2015

Understanding and Mitigating Sources of Teacher Dissatisfaction

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UNDERSTANDING AND MITIGATING SOURCES OF TEACHER DISSATISFACTION

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A dissertation in practice submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the College of Education and Human Performance
at the University of Central Florida
Orlando, Florida

Fall Term
2015

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ABSTRACT

This dissertation in practice focuses on a review of literature to answer the guiding question, what can teachers and other educational stakeholders do to help address their sources of dissatisfaction in order to build a positive school climate? The author used a modified frame analysis from Bolman and Deal, other published literature, and personal experience to identify seven different, but sometimes related, domains that affect teachers and school climate. These seven domains include operations/management, contract application, professional development, classroom management, interpersonal, financial, and unanticipated events. The modified frame analysis was used to help empower teachers to solve problems that affect their performance and motivation, to prevent burnout, attrition, as well as help build and maintain a positive school climate. This dissertation promotes the notion that school climate is composed of and constructed from these seven domains as constituent parts that combine to create the school climate. The author-created tool, Tools for Teachers to Address Domains of Dissatisfaction, enables teachers to quickly reference potential solutions to problems faced. The tool is a prototype, created based on professional literature sources focusing on research-based strategies to identify problems and methods a teacher can use to solve a problem, thus preventing a negative school environment for the students, staff as well as other stakeholders. The domains of dissatisfaction were tested against real-life issues submitted to a Faculty Advisory Committee in order to provide veracity and justification of the domains.

This dissertation is dedicated to friends, family, my teachers, and all those who have given me so much inspiration and motivation along this journey.

A special note of dedication goes to my mother who always encouraged me to be an unapologetic “tree shaker.”

ACKNOWLEDGMENTS

To my first and longest-seniority teacher, and all those who came after her, I truly appreciate and acknowledge your efforts. By name, I acknowledge Ms. Willis, Mary Anneq, Ms. Estep, Ms. Turner, Ms. Daniels, Ms. Hall, Ms. Siler, Ms. Brown, Mr. Janeway, Mr. Smith and the educational support staff who helped me progress through preschool and elementary school. My high school teachers and support personnel were especially important to my academic and social maturity. The monks at Conception Abbey, as well as the lay faculty, who shepherded me through college also deserve special recognition. My graduate faculty at the University of Tennessee, Knoxville provided me with an expansive assortment of tools to use in my efforts. Finally, to my doctoral program faculty and to my peers and cohort members who never ceased to teach me something and who never let me get away with very much. Of those, perhaps most significant are Drs. Boote, Hopp, Vitale, and Dean Hayes for providing valuable assistance in the development of this design project and for serving on my dissertation defense committee. Thank you.

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LIST OF ACRONYMS

AR	Accelerated Reader
CBA	Curriculum Based Assessment
CCSS	Common Core State Standards
CHAMPS Success	Conversation, Help, Activity, Movement, Participation,
CRT	Curriculum Resource Teacher
EAP	Employee Assistance Program
EOC	End of Course (Exam)
FAC	Faculty Advisory Committee
FAIR	Florida Assessment(s) In Reading
FCAT	Florida Comprehensive Achievement Test(s)
FSA	Florida Standards Assessment
IQ	Intelligence Quotient
LEA	Local Educational Authority
MTP	Measurement Topic Plan
NCLB	No Child Left Behind
OCPS	Orange County Public Schools
PARCC Career	Partnership for Assessment of Readiness for College &
PSC	Professional Services Contract
PTA	Parent Teacher Association
SAC	School Advisory Committee
STAR	Standardized Test for the Assessment of Reading
VAM	Value Added Model
ZPD	Zone of Proximal Development

CHAPTER 1: A RESEARCH BASED CONCEPTUALIZATION OF SCHOOL CLIMATE

The Problem and Guiding Question

Employee dissatisfaction is a problem in many organizations (Hom & Kinicki, 2001), but recent changes in K-12 education policy and practices have increased the levels of dissatisfaction among teachers (Ingersoll & Smith, 2003; Ravitch, 2010). Two results of teacher dissatisfaction are higher rates of teacher turnover and decreased student learning outcomes (Aaronson, Barrow, & Sander, 2007; Ingersoll & Smith, 2003; Ronfeldt, Loeb, & Wyckoff, 2013). While some causes of teacher dissatisfaction are likely the result of stresses inherent to the profession, the main premise of this dissertation in practice is that teachers need to do more to advocate for themselves and actively attempt to improve the working conditions that may affect their satisfaction. This dissertation in practice reports on the development and design of a tool, Tools for Teachers to Address Domains of Dissatisfaction. This tool is used to support teachers' efforts to diagnose the potential causes of dissatisfaction and prescribe strategies they can employ to improve their working conditions. Guiding the functionality of the tool was a review of the literatures related to the causes of teachers' dissatisfaction. In addition, the usability of the tool was a reviewed through a study of literatures on improving usability.

Because of the undesirable effects of teacher turnover (Aaronson, Barrow, & Sander, 2007; Ingersoll & Smith, 2003; Ronfeldt, et al., 2013) districts and states spend money that they would not have to spend without this turnover. Although employee dissatisfaction is a problem in many organizations (Hom & Kinicki, 2001), the problem

as experienced in education presents acutely because of the focus on accountability for tax dollars, both in the practices of teachers and students (Ravitch, 2010). As dissatisfaction influences teacher turnover, districts and schools are incentivized to reduce turnover, and, by extension, dissatisfaction. The tool for teachers is designed to empower teachers to address their dissatisfaction. If even a small number of teachers are able to successfully resolve their dissatisfaction, and therefore remain in the field of teaching, districts save money from not spending the replacement costs (Watlington, Shockley, Guglielmino & Felsher, 2010). These replacement costs can be high (2010) and without the need to spend resources replacing as many teachers, districts and schools can re-focus those resources on other problems. Indeed, the separation costs for a teacher who leaves, the costs of hiring and training a new employee, employee induction and processing, and other costs can be substantial (2010).

Therefore, it is plausible to believe that the benefits of a tool to reduce dissatisfaction are many with major implications for the use of resources. Although these exact costs are available for Orange County Public Schools (J. Duke, personal communication, November, 2015), the replacement costs to a district as large as OCPS must certainly be substantial. The cost concerns for a tool to address dissatisfaction addressed in Chapter 4, therefore, become moot. Indeed, if only a small number of employees remain in classrooms because of their ability to resolve dissatisfaction because of the tool, the tool because a resource saving measure as opposed to one that costs. This tool is designed to help with teacher empowerment, teachers' self-efficacy, and to

promote proactive problem solving for teachers. Its design and use is intended to help teachers solve their problems.

Dissatisfiers erode effectiveness and the efficiency of teachers and therefore negatively influence the human performance potential of both teachers and, ultimately, students (Cohen, McCabe, Michelli, & Pickeral, 2009; Sergiovanni, 1967). The mismatch between a teacher's expectations and his or her understanding of best practices sometimes creates dissatisfaction. This dissatisfaction can have a number of detrimental effects, both directly and indirectly (Cohen, et al., 2009; Ingersoll, 2011; Ingersoll & Smith, 2003; Ravitch, 2010). For example, student discipline problems, poor administrative support, lack of influence, and other factors can be contributing factors to an overall negative experience (Ingersoll & Smith, 2003). This mismatch between expectations and reality erodes confidence, exasperates conflicts, hampers efficiency, reduces student achievement, and otherwise produces dampening effects on the human performance and positive experience of teachers, students, and other stakeholders (Cohen, et al., 2009; Ingersoll, 2011). Primary stakeholders in education include teachers, students, teachers, educational employees, parents, and other individuals who live and work in proximity to the school or its broader sphere of influence (Owen & Valesky, 2011).

The mismatch between reality and expectation which this dissertation in practice identifies as domains of dissatisfaction, include operations/management, contract application, professional development, classroom management, interpersonal, financial, and unanticipated events, contributes to a dissatisfied teacher and workforce, and often

acts as a direct impetus for teachers to leave the profession (Huselid, 1995; Ingersoll, 2011; Ingersoll & Smith, 2003). Therefore, it seems in the interests of all stakeholders to work to build a positive school climate in general. Opportunities for success are maximized when teachers and others promote positive classroom management, facilitate effective working conditions between administrators and teachers, and ensure that teachers have mechanisms at their disposal to address working conditions and other employment factors (Sprick, 2009; Sprick, Garrison, & Howard, 1998; Steed, 1985).

Very early on in this conceptualization it is important to note that the understanding of this problem as well as the compilation of possible solutions to help address this problem is primarily concerned with instructional and instructional support personnel, shifting away from a primary concern of the needs and perspectives of administrative personnel. This is an important shift because of the temptation to focus on the needs of administrators, as opposed to the needs of teachers, in improving school climate and human performance (Hallinger & Heck, 1996, 1998). There exist both individual and organizational factors to the problem of practice many of these factors are described herein.

Framing this problem within the question, what can educational employees and other stakeholders do to help address their sources of dissatisfaction and build a positive school climate, provides direction and focus to this dissertation. In order to address this guiding question, both the writer and readers need to understand what sources of dissatisfaction are, as well as comprehend what reasonable and realistic actions can be taken to mitigate or eliminate those sources of dissatisfaction. This dissatisfaction grows

from a variety of factors, according to the research reviewed for this dissertation in practice. This variety can be thought of as an umbrella of concerns.

School Climate as an Umbrella of Concerns

No universally agreed upon definition of school climate exists (Cohen, et al., 2009). School climate includes social setting considerations, such as the physical and symbolic layout of the school itself and within the community as well as other non-tangible factors (Bolman & Deal, 2008). It is important to consider that a definition of school climate that includes a multitude of factors and influences needs to include a multitude of data sources to inform and justify the existence and influence of those factors (Bolman & Deal, 2008; Cohen, et al., 2009; Owens & Valesky, 2011; Ravitch, 2010; Valli & Buese, 2007). To rely on only academic performance data, such as student assessment scores exclusively, appears to undermine a working definition of school climate that rests on the multitude of factors. One-dimensional efforts cannot plausibly capture the complex interaction of factors that influence school climate (Ravitch, 2010).

The most salient focus of this problem of practice is the variety of threats and barriers to the creation of and sustainability of a positive school climate. The focus for this problem is most clearly determined by examining the voluminous set of challenges that educational employees and other stakeholders face in fostering excellent human performance for all concerned (Sergiovanni, 1967). Many teachers would prefer to work in a positive school climate but lack the critical elements to build and sustain this working environment for themselves (Huselid, 1995; Sleegers, 1999; Veenman, 1984). To build and maintain a positive school climate requires a complex interaction of factors,

any one, or group of which can be mitigated or threatened by the onslaught of challenges brought on by the contemporary social environment (Bolman & Deal, 2008). High-stakes testing has brought profound and unanticipated demands to teachers, such as requirements that teachers change instructional practices and attend professional development on test administration (Valli & Buese, 2007).

Schools exist as part of their community (Anderson, 1982). The factors that make up a school, and the influences the school has on the community, constitute a symbiosis that promotes academic success, social and emotional development of students, pride by parents, and numerous other aspects of excellent human performance if the school earns a positive reputation (Steed, 1985). Likewise, events that happen in the community negatively influence a school and erode available resources to the point that dissatisfaction and negativity grow (Huselid, 1995; Sleegers, 1999; Veenman, 1984). This flow of influences between school and community is important to consider when understanding a problem of practice related to school climate in general and especially the interaction of building level and classroom level factors. Even by tapping into community, political, and other resources, many stakeholders continue to experience a deficit related to, or at least a constant threat to, a positive school climate (Anderson, 1982; Bolman & Deal, 2008; Cohen, et al., 2009). Today's educational environment includes a myriad of challenges to the continued development of this positive school climate that so many educational stakeholders desire, and the best efforts of stakeholders often falls short of their desired and stated goals (Huselid, 1995; Ravitch, 2010; Sleegers, 1999; Veenman, 1984).

While some teachers and other stakeholders are concerned with advancing their careers to attain administrative or para-administrative positions, others are concerned primarily with simply completing the tasks necessary to earn a satisfactory evaluation in order to attain some sense of accomplishment and stability. Indeed, a sense of personal efficacy related to school climate is extremely important in its relationship to morale, appropriate flow of influence between principals and teachers, and beliefs about the ability to influence student performance (Fullan, 2001; Hoy & Woolfolk, 1993; Rueda, 2011). This sense of efficacy occurs more likely in a positively operating school climate (Bogler & Somech, 2004). Educational employees who are within several years of retirement sometimes offer the perception that they prefer to maintain the status quo for themselves and their students (Bogler & Somech, 2004; Fuller, 1969). At the other end of the experience range are employees new to the profession, the state, the district, or the school, and who have a primary concern as learning basic job functions (Fuller, 1969). While they desire a positive school climate, job constraints result in school employees spending little time or energy on improving the school climate or the contributing factors of the overall climate (Bogler & Somech, 2004). A negative school climate influences the school's stakeholders as well as groups and individuals (Hoy & Woolfolk, 1993).

If the school climate is one that generates fatigue and teacher burnout, then teachers will have neither the resources nor the motivation to stay after school to do the many things that teachers do to create a positive experience for students, to sponsor extracurricular clubs, and otherwise work to improve student performance. In some ways, therefore, a negative school climate is a loop, since teacher burnout contributes to a

negative climate and a negative climate causes teacher burnout. This problem exists at the individual, classroom level, and school-wide level and other levels. However, for the purposes of this dissertation in practice, the individual, classroom, and school-level factors are most salient. That is, a myriad of factors exist that teachers influence by themselves or with their classrooms that have an influence on school climate. However, there also exist factors outside of individual classrooms, which are at the organizational level. Further, there are factors caused by an interaction between the two, creating a web of influences (Bolman & Deal, 2008).

One thing seems certain; it is difficult to under-emphasize the complex, multidimensional, and interconnected nature of the lattice of factors that contribute to and constitute the phenomenon collectively referred to as 'school climate' (Bolman & Deal, 2008; Newman, 2003). Organizational research supports the notion that change within, and related to, organizations is complex, and that there are various and often competing forces and factors that help shape the organization (Bolman & Deal, 2008; Owens & Valesky, 2011). These factors and forces are important considerations when attempting to understand what it is that contributes to school climate (Cohen, et al., 2009). These considerations are important to understand the focus of this dissertation in practice, which is to help teachers understand and address their dissatisfaction at work. Further, another consideration is that the notion of school climate is one of a conglomeration of factors and issues (Cohen, et al., 2009). Certain factors or domains of dissatisfaction deserve consideration in order to ascertain an accurate understanding of school climate (2009).

Although there are numerous aspects of school climate related to organizational factors, individual factors also deserve attention. Indeed, there are tremendously important individual factors that contribute to the phenomena of school climate. For example, it is difficult to under-estimate the importance of a school principal in influencing the school climate (Hallinger & Heck, 1996, 1998). A well-respected and reasonable principal makes tremendous contributions to the positive school climate, while an incompetent principal detracts from even the most well-run and high-performing school (Hallinger & Heck, 1996, 1998). Likewise, at the classroom level, where many students spend most of their time, there are organizational factors as well as individual factors that contribute to the overall climate of the classroom. For example, organizational factors might include the frequency of interruptions to the instructional day, or the ability of students to participate in physical education, art, music, and other classes that extend the students beyond a core curriculum.

Building a school climate that is conducive to learning and efficiency requires a myriad of factors (Bolman & Deal, 2008; Cohen, et al., 2009). Problems related to school climate arise when the experience of teachers creates distractions from efficiency and effectiveness. Difficulties also occur when the school climate does not facilitate growth, learning, and other forms of desirable human performance. Organizational theory is useful in identifying stakeholders who can help precipitate change and sustain that change over time (Mitchell, Agle, & Wood, 1997). An understanding of organizations as learning organizations has received important attention (Senge, 1997). A series of books and studies have demonstrated and described the complexity of schools

and the educational psychology involved (Anderson, 1982; Bolman & Deal, 2008; Ravitch, 2010; Rueda, 2011). These notions are important in order to promote an understanding of the complex nature of educational problems that exist within a framework and web of interconnected factors and influences.

Robert Rueda's concepts that he promoted and described in his book, *The 3 Dimensions of Improving Student Performance* (2011), are also important in understanding some of the salient issues effecting the school climate, and particularly classroom management. For example, the notion that there are various sources of difficulty is certainly an important notion when analyzing and describing a complex organization such as an elementary school. Further, the fact that there are various dimensions of complexity that interact as the source of problems helps explain the problems. In addition, the notion that those dimensions include learning, motivation, and organizational factors are crucially important in employing a problem-solving approach (Owens & Valesky, 2011; Rueda, 2011).

Thus, this dissertation in practice promotes the notion that the seven domains of dissatisfaction, or broad factors that affect a teacher's satisfaction at work, constitute an umbrella that, together, constitute school climate. The domains overlap and together constitute important aspects that are necessary but not individually sufficient to constitute school climate. Rather, these seven elements are necessary components of a positive school climate.

Meaning and Significance of Dissatisfaction

Dissatisfaction is a significant problem in education (Garibaldi, Blanchard, & Brooks, 1996, Miller, 1999; Ravitch, 2010; Sleegers, 1999). In addition to the wasted energy and time that burnout causes, dissatisfaction leads to a reduction in the positive reputation and attractiveness of a school, as well as other negative side effects (Ravitch, 2010). A strong connection exists between disruptions in the social setting and a reduction in students' learning (Steed, 1985), and this interaction has effects on the broader school (Sprick, Garrision, & Howard, 1998). Thus, one can safely say that dissatisfaction is a tremendously significant problem in modern schools.

In order to help communicate the dissatisfaction of teachers, and ways that this dissatisfaction can be limited or eliminated, a multitude of educational terms and concepts are used. A working definition of dissatisfaction presents the reader with a basic understanding of the intent of this dissertation in practice. For the purposes of this dissertation in practice, a definition of dissatisfaction is the undesired experience that distracts from or reduces the effectiveness or efficiency of educational stakeholders at work, which therefore contributes to a negative school climate and ultimately undermine the excellent human performance of teachers (Aaronson, Barrow, & Sander, 2007; Borman & Dowling, 2008; Cohen, et al., 2009). Bolman and Deal (2008) spend considerable time describing the importance understanding the complete context and specific descriptive factors related to organizations. The specific organizational context is the one that gives rise to and inculcates dissatisfaction, and any understanding of those factors that helps identify solutions would likewise be inculcated within that specific context (2008). This dissatisfaction, over time, would reasonably lead to fatigue,

burnout, lack of motivation, decreased efficiency and effectiveness, as well as facilitate conflict and exasperate the challenges that stakeholders experience.

Philosophy of Dissatisfaction

Some research has posited the notion that aspects of teachers' work lives exist at polar positive or negative ends of a model of experience (Sergiovanni, 1967). However, it might be more conceptually useful to think of aspects of teachers' work lives as taxonomically unique domains, but with positive and negative poles of experience within those domains. Although Sergiovanni supported Herzberg in his assertion that aspects of work life could be universal, and some of their ideas on job satisfaction are conceptually and practically useful, this dissertation in practice promotes the notion that factors related to satisfaction or dissatisfaction are not completely distinct or discrete (Herzberg, Mausnes, Peterson, & Capwell, 1957; Sergiovanni, 1967). In contrast to Herzberg, for example, an understanding of these domains show they do not exist in mutually exclusive taxonomic frames, but are instead overlapping and sometimes inseparable or integrated components of a broader experience.

For the purposes of understanding modern domains of dissatisfaction, these categories have been categorized into seven domains of dissatisfaction. It is important to note that Sergiovanni's work relied heavily on the work of Herzberg, as well as Mausnes, Peterson, and Capwell (Herzberg, et al., 1957). Indeed, Sergiovanni referenced them in his attempt to further the understanding of job satisfaction and dissatisfaction in schools. However, Sergiovanni as well as Herzberg differentiated between objective events and factors, the teachers' perceptions of those events, and the meaning that teachers and

others derive from the events and their perceptions (Herzberg, et al., 1957; Sergiovanni, 1967).

