonalization. Professional development was a more powerful predictor of low personal accomplishment. In other words, professional development can empower teacher to achieve more with their students. The fact that high levels of school administrative support reduce burnout by decreasing emotional exhaustion and depersonalization highlights the pivotal role that interpersonal skills play in school leadership.

Contrary to some findings in the literature, central office support was not a critical variable in this study. Central office support was not a significant predictor of teacher burnout as a whole or of its three subscales. According to the data in this study, it is completely possible for teachers to report low levels of burnout while feeling very little

central office support. This observation demonstrates that strong school level administrative support can overcome poor central office support.

There were mixed results with professional development. At the aggregate level, support from professional development was able to predict teacher burnout. When looking at each subscale of burnout, only emotional exhaustion was not predicted from the professional development. This finding sheds light on the complexity of teaching and the energy it requires, especially in an intense environment such as a low performing turnaround school. It also raises the question of the duration of this exhaustion and how it impacts teaching in the future. Teaching can be a stressful profession, and it is important for teachers to have the intrapersonal awareness to take care of themselves so that factors such as exhaustions do not lead to permanent burnout and increased exiting of the profession. Principals share responsibility, there support reduces such exhaustion.

There was some indication in the literature that professional development support is related to teacher burnout, but it was not specifically addressed as professional development. Teachers need support, but when the support is too heavy handed or irrelevant, some burnout occurs. As indicated by the survey results, some aspects of the professional development provided received some relatively low marks. Differentiation and appropriate time for professional development all received lower ratings. This lack of differentiation could be due to insufficient resources for professional development, centralized plans that standardize professional development, and high stakes assessments

that are resulting in professional development being focused on what content teachers should teach as opposed to improving relevant forms of instruction that meet the needs of teachers teaching different subjects or serving students with unique needs.

Recommendations

The major findings of this study showed that school level support played a significant role in predicting teacher burnout. Professional development support played a significant role in predicting teacher burnout, but not to the same extent as school level support. Central office support was not a significant factor in predicting teacher burnout or any burnout subdomains.

Schools that are under a great amount of pressure to raise test scores and under a turnaround program can create an environment in which burnout occurs at low levels. Support from the local school administration and proper professional development critical in this regard. By looking at the individual survey questions, a list of recommended administrative practices can be found.

School level administrators should be visible and open. During a typical day, teachers feel supported when their administrators are visible. Visible and approachable administration can help the teachers see that they have a partner that is willing to support them during some of the more pressing times of the school day. If a teacher is standing outside their door between classes and observing poor student behavior from students

they do not know, a nearby administrator can easily help in this situation. As a teacher is out in the hallways, they know that it is easy to approach an administrator. The teachers need to feel comfortable approaching their administration.

School level administrative support should be appropriate and can be delivered in two fundamental ways. First, the administration can help the teachers during their instruction. The administration can hold each teacher to a high standard and give them the feedback and resources to be successful. Second, the administration can help teachers by giving them other forms of support. Some experienced teachers may not need the same level of administrative support as less experienced teachers. This means that support can almost seem like no support. When an administrator has a master teacher, their support can be found by letting them be autonomous. They can watch them from a distance and support them from behind the scenes by eliminating seemingly irrelevant items that interfere with their instructional day.

An interesting link between school level support and central office support can be made. It is very possible for the school level support to overcome poor central office support. If there is poor communication between central office staff and teachers, a school level administrator can be more purposeful with communication with their staff. If teachers believe that the central office staff do not understand their problems, a school level administration can be more purposeful with understanding their problems. Basically, since there is a relationship between the school level administration and the

teachers, the school level administration determine how they can overcome the lack of central office support or garner different forms of centralized support. The school level administrator has the most power to control teacher burnout even when central office support is lacking.

School level support can also influence the magnitude of professional development support. A school level administrator could be offering very good support to their teachers, but find some burnout. This could occur due to poor professional development that is not enabling teachers to have the skills to enhance student learning. A building administrator usually has significant influence over how professional development is administred at their school. The survey items that received low marks might be very powerful predictors of teacher burnout. To alleviate teacher burnout, a school level administrator should make sure the professional development is meaningful, data centered, timely, and differentiated.

School level administrators might be tempted to cover a wide range of topics for their professional development activities. Their wide range of topics could be data based and well intentioned. The survey results show that even though the professional development is data based and aligned with the school improvement plan, sufficient time may not be provided. Having too many professional development activities without enough time for proper delivery and follow-up may lead to higher teacher burnout. A school level administrator should focus on implementing professional development that is

data based, aligned with the school improvement plan, time appropriate, and differentiated.

Areas for Further Study

This study raises a number of questions that can be assessed in future studies. In each of the survey questions, a small number of respondents indicated negative marks towards administrative support. These teachers could develop burnout and all together quit the profession or become ineffective teachers. Determining how administrative support can differentiate to meet the needs of every teacher is warranted warranted. While only 12% seems like a small percentage of teachers, that 12% is touching the lives of a large number of students.

Central office support was not a significant predictor of teacher burnout. It appeared as if school level administrative support can counter balance poor central office support. Proper and effective central office support might still help teachers become more effective. Therefore, a qualitative study of why and under what conditions central office support is perceived as high and low would make a positive contribution to the field. Furthermore, while this study focused on teacher burnout, school administrators also are susceptible to burnout. Assessing the how central office support can influence it principal burnout would also add to the body of knowledge on burnout. It is clear that school level administration exerts a significant impact on teacher burnout. Effective

teaching can be attributed to strong school level support. If school level administration is burned out, their effectiveness would almost certainly be reduced, thereby increasing the likelihood of greater teacher burnout.

This study should also be replicated in different levels of schools, schools serving different student populations, and schools implementing models other than the turnaround model. Finally, longitudinal studies should be conducted to look at the relationships between administrative support and teacher burnout over time.

Closing

The results of this study suggested that a strong school level administrative support can overcome poor central office support. A strong school level administrator can protect their teachers from an over-powering central office with very little connection to the individual teacher. Meaning professional development also reduces burnout and leads to greater senses of personal accomplishment. The two schools in this study were characterized by strong school administrative support. It will be important to ascertain what levels of teacher burnout are typical of schools with low levels of school administrative support. Could strong central office support overcome poor school level support and minimize teacher burnout?

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Appendix

Appendix A

School Improvement Grant (SIG) Teacher Survey

Hamilton (N=51) and Jefferson (N=61)

Strongly Disagree	Disagree	Moderately Disagree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6

I. School and District Leadership

		SD	D	MD	MA	A	SA
1.	When I need to talk with a school administrator at this school, I can do so with relative ease.						
2.	The faculty and school administration have a shared vision.						
3.	Extra efforts by staff are acknowledged by the principal.						
4.	If I have a problem, the administration gives me the support I want.						
5.	The principal of this school is fair and open with teachers.						
6.	Teachers feel comfortable raising issues and concerns that are important to them with the school administration.						
7.	The principal is appropriately in contact with teachers and their classroom activities.						
8.	Teachers receive feedback from the principal that can help them improve teaching.						
9.	Teachers are held to high professional standards for delivering instruction by school administrators.						

10.	The school administrators facilitate using data to improve student learning.						
11.	My principal is highly visible around the school.						
12.	The school administrators consistently support teachers.						
13.	The teaching and learning process at this school is understood by the district staff.						
14.	When I need to talk with a district office administrator, I can do so with relative ease.						
15.	District leaders are fair and open with teachers.						
16.	District office leaders consistently support teachers.						
17.	District office staff facilitate using data to improve student learning.						
18.	District office staff understands the problems schools are facing.						
19.	The professional development provided by the district office has helped me to improve my teaching.						
20.	There is open, effective communication between district office staff.						
21.	District office staff are flexible and adaptable in helping solve school problems.						
22.	District office staff support our school goals.						
23.	District office staff provide our school with the resources we need to be effective.						

II. Teaching

		SD	D	MD	MA	A	SA
1.	I provide students with educational programs that support their learning needs.						
2.	I use instructional strategies and learning activities that help students achieve the knowledge and skills expected.						
3.	A variety of teaching strategies and learning activities are provided to students to help them learn.						
4.	I teach the State Core Curriculum.						
5.	Teachers have high expectations for student learning.						
6.	This school recognizes all types of high achievement demonstrated by students.						
7.	Students who need them are being provided targeted instructional interventions.						
8.	Students are provided with a variety of ways to demonstrate their learning.						
9.	Teachers are available to give students the assistance they need with assignments.						
10.	Teachers regularly share teaching ideas or materials.						
11.	More experienced teachers provide support to new teachers.						
12.	I regularly discuss with school colleagues how to best serve specific students.						
13.	I am encouraged to try out new ideas in my classroom.						
14.	Teachers work in professional learning communities to develop and align instructional practices.						
15.	Teachers have autonomy to make decisions about instructional delivery.						
16.	The standards by which my teaching is evaluated are well specified.						