In contrast to Sergiovanni, and for the purposes of this dissertation in practice, no distinction is needed or made, between the factors and the experience of those factors. The phenomenon of dissatisfaction requires mitigation if teachers are to maximize human growth and performance of themselves and students. In his work, *The Motivation to Work*, Herzberg promotes the notion that aspects of work life are discreet and uses a medical or hygienic model in order to help the reader understand his concept (Herzberg, Mausner, & Snyderman, 1993). However, in the same way that modern medicine or integrated healthcare promotes the interconnectedness of body systems and environmental factors, a modern model of job satisfaction promotes the notion that contributing factors which determine job satisfaction are interrelated and even inseparable in some ways (Anderson, 1982; Bernhardt, 2004; Bogler & Somech, 2004).

Tools for Teachers to Address Domains of Dissatisfaction

Initial steps toward this mitigation or elimination of dissatisfaction require some manner of diagnostic specificity in order to ensure that the problem is understood. These initial steps are diagnostically useful because they help provide a specific and targeted description of dissatisfaction which is then used to indicate some prescriptive steps. The prescriptive indictors, in turn, include a description of the specific actions teachers can employ.

In addition to being diagnostic and prescriptive, tools for teachers to address domains of dissatisfaction also provides teachers with additional, useful functions. It will

provide teachers and others who use the tool with information related to their work setting, help them identify ways to solve problems, and even act as a blueprint for making improvements to their workplace. In addition to the educative function, these tools are evaluative. For example, the evaluation of communications plans, professional development actions, and other features of work life in schools use some of the indicators within the various domains.

Dissertation in Practice Outline

This dissertation in practice examines topics related to teacher satisfaction. Chapter one provides an overview and general conceptualization of these issues. Chapter two is the primary literature review for this dissertation although support from literatures is interspersed throughout various chapters. Chapter two focuses on understanding domains of dissatisfaction, that is, the constituent areas related to school climate; these areas are the necessary but not individually sufficient building blocks for constructing a positive school climate. Chapter two also focuses on problems and solutions of teachers. Chapter three provides a detailed review of design considerations used in designing and prototyping the tool for teachers' use. That is, chapter three focuses on user-centered design and problem solving. Chapter four provides implications for using the tool as well as recommendations for further iterations of the tool and limitations of this dissertation. Specific recommendations for further work and redesign actions as part of the overall recursive design, test, and build cycle and are described as part of chapter four.

CHAPTER 2: LITERATURE REVIEW: UNDERSTANDING DOMAINS OF DISSATISFACTION AND WAYS TO IDENTIFY AND ADDRESS THEM

Design-Based Problem Solving

Understanding factors that cause or contribute to the dissatisfaction of teachers is useful for several reasons. First, understanding causes of dissatisfaction is useful in understanding the broader school climate (Ingersoll, 2001). Second, accurately and succinctly describing dissatisfaction is diagnostically useful. That is, the description of dissatisfaction indicates or at least suggests some prescriptive ways to mitigate that dissatisfaction. Therefore, accurately understanding commonly reported sources of dissatisfaction provides not only diagnostic information but also provides progress towards mitigating that dissatisfaction.

No public school in America can escape the pressures of standardized testing (Ravitch, 2010). Especially in the state of Florida, where mandatory retentions, employee bonuses, and many other determinations are made from test scores, the pressure to maintain a positive school climate as primarily defined by high test scores is tremendous. Diane Ravitch wrote at length, and eloquently, about these pressures in her book, *The Death and Life of the Great American School System* (2010). Ravitch wrote about the acute pressure that charter schools exert on public schools (2010). The use of assessments permeates virtually every aspect of teaching and learning in many modern American schools (Ravitch, 2010).

Though the scope of this dissertation in practice more narrowly focuses on assessment and standards than a full description of the ways that these myriad of

assessments are utilized by instructional personnel in schools, one goal of this paper does include a relatively detailed description of one particular school-based and standards-based reform practice within a broader context of a hyper-acute focus on the use of assessments, especially standardized assessments.

The interconnectedness of factors that affect schools is well-publicized (Bolman & Deal, 2008; Borman & Dowling, 2008; Farber, 1999; Gardner, 1995; Ingersoll, 2001; Ravitch, 2010). The complex nature of schools and their setting is hard to underestimate, given the influence of factors and the ways that those factors sometimes interact in unanticipated ways (Bolman & Deal, 2008). Nevertheless, there are still generally identifiable types of problems and ways to address those problems. For example, professional development is a complex activity that sometimes attempts to solve complex problems thereby positively contributing to school climate in general and teachers' satisfaction in particular (L'Allier & English-Piper, 2007).

Dissatisfaction, in addition to being a negative experience, can lead to the reduction of student and teacher performance (Miller, 1999). In addition, these factors create stress and stress leads to burnout among teachers (Miller, 1999; Montgomery & Rupp, 2005). Likewise, the amplification of dissatisfaction happens at least in part because of the high-stakes environment of schools in our era of accountability (Ravitch, 2010). Further, these sources of dissatisfaction erode a teacher's sense of professional identity (Gardner, 1995). Conflict and other sources of dissatisfaction can increase the number of student referrals and suspensions, reducing time available to teach and creating a feedback or cycle of negativity for teachers and students (Garibaldi, Blanchard,

& Brooks, 1996). The effects of dissatisfaction are many, and thus the impetus to reduce or eliminate dissatisfaction in schools is critically important.

As discussed in the introduction, Bolman & Deal (1998) offer a conceptual matrix that provides frames of understanding that help define and describe problems. Organizations are often complex and therefore have many interconnected factors, so a Bolman & Deal-type matrix can help disaggregate the interconnected aspects of the factors in order to identify primary influences on school climate. Individuals who use the domains of dissatisfaction then accurately focus on the appropriate domain and maximize the likelihood of success that a tool identified by that domain is one that addresses the problem and source of dissatisfaction (Bolman & Deal, 1998; Newman, 2003).

An analysis of the domains indicate that they align with Bolman & Deal's framework. Using Bolman & Deal's framework, six of the seven domains of dissatisfaction are shown clearly to align with the framework. However, the unanticipated events domain is not categorized by a single frame. Rather, the specific nature of the unexpected event determines which frame the factors of the domain are most easily categorized. For example, if the unanticipated event is a scandal related to the school's administrator or another high-profile stakeholder, then the event might easily be categorized in the symbolic frame.

It is also important to note that, if the stressor, or source of dissatisfaction, is related to the district-wide elimination or reorganization of a job family then the domain the event would be categorized in might most reasonably be structural. The alignment between Bolman & Deal's frames and the domains of dissatisfaction shows a general

verisimilitude between established theoretical work and the application of the domains of dissatisfaction.

This application can be useful for a variety of reasons. First, it demonstrates that the domains have a foundation in established theoretical work. In addition, this alignment matrix is useful as it orients the user toward a potential solution (Bolman & Deal, 2008). This information from the alignment matrix provides some diagnostic specificity within the general taxonomic domains. Therefore, determining which domain and frame of understanding that the specific experience of dissatisfaction falls provides some suggestion as to possible solutions.

The primary sources of dissatisfaction that appear in literature are structural and human resource related. Additional sources of dissatisfaction include those in the symbolic and political frames, but the domains of dissatisfaction are represented less frequently in those domains. An analysis of the domains of dissatisfaction as they align with Bolman & Deal's Four-Frame model is useful for diagnosing sources of dissatisfaction as well as making initial moves through the taxonomy of dissatisfaction. In order to most effectively and efficiently gain diagnostic as well as prescriptive information about the domains, a summary and analysis of each domain is useful. Table 1 shows this description.

Table 1:

Alignment between Bolman & Deal and Domains of Dissatisfaction

	Structural	Symbolic	Human Resource	Political
School Operations & Management	Student and class composition	Closed door of principal	Unclear role descriptions	Lack of resources to meet needs of employees
Contract Application	Lack of providing required breaks	Disconnect between evaluation system and real-life experiences	Unclear role descriptions for contract-related decisions	Inability to pay raises due to lack of funds
Professional Development	Required trainings for certification	Outside personnel leading training	Unqualified training leaders	PD not prioritized in budget
Classroom Management	No time to practice routines	Focus on negative consequences	No availability for support from others	No funds available for required resources
Interpersonal	Required meetings with mentor or support personnel	Communication with parents or lack thereof	Frustration from unclear job descriptions/ roles	Conflict with supervisor about resource allocation
Financial	Inflexible pay scales	Appearance of wasted money	Not budgeting for appropriate personnel	Lack of allocated salary/insurance benefits to pay for health events
Unanticipated Events	Inability for schedule to accommodate extracurricular events	No communication to parents & other stakeholders	Death, leave of absence of key stakeholders	Natural disaster requiring massive resources as a response

Review of "Teacher Dissatisfaction" in the Literature

This section reviews and analyzes the research and scholarship on school climate, sometimes referred to as the educational environment. This section also provides a critical review of research and scholarship on school climate, teacher dissatisfaction, and other related topics in an attempt to provide context to understand ways to diagnose and mitigate teacher dissatisfaction. Although earlier reviews on this topic have examined many components of effective classroom management, working conditions of teachers, and instructional leadership, they did not synthesize classroom factors, school-wide factors, and setting factors within the broader community and context (Sprick, 2009; Sprick, Garrison, & Howard, 1998; Steed, 1985). Further, much of the literature represents the viewpoint or meets the needs of administrators or management, which differs in some important ways from the needs of classroom teachers and other educational employees (Anderson, 1982; Barbetta, Norona, & Bicard, 2005). This literature review represents solutions and information designed for the use of classroom teachers and other practitioners. Indeed, classroom management systems, professional development considerations, and other aspects of this literature review help meet the needs of practitioners, or are read and synthesized with the particular needs of teachers in mind. Specifically, this dissertation in practice, and especially this literature review, expresses ideas and information intended to answer the question, what can teachers do to mitigate or eliminate their dissatisfaction at work? The tools for teachers to address domains of dissatisfaction exists in order to empower and satisfy these needs of classroom teachers and other school-based practitioners.

As such, this literature review provides additional insight into the myriad of interacting components of a positive school climate (Bolman & Deal, 2008). This literature review provides additional insight into the existence of, and interaction of factors as experienced by stakeholders. The analytic focus on identifying and understanding design elements that can be used to communicate components of a positive school climate so that needed changes are identified and implemented also provides another insight that is conceptually solidified by the available literature (Sleegers, 1999). This review analyzes factors that teachers have reported that detract from their satisfaction. The design of this analysis provides some ways to reduce or eliminate barriers to a positive school climate while maximizing the influence of factors that contribute to a positive school climate. In addition, although numerous studies in related fields have identified classroom management best practices and best practices related to human resources, there exists little analytic attention to the nexus of these factors, combined with the symbolic, structural, and political factors as they combine in real life. This issue is addressed by demonstrating the importance of understanding the interaction of these factors, and the way that they, combined, create a phenomenological web that constitutes the stakeholders' experiences.

Certain factors deserve particular attention because of the more central importance they hold related to school climate (Bogler & Somech, 2004; Cohen, et al., 2009; Fuller, 1969; Galbraith, 1992; Montgomery & Rupp, 2005). For example, federal and state laws that have been only partially funded, or not at all funded, seem to provide an acute set of expectations and requirements on teachers, students and other stakeholders

(Ravitch, 2010). Although the history of these requirements is long and interwoven with other factors, the core focus of accountability measures, such as testing and reporting and comparison of test scores, deserves special attention (2010). Indeed, professional development is often the way used to address the perceived deficiencies of teachers and other personnel (Gardner, 1995). Yet, if a disconnect exists between the professional development topics and the validated needs of the school and its personnel, such requirements to attend or engage in professional development activities foster resentment, notions about wasted time, and even promote the notion that the decision makers are disconnected from the reality of the school as experienced by teachers and others. For these and related reasons, the topics of accountability and professional development deserve special consideration when developing a description of school climate (Gardner, 1995; Gartia & Sharma, 2013).

Framework of Leadership

The role of problem solving is to allow and empower stakeholders to find and construct locally meaningful solutions that serve the dignity of teachers' professional autonomy and the dignity of students as persons and as stakeholders within the broad educational endeavor (Fullan, 2001). Fullan acknowledges that there are competing goods in society, and that there are even times and places when and where individuals disagree on what the particular good is, and which should take priority, as plans are enacted (2001). This is entirely apparent, as in a post- postmodern world that is highly diverse and interconnected, individuals often bring to bear their competing notions of what is good. Humanity is complex, and Fullan acknowledges this in his writing (2001).

Related to organizations, Fullan describes moral purpose as a phenomenon that helps maximize the good actions of businesses and organizations in general (2001). In particular, he describes sustainable performance and growth of organizations as a set of actions that necessarily require moral purpose (2001). Fullan advocates using a sustainable system and model of leadership in business as well as education. He takes time to write about the many similarities between businesses and schools (2001). He writes about the importance of an interest and focus on outcome for schools, and the importance of an ethic of caring and moral purpose for businesses (2001).

Justification of Domains

For a variety of reasons, it is important to use a taxonomy of dissatisfaction (Bolman & Deal, 2008). One such reason includes the importance of providing teachers with a diagnostically useful framework that they can use to understand their dissatisfaction. This diagnostic specificity can then help prepare a plan of action to address that dissatisfaction. This plan includes prescriptive elements that are designed and designated to address teachers' dissatisfaction. The broad categories are taxonomically essential in order to differentiate between taxonomic domains. Therefore, the initial attempts at helping teachers address their dissatisfaction must include a selection or diagnosis of domains (Owens & Valesky, 2011). This diagnostic action uses domains aligned with research on schools but also contextualized in the actual experience of teachers and other school stakeholders (Montgomery & Rupp, 2005).

Classroom Management Solutions

One important consideration in building a positive school climate that acts as a barrier to this positive climate is classroom management (Chalk & Bizo, 2004; Montgomery & Rupp, 2005). The sharing of success stories and other information about CHAMPS in particular and classroom management in general promotes the broader implementation of the strategies, and a lack of sharing and general information about CHAMPS hinders its broader implementation (Galloway, et al., 1985). Therefore, it seems reasonable to promote the sharing component of CHAMPS as an important building block in building an effective and efficient organization that empowers all stakeholders in the work to meet mutual goals. When addressing and changing a school-wide culture of organizations, it is essential to make sure that the stakeholders have many opportunities for input (Owens & Valesky, 2011).

Often administrators and teachers attempt to limit the negative effects of some of the aspects of classroom and school management by the implementation of one or more classroom management components of CHAMPS (Sprick, 2009). For example, the CHAMPS tools offer teachers information that can accurately describe root causes of dissatisfaction (2009). However, the teaching of CHAMPS tools occurs through professional development, of which teachers, administrators, and others must actively avail themselves. CHAMPS operates at the intersection of several domains, including interpersonal, classroom management, and professional development. The implementation of CHAMPS strategies often requires training and sustained effort.

Some components of CHAMPS address individual factors, such as the use of individual student data within an individual classroom, and some address organizational factors, such as the publication and promotion of consistent expectations in common areas such as the cafeteria and hallways (Owens & Valesky, 2011; Sprick, 2009). In designing tools for teachers to address their dissatisfaction, several factors and considerations are important. In particular, having a timeline for meetings with key personnel and a schedule to follow that is realistic presents one possible indicator of success. If teachers are overworked and overwhelmed with classroom concerns or other matters, they are not likely to have the resources needed to pay attention to the benefits that CHAMPS offers. One factor that seems fundamental in implementing any change is appropriate allocation of time and other resources in order to maximize the likelihood of success in that implementation (Bolman & Deal, 2008).

CHAMPS includes many design and conceptual considerations (Lidwell, et al., 2010; Montgomery & Rupp, 2005; Sprick, 2009). Professional development related to CHAMPS also helps teachers reconnect with the importance of maintaining positive behavior expectations in the classroom (2009). Specifically, teachers can renew their commitment to using a positive behavior support and tracking system in their own classroom. In addition to the in-class tracking system, another important notion is to support and promote school-wide expectations in the hallways, cafeteria, and other areas of the school.

Frames of Understanding

It is difficult to underestimate the importance of the myriad of interconnected factors that contribute to school climate. A conceptual framework that helps describe, understand, and predict these factors related to school climate exists. This framework contributes to an understanding of the phenomena and is used to help understand components of a positive school climate, in particular (Bolman & Deal, 2008). An analysis using symbolic, political, structural, and human resource factors offers important indications about the complex phenomena that constitute school climate. A conceptually useful notion of school climate is one where numerous factors compete for limited resources, are impacted by human resource and structural decisions, and often include symbolic factors as well (Bolman & Deal, 2008). It seems plausible that these frames of understanding can elucidate both the inhibiting as well as facilitating factors that influence a school's climate. These factors and their interconnected relationship deserve special consideration because of their primary importance in helping to understand school climate.

Political Frame

In recent years, well-trained, highly effective teachers have received tremendous attention from politicians and others under the guise of justifying the public expense that they require (Owens & Valesky, 2011). For many decades, the government has spent tremendous amounts of resources in order to promote the greater good of a well-educated population (2011). More recently, the development of a federal Department of Education has created a mechanism to connect the federal government with states and local districts,

and the focus of public policy makers in general and elected officials in particular seems to have only made the focus on accountability even more acute. The land-grant programs of the mid and late 19th centuries are but one historical example of the importance that our country has traditionally placed on education (2011). However, in recent years, the emphasis from politicians in the federal and state governments has been more and more on the importance of measuring student performance and growth (Ravitch, 2010). Political leaders have provided sustained and focused interest and influence directed at the use of standardized testing as a measure of student and teacher performance, student growth, and teacher effectiveness (Ravitch, 2010; Rockoff, 2004; Ryan, 2004; Valli & Buese, 2007). In some states and localities, schools and teachers with perceived deficiencies receive additional monitoring, personnel, resources, and professional development (2010).

Through understanding the influence that organizations exert and which in turn influence many of the same factors that other organizations do, we see the integral tie between organizational development and professional development (Owens & Valesky, 2011). For example, planning often involves systematic frameworks and top-down thinking and efforts in both businesses and schools. Though there are many definitions of school reform, when individuals talk about school reform they often mean changes that measure and generate higher performance scores. School reform relies on professional development, which in turn requires the expenditure of resources. Despite the power and control dynamic between political leaders, school leaders, teachers, and students, professional development plays an important role in broader change in a school (Ravitch, 2010).

At least some researchers have acknowledged this fact when describing a model of professional development known as Continuous Professional Development, or CPD (Gartia & Sharma, 2013). This model of professional development emphasizes the nature of teaching and its constant change and updating of skills and knowledge involved in professional development (2012). This type of ongoing professional development requires a tremendous amount of dedication and other resources. Schools return tremendous benefits to society (2012), and professional development is but one factor that facilitates this return on investment.

Structural Frame

Reasons exist as to why educational professionals do not transfer best practices and innovative solutions that they learn through professional development, into practice. For example, educational, political, and other leaders should be careful not simply to assign blame to teachers resistant to change (Bolman & Deal, 2008). The decisions that teachers make, and fail to make, exist within a knotty reality that is composed of complex factors that can interrelate in very unpredictable and even unusual or unique ways (2008).

Bolman & Deal (2008) caution that organizations are not only complex, but also that they are rarely easily understood in terms of either an ideal organization or a nightmarish one. Most organizations, including schools, have elements that facilitate the transfer of skills learned through professional development into practice, as well as elements that hinder that transfer (Miller, 1999; Rockoff, 2004; Rueda, 2011; Senge, 1997). These authors go so far as to say that organizations can be deceptive, or at least ambiguous in the way they manifest problems and allow others to discover what the

sources of those problems might be (Bolman & Deal, 2008). In complex organizations, one teacher might be unaware of innovative and effective approaches that a teacher at the same grade level is implementing, even if that teacher's classroom is only a few hundred feet away. Further, teachers are not always aware of what indicators or data collection pools exist. These sources of data can provide input to determine the appropriateness of a different approach. A different approach could indicate an area needing professional development, or even which professional development strategies are likely to help the problem, even after it is identified (2008). Even when teachers are aware of a need for professional development, and are motivated to use personal resources to help meet those needs, there are structural barriers that prevent the teacher from doing so, such as availability of replacement or substitute personnel, the inflexibility of a teacher's duty schedule, and other barriers (Bolman & Deal, 2008).

Related to the structural frame, a teacher who does not have access to assessment information might not be aware that a student has performed at a less than proficient level on an assessment (Owens & Valesky, 2011). If that information is not being provided to the teacher due to lack of coordination by instructional leaders, assessment personnel, or others, then an opportunity exists to make structural adjustments (Bolman & Deal, 2008). These structural adjustments provide key personnel with the opportunity to collaborate and share information, and ensure that their job assignments are appropriate to assist with the needed remedial and primary instruction. In addition, the regimentation of classroom schedules sometimes does not provide enough time for teachers to practice new skills. If so, structural factors are barriers to the translation of information into practice. Likewise, if students are in need of remediation, and teachers are motivated to use strategies that

they have learned in their professional development, but their class schedules do not allow the reorientation or restructure of their days in order to provide their needed remediation, then a structural barrier is in place which prevents the adjustment of scheduling in order to meet the needs of students.

Human Resource Frame

In general terms, the human resource frame is thought of as the way of understanding an organization or event that places the primary emphasis on the thinking, conscious, personal side of the problem or phenomenon (Owens & Valesky, 2011). Thus, understanding an organization in terms of the contributions and characteristics of its people and personnel is a result of the human resource frame (Bolman & Deal, 2008; Huselid, 1995). For example, understanding a company, a problem, and possible solutions to a problem in terms of the values of the individuals, their motivation, and the purposes that those individuals contribute to and derive from their work, is the subject of the human resource frame (Owens & Valesky, 2011). This particular frame helps focus and delineate the parameters of problems as well as helps focus attention to certain aspects, or even general causes, of a problem. Owens and Valesky (2011) define human relations as the interactions of persons in social situations as they seek meaning and purpose, both collectively and individually. Appropriately understanding the human resource factors of problems and solutions therefore not only helps accurately and fully describe and understand a problem, but also facilitates the arrival at possible solutions to problems (Huselid, 1995; Ingersoll, 2003; Ingersoll & Smith, 2003). The human resource frame suggests both a lack of skill in certain areas, as well as a lack of motivation and

meaning derived from a teacher's own problem solving (Bolman & Deal, 2008). Owens and Valesky (2011) describe a concept that would also be useful in understanding the lack of transference of taught skills into practice, which can be termed human capital. They define human capital as the knowledge, skills, and attitudes that individuals and groups have which make them assets to the organization (2011).

In businesses, companies add value to transactions, relationships, and customer experiences (Galbraith, 1992; Presutti, 2003). It seems to be a safe assumption that a company that can add value to a transaction will prevail and remain more attractive to customers (Presutti, 2003). In the same way, public schools that add value, such as technology-rich instruction, to the students and families, remain competitive with charter schools and other competitors for tax dollars, political support, and other strategic resources (Owens & Valesky, 2011). Thus, when teachers do not fully implement the training they receive, value is lost from the education. The development and maintenance of technology-based skills adds value to not only their own skill set and marketability but also to the broader organization for which they work (Presutti, 2003). As the human resource frame helps describe problems and situations in terms of the skills and talents that employees have (Bolman & Deal, 2008), teachers and other educational personnel add value to the education by fully implementing professional development related to technology.

Symbolic Frame

In general, symbols allow individuals to build meaning around events and experiences that they would not otherwise value (Bolman & Deal, 2008). One of the best

practices for professional development is to encourage colleagues to have regular and ongoing interaction with peers and experts (L'Allier & Elish-Piper, 2007). Not only is this the case because problems in education are complex and often require more than a one-time effort to solve the problem, but also because localized problem solving has symbolic value for teachers. The value that teachers place on solving their own problems is high, and having someone who is not intimately familiar with the problems creates resistance on the part of teachers because of the perceived lack of background knowledge about the students and families involved. According to L'Allier & Elish-Piper (2007), some best practices in professional development are universal.

Schools, like many organizations, form their own culture and can operate within their own cultural context. In order to build a cohesive school culture, the researcher identified several characteristics of effective schools. One aspect of this cohesive school culture includes planned and coordinated professional development activities that not only address locally identified needs, but also act as a demonstration of leadership by the administration and staff (Anderson, 1982). These actions take time to develop and in order to promote feelings of unity between staff members, require the exchange of ideas and building of community that is often not a quick endeavor. Owens & Valesky directly state the importance of the consideration of local conditions, including the local school climate, needs, and characteristics of the community, when trying to understand the school culture (2011).

Domains of Dissatisfaction

In order to design a useful model for addressing teacher dissatisfaction, it is first important to understand what relevant literature has to say about the topic. While some issues, like the adoption of curricula, and the emphasis placed on so-called high-stakes testing, are important, they are not always within the scope of influence of teachers at their organization (Ravitch, 2010). It is plausible to assume that teacher attrition and retention are factors related to teacher dissatisfaction, thus identifying a logical starting point from which to investigate the topic (Miller, 1999; Montgomery & Rupp, 2005). Factors that influence teacher attrition include the structural and other organizational characteristics of schools, resources availability or lack thereof, and other factors (Borman & Dowling, 2008). While some attrition can benefit the organization, large amounts can be detrimental if dissatisfaction causes attrition greater than the ability of the organization to adjust. These sources of dissatisfaction naturally change over a teacher's career path and are, at least in part, determined by working conditions (Borman & Dowling, 2008; Huselid, 1995).

The research is clear, that highly capable teachers are crucially important in maximizing student academic and personal growth and achievement (Aaronson, Barrow, & Sander, 2007; Hanushek, 1992; Rockoff, 2004). Research has shown that, while there are numerous factors that contribute to or detract from excellent human performance of students, the capabilities of teachers are of primary and unique importance (Bogler & Somech, 2004; Cohen, et al., 2009; Galloway et al., 1985). Therefore, in order to promote student achievement and their human performance and development in general,

educational stakeholders' efforts should promote those factors that improve teachers' capabilities while minimizing those that detract from capability building of teachers.

Indeed, a relatively well-cited study done by Sergiovanni in 1967 indicated that numerous factors that influence teachers' disaffection have been identified as consistent sources of strife throughout much of modern history (Galloway, et al., 1985; Ravitch, 2010). Sergiovanni identified several "dissatisfiers," as he called them, including: salary, growth potential, interpersonal relations with peers, subordinates, and supervisors, status, technical supervision, company policies, working conditions, personal life, and job security (1967). Several of these sources of dissatisfaction relate to each other, including those relevant to interpersonal relationships with peers, subordinates, and supervisors, as well as job status and working conditions (Bolman & Deal, 2008; Borman & Dowling, 2008; Osher, et al., 2001).

School Operations/ Management

An exceptionally well-cited review of nearly one thousand companies clearly demonstrated the importance of human resource management decisions on the effectiveness of personnel (Huselid, 1995). Although schools and for-profit companies differ in some fundamentally important ways, the human resources management of personnel aspects generally align analogously between the two types of organizations. It is clear that human resource management decisions have a tremendously significant impact on both employee actions such as turnover and productivity, as well as the overall long-term performance of the organization (Huselid, 1995). Employee recruitment, compensation, employee selection, incentive or pay for performance systems, and

employee training or professional development are all important aspects of human resources management that both cause and address employee dissatisfaction (Huselid, 1995). While these components of human resource decisions are also related to other they also stand in their own right.

School operations and management includes those issues which are determined at the local level and which are specified, in part according to teacher contracts (Contract, 2014). School operations and management includes staff coverage in the case of an absence, the purchase of instructional equipment, materials, and supplies, student discipline plans, processing and tracking of student discipline referrals, violence safeguards, and the general smooth operation of the school on a day-to-day basis (2014). School operations and management also includes the processes and procedures related to collection of money for fundraisers, and the general application of site decision making at the building level (2014). This umbrella category includes many factors which, both directly and indirectly, influence and even determine the working conditions of school employees, and are sources of dissatisfaction for these employees. Likewise, at least some teacher contracts include explicit provisions for addressing these factors (2014). A school's Faculty Advisory Committee (FAC) helps define, describe, and eventually dissolve these sources of dissatisfaction.

Student discipline plans, the tracking of student discipline referrals, and related processes and procedures can have profound effects on teacher dissatisfaction. The behavior and referral tracking process can be a tremendously important one if it is to address both the needs of students and the teachers involved (Sprick, 2009). Although

student-teacher interaction is documented on a discipline referral, this domain of dissatisfaction is closely related to the professional development, classroom management, and interpersonal domains. Likewise, school management and classroom management are symbiotic and factors in one domain seem very likely to influence the factors in the other (Sprick, 2009). That is, a well-managed school promotes positive classroom management, and effective classroom management promotes effective school management. This symbiosis indicates that solutions or resolutions to dissatisfaction will necessarily take into account student discipline plans and classroom management plans.

Some sources of dissatisfaction profoundly affect the satisfaction of teachers, such as the requirements that the standardized testing places upon teachers (Ravitch, 2010). The Education and Secondary Education Act of 2001, also called No Child Left Behind (or NCLB), provided the motivation for many states, districts, schools, and teachers to require a very tight alignment between instruction and standards that are assessed (Jorgensen & Hoffmann, 2003). For example, under the NCLB prescriptions, schools are required to make adequate yearly progress, or AYP, especially for students in sub-categories of demographics such as special education needs, qualification as an English Language Learner, and ethnic minority characteristics (Forte, 2010; Giambo, 2010; Jorgensen & Hoffmann, 2003). This model of providing metrics to measure the performance of schools is criticized for doing just that, measuring performance rather than effectively supporting student learning (Forte, 2010). At any rate, the metrics for grading and assessing schools in general, under the NCLB model, resulted in a tremendously acute focus on student performance (Ravitch, 2010). Some students are

counted in more than one category (e.g., black males in poverty who count in the black category as well as the low socioeconomic status category), an additional layer of accountability and interest rests on the performance of certain individuals and small groups of individuals more directly than others (Lee, 2004). Likewise, students with Limited English Proficiency (LEP) contribute to the total metric from multiple demographic categories, resulting in inflated or at least distorted aggregate tallies (Giambo, 2010; Lee, 2004.

The NCLB Act has provided clear benchmarks, or standards, for student performance (Hanushek & Rivkin, 2010; Jorgensen & Hoffmann, 2003). Specifically, in order to avoid punitive sanctions, schools must meet performance goals as specified in the Act (2010; Lee, 2004). Additionally, the Act requires teachers to be highly qualified as defined in the Act in ways related to certification, training, and other areas (2010). However, the NCLB Act was widely criticized as offering little true impact on the quality of teachers, and for offering punitive measures in contrast to additional funding or other improvement strategies designed to support student learning and human development (Giambo, 2010; Hanushek & Rivkin, 2010; Ravitch, 2010; Ryan, 2004).

The focus on accountability as measured by assessments influenced and even determined the classroom practices of many instructional personnel (Ravitch, 2010). Specifically, at least some districts utilize a testing company, Edusoft, to provide scoring and analysis on student-produced responses to standardized test questions. In recent years, students in Orange County, Florida, performed at least two or three assessments in reading and math, annually. In more recent months, the required assessments transitioned from Edusoft assessments to district and teacher created assessments known

as Measurement Topic Plan (MTP) assessments (A. Rollins, personal communication, August, 2014). The information from the students is scored and analyzed by teachers, and is available to teachers to provide a guidepost to help make instructional decisions. Some schools and teachers also require the weekly or at least more frequent use of mini-assessments to determine whether or not students have met a particular learning goal or have attained proficiency related to a specific state standard (A. Rollins, personal communication, August, 2014). Such requirements limit the flexibility of classroom teachers and threaten to erode the professionalism of teachers, as well as reduce the amount of instructional time available for students.

The interest in teaching to the state standards created a need for semi-annual and more frequently administered standardized tests. Teachers can, in theory, target instruction to specific skills and specific standards, based on the information indicated from the MTPs or other assessments. Edusoft and other companies effectively marketed their products because of the increased interest in teaching standards (Molnar, 2006). Teachers are accountable on their performance evaluations for the testing performance of students, so teachers became hyper-vigilant in shaping instruction in ways that align teaching and learning behaviors in order to facilitate transmission of the content of state standards (Contract, 2014).

Even before NCLB, the American educational enterprise was acutely interested in measuring student performance (Ryan, 2004). The NCLB Act of 2001 provided stark performance goals for the students in many states, including Florida (2004). This Actcreated an interest in aligning teaching behaviors with state standards. The Edusoft tests and the MTP assessments are two ways that teachers assess, at various points in the

year, what standards students know, and which need additional instruction and/or remediation. Such assessments and mini-assessments afforded students the ability to demonstrate criteria-specific knowledge, and allowed teachers the opportunity to target focused instructional behaviors as the tests indicated.

The importance of standardized testing as both a genesis for actions as well as a way of understanding motivation and other factors at work provides useful information to assist understanding a school's setting (Bernhardt, 2004). Bernhardt's description of the ways that data drives instruction offers a useful framework to understand the importance of maintaining a positive and proactive emphasis, including an approach to promote school-wide climate (2004). State and federal testing requirements and their role as high-stakes determinants of student performance and promotion are beyond the scope of this dissertation. However, it remains important to note the profound role these requirements play in determining the content of professional development, the structure of school days and years, as well as numerous other factors that relate to school and classroom management. The interaction between these requirements and topics of teacher interest has often been negative (Bernhardt, 2004; Molnar, 2006). Although this interaction between teachers and testing is important to understand, and although it can negatively impact teachers' experiences at work, the ability of teachers to make substantive changes to testing requirements is simply beyond teachers at the organizational level. These requirements often come from national or state requirements. They are important to many teachers, and are worth mentioning here as they relate to school operations/management, but the broader context and issues related to assessment metrics

are simply beyond the focus and scope of this dissertation in practice. The focus on assessment metrics and the influence of NCLB lies elsewhere because, given the totality of the circumstances, the ability of a teacher to influence assessment requirements and other aspects of assessments is not a building-level decision which is addressed by the tool designed for this dissertation in practice.

Contract Application

Collaborative Bargaining Agreements (CBA), when and where they exist, charge the bargaining agent with negotiating certain aspects of salary, working conditions, and other factors expressed in the CBA. In Florida, in general, and public schools in Orange County, in particular, the CBA recognizes a bargaining agent that the Public Employees Relations Commission certifies as the recognized mechanism for determining, through the bargaining process, many of these factors (Contract, 2014). Teachers are empowered by contract language and other resources as a starting point for local employee-side bargaining teams to use to protect and improve the working conditions within Orange County Public Schools (2014).

For example, Article XIX of the CBA, determined by mutual ratification between the School District of Orange County and the instructional personnel in Orange County, explicitly recognizes school-based Faculty Advisory Committees (Contract, 2014). These FACs represent the faculty personnel of the school, with the option to include representation of classified employees after a vote by the faculty to do so (2014). The CBA in Orange County requires the site-based administrator to meet with the FAC within three weeks of a request (2014), thereby ensuring communication between FAC members

and the administrator. Although the FAC is, by definition, advisory, having a record of recommendations by the FAC to the administration stands to be a very powerful mechanism in addressing concerns. If ongoing issues on the same topic exist, for example, then the notes and other communication between the FAC and the administration document options for resolving these issues as well as document the role of the FAC in offering suggestions to mitigate or eliminate these issues (Contract, 2014).

Although the specific roles and the ways in which the FACs operate are the subject of the CBA in the Local Education Agency (LEA), the ways that the FAC helps address problems at schools can be expanded or limited as bargaining agreements and ratification processes dictate. In Orange County, for example, the FACs are explicitly charged with addressing issues that include: emergency plans, the purchase and use of instructional materials, student discipline plans, processing of discipline referrals, safeguards against violence, collection of money from school-wide fundraisers, and the election of teacher representatives to the School Advisory Committee, or SAC (2014). It seems clear and explicit that there are overlapping areas between the CBA as a mechanism to address issues, student discipline, classroom management, and other areas of concern that generate either from instructional employees or others (2014). Indeed, when analyzing specific scenarios, it can be hard to separate one dimension of dissatisfaction from another.

Professional Development

Professional development stands in a unique position related to dissatisfaction as well as remedies for that dissatisfaction. That is, professional development can

contribute to dissatisfaction among educational employees, but it is also be a remedy for sources of dissatisfaction. Professional development has long been used to address content knowledge and procedural knowledge for teachers. Teacher training, both before and during a teaching career, has long helped teachers and schools attain goals related to identity development as well as allow a mechanism for teachers to learn the "how-tos" of the job (Beijaard, Meijer, & Verloop, 2004).

Professional development has allowed administrators who want teachers to possess content knowledge the opportunity to learn that knowledge. In addition, professional development has allowed teachers the opportunity to attain certification credentials, learn how to use new curricular materials, and generally refine skills previously learned (Gardner, 1995). The delivery of conceptual and theoretical knowledge has also been a topic of professional development, and professional development has shown to be effective at changing attitudes and actions (Gardner, 1995; Gartia & Sharma, 2013; Veenman, 1984).

Classroom Management

Few factors influence the degree of a teacher's satisfaction as profoundly as classroom management (Barbetta, Norona, & Bicard, 2005). Indeed research studies and other sources found that classroom discipline is among the most frequently mentioned source of problems for beginning teachers (Sprick, 2009; Sprick, Garrison, & Howard, 1998; Veenman, 1984). Like professional development, classroom management stands as both a major source of and a solution for dissatisfaction; some researchers have posited

that the relationship of classroom disruptions and school disruptions is analogous to the idiomatic chicken and egg (Steed, 1985).

A literature and research review can be an important component of a study, especially this study that seeks to address actual problems of practitioners. A description of studies of this sort indicates concerns of being less rigorous than some forms of research (Neale, Thapa, & Boyce, 2006). In this case, the claims of CHAMPS (an acronym for the Classroom, Help, Activity, Movement, Participation, and Success expectations in a classroom) are reviewed and validated by additional research from peer-reviewed articles.

It seems that problems and sources of dissatisfaction related to classroom management have a variety of causes and therefore have a variety of mechanisms for addressing that dissatisfaction (Steed, 1985). Further, the relationship between classroom management and school-wide discipline seems clear (Sprick, 2009). Therefore, to limit classroom management sources of dissatisfaction, attention is also given to school wide discipline and school wide factors (2009). The collection of behavior information and other forms of data to pinpoint sources of disruption as well as identify possible solutions is an important aspect of addressing sources of disruption and a strategy advocated for by researchers and practitioners (2009).

Few factors influence primary stakeholders more directly or more profoundly than those that constitute classroom management (Barbetta, Norona, & Bicard, 2005). Indeed, classroom management determines a large portion of the influences that help construct the overall experience of school climate, thus they deserve special consideration and

attention. There are common behavior and classroom management mistakes that teachers make at many levels, and there are ways to avoid them. In general, researchers suggest the importance of understanding the function of behaviors, and not just addressing the behaviors as they are manifest in the classroom (Barbetta, Norona, & Bicard, 2005). Teachers' minor behavior changes can result in providing consistent feedback for students and result in the reduction of multiple solicitations by students and others (Acker & O'Leary, 1988). It is also an important component of classroom management to provide group feedback and group contingencies in promoting desired behaviors in the classroom (Winett & Vachon, 1974). It is also important to encourage teachers and others in the classroom to understand the behaviors that lead up to the target behavior or the trouble behavior (Barbetta, Norona, & Bicard, 2005). Researchers caution about continuing to rely on ineffective strategies to control or influence behavior (2005). Instead, they promote the importance of having a multitude of approaches available to prevent and address trouble behaviors, in an effort at finding specific strategies or approaches that address the specific persons and behaviors involved (2005). Researchers indicate a number of additional mistakes, including the importance of not simply posting classroom rules or the failure to understand that sometimes students do not know how to do the learning task that is being expected of them (2005).

CHAMPS

CHAMPS promotes the notion that, if something is not working, something else should be tried (Sprick, et al., 1998). One of the pitfalls of some educational and classroom programs is the promotion of the notion that a system or structure should be

maintained, even if there is evidence that it is not working (Barbetta, et al., 2005). Likewise, CHAMPS promotes the notion that problems often arise when students are unable to perform academic or other tasks (Sprick, et al., 1998). A strong connection exists between student behavior and student success (Barbetta et al., 2005). Indeed, seasoned educators, as well as those new to the field, will talk and write about the importance of having a positive and consistent classroom management plan in place from the very first day of school (Emmer, Evertson, & Anderson, 1980). Employing high rates of student responding, teachers' modeling of desired behaviors, corrective actions by the teacher, and other instances of best practices, increase the likelihood of minimization of off-task behaviors (Barbetta, et al., 2005). CHAMPS also promotes the notion of providing specific (intrinsic) praise as well as recognition for compliance and for desired behaviors (Sprick, et al., 1998). This notion is supported by researchers who have noted the significant increase in students' on-task and other positive behaviors as a result of a specific praise intervention, compared to a simple positive praise intervention (Chalk & Bizo, 2004). This reinforces the importance of feedback and recognition of students (2004). Teachers who employ the strategies of specific recognition and feedback related to academic work and within a CHAMPS structure can work with reasonable confidence that their interests and actions are well placed and aligned with research (2004).