III. Curriculum and Assessment

		SD	D	MD	MA	A	SA
1.	The educational program offered to students at this school is of high quality.						
2.	The school's programs meet the requirements of students with special needs (learning disabled, gifted and talented…).						
3.	Teachers use data to track the achievement of individual students.						
4.	Teachers use data to track the achievement of specific groups of students (e.g., low income, students with disabilities, racial and ethnic groups, English learners).						
5.	Teachers evaluate student performance against benchmarks related to the core curriculum.						
6.	Teachers use assessments to measure student progress over time (i.e., gain scores, pre-post tests).						
7.	Data on student performance from common assessments are utilized on a regular basis to inform instruction.						
8.	School-based assessment data are available in time to impact instructional practices.						
9.	CRT data are available to in time to impact instructional practices.						
10.	Teachers have a major role in curriculum development in this school.						

IV. Professional Development

		SD	D	MD	MA	A	SA
2.	The availability of professional development to support my instructional needs is excellent in this school.						
3.	An appropriate amount of time is provided for professional development.						
4.	Sufficient resources are available for professional development in my school.						
5.	Professional development offerings are data driven.						
6.	Professional learning opportunities are aligned with the School Improvement Plan.						
7.	Professional development is differentiated to meet the needs of individual teachers.						
8.	Professional development deepens teachers' content knowledge.						
9.	Teachers are encouraged to reflect on their own practice.						
10.	Follow up is provided following professional development sessions.						
11.	Professional development improves teachers' ability to implement instructional strategies that meet diverse student learning needs.						
12.	Professional development improves teachers' ability to improve student learning.						
13.	Support provided by the literacy coaches has helped me improve my teaching.						
14.	Support provided by the math coaches has helped me improve my teaching.						
15.	Support provided by district language and culture coaches has helped me improve my teaching.						
16	**I would benefit from more professional development on…**						
	A. Serving students with disabilities						
	B. Serving English learners						
	C. Differentiating instruction						
	D. Closing achievement gaps						

	E. Classroom management						
	F. Assessing student learning						
	G. Using student achievement data						
	H. My content area						
	I. Integrating technology into instruction						

V. School Climate and Working Conditions

		SD	**D**	**MD**	**MA**	**A**	**SA**
0.	Students in this school are kind/respectful.						
1.	Students apply sufficient effort (in and out of class) to learn what we teach.						
2.	Students are motivated to do their best work.						
3.	The school's facilities (workspace, furnishings…) are adequate to support the instructional program.						
4.	I am satisfied with the way students are treated by teachers.						
5.	I am satisfied with the way students are treated by the administration.						
6.	I am satisfied with the way students are treated by counselors.						
7.	This school does a good job in preventing students from dropping out by providing them with the support and encouragement they need.						
8.	Students at this school understand expectations for their conduct.						
9.	Students at this school follow rules of conduct.						
10.	Teachers in our school consistently enforce school rules.						
11.	Administrators in our school consistently enforce school rules.						
12.	Student discipline is fair at this school.						
13.	This school provides students and teachers with a safe and orderly environment for learning.						

14.	The variety of student activities available at this school is excellent.						
15.	Students who wish to be included in school activities are included.						
16.	The faculty's instructional load is equitably divided.						
17.	The size of the assessed core classes in this school limits instructional effectiveness.						
18.	The size of the non-assessed core classes in this school limits instructional effectiveness.						

19.	For the most part, I am satisfied with the school.						
20.	The morale of teachers at this school is high.						
21.	All things considered, I am satisfied with being a teacher.						
22.	If I had the choice, I would become a teacher again.						
23.	I plan to teach at this school next year.						
24.	Teachers in this school are recognized as educational experts.						
25.	Teachers in this school are encouraged to participate in school leadership roles.						
26.	Many teachers in this school serve in leadership roles that directly impact student learning.						
27.	The principal supports teachers in their development into teacher leaders.						
28.	Participating in teacher leadership roles enhances teaching ability.						
29.	Teachers are regularly involved in the development of school policies.						
30.	Teacher leadership has a positive impact on student achievement.						
31.	I consider myself to be a teacher leader in this school.						
32.	If students are underachieving, it is most likely due to ineffective teaching.						