Horcones (1992) advocated for explicit reinforcers and highly motivational learning activities. There certainly is an appropriate role for both extrinsic and intrinsic motivational activities in the classroom, but teachers receive encouragement to adopt and continue to use extrinsic motivational components, given the ample research that supports

such use (Horcones, 1992; Sprick, 2009; Sprick, Garrison, & Howard, 1998; Steed, 1985; Winett & Vachon, 1974; Woods, 1999). Selecting a target behavior, identifying consequences of this behavior, and providing motivation (intrinsic and extrinsic as well) are important steps in enacting a behavior-motivation system and ensuring maximum compliance with the plan (1992). CHAMPS uses all of these steps and strategies, and relies on researched practices in order to attain desired results (Sprick, et al., 1998). Token economies or tangible rewards that are accumulated over time to earn more substantial rewards, is one strategy that CHAMPS promotes (Kazdin & Bootzin, 1972). Teachers use goal setting to take advantage of the importance of tracking and monitoring progress towards goals in the development and construction of a positive classroom climate (Rader, 2005).

Few problems exist with extrinsic motivators, given that such motivators take into account baseline information, are delivered immediately, and take into account individual variability and differences as part of their programmatic or systematic use (Akin-Little, et al., 2004). CHAMPS works to reduce uncertainty and promote clear, consistent expectations. Research has stated the importance of defining misbehavior and success (Barbetta, Norona, & Bicard, 2005). This is a practical, classroom-based emphasis that supports the notion of making goals explicit in order to promote communication between the teacher and students, thereby making it more likely that the targeted behavior is attained (Sprick, et al., 1998).

Extrinsic motivators

Research has provided a meta-analysis and overview of the issue of extrinsic reinforcement (Akin-Little, Eckert, Lovett, & Little, 2004). The summaries of various studies show that little evidence supports the notion that there are detrimental side effects of the use of extrinsic reinforcement in the classroom (2004; Herzberg, et al, 1957; Herzberg, et al., 1993). Extrinsic motivation, or encouraging behaviors with a tangible incentive attached, is compared to intrinsic motivation, for which there are no clearly identified and tangible incentives attached. The notion that that intrinsic motivation is better deserves careful attention. A multitude of research findings support the use of extrinsic motivators within specific guidelines, including giving motivators for more than simple participation, and providing multiple occasions to earn or receive motivators (2004). Researchers also suggest using a motivation scale or inventory to help match specific students with specific motivators (Sprick, 2009).

Classroom management is composed of both individual and school factors (Barbetta, Norona, & Bicard, 2005). Indeed, school climate itself is composed of classroom factors as well as organizational factors and these factors in turn are influenced by school climate (Abramowitz, et al., 1988; Barbetta, et al., 2005; Anderson, 1982). One such component includes the importance and nature of short reprimands as opposed to longer, more involved verbal reprimands (Abramowitz, O'Leary, & Futtersak, 1998). The length of interaction between teacher and student for providing a reprimand appears as a minor component of a broader classroom and school climate, but researchers show

that the negative engagement's length has a significant impact on the broader scope and experience of the classroom (1998).

Interpersonal

Numerous researchers have indicated the profound importance of interpersonal aptitude as a necessary component of general success as a teacher (Galloway, Boswell, Panckhurst, Boswell, & Green, K. 1985; Sergiovanni, 1967; Sprick, 2009; Veenman, 1984). Likewise, interpersonal strife represents a source of dissatisfaction related to teaching in general (Galloway, et al., 1985). A simple disagreement can turn into a kerfuffle, detracting from effectiveness and general professionalism. The positive relationships between teacher and students, teacher and peers, teacher and supervisor, and teacher and parents all represent core elements of successful teaching (1985). These aspects of interpersonal relationships play important roles in determining the overall success of teachers' interactions with others and are potential sources of dissatisfaction when interpersonal dissonance is experienced (1985). Like other dimensions of dissatisfaction, interpersonal issues relate to numerous factors in the educational workplace (1985).

Financial

One of the more common sources of dissatisfaction of teachers is related to financial matters (Montgomery & Rupp, 2005). This broad category includes teachers who are concerned about the way that money is spent, their salaries, or priorities in their household budgets. Meta-analysis shows that financial debt is a factor that influences teachers' experiences of dissatisfaction (2005). However, the broad category of financial

concerns includes personal finances, organizational financial management, as well as the financial status of spouses or significant others. Teachers' financial debt influences their emotional well-being and has consequences in and out of the classroom (2005). Physical responses, health responses, and other symptoms of financial stress cause discord in the classroom and at the school level; these financial stresses are organizational or domestic. Researchers note the important role that financial status plays in overall emotional, cognitive, and behavioral health (Daniel, 2015; Montgomery & Rupp, 2005).

Like other domains of dissatisfaction, financial concerns are caused or exasperated by organizational factors or individual or personal factors (Bolman & Deal, 2008; Montogomery & Rupp, 2005; Rueda, 2011). However, an important distinction exists related to the financial domain. The organizational causes of financial concerns primarily relate to school operations and management domain; personal, individual or family financial concerns related to financial matters most logically fall in the financial domain. It is also important to consider that many of the financial concerns of teachers are beyond the scope of the organizational setting. For example, a teacher's salary and benefits are often set by state and district-level decisions (Contract, 2015). Even when the details of those salary and benefit locally bargained decisions, the ability of teachers to influence the reality within the financial domain is limited. Uniquely, financial sources of dissatisfaction are factors that individuals experience in the personal realm but sometimes are caused by factors in the public or organizational realm.

Financial professionals advise about the importance of making wise financial decisions, as well as setting goals and limits (Daniel, 2015). Maintaining a strong credit

score, using unsecured credit wisely, monitoring credit reports, and using the features of credit reports to one's advantage are all hallmarks of sound personal financial practices that can help reduce dissatisfaction of teachers (2015). Teachers can reduce financial-related stress with these types of actions, thereby helping to improve their experiences at work.

Unanticipated Events

Recent history is replete with profoundly unsettling unanticipated events. The Virginia Tech shooting in 2007, the Amish school shooting in Pennsylvania in 2006, the Sandy Hook Elementary shooting in Newton, Connecticut in 2012, and the Marysville Pilchuck High School shooting in 2014 are only a handful of the major violent incidents that have occurred at schools in the United States in the past decade. The effects of school violence are well documented (Margolin & Gordis, 2000; Shakoor & Chalmers, 1991). While some of the most vivid examples of unanticipated events at schools include those that result in injuries and deaths, it is also true that profoundly disturbing instances of bullying and student victimization often go unnoticed (Espelange & Swearer, 2003). Unanticipated events also include stressors that occur from the apparent oversight in meeting the needs of any vulnerable population (Savin-Williams, 1994). For example, researchers indicate the importance of meeting the needs of lesbian, gay, and bisexual students in helping them to cope with stressors, both those caused by organizational factors as well as individual factors (1994). These stressors happen at school, at home or in the community resulting in the manifestation of frustration at school. In addition to the human and individual factors that precipitate unanticipated events, there are natural

disasters, financial disasters, events in the community, and other causes of dissatisfaction among teachers (Kano & Bourque, 2007; Kano, et al., 2007; Margolin & Gordis, 2000). As recently as March, 2015, the topic of unanticipated events influenced teachers at Dr. Phillips Elementary in Orlando when broadcast news reported a vulgar text message that their assistant principal sent their principal (Welch & Estevez, 2015). These events were clearly unanticipated and contributed to the stress to teachers, parents, and other stakeholders as well.

Unanticipated events are unique in the domains of dissatisfaction because they are, in many ways, unknown and unknowable. In contrast, there are well-established best practices related to human resource factors, school management & operations factors, and other factors of dissatisfaction (Kano & Bourque, 2007). However, unanticipated events are just that, unanticipated. This unpredictability makes them very easy to diagnose once they happen but very difficult to prescribe solutions for if they are not prepared for in advance (2007). It is important to note that, while unanticipated events are, by definition, unanticipated, there are steps that organizations need to take in order to help make needed action easier. For example, schools need a written emergency preparedness plans that staff members refer to during periodic professional development, maintain reasonable allocations of equipment and supplies such as fire extinguishers and communication equipment, and identify point persons for decision making and directing decisions (Kano, et al., 2007). That is, despite the unpredictability of unanticipated events, these are identified best practices related to emergency response (2007). These core and foundational elements of emergency preparedness might mean the difference between a

truly devastating unanticipated event and one that is managed with minimal loss of life or resources and therefore with minimal opportunities for teachers to experience dissatisfaction.

Unanticipated events represent a distinct category within dissatisfaction. Specifically, emergency preparedness plans, lines of communication that are established but flexible, and other elements that can address unanticipated events must be planned for and addressed before an event occurs (Kano, et al., 2007). This domain also distinguishes itself from other domains because, if the elements that make navigating unanticipated events more successful are implemented, those same factors help facilitate a positive school climate related to the other domains. Specifically, if a clear chain of command for decision-making is established related to unanticipated event, that same chain of command can help with school operations and management issues on a day-to-day basis. The more effectively and efficiently unanticipated events are planned for, the more likely that the other domains of dissatisfaction are navigated with minimal negativity.

Common Threads

The experience of dissatisfaction within these domains is often as the result of a primary cause related to a lack of communication or communication that is unclear or otherwise low quality. For example, unanticipated events are less likely to have a negative impact if there is a clear line of communication for designated personnel to communicate to parents, teachers, the media, and others. Further, unanticipated events have a less negative impact if there are contingency plans available to help meet the

needs of stakeholders in the event of an emergency. These are all elements of communication. Indeed, high-quality communication solves or at least mitigates the negative effects of dissatisfiers in each of the domains. In the contract application domain, for example, the contract grievance mechanism requires high-quality communication at each level of a formal grievance (Contract, 2014). The utility of high-quality communication to help reduce or resolve dissatisfiers represents a common thread throughout the problem solving opportunities as described in the various domains of dissatisfaction. Table 2 shows a simplified way to understand and identify the most appropriate categorization and domain of a teacher's dissatisfaction.

Table 2:

Simplified Descriptions to Define and Identify Domain of Dissatisfaction

Problem likely in this domain…	If these symptoms or characteristics exist.
School Operations/ Management	Decision is made by school-based personnel Factor diminishes effectiveness or efficiency Entails resources controlled at school level Can be solved by training, resources, or other decisions at the building level Promotes a positive climate
Contract Application	Problem is explicitly addressed in the teacher contract, management directives, state law, rule, or other policy Problem can be solved by a change by the school or district administration Problem is related to salary, benefits, or working conditions
Professional Development	Problem can be addressed by training or information Problem is related to individual's practice or performance Problem is related to content knowledge or procedural knowledge Problem can be solved by something being "learned"
Classroom Management	Rapport with student, peers, parents, or administrator is being effected Students are not doing what is desired Reduction in efficiency or effective performance of teacher or students Management of resources is reduced in effectiveness
Interpersonal	Rapport with student, peers, parents, or administrator is being effected Frustration is experienced because of individuals or groups Teacher is stressed Problem is related to a disagreement or difference
Financial	Problem is related to the use, management, or other aspects of school-based decisions for resources
Unanticipated Events	Immediate or developing factors can be serious or even life-threatening Problem involves an unusual or notable event or events Stress is or has potential to be very high The event or effects of the event effect the operation or personnel at the building level

Designing Solutions

Problems related to school climate need solutions that promote, create, and sustain a positive school climate. After all, a negative experience is symptomatic of a negative school climate. This negative school climate negatively affects teachers. Teachers who experience negativity are more prone to burnout (Montgomery & Rupp, 2005). Once stakeholders are disaffected, they often need strong support in reconnecting them to the positive aspects of the school climate (Osher, Sandler, and Nelson, 2001). Figures 1 and 2 show some of these design and solution considerations. Some of these design considerations are shown in Figure 1 with complete composite images for selected domains shown in Appendix B.

Prescriptions for Satisfaction

Once teachers understand their dissatisfaction, teachers need to understand what they need to do to help address that dissatisfaction. This is not always possible at the organization or individual level, but to the extent that it is possible, teachers should employ strategies and actions that have been identified as best practices in order to address their dissatisfaction. Teachers who feel empowered and motivated to solve their problems are more likely to actually address their problems (Hoy & Woolfolk, 1993).

Resolving School Operations/ Management Dissatisfaction

If individuals address concerns in a way that the individuals responsible for them become aware of them, others can make adjustments. Or, if the concern is not well-

placed or unreasonable, then managers clarify roles, expectations, and other parameters of the phenomenon appropriately. An additional source of support for teachers experiencing dissatisfaction related to the operation or management of the school includes seeking assistance from the school's Parent Teacher Association (PTA), grade level teams, or other key stakeholders (Bogler & Somech, 2004). Soliciting and implementing support from various stakeholders helps reduce the amount of dissatisfaction of a teacher (Hom & Kinicki, 2001). By requesting input and solidarity from others, teachers not only communicate their frustration in a way that is diagnostically useful, but they also increase their chances that someone who is able to assist becomes involved.

Resolving Contract Application Dissatisfaction

The OCPS instructional contract recognizes a bargaining agent for the instructional employees of Orange County (Contract, 2014). It also provides for site-based representatives of the bargaining agent who are the union representatives. These union representatives help facilitate problem solving at the school and in the district (2014). Many of them advocate for teachers at the initial step in a grievance procedure, and many of them record and report problematic situations and events to the professional staff of the union. A request of either the site-based union representative or the union's professional staff provides input and identifies resources related to resolving a teacher's dissatisfaction related to contract application.

The school union representative or the professional staff of the union helps file a grievance, the first step of which is to have a conversation between the teacher and the administrator (Contract, 2014). This process continues with a written statement of the alleged contractual violation, up to and including a formal hearing with a neutral mediator or arbitrator who has no other formal role with either the union or the administration (2014). Throughout this process, these individuals act as resources for the teacher who is experiencing dissatisfaction, and provides advice and information relevant to the contract and to resolving dissatisfaction in this domain.

Resolving Professional Development-Based Dissatisfaction

The engagement of teachers in professional development is often tied to their notions of professional autonomy and their professional self-views (Beijaard, Meijer, & Verloop, 2004). In particular, teachers' professional identity is related to and constituted by their content knowledge and other aspects of competency in teaching (2004). Therefore, professional development should not be underestimated as a way to make meaningful impact on their own development as professionals, their own human development, as well as their ability to make an impact on the problems they face (2004).

There are clearly identified best practices in professional development, including the importance of making decisions based on real information, the importance of using up to date information, and the importance of remaining current in content knowledge, teaching strategies, and other topics related to improving the human performance of both teachers and students (Gartia & Sharma, 2013). The ability to adapt to changing environments and approaches to learning is an important one that professional

development helps promote and attain (2012). Using peer and other relationships to help bolster these abilities are strategies that teachers use to help mitigate or eliminate their dissatisfaction related to the professional development domain.

Teachers should provide feedback about the quality, timeliness, availability, and other factors related to professional development. Professional development opportunities include feedback forms where teachers and others provide feedback to the individuals leading the training and the professional development coordinators at the district level. These opportunities for feedback allow trainers and others to improve the quality of professional development offerings and allow participants to indicate ways to improve the quality of the professional development. Teachers should take advantage of opportunities to express clearly their dissatisfaction related to professional development and follow the strategies listed in the interpersonal and classroom management domains, as appropriate and according to the particular details related to the dissatisfaction.

Resolving Classroom Management Dissatisfaction

Dissatisfaction related to classroom management often interrelates with other domains of dissatisfaction. Indeed, since dissatisfaction related to classroom management interrelates with other domains, it seems reasonable that addressing this dissatisfaction also interrelates across multiple domains. Specifically, best practices in interpersonal communication and professional development offer teachers additional avenues to address their dissatisfaction.

Sprick (2009) promotes the importance of the notion that teachers need to identify the specific behaviors or areas of need. Whether a teacher wants more time on task or develop a feedback and tracking system that is more meaningful or motivational, identifying the area of need represents one of the primary tasks in addressing dissatisfaction related to classroom management (2009). CHAMPS offers numerous strategies for teachers to employ in addressing their dissatisfaction (Sprick, 2009; Sprick, Garrison, & Howard, 1998).

Further, many local Curriculum Resource Teachers (CRTs) get updates when CHAMPS and other professional development opportunities are offered related to classroom management. This communication is not always provided to every teacher, so individuals who are seeking training in CHAMPS or other topics related to classroom management need to use their CRT as an ally in helping to discover what opportunities are available. Principals sometimes allocate leave time for teachers seeking training opportunities, and this allocation helps teachers meet their training needs related to professional development (A. Rollins, personal communication, May, 2014). Likewise, teachers are able to request the opportunity to observe peers or otherwise avail themselves of peer/mentor relationships (Contract, 2014). It seems entirely plausible that much of the information relevant to resolving dissatisfaction related to professional development is also relevant to resolving dissatisfaction related to classroom management.

Resolving Interpersonal Dissatisfaction

Teachers experience a wide variety of sources of stress at work (Montgomery & Rupp, 2005). However, many teachers report experiencing interpersonal dissatisfaction (2005). The effects of this dissatisfaction are many, including burnout, lack of efficiency, physiological reactions, and others (2005). So, teachers need to know some ways to address their dissatisfaction.

Some research notes the importance of keeping a professional distance when experiencing disagreements, setting limits and boundaries at work, and employing emotional and mental strategies such as thinking positively (Montgomery & Rupp, 2005). Another strategy that teachers might employ to address their dissatisfaction in the interpersonal domain include making sure that the concern is clearly understood by both the teacher and others, expressing the concern professionally and with appropriate emotional distance, and taking advantage of peer/ mentor relationships. Taking advantage of peer/mentor relationships not only offers a teacher a sounding board but also provides an opportunity to have identified strategies that have worked or are likely to work.

Employee Assistance Programs (EAP) provide free or low-cost counseling with licensed mental health therapists (Contract, 2014). The EAP is available as a resource for teachers to get professional advice on dealing with difficult coworkers, reducing stress, and even receive referrals for medication evaluation (2014). The design of these resources is to help teachers cope, and more importantly, to help teachers navigate the stressors that surround them at work. Teachers stand to lower or eliminate their

dissatisfaction by doing so, and thereby bolster their human performance and that of their students.

Resolving Financial Dissatisfaction

One domain in which teachers experience dissatisfaction is the financial domain (Bolman & Deal, 2008; Montgomery & Rupp, 2005). This domain relates directly to the take home pay of teachers, but also in the ways that decisions are made about salary and benefits (2005). Salary and benefits packages for teachers are not usually set at the school level but are set within parameters that involve state-level funding, locally adopted ballot referenda, and other factors involving the School Board and the bargaining agent. However, the ways that money is spent managed within the school and the ways that credit decisions are made certainly are organizational and individual factors that are within the scope of this dissertation in practice. Further, some teachers are dissatisfied about the ways that financial resources are allocated and prioritized (Montgomery & Rupp, 2005). These decisions are informed by consultation with the Faculty Advisory Committee, and, indeed, are sometimes required to seek input before they are finalized (Contract, 2014). Either way, it is important for individual teachers to utilize the planning and counseling resources available to them.

For example, teachers and others are permitted to request and attain a free credit report from annualcreditreport.com in order to help ensure that their credit report is accurate (Central, 2015). As credit reports and credit scores can influence other financial decisions, such as approvals for loans, the accuracy in credit reporting is important.

Further, teachers should be advised to pay their credit and other bills on time, and to reduce credit amounts as much as possible (Daniel, 2015). Credit counselors advise saving bonuses and other money to help increase savings. They also recommend not closing open accounts but also to not open new accounts without careful consideration as to how those decisions will affect the overall credit rating and credit report (2015). These strategies and resources act as a benefit to teachers as they attempt to resolve their dissatisfaction in the financial domain (2015).

Resolving Dissatisfaction Related to Unanticipated Events

Resolving dissatisfaction related to unanticipated events primarily means following approved plans with communication, distribution of resources, and other tasks. However, there are times when unplanned events overwhelm available resources. The more clearly defined and understood roles ahead of time, the more likely that the emergency plans are followed. Further, it is important that teachers take advantage of the emergency plans and procedures available to them, and otherwise communicate with designed personnel who assist in a catastrophic event (Kano & Bourque, 2007).

Authors promote the paramount importance of communication in emergency situations (Kano, et al., 2007). The importance for teachers to communicate instances to other personnel in the front office, to other teachers, or the administration seems hard to understate. Because of the communication with other stakeholders and personnel designed as part of an emergency plan, administrators and others coordinate the information needed to weather the emergency with the least stress, dissatisfaction, and harm possible (Kano, et al., 2007).

CHAPTER 3: DESIGN OF TOOL FOR THE DIAGNOSIS AND PRESCRIPTION OF ACTIONS TO RESOLVE TEACHER DISSATISFACTION

The foundational belief of this dissertation in practice is that teachers make decisions that affect their behavior. If teachers use well thought out, informed, and real factors that surround them and their workplace to make decisions, then those decisions have a positive effect on their working conditions (Hom & Kinicki, 2005; Hoy, 1993). Another important belief upon which this dissertation in practice rests is that the fundamental activity of describing one's dissatisfaction, looking for ways to mitigate or eliminate this dissatisfaction, and taking action to do so, is empowering to teachers and promotes their autonomy as professionals; doing so is the core of teacher leadership.

Tools for Resolving Dissatisfaction

The sources of dissatisfaction of teachers often stems from a multi-modal source (Bolman & Deal, 2008; Newman, 2003; Owens & Valesky, 2011). Therefore, solutions or attempts to limit that dissatisfaction likewise stems from a multi-modal approach. For example, a teacher who is experiencing dissatisfaction that has a root cause of classroom management issues might also have that dissatisfaction exasperated by interpersonal conflict with students, parents, supervisors, or others. Thus, even sources of dissatisfaction that have clearly identified causes require approaches that pull resources or strategies related to more than a single domain.

Personal Expertise and Experience

My personal perspective and experience help inform the domains of dissatisfaction, their meaning, and relative importance as contributing factors to school

climate. In order to determine likely domains of dissatisfaction and thereby increase the likely practical application of the tool, it is important to know that the domains' descriptions and their respective prescriptive actions are based in real life experiences. Having been a union representative at several schools for nearly a decade, as well as a local and state-level board director, national delegate and host committee member, as well as a member of a Faculty Advisory Committee for several years, I have experienced a broad and important context for defining and describing commonly reported problems that broadly fit within the identified domains of dissatisfaction. Further, my personal positionality has allowed the alignment of these domains with reported literature. Specifically, categories identified in practical experience generally align with those categories of dissatisfaction reported in the literature (Galloway, Boswell, Panckhurst, Boswell, & Green, 1985; Ingersoll & Smith, 2003 Sergiovanni, 1967; Sprick, 2009; Veenman, 1984).

Design Elements

Design elements that are to be used as tools for addressing sources of teacher dissatisfaction can and should be based on the reported experiences of teachers. If these tools for teachers are usable, they must be relevant and perceived as such. There are numerous sources of dissatisfaction of teachers. Specifically, a study on the topic of problems that new teachers experience indicated numerous concerns that included, in rank order: classroom discipline, motivation of students, dealing with individual differences, students' assessments, relationships with parents, class organization, insufficient materials, problems of individual students, heavy teaching load, relationships

with colleagues, planning, effective teaching methods, awareness of policies and rules, determining the learning outcomes of students, content knowledge, clerical work burdens, relationship with principal, inadequate school equipment, working with slower learners, cultural differences of students, effective use of curricular materials, lack of spare time, inadequate guidance and support, and large class size (Veenman, 1984). Other researchers have found similar sources of dissatisfaction. For example, numerous satisfaction and dissatisfaction factors were identified in a widely cited study about primary school teachers in New Zealand (Galloway, et. al, 1985). Researchers found that: relationships with students, teachers, and others, curricular freedom, timetables of teaching, workload, student behaviors, and student outcomes were factors that had high ratings of importance as related to teachers' satisfaction (1985). Factors that the same study identified as extremely important as sources of dissatisfaction included: teacher evaluation, societal values related to education, professional development, planning time, salary, status of teachers related to societal values, and availability of time and support personnel to assist (1985).

One important design element of this project includes general domains that are broad taxonomic categories used to describe many of the sources of dissatisfaction of educational employees. These broad categories are bounded despite the fact that many of them are interconnected. A description of these general domains based on published accounts of dissatisfaction is diagnostically useful because describing the domains helps users understand what the domains mean and, ultimately, what tools are useful in helping resolve dissatisfaction. These design elements are shown in Table 3. This table presents

three types of design principles: functionality, usability, and ascetics. For each principle, a description of the design solution is included. For the purposes of this table, functional considerations are those design elements of the tool that exist within the tool itself. Usability includes factors related to the interaction and use of the tool and ascetics includes the appeal of design and function elements that, while not core in design or function, reinforce design or function elements that promote the effective and efficient use of the tool. Usability is likewise addressed because the tool costs nothing. Cost is often a factor for teachers, given the demands on both teachers and schools as well. The tool costs nothing to use, other than the time and effort involved in navigating through the diagnostic and prescriptive features of the tool. The tool is also made from paper and other very inexpensive materials and therefore has little cost involved in the production of the tool itself. Some of these design considerations appear in Figures 1 and 4. The cost implications and other cost/benefit type information are discussed explicitly in chapter four.

Table 3:

Design Considerations with Principles and Operational Design Solutions

Principles	Design Solutions
Functional: Aesthetic-Usability Effect	Handheld design
Functional: Accessibility and Forgiveness	Selection is focused by turning the Domains to the view-finding windows
Functional: Form Follows Function	Layout promotes diagnostic function as well as prescriptive function
Functional: Iteration	Operations of selection of Domain may be repeated until dissatisfaction is mitigated or eliminated
Functional: Taxonomic Layout	Broad Domains and descriptions are presented on one side with prescriptive selections on the other
Usability: Accessibility	Consistent font size with dark print on light background – Perceptibility
Usability: Navigation/ Usability	Tab- Operability
Usability: Constraint	View finding features help parse dissatisfaction into parts that are solvable; the view finder promotes and requires the selection of a domain and a set of solutions. The factors presented and diagnostic options as well are limited in order to promote usability.
Usability: Continuation	The Domains are aligned in close proximity and promote understanding of continuity
Usability: Prototyping	Multiple versions of the design were created and tested in order to identify and eliminate design flaws
Usability: Use of Personas	Use of personals to conceptually and mentally test the likely usability concerns
Usability: Cost	The tool is paper and, once provided, costs nothing. The only resource required is the time and effort to use the tool and implement prescribed actions.
Ascetics: Aesthetic-Usability Effect	Colorful, interactive design with each Domain in its own color- Simplicity
Ascetics: Legibility	Colorful font, background choices, font choice, spacing
Ascetics: Symmetry	Circular and rotational design is used to promote appearance as well as usability and functionality or ease of use

Synthesis of Solution Resources

Table 4:

Actions of Teachers to Address Problems in the Domains of Dissatisfaction

Domain of dissatisfaction	Prescriptive/recommended actions
School Operations/ Management	Raise concern directly with personnel and manager
	Submit to Faculty Advisory Committee
	Solicit support from PTA, grade level team, others
Contract Application	Consult with union representative or professional union staffer
	File grievance
	Consult with peers for possible solution
Professional Development	Identify area of need
	Search signmeup.ocps.net
	Consult with CRT or other professional about need
	Provide feedback about current PD opportunities / details
	Enroll in appropriate training at signmeup.ocps.net
Classroom Management	Identify focus of concern
	Observe/Model peer with effective management
	Utilize feedback and reward system
	Implement data tracking and other components of CHAMPS
	Consult with peer/ mentor
	Attend and implement relevant professional development
Interpersonal	Identify concern
	Express concern professionally, keep rational distance
	Consult with peer/mentor
	Seek assistance from Employee Assistance Program
	Identify and implement effective communication strategies
	Set reasonable and rational boundaries and limits
	Think positively
Financial	Utilize financial planning and counseling resources
	Monitor Credit from annualcreditreport.com
	Pay on time
	Reduce credit
	Don’t close accounts and don’t open new credit
Unanticipated Events	Ensure roles are clear and enacted
	Use and follow emergency procedures/ guides
	Communicate with designated personnel/ front office

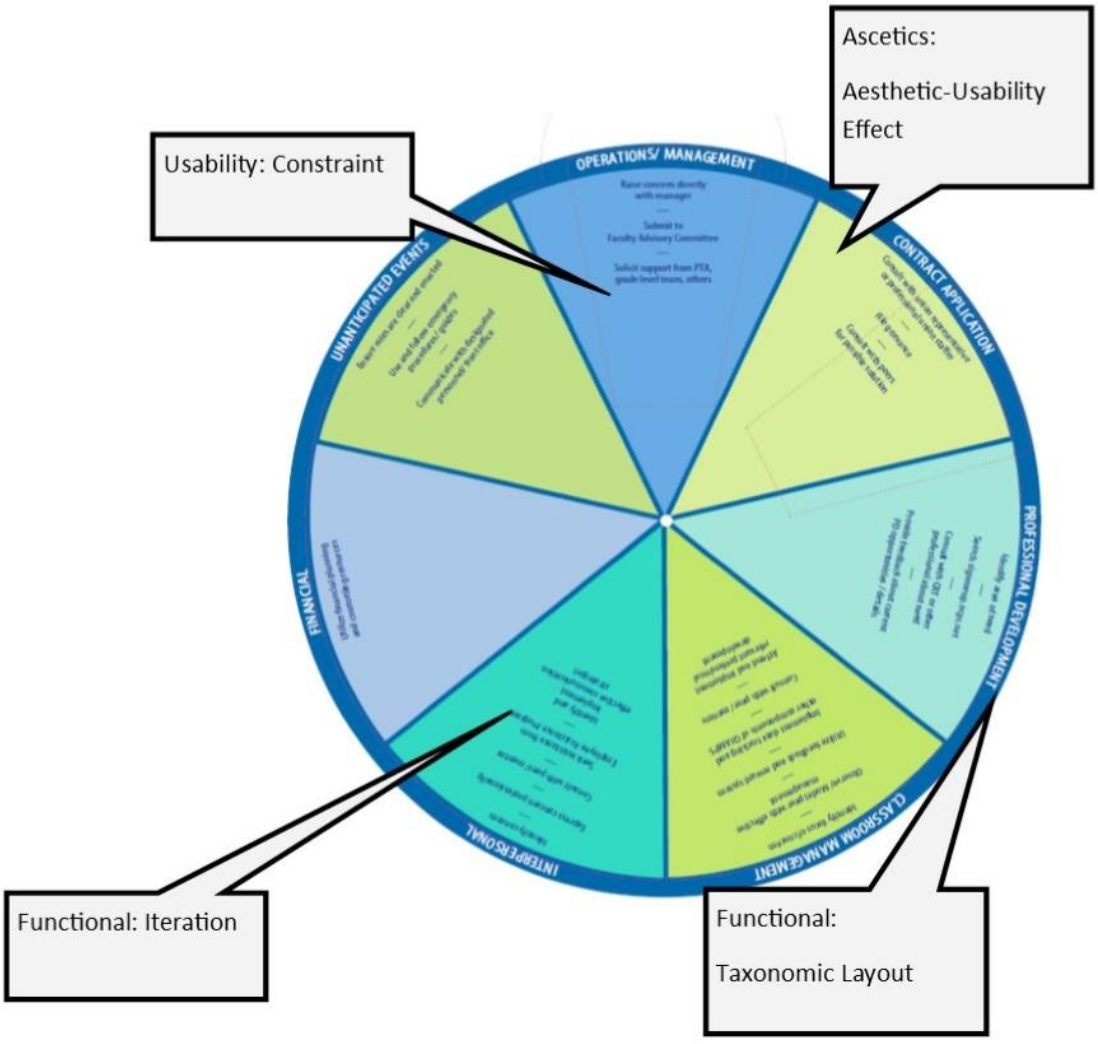


Figure 1: Tool with design consideration callouts (10)

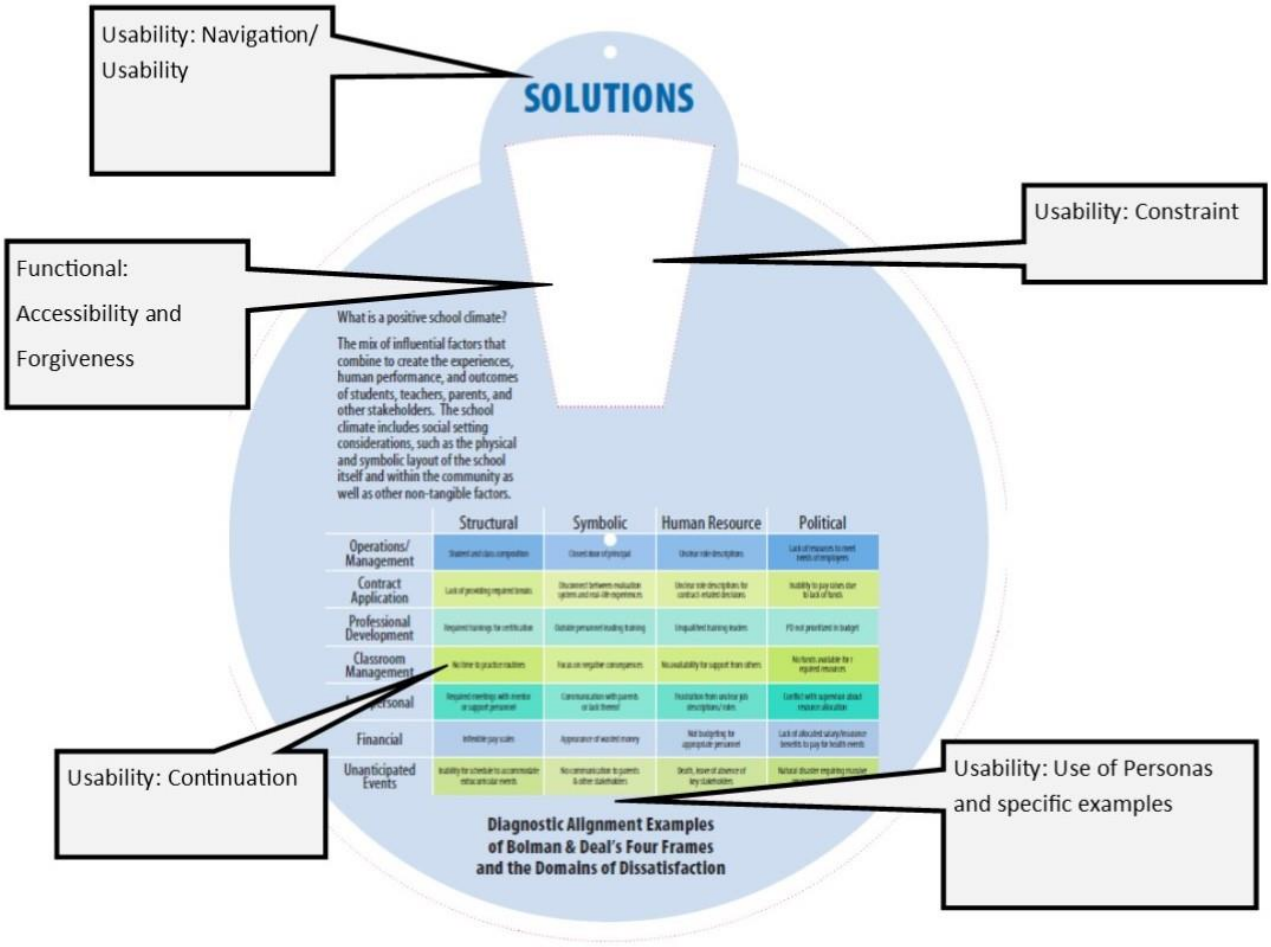


Figure 2: Design principles of solutions (10)

User-Centered Design

In order to maximize the opportunities that end-users will use the tool designed for improving a school climate, the tool needs to meet not only the demands of the problem, but also on the characteristics of the user. Indeed, there are universal principles of design that suggest that the characteristics of the user are of paramount importance when designing tools (Lidwell, Holden, & Butler, 2010). As such, any model, decision tree, or other instrument that helps understand and improve school climate takes the characteristics of likely users into account in order to maximize the opportunities for usability and the likelihood that the tool will be used. Therefore, the employment of fictitious users allows likely characteristics and particular concerns of typical users to be taken into account when designing instruments and other factors that are useful in understanding and influencing school climate.

Using personas addresses the maximum variance of typical users; these personas describe characteristics, needs, lifestyle, and various other aspects of the likely population of tool users. The creation of these archetypical users represents likely factors that are important to consider or at least acknowledge in designing tools for those users. Primarily, these personas are concerned with representing popular factors within the end-user population and provide an opportunity to the designer to address those factors as design challenges, with the outcome having taken into account these factors (Lidwell, et al., 2010). Therefore, this dissertation in practice uses three personas which demonstrate and highlight behaviors, characteristics, and other factors of likely end-users and which promote the actual use of the tool through their usability and other design considerations.

These personas and accompanying vignettes and narrative capture a wide variety of characteristics of likely users. They collectively address possible scenarios and act as a way to test the design of the tool and its likely applicability. Further, the personas and vignettes capture some of the complexity that real life issues in a school might present. This helped me to see the complexity as a bridge between the tool's design and real life. They also help a reader to more easily understand the complex problems of practice inherent in problem solving in schools as well as those which doctoral students often attempt to address.

Tables 2, 3, and 4 represent important design and content considerations. The content listed in Tables 2 and 4 represent the specific content that completes the actual tool. The tool combines the diagnostic and prescriptive content from Tables 2 and 4 as well as the design considerations listed in Table 3. That is, the tool combines content used to diagnose and prescribe actions to resolve dissatisfaction, with functional, usability, and ascetic design considerations to produce the completed composite products shown in Appendix B.

Personas

Table 5 presents three fictional but realistic personas in an effort to help focus attention on some of the likely characteristics of end-users. These personas serve as a description of the target audience of the tools designed to help improve school climate. They demonstrate the importance of having a tool that, while informed by technological resources, relies on consistent principles that are communicated using language intelligible to the various target users and that actually addresses the frustrations of the

target users. Further, design elements are needed that reinforce the ability of users for diagnosing and prescribing ways to mitigate or even eliminate their frustrations.

Table 5:

Description and Analysis of Likely User Characteristics

Name	Ms. Newport	Mr. Cox	Ms. Fishman
Age	26	48	60
Job	Kindergarten	Art	Staffing Specialist
Experience	3 years	18 years	32 years
Career Goal	Spend 2-3 more years in teaching then move to a legal field	Spend 3-5 more years in teaching then re-evaluate retirement plans or open small business	Retire within 2 years
Technological Competence	Digital Native	Uses basic functions but willing and interested to learn	Uses computers sparingly. Not interested in learning more.
Frustrations	Inconsistencies with PD and other implementation, state and district policies that are barriers to human performance, disaffected by lack of raises and opportunity	Growing bureaucracy in schools and lack of communication and responsiveness from front office staff and others in meeting the needs of teachers.	Lack of communication from administrator and peers, lack of advanced scheduling notifications, increased oversight from district and state, believes that students are not priority in schools in recent years
Sources of Information	Social Network, National and local public radio, news updates/emails	District news updates and local newspaper, local news	Local news, staffing specialist coordinator, list_serv for staffing specialists in OCPS
Personal Concern	Finding a spouse and starting a family, very little time for professional development	Providing for retirement and learning aspects of small business	Actively seeking retirement work options outside of public district, work is not a priority outside of basics

Narrative of Tool Use and Applicability

If Mr. Cox, a persona used in Table 5, used the tool to identify and address his dissatisfaction, there are a series of domains on the problem side of the tool. He would use that information to identify the operations/management section on the problem side, flip the tool over and then find several actions the tool prescribes in order for him to address his dissatisfaction. Specifically, on the problem side of the tool, he would see information that helps define and diagnose his dissatisfaction within the operations/management domain: decision is made by school-based personnel, factor diminishes the effectiveness or efficiency, entails resources controlled at school level, can be solved by training, resources, or other decisions at the school level, promotes a positive climate. Mr. Cox would then turn the tool over, identify the operations/management section of the solutions side of the tool, and find prescriptive indicators that he could use to address his dissatisfaction. These indicators are: raise concern directly with manager, submit to the Faculty Advisory Committee, and solicit support from PTA, grade level team, and others. Thus, the diagnostic and prescriptive cycle could be repeated in the classroom management domain and/ or other domains as needed, until Mr. Cox had appropriately addressed his dissatisfaction. Table 4 describes the entirety of these prescriptive components for all seven domains.