33.	The challenges related to a student's background can be overcome by good teaching.						
34.	The low achievement of some students cannot generally be blamed on their teachers.						
35.	When grades of students improve, it is most often due to their teacher having found a more effective delivery approach.						
36.	The teacher is generally responsible for the achievement of students.						
37.	Student achievement is directly related to the teacher's effectiveness.						
38.	Effectiveness in teaching has little influence on the achievement of students with low motivation.						
39.	When a low achieving student progresses, it is usually due to extra attention given by the teacher.						
40.	Even teachers with good teaching abilities cannot help some children learn.						
41.	I feel depressed because of my teaching experiences.						
42.	The teaching day seems to drag on and on.						
43.	I believe my efforts in the classroom are unappreciated by the administrators at this school.						
44.	The stresses in this job are more than I can bear.						
45.	My supervisors give me more criticism than praise.						
46.	I look forward to attending professional growth activities.						
47.	I look forward to going to school each day.						
48.	I feel threatened by being held accountable for my work.						
49.	I feel like I have adequate administrative support.						
50.	I feel emotionally drained from my work.						

51.	My input is not valued when decisions are made.						
52.	Teachers have an appropriate level of influence in decision-making.						
53.	Teachers have time to collaborate with colleagues.						
54.	Teachers have sufficient instructional time to meet the needs of all students.						

		SD	**D**	**MD**	**MA**	**A**	**SA**
55.	The non-instructional time provided for teachers in my school is adequate.						
56.	Teachers are protected from duties that interfere with their essential role of educating students.						
57.	I have sufficient planning time to be prepared for my classes.						
58.	I have sufficient time to communicate with parents about their child's progress.						
59.	I have enough instructional time to cover the entire state core curriculum.						

VI. Alignment of Resources to Goals

		SD	**D**	**MD**	**MA**	**A**	**SA**
1.	The goals of *School Improvement Plan* are clear.						
2.	Our school has both short term and long term goals.						
3.	Our school has developed a comprehensive plan that is designed to improve learning for all students.						
4.	My instruction in this school is aligned with state standards for student learning.						
5.	Teachers here have a sense of common mission.						
6.	The school's priorities for the expenditure of funds are appropriate.						

VII. Engagement of Families

		SD	D	MD	MA	A	SA
1.	This school actively promotes parent/teacher communication.						
2.	Teachers regularly communicate with parents/guardians of their students.						
3.	Teachers provide parents/guardians with useful information about student learning.						
4.	Parents/guardians have a good understanding of this school's programs and operation.						
5.	Parents/guardians feel welcome in this school.						
6.	Parents/guardians are involved with and support school functions.						
7.	Parents/guardians take an active role in their children's education.						
8.	Parents/guardians support teachers and contribute to teacher's success with students.						
9.	The community is supportive of this school.						

VIII. The School Improvement Grant

		SD	D	MD	MA	A	SA
1.	The goals of the School Improvement Grant (SIG) are clear.						
2.	Teachers had adequate input into the development of the SIG plan.						
3.	I understand how the SIG budget is being allocated.						
4.	The principal has the greatest influence over how the SIG is implemented at our school.						
5.	Teachers have the greatest influence over how the SIG is implemented at this school.						
6.	Central office personnel have the greatest influence over how the SIG is implemented at this school.						
7.	The technical support related to the SIG implementation provided by district office has been helpful.						
8.	The district office staff has utilized teacher input to improve the SIG implementation.						
9.	Professional development provided by the SIG has helped me improve as a teacher.						
10.	Increased instructional time provided as a result of the SIG has improved student achievement.						
11.	**SIG initiatives have resulted in:**						
	A. Fewer tardies						
	B. Increased absenteeism						
	C. Improved professional development						
	D. More teacher focus on curriculum and instruction						
	E. Additional instructional time						
	F. Better use of student achievement data						
	G. Higher levels of teacher stress						
	H. Lower teacher morale						
	I. Insufficient teacher planning time						
12.	I understand how performance pay will be awarded to teachers.						

13.	I understand what level of my student's achievement is necessary for me to earn a performance pay increase.						
14.	The opportunity to earn performance pay has motivated me as a teacher.						
15.	I expect to earn a performance pay incentive.						
16.	Most teachers at this school will earn performance pay.						
17.	It is fair to award performance pay based on the progress that students make on the CRT.						
18.	The single salary schedule is a fair method of compensation.						
19.	Performance pay is unfair because of differential opportunities to earn it between assessed core and non-assessed core teachers.						
20.	Performance pay has caused divisiveness between teachers at this school.						
21.	Performance pay will lead to overall improvement in this school.						