Table 6:

Design Considerations

Principles	Design Solutions
Functional: Aesthetic-Usability Effect	Handheld design
Functional: Accessibility and Forgiveness	Selection is focused by turning the Domains to the view-finding windows
Functional: Form Follows Function	Layout promotes diagnostic function as well as prescriptive function
Functional: Iteration	Operations of selection of Domain may be repeated until dissatisfaction is mitigated or eliminated
Functional: Taxonomic Layout	Broad Domains and descriptions are presented on one side with prescriptive selections on the other
Usability: Accessibility	Consistent font size with dark print on light background – Perceptibility
Usability: Navigation/ Usability	Tab- Operability
Usability: Constraint	View finding features help parse dissatisfaction into parts that are solvable; the view finder promotes and requires the selection of a domain and a set of solutions. The factors presented and diagnostic options as well are limited in order to promote usability.
Usability: Continuation	The Domains are aligned in close proximity and promote understanding of continuity
Usability: Prototyping	Multiple versions of the design were created and tested in order to identify and eliminate design flaws
Usability: Use of Personas	Use of personals to conceptually and mentally test the likely usability concerns
Usability: Cost	The tool is paper and, once provided, costs nothing. The only resource required is the time and effort to use the tool and implement prescribed actions.
Ascetics: Aesthetic-Usability Effect	Colorful, interactive design with each Domain in its own color- Simplicity
Ascetics: Legibility	Colorful font, background choices, font choice, spacing
Ascetics: Symmetry	Circular and rotational design is used to promote appearance as well as usability and functionality or ease of use

Design Considerations

Designers have noted the importance of the aesthetic-usability effect (Lidwell, Holden, & Butler, 2010). The tool design takes into account an easy-to-use, handheld design that is colorful and engaging. Indeed, the seven domains of dissatisfaction each have their own color in the diagnosis table as well as in the part of the tool that prescribes possible solutions. This aesthetic emphasis promotes a positive interaction with users, and makes it easier for them to actually use the tool. Further, to address accessibility, a consistent font size is used within the tool, and the design is intentionally simple and clean. The tool is navigated by an easy to use tab protruding from one side of the front. These features aid accessibility and promote its use while limiting or eliminating user errors. Thus, Lidwell, Holden, & Butler's elements of accessibility are met through: perceptibility, operability, simplicity, and forgiveness (2010). Also, the use of color is not simply an aesthetic choice. The use of color is important as it is used to gain attention, groups elements throughout different parts of the tool, and indicates some aspects of meaning (2010); although aesthetic deign is improved with the use of color, there are many reasons that the tool uses color. Further, because the tool has an interior wheel and an exterior shell, it rotates to help teachers and other stakeholders identify diagnose a domain for their dissatisfaction. A composite sample image related to classroom management is shown in Figure 5.

Designers also promote the importance of constraint as an element of design (Lidwell, et al., 2010). The tool does two things; helps diagnose sources of dissatisfaction and it helps prescribe courses of action that are intended to address that

dissatisfaction. Therefore, the intentional constraints of the tool acts as a design element that not only provides physical constraints but also psychological and emotional constraints, which can help users parse their dissatisfaction into operational or workable parts. Form follows function is another design element principle that is utilized by the tool (2010). Specifically, the function is to identify and select proposed actions for users and the form allows precisely that set of actions. Users can focus on one source of dissatisfaction on the obverse and then use the reverse side to identify a prescriptive course of action. The form of the tool provides precisely this function. The tool also provides good continuation (2010), promoting the idea that elements of dissatisfaction are related as well as promoting the idea that prescriptive suggestions are likewise related to each other.

Numerous other principles of design are met by the tool, since its use promotes educational employees' self-actualization and maximum effectiveness (Lidwell, et al., 2010). As dissatisfaction is a barrier to highly effective human performance, minimizing that dissatisfaction promotes the realization of an individual's hierarchy of needs. The design principle of iteration is also at work, since users continue to select prescriptive elements from the tool until their dissatisfaction is resolved (Lidwell, et al., 2010). If, for example, the selection of an action meant to address dissatisfaction does not attain the desired result, users select additional mechanisms from the tool until their needs are met. Legibility, likewise, is an important principle of design (2010). The choice of font, spacing, and size, as well as contrast were all intentionally chosen in order to aid the user and assist in usability. Prototyping was also used, during the initial development of the

tool as well as the ongoing iterations of the tool (2010). Specifically, the design was tried and tested in order to promote greater accessibility and usability. As improvements were identified, they were incorporated into subsequent versions of the tool. These improvements changed some of the elements of design, but certain elements, such as symmetry, remained constant. Symmetry is provided as a visual property which promotes usability as well as functionality (2010).

Table 7:

Research Base Justification for Seven Domains

Respective Domains	Research Justification
Operations/Management	Bolman & Deal, 2008; Anderson, 1982; Hallinger & Heck, 1996; Hallinger & Heck, 1998; Horcones, 1992; Hom & Kinicki, 2001; Hoy & Woolfolk, 1993; Ingersol, 2001; Mitchell, et al., 1997; Rader, 2005; Valli & Buese, 2007
Contract Application	Contract, 2014; Hanushek & Rivkin, 2010; Huselid, 1995; Ingersoll & Smith, 2003; Neale, et al., 2006
Professional Development	Bogler & Somech, 2004; Cohen et al., 2009; Galbraith, 1992; Gardner, 1985; Gartia & Sharma, 2013; L'Allier & Elish-Piper, 2007;
Classroom Management	Abramowitz, et al., 1988; Acker & O'Leary, 1988;Akin-Little, et al., 2004; Barbetta, Norona, & Bicard, 205; Chalk & Bizo, 2004; Emmer, et al., 1980; Friedman, et al., 2013; Harris & Sherman, 1973; Kazdin & Bootzin, 1972; Sprick, 2009; Sprick, et al., 1998; Steed, 1985; Winett & Vachon, 1974
Interpersonal	Galloway, et al., 1985; Garibaldi, et al., 1996; Herzberg, et al., 1957; Miller, 1999; Montgomery & Rupp, 2005; Sergiovanni, 1967
Financial	Daniel, 2015; Osher, et al., 2001; Owens & Valesky, 2001; Ravitch, 2010; Veenman, 1984
Unanticipated Events	Espelange & Swearer, 2003; Kano & Bourque, 2007; Kano, et al., 2007; Shakoor, 1991Margolin & Gordis, 2000; Savin-Williams, 1994; Welch & Estevez, 2015

Prototyping

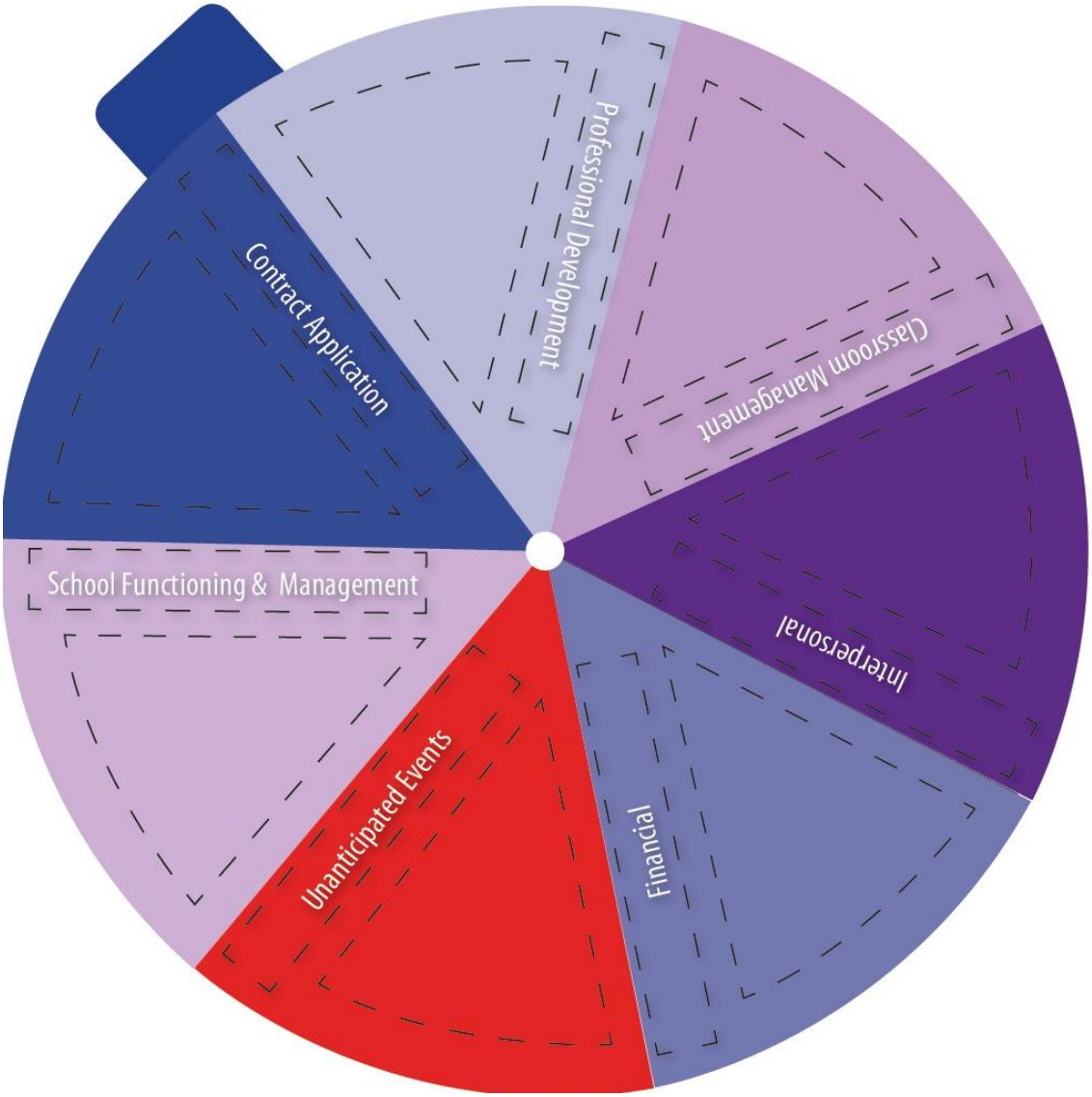


Figure 3: Early prototype version (2)

Iterations of diagnostic and prescriptive elements are not an exact science. Therefore, the effectiveness of the general design and usability factors change over time as individuals discover new information or receive feedback. Further, it is entirely plausible that the

design and content factors need to change based on setting changes. This new information, as integrated into the existing information, should have implications on the design features of the tools for teachers. This flexibility allows the realization of practical interventions in the actual design of the tool. These interventions should precipitate and require changes based on which elements of the design works and which do not work. The changes are attempts to refine the tool to make it more practicable and applicable to the context of the reality of users. Designers have identified prototyping as a universal principle of design that helps create a better product (Lidwell, et al., 2010). The use of incomplete models allows the exploration of ideas and design and content characteristics, testing the functionality of the design and content, as well as making refining iterations of the product, or in this case, the tool (2010). Many prototyping variations explore both the conceptual and specific content considerations of the tools for teachers designed for this dissertation in practice. This sequence of progressively more developed prototypes allowed the ongoing development of mockups to generate insights into real-world design requirements.

For example, Figure 2 shows an inadequate version of the tool because of the lack of ascetic appeal of the colors that were chosen. Later versions, such as the one shown in

Figure 4, included much more appealing color choices, as well as an alignment between color choice and respective domains.

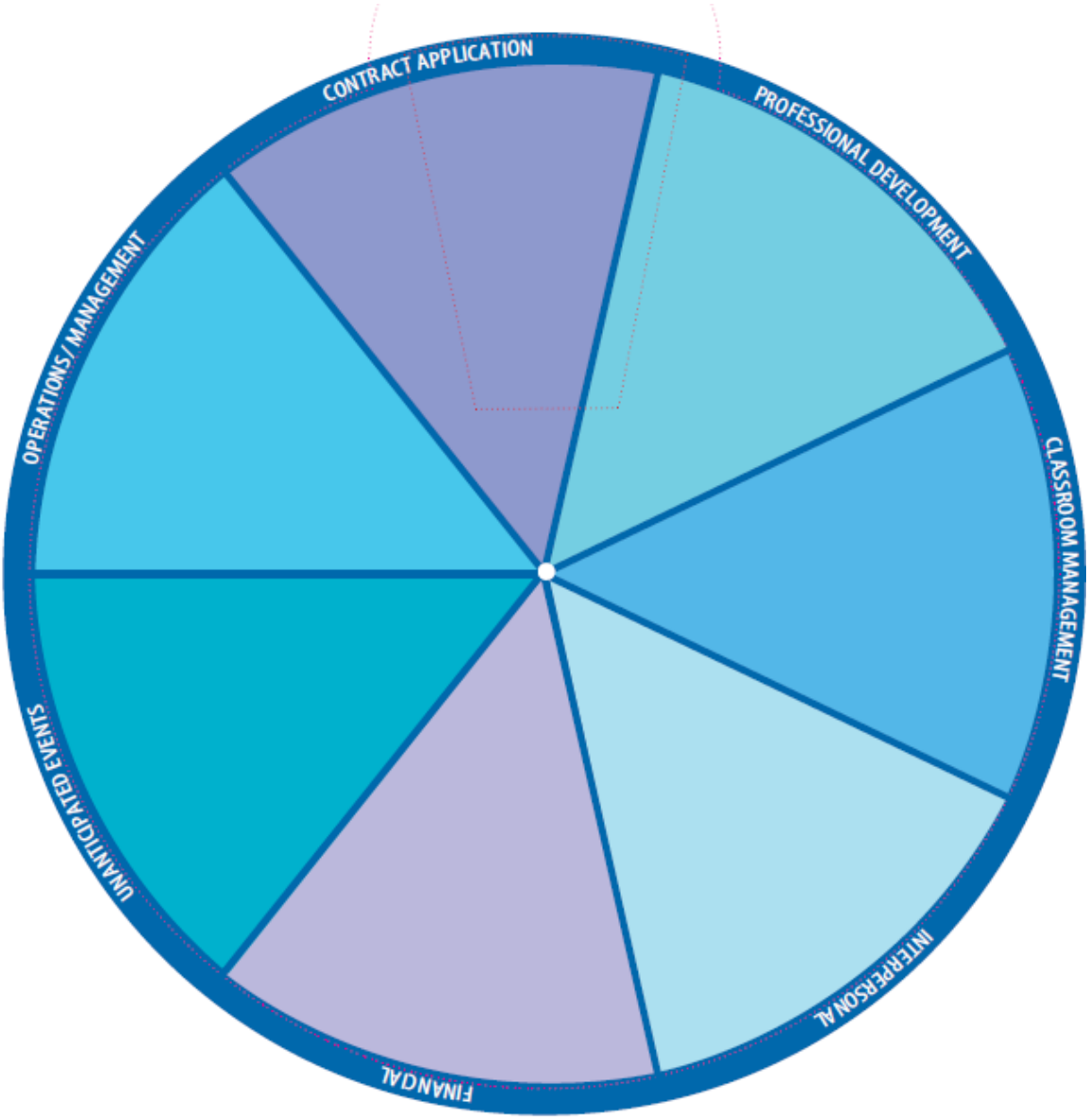


Figure 4: Later prototype version (8)

The use of prototyping also allowed adjustment to several important design characteristics, such as moving the labels for the domains onto the interior wheel's perimeter instead of its interior. Further, the use of prototyping allowed the design iterations to produce a much more ascetically- pleasing design, removing the square tab

that impeded fluid use of the interior wheel to a design that provided both more fluid use as well as more ascetic appeal. The tab from version two was not needed in version eight because the interior layer of the tool was enlarged to promote movement and the tab became mostly an ascetic feature in later versions, and one that prompted specific directionality and an orientation for the front and back cover. All of these design features were simply to make the content of the tool user-friendly and a product that could not have been created without the prototyping process and the feedback and real-world functionality it refined (Lidwell, Holden, & Butler, 2010). Lidwell and his co-authors referred to this series of iterations as evolutionary prototyping, a process that allows the development, evaluation, and refinement of the content and design features based on real or likely user concerns (2010).

Case Study Alignment between Persona, Vignette and Tool Use

The use of case studies and vignettes help the reader understand Fullan's work in terms of its application (2001). Additionally, the use of case studies and vignettes helps the reader align his or her understanding with the salient points that authors are actually trying to communicate. These vignettes and miniature case studies act as a way for the reader to check for understanding and act as a mechanism for the reader to attain validation for the understanding garnered from Fullan's work, from this dissertation in practice, and other works.

Vignettes and Analysis

Ms. Newport's Vignette

Ms. Newport is a relatively new and relatively inexperienced teacher. She has three years' experience that she started immediately after college graduation. Ms. Newport is actively working on moving into a legal field, possibly as an in-house investigator, paralegal, or legal assistant with plans to investigate attending law school in a few years. Ms. Newport has little time for professional development, and is frustrated that there are numerous inconsistencies between the best practices identified in her online professional development and the implementation at her worksite. Because of her limited time available for professional development, she must carefully choose which classes to engage in, and which to give particular attention.

Ms. Newport is aware of state rules and district expectations, but also notices that differences exist between some of the expectations and the way they actually exist. She was interested to see an announcement from her principal that the school's schedule was changing for the following year. All site-based professional development will occur during the duty day, creating a possible contract violation because of a reduction of planning time. Ms. Newport already had limited time available for professional development and professional matters. This change in the schedule meant that her only consistent planning time would be in the mornings, a time often reserved for conferencing with parents and peers, especially at the beginning of the kindergarten year.

Analysis of Ms. Newport's Vignette

Ms. Newport has dissatisfaction related to the professional development and contract application domains. Her concerns about scheduling of and the format of professional development relate to the professional development domain and her concerns about limited planning time relate to the contract application domain. Researchers have indicated the importance of the relationship between professional identity and social interaction (Beijaard, et al., 2004). Ms. Newport is a digital native, and utilizes social networking and other benefits of technology. To meet her professional development needs, therefore, she might be more inclined to take an online class as opposed to a face-to-face class. Given her limited time available to attend to professional matters outside of work, the flexibility that an online class provides might well be preferable or even essential to her.

There are inconsistencies between Ms. Newport's content that she has learned in training and the way that training applies at her worksite. Specifically, her online classes have recommended making time available for a gradual transition at the beginning of the day for her kindergarten students. However, there are some teachers who have morning assignments and they are therefore unable to be in the classroom until instructional time officially starts. Ms. Newport has concerns related to the professional development domain, and the Tools for Teachers recommends her to identify the areas of need, and to utilize appropriate training as identified by the district course list. However, a suggested course of action might not be the only course to solve a problem, so additional remedies should be tried until she attains a resolution.

Ms. Newport has no long-term career goals related to staying in the field of education. Her personal concern is to be a competent teacher for up to a few years and then start a family and move into a legal field. Her immediate needs and dissatisfaction relate to meaningful professional development that addresses concerns she has. Therefore, she seems more focused on the immediate goals and needs of herself and her students. Although her contract clearly states that she is provided with daily planning time (Contract, 2014), she might be reluctant to file a grievance that could take months or longer to resolve. Despite the Tools for Teachers' recommendation that she consult with a union representative or file a grievance, these options might provide limited relief for her. She simply has demonstrated limited interest and ability in sustaining efforts related to teaching. Instead, the most likely solution offered is to consult with peers for possible solution. This solution might afford her the ability to flex her time and commitments with other grade level teachers, in order for everyone to work cooperatively in accomplishing goals.

Ms. Newport could address her dissatisfaction by utilizing the Tools for Teachers sections on professional development as well as school operations/management. Specifically, she could raise her concern directly with her principal, seek input from the Faculty Advisory Committee, and ask for assistance or at least information from her grade level team. However, because some of her concerns related directly to transition time and job expectations, she should also seek clarification with her union representative and address the specific application of planning time with her FAC and peers at her worksite.

Mr. Cox's Vignette

So, take for example, a case study using a persona of Mr. Cox, a mid-career Art teacher. Mr. Cox had a third grade student who went to a restroom immediately outside of his classroom late one afternoon. After several minutes passed, he noticed that the student had not returned, and it was increasingly close to dismissal time. Mr. Cox then sent a student to check on the student who had gone to the restroom. After a few more minutes, neither student had returned so Mr. Cox stepped out into the hallway to gather more information. The second student was speaking through the doorframe of the bathroom to the first student, and Mr. Cox asked if the door was locked. The bathroom door was locked, a type of door lock that only operates from the inside, proving that there was a student in the bathroom. Mr. Cox briefly tested the door handle, knocked loudly on the bathroom door, and asked the second student if the first student was in the bathroom. The second student indicated that she thought so, but did not hear the first student.

It became increasingly obvious that the first student was either locked in the bathroom or, worse, had somehow become incapacitated through a fall or something else. Mr. Cox immediately returned to his classroom, called the front desk to get the principal or a custodian to come to the bathroom. The entire front office staff was already setting up for their afternoon dismissal duty, and the custodian on duty was in another building on campus, delaying any response. Mr. Cox, after several minutes, called the office and told the office that he was going to take the bathroom door off its hinges and needed someone to come supervise his class. However, the receptionist told Mr. Cox that a custodian was on the way with a key to the bathroom. Unknown to anyone else at the

relatively newly renovated school, the bathroom doors had a panel that could be removed to access the bathroom locks from the outside, and a special turnkey could then be used to unlock the door. Mr. Cox returned to his classroom as a custodian arrived with a box of the turnkeys and started to remove the access panel. Another teacher who was on duty in the hallway came over to the bathroom and, immediately after the door was opened, approached the student in the bathroom. It turns out that she had fallen asleep in the bathroom after she locked the door, she got up, and returned to class. Meanwhile, the custodian replaced the lock access panel and returned to his duties and Mr. Cox and the other teacher returned to their dismissal duties.

Thus, Mr. Cox's frustration with the lack of response of the front office staff and lack of communication seems well justified by this vignette. Mr. Cox was frustrated that the front office staff and support staff did not do their initial job in distributing the turnkeys as well as their delay in communicating the immediate need for assistance when the student was locked in the bathroom. A delay in their communication to a custodian, the lack of distribution of the turnkeys initially, and the delayed response of the custodian were all experienced by Mr. Cox as sources of frustration related to the operations/management domain. Further, Mr. Cox's attention to the student in the bathroom meant that he was not teaching, resulting in a lost opportunity of students. Independent of other domains of dissatisfaction, improvements in the operations/ management of the school could have eliminated dissatisfaction.

Analysis Mr. Cox's Vignette

Related to classroom management, Mr. Cox could have had some sort of management system to make sure that students go to and return to the restroom on time.

The tool designed for teachers clearly provides some indication that Mr. Cox's situation is related to the classroom management and operations/management domains. In order to identify the most relevant domains related to his dissatisfaction, he simply could have used the classroom management and operations/management sections of the problem side of the tool, then turned the tool to the problem side in order to identify some possible solutions for his dissatisfaction. Both the problem and solution sides of the tool for the classroom management and school operations/management domains are shown in Appendix B. Further, some teachers have plans in place that restroom breaks are not permitted during specials times, and therefore restroom breaks are provided before and after specials times. This tracking system is explicitly identified as a solution in the classroom management domain and is shown in Appendix B. Although this is not always possible with elementary-aged students, the active planning for very likely interruptions would have aided the scenario where a student was gone for an unknown period of time without clear accountability. If a student did not return within a specified period of time, such as five minutes, then the situation might not have occurred where a student fell asleep.

Further, school operations did not facilitate a rapid response to Mr. Cox's request for help. The custodian who answered the call from the office was in another building, and no other personnel were able to assist because they were all assigned dismissal duties. A smoother and more efficient operation of the school allows for the flexibility of someone to be available to respond to situations upon request. That being said, there was a teacher on duty in the hallway nearby who was able to assist Mr. Cox's student. In the

front office, additional personnel to help facilitate communication would likely have been helpful, and it is also important to note that Mr. Cox's 18 years of experience led him to know of the importance of calling the front office. However, it equally seems reasonable that Mr. Cox was frustrated that he was not able to communicate to the custodian or other helpful personnel directly.

Some individuals might claim that a student falling asleep in the bathroom is truly unanticipated event, meaning no possible plan exists for such a scenario. However, the fact that the custodian arrived with a box of turnkeys for the bathroom doors, and the fact that the access panels existed in the first place are indications that the doors were designed to allow access from the outside. Further, the fact of the panels and the turnkeys means that the keys were never distributed when the building opened two years ago. These are all indicated that unanticipated events, though unusual, can fit within parameters and plans that teachers are able to use to help address their dissatisfaction.

Ms. Fishman's Vignette

Ms. Fishman is a persona that also provides insight and information about the tool. Her persona is as a classroom support personnel, a staffing specialist. Her immediate plans are to retire after the end of the following school year, she uses computers sparingly to do reports and submit needed forms, and she is very frustrated at a lack of communication about important changes to the school calendar that determines teachers' availability to meet with her in staffing meetings. She is actively seeking employment outside of the school district to supplement any retirement earnings she has.

She is very open and frank with others about her desire to meet basic expectations of her job and then move into retirement after over 32 years of experience.

Ms. Fishman is very concerned that she schedules meetings with parents, the school psychologist who is at school two days a week, and other key personnel, then school-wide or grade-wide meetings, programs, or other events occur that create scheduling conflicts for herself, teachers, or others. On approximately a monthly basis, the school administrator asked her to supervise groups of students in the auditorium or other parts of the school when they are attending these special activities, often in conflict with her own schedule. Even if no direct conflict exists, she still has to have meetings at times when teachers prefer to attend programs. She raised the lack of advanced scheduling as a concern informally. She notes that her meetings with district personnel are always scheduled in advance, usually on a repeating pattern of the third Wednesday of the month, and each Thursday morning, and has requested this kind of scheduling with her school administrator and others. Although there is an online school calendar, it is not updated consistently. She is also concerned that students are not always the priority, and that there has been an increased emphasis on technical aspects of paperwork, education plans, and other aspects of ESE and her work. This shift has been at the expense of a clear focus on students. She has expressed this concern in passing to several key personnel, to no avail. She finds that expressing her concern only results in more dissatisfaction for herself and has concluded that her efforts to further address her dissatisfaction are simply not worth the effort.

Analysis of Ms. Fishman's Vignette

Understanding Ms. Fishman's situation requires understanding the interpersonal and operations/management domains. Her complex school situation includes structural, symbolic, human resource, and political domains (Bolman & Deal, 2008). The structural frame of reference indicates the need for a schedule that allows teachers to prioritize their time as well as meet the needs of all students who need to have staffing meetings. The human resource domain indicates a need to have clearly identified personnel to monitor and maintain the school calendar. Doing so would promote a more efficient and effective master schedule. The symbolic domain indicates a need to address the multitude of roles and responsibilities of non-instructional personnel and how those roles should benefit the school. The political domain clearly indicates the limited resources available to do the work that needs to be done.

Using the Tools for Teachers, Ms. Fishman could find tips to address her school operations and management concerns, as well as some of the interpersonal sources of her dissatisfaction. She clearly indicated she does not want to continue to address her frustrations. However, clearly identifying her focus of concern, expressing the concern in a professional way, identifying the scheduling at other schools, and implementing ongoing communication strategies are all mechanisms to address Ms. Fishman's frustration.

A master schedule is tremendously important to the organization and operation of a school. Providing some vision and priority to the use of a school calendar helps the organization run more smoothly, predictably, and efficiently (Owens & Valesky, 2011).

It appears unlikely that Ms. Fishman is the only individual with this concern. This concern could be brought forward to a FAC meeting as well as discussed with the principal directly. Addressing these issues affords an opportunity to make positive change, decrease stress, and make practical improvements at the school (Sleegers, 1999).

Likewise, Ms. Fishman could benefit from addressing her concern from the operations standpoint as well the interpersonal standpoint. Many times, problems are caused by the interaction of these types of domains and solutions require complex action as well. Understanding the problem and addressing it in an effective, reasonable way is a key to making progress in a school in general and a difference in the human performance of students in particular (Rueda, 2011).

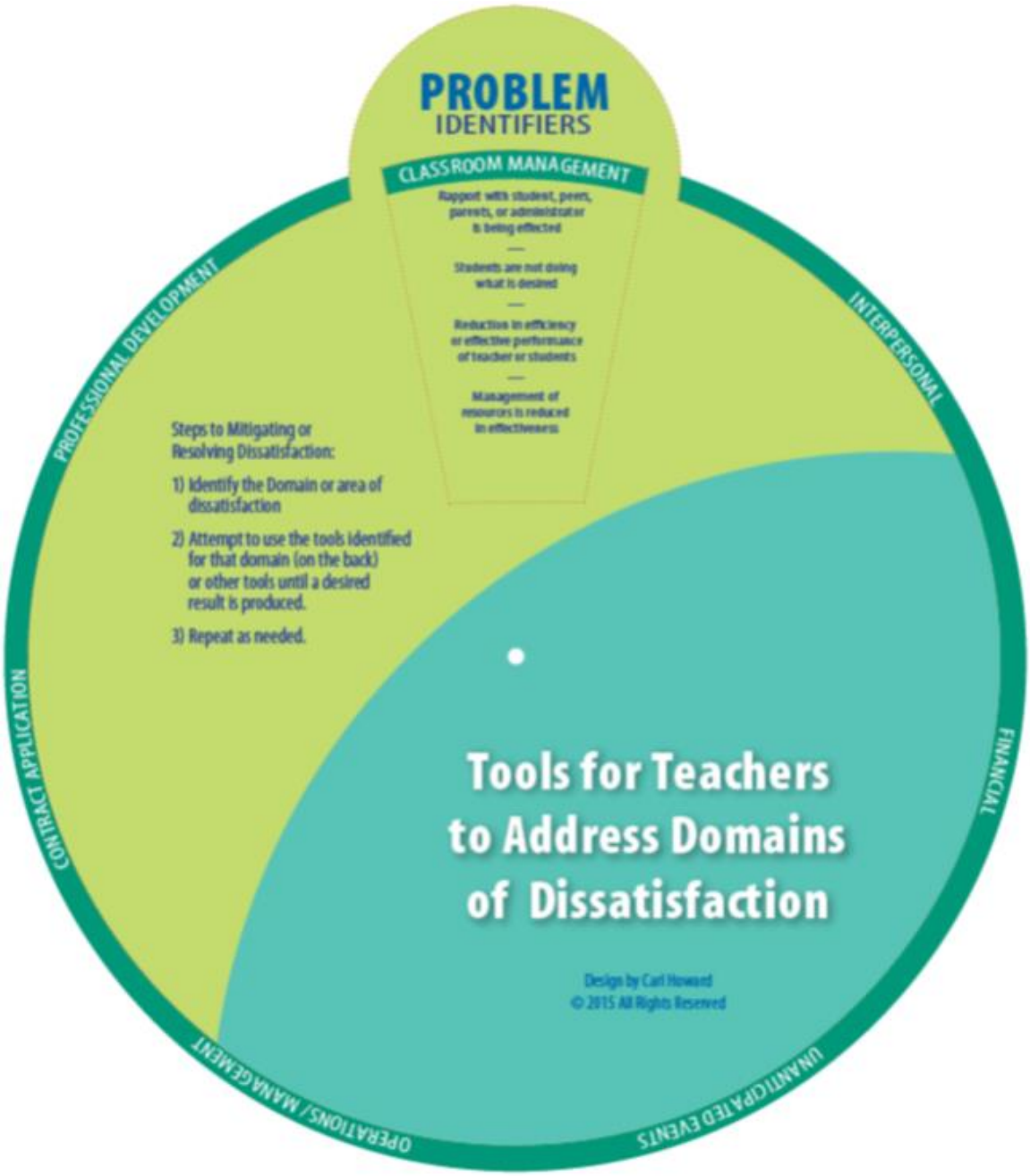


Figure 5: Composite Interior/Exterior- Problem (11)

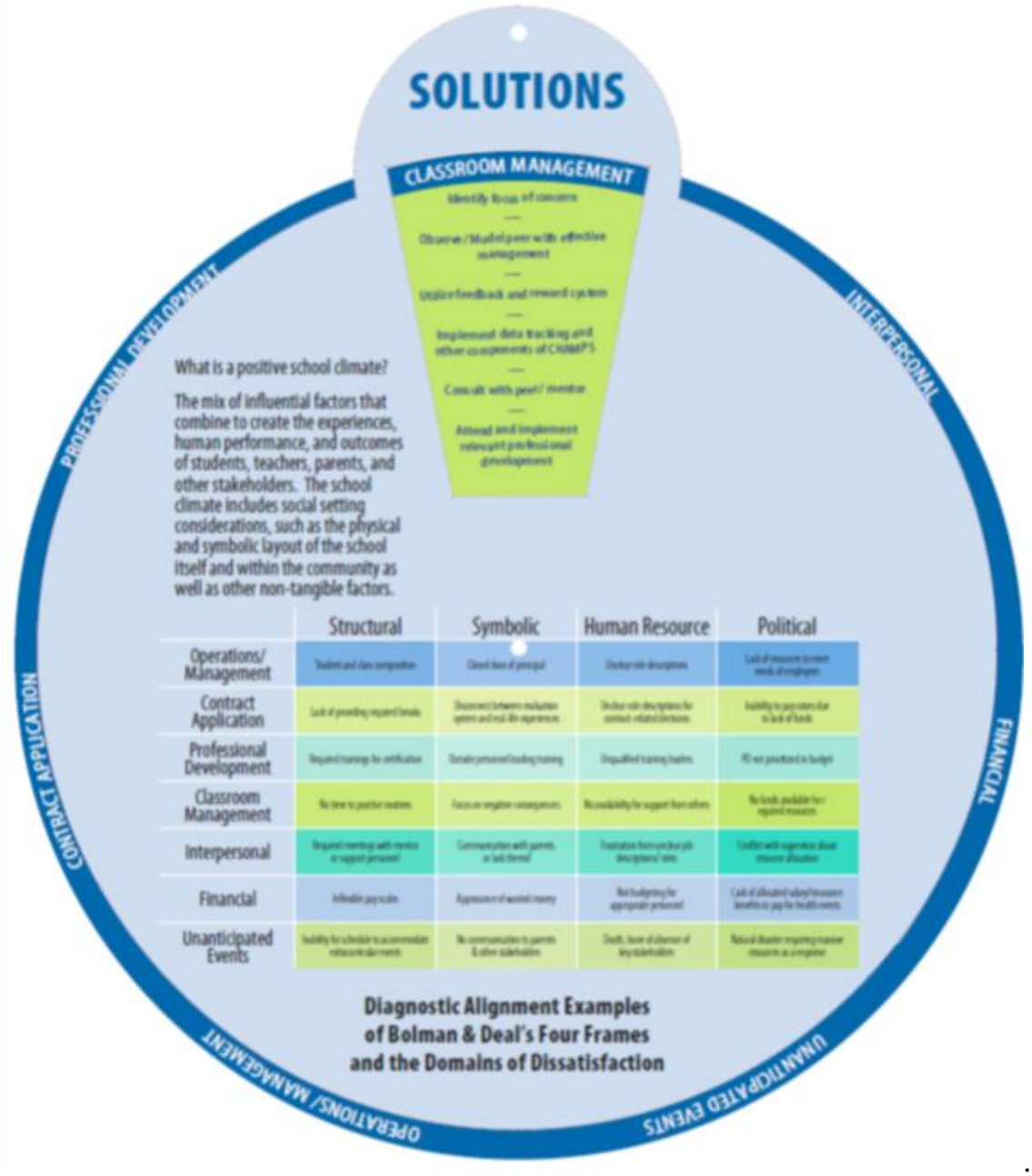


Figure 6: Composite Interior/ Exterior - Solutions (11)

CHAPTER 4: IMPLICATIONS AND RECOMENDATIONS

The themes introduced in chapter one relate to the importance of teachers advocating for their own satisfaction to the point that they work to understand and address dissatisfaction. Teachers can and should take an active and proactive role in understanding their own work setting and the ways it can be improved. The experience of school climate can detract from or contribute to an employee's productivity in particular and human performance in general. This tool is designed to help teachers understand their dissatisfaction and take steps to address that dissatisfaction. This presentation stands in contrast to any literature or position that places the onus of positive school climate with administrators.

Anticipated Effects of Using this Tool

Anticipated and tangible effects of using the tool for teachers to address domains of dissatisfaction include both the direct indirect resolution of the problems. Even if sources of dissatisfaction are not resolved, then the working conditions of teachers are potentially improved through the actions prescribed by the tools for teachers. At the very least, improving classroom management plans or communication plans are benefits that relate to the work of teachers and other educational employees. The actions of teachers who take it upon themselves to address their own dissatisfaction promote the notion that teachers can make a difference in these situations, whether they are centered on individual factors or organizational factors.

For example, in Chapter 2, I described a school's FAC as having a role that provides advice and positive problem solving strategies to the school's administration

(Contract, 2014). In order to provide a justification of the categories contained in the Tools for Teachers, the issues submitted to a school's FAC were analyzed in order to determine the alignment, or lack thereof, of the tool and the actual issues that have been previously identified by teachers. So, meeting notes from an FAC from 2012, 2013, and 2014 were reviewed for this study and notes were analyzed to determine whether they could easily be categorized into the broad domains of dissatisfaction identified in this dissertation in practice. In general, a clear alignment exists between the issues that were submitted and the domains themselves. Although some issues do not clearly fit within one domain, and although most of the issues submitted to the FAC were within the School Operations/ Management domain, this analysis provides some veracity and usefulness of the domains of dissatisfaction. A summary of all of these issues and the domains in which they fall is shown in Appendix C. The description of the issues submitted to the FAC as well as the dates of the meetings show a clear and consistent pattern that numerous concerns arose related to the operations/management domain. The FAC receives issues related to the operations and management of the school and makes recommendations to the principal related to those issues. The issues reported to the FAC are solved at the building level, as opposed to many contractual issues which might be handled by the union, or unanticipated events issues which might be addressed at the district level. The FAC naturally hears and issues recommendations related to the school operations and management. Even so, the FAC also discussed numerous issues related to other domains, even when their plausible resolution existed through other venues, such as referral to a union representative, or inquiries to non-site based administration or human resources. The count of issues per domain appears in Table 8. Because some issues

relate to more than one domain, the number of issues in the respective domains is greater than the number of concerns submitted to the FAC.

Table 8:

Domains of Dissatisfaction Analysis

Domain of Dissatisfaction	Number of issues
School Operations/ Management	65
Contract Application	4
Professional Development	2
Classroom Management	10
Interpersonal	6
Financial	5
Unanticipated Events	2

Table 8 validates the choices for categorizing sources of dissatisfaction as described in the tools for teachers. However, it also provides veracity and justification for a strong focus on classroom management in a tool designed to help teachers address their dissatisfaction. Indeed, operations/management issues were identified by teachers at a rate over six times higher than classroom management issues and classroom management issues were identified approximately two times the rate of other issues.

The guiding question for this dissertation in practice, what can educational employees and other stakeholders do to help address their sources of dissatisfaction and build a positive school climate, provides a standard to judge the outcomes of this dissertation. For example, the explicit goal, to provide diagnostic and prescriptive information to teachers, is used to determine whether that goal has been met. Specifically, the tool developed in this dissertation in practice has, in fact, provided diagnostic categories, a description of those categories, and suggested actions for teachers

to take related to that dissatisfaction. Some of these categories have relatively more impact on teachers at different times, and some of these categories represent a more salient focus of this dissertation. For example, a good deal of attention is paid to classroom management and school operations/management, and less paid to financial concerns and unanticipated events.

Knowledge Sharing

Educational leadership is a problem and a topic that is central to much of what teachers do. Creating and sharing lesson plans, participating in team and department meetings, communicating about ways to improve educational services, and many other activities show leadership (Fullan, 2001). The Knowledge-Sharing Paradigm that Fullan describes is the professional development and professional growth model for many teachers (2001). Additionally, the knowledge that teachers attain and spread in order to be effective and efficient also falls within the definition of leadership that Fullan offers (2001). Indeed, he describes the difference between information and knowledge as one that is made by activity and action (2001).

These concerns are directly related to the work that teachers do, especially in a broader social context that includes so-called high-stakes testing where students are retained a grade level based on a single standardized test, or schools are labeled as failing or below-par based on the standardized test results of students. At a period in American history when and where the public and political leaders are acutely concerned with the justification of budgets to fund schools, Fullan ties leadership to efficiency and growth as a professional and as a person (2001). These growth opportunities are the manifestation

of his description of leadership. He further ties leadership to the social context factors that are so very important in defining schools and school climate (2001). He presents a model of leadership that requires not only information but also sharing and collaboration that relies not only on teamwork and learning from others, but also on professional autonomy (2001). By reinforcing the notions of professionalism, leaders are cultivated and revealed who reinforce their relationships with peers through the expression of professional autonomy by meeting the needs of the students to which they are assigned (Hoy & Woolfolk, 1993).

An aspect of knowledge sharing would be to train others in the actual use of the tool. Although the tool is designed in a user-friendly way, potential users still benefit from explicit information related to the design features of the tool and its diagnostic and prescriptive functions. Specifically, the training of users is accomplished related to the initial diagnosis of a domain and the various aspects of tool. Teachers will be trained how to diagnose their domain of dissatisfaction and then use that domain to identify specific actions they can take at work. This training benefits teachers as they use the tool and ensure that no misunderstandings about the tool exist. This training is addressed as the topic of an implementation plan addressed later in this chapter.

User-based design considerations, combined with literature and experience-based considerations yield a composite tool for teachers that is both user-friendly and that offers teachers meaningful ways to address their dissatisfaction. The tool maintains focus on areas which teachers can actually affect at their organizational level, takes into account both organizational as well as individual factors, and which can be revised over time and based on input. This testing over time is inherent in the recursive design and prototype

process and reinforces the user-based design considerations that are paramount in the design and use of this tool. The use of the tool is easy given a simple overview of the design features and a hands-on exploration of the tool. Once the problem is diagnosed, the domain is used to support prescriptive action for the stakeholder. A sample composite image of both the interior and exterior features of the tool is shown in Figure 6.

Implementation Plan

The design of the tool is as a practical product, that is, largely self-explanatory upon a cursory exploration of the tool. However, many teachers experience numerous demands for their time and attention, so an implementation plan facilitates the actual exploration and use of the tool for teachers. For example, if the tool was produced in a physical form, professional development leaders who highlight the prescriptive and diagnostic features of the tool draw attention to those design elements and practical aspects of the tool. A cursory explanation of the intended use of the tool will facilitate this exploration and, by extension, use. As designed, an ideal use of the tool relies upon this exploration, which can be done at a union in-service or steward meeting.

Another setting which can facilitate the introduction and use of the tools is a beginning of the year in-service or in-service for new teachers. The design features of the tool rely on the user to engage those features, and to think critically about their dissatisfaction in schools. This engagement is facilitated when teachers actually receive the tool and are introduced to its potential benefit. An introduction that includes a union steward and a school-based professional development leader would provide a

collaborative problem solving and empowerment setting to this introduction. The design of the tool for teachers must carry with it some expectation as to how teachers are to access the tool. Teachers can engage and use the tool through this professional development setting where they can ask questions if needed and even practice the use of the tool in addressing sample issues.

Implications of Design

Research studies often present useful, unique, and special information about a problem (Yin, 2008). This information directs the reader to improve an understanding of the immediate as well as more global context. The information presented represents only background information and information gathered during the first few months of the implementation. For a maximum degree of understanding, it is useful to have data gathered over the course of more than one year. These data include referral numbers and severity level at each grade level, descriptive information related to the location of when and where the referrals were generated, as well as input from teachers and other stakeholders.

Limitations

Schools often seek evidence-based support for their decisions. Financial and other limitations often help guide or even determine what options are and are not available to help determine a positive school climate. Strategies and resources that both get results and are cost effective are needed. An interest in the experiences of students is of paramount importance in choosing and implementing these strategies. Indeed, strategies that inform and improve the interactions between students and others are

strategies that improve the school climate more broadly. Matrices of influencing factors, stakeholders, data sources, classroom management plans, and other factors should be developed and used to most fully explain and describe the contributing factors to school climate. This system of factors is explained in a way that, if followed, a sufficient understanding of school climate is developed. Another limitation of this dissertation in practice includes the fact that it has not been thoroughly tested to ground its content in application. The feedback provided for the tool was very limited and the design could be improved based on more thorough feedback.

Explanation of How Program Facilitated Completion of this Dissertation in Practice

A number of aspects of the doctoral program at the University of Central of Florida were important in the completion of this dissertation in practice. First, core coursework as well as specialization coursework were important to provide the content and skills necessary for its completion. Second, numerous other resources related to the doctoral program were used to complete this dissertation in practice. Third, collaboration with various personnel was also useful. Some of the specific ways these aspects helped facilitate the completion of the program are detailed below.

Coursework

Specifically, several courses were vital to the completion of this dissertation in practice. For example, organizational leadership, educational leadership, organizational analysis, and other topics were used to help lay the foundation of this design project. The specific content of this design project was covered in game design, curricular design, and learning by design topics and classes. The writing necessary as well as the content of

various sections of this project were covered in data-driven decision making, classroom management, organizational behavior, and other classes. In short, almost every class required or chosen as part of the coursework in this program was useful in completing this dissertation in practice. Indeed, some sections from work done because of requirements of coursework were used as a foundation for this dissertation in practice. Several ideas and topics were initially explored as coursework options that were later developed as components of this dissertation in practice.

Resources

The resources available through the University of Central Florida that helped facilitate this dissertation in practice are innumerable. Most notably, the Computing and Statistical Technological Laboratory in Education was tremendously vital in the completion of my statistics coursework. Further, the UCF John C. Hitt Library and its services provided support on a routine basis. The office of Graduate Affairs in the College of Education and Human Performance, and most notably Laura Wilcox were vital resources and information sources that were relied on regularly, as well as the instructional support that numerous individuals gave the professors and instructors in many courses. Finally, the Morgridge International Reading Center provided study and collaboration space, professional development, and networking opportunities on several notable occasions. These resources were crucially important throughout the program and dissertation itself.

Collaboration

The most important resources in the completion of this dissertation in practice were the persons involved. Cohort students, students from other cohorts, graduate assistants, the teaching faculty, and others made this dissertation in practice and the completion of the program possible. Answering questions, describing appropriate resources, providing content knowledge about the navigation of a university program, and other topics were all possible only through the collaboration with others. During several courses, collaboration was required, and during several other courses, the course requirements could be best met only through collaboration. The value that the human resources and collaboration opportunities offered during the doctoral program cannot be understated.

Recommendations for Further Work

Based upon the experience of this author and initial feedback from several individuals, there are additional recommendations that benefit this work. For example, actually using the tool for teachers will produce valuable insights into the practicality of the tool, as well as provide indications as to how to improve the usability of the tool. As with any project, there are limitations to the design model and practical decisions that were made, and additional use and trial testing could identify ways to improve the tool. Although this dissertation in practice does not allow for generalizability, there are ways that this tool might apply to other settings. Those ways should be explored and identified. Further, actually producing the tool so that teachers use it is the only way to

put the tool in teachers' hands, literally. Therefore, resources and other practical aspects of the production of the tool should be explored in an attempt at solving complex problems of practice related to teachers' dissatisfaction.

In addition to exploring the production of the physical tool, the broader conceptual implications of school climate should be explored. Specifically, to the degree that school climate is composed of the constituent parts identified in this dissertation in practice as domains, those domains should be explicitly explored in more depth. To the degree that these broad categories compose essential elements of school climate, they should be promoted as part of the argument that defines school climate.

Indeed, in order to most fully understand this complex problem, data gathered and design and usability suggestions from more than a single year would be useful. The programmatic elements of CHAMPS themselves are well researched. The strategies and perspective that CHAMPS promotes have been validated and tested by previous research. This approach is especially opportune given our high-stakes, high-accountability, and high-risk social, political, and historical setting. Although a completely robust understanding of the issues presented in this case will require additional study, the steps towards developing and implementing a school-wide, positive, and proactive behavior management system appear well-grounded and oriented toward success.

To the extent that a broader argument is made by this dissertation in practice, it is important to understand how this dissertation fits into the broader scheme of teacher dissatisfaction and empowerment. To that end, it is important to understand the overall

endeavor to build a positive school climate and how teachers can contribute to this project.

Table 8 shows a clear analysis of issues submitted as genuine teacher and staff concerns. Additional development of the tool allows diagnostic specificity to identify trouble areas as reported by teachers and staff in general. Further, such description and analysis suggests that school operations/ management issues as a category would provide diagnostic and prescriptive specificity if the category were more nuanced. For example, an analysis that provides the locus of the concern provides more specificity. That is, a school operations/ management category broken down by cafeteria, classroom, media center, hallways, busses, or other general location in the school provides more diagnostic and prescriptive specificity.

Finally, it is important to note the relationship between teachers and their ability to influence their workplace. Specifically, the focus on areas that teachers can change is an important focus. While the adoption of textbooks and curricula and the use of standardized testing, as well as the use of particular evaluation systems are important to many teachers, their ability to influence those decisions is extremely limited. These issues that are beyond the current scope of this dissertation in practice could be further developed or the scope of the tool could be broadened for issues outside of the individual building level so that teachers could benefit from best practices related to these areas.

Support for Production

Producing physical copies of the tool has been challenging. The design was inspired by several educational tools and adapted to meet the specific design, usability, and other needs of teachers. Printing a single prototype and making revisions using that prototype is time consuming and costly. However, over time, the prototyping process has been a valuable one in troubleshooting design, usability, and other factors. Nevertheless, it would be useful to provide the physical tools to teachers in order to gather broader input and encourage wider use. Initial contacts with production companies offered promise, but conversations with production companies indicated that the set up and production costs for a small batch, the minimum of which is 250 copies, would be cost-prohibitive at this time (J. Bedford, personal communication, June 10, 2015). Support for the production of the tool is needed.

Redesign

Like many projects in life, there is value for a recursive conceptual and practical design, test, and redesign model for tools that teachers use. This recursive process only progresses based upon input and other information generated because of actual use. This use occurs when teachers and other educational employees use the tool in order to address their dissatisfaction. The feedback they generate is very valuable to improve the design and usability of the tool, and should be encouraged in order to inform decisions related to the redesign.

APPENDIX A: IRB LETTER

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901, 407-882-2012 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

NOT HUMAN RESEARCH DETERMINATION

From : **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To : **Carl Howard**

Date : **March 31, 2015**

Dear Researcher:

On 03/31/2015 the IRB determined that the following proposed activity is not human research as defined by DHHS regulations at 45 CFR 46 or FDA regulations at 21 CFR 50/56:

Type of Review:	Not Human Research Determination
Project Title:	Literature review and Design of a tool to address dissatisfaction by school employees.
Investigator:	Carl Howard
IRB ID:	SBE-15-11145
Funding Agency:	
Grant Title:	
Research ID:	N/A

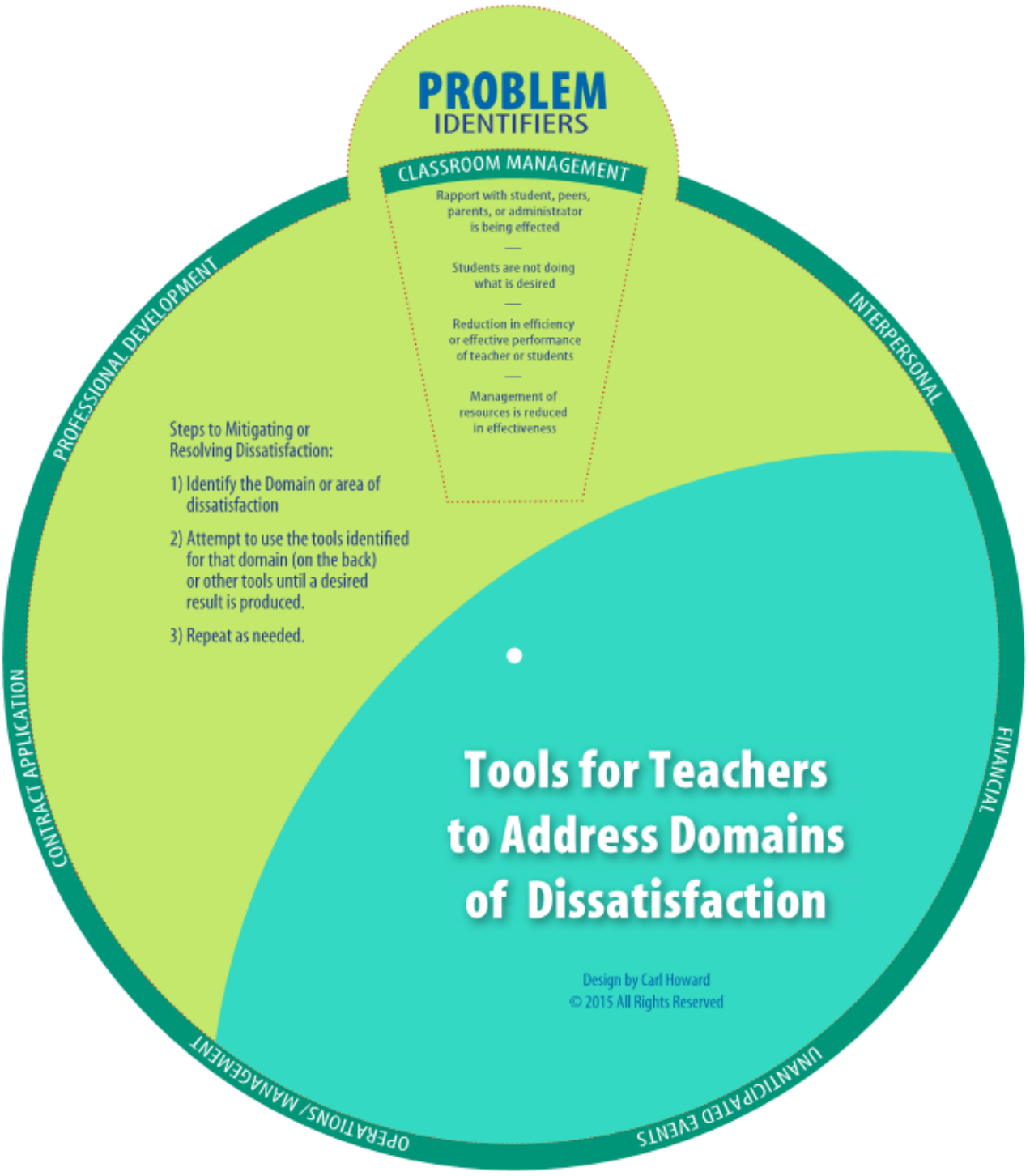
University of Central Florida IRB review and approval is not required. This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are to be made and there are questions about whether these activities are research involving human subjects, please contact the IRB office to discuss the proposed changes.

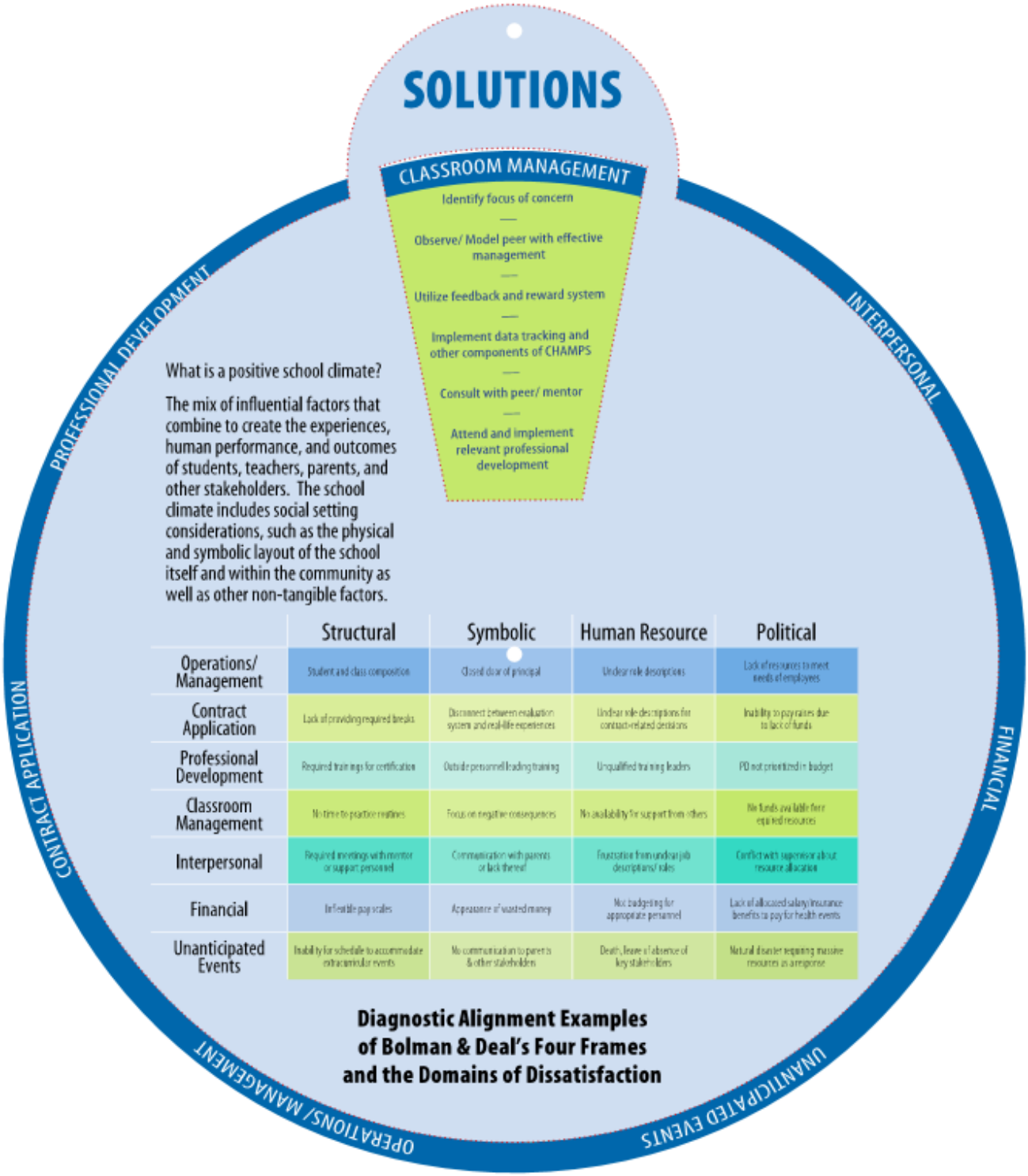
On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Patria Davis on 03/31/2015 08:52:43 AM EDT

IRB Coordinator

APPENDIX B: COMPOSITE IMAGES OF TOOL- CLASSROOM MANAGEMENT


PROBLEM
IDENTIFIERS
CLASSROOM MANAGEMENT
Rapport with student, peers, parents, or administrator is being effected
—
Students are not doing what is desired
—
Reduction in efficiency or effective performance of teacher or students
—
Management of resources is reduced in effectiveness
Steps to Mitigating or Resolving Dissatisfaction:
1) Identify the Domain or area of dissatisfaction
2) Attempt to use the tools identified for that domain (on the back) or other tools until a desired result is produced.
3) Repeat as needed.
PROFESSIONAL DEVELOPMENT
INTERPERSONAL
FINANCIAL
UNANTICIPATED EVENTS
OPERATIONS/ MANAGEMENT
CONTRACT APPLICATION
Tools for Teachers to Address Domains of Dissatisfaction
Design by Carl Howard
© 2015 All Rights Reserved



	Structural	Symbolic	Human Resource	Political
Operations/ Management	Student and class composition	Closed door of principal	Unclear role descriptions	Lack of resources to meet needs of employees
Contract Application	Lack of providing required breaks	Disconnect between evaluation system and real-life experiences	Unclear role descriptions for contract-related decisions	Inability to pay raises due to lack of funds
Professional Development	Required trainings for certification	Outside personnel leading training	Unqualified training leaders	PD not prioritized in budget
Classroom Management	No time to practice routines	Focus on negative consequences	No availability for support from others	No funds available for required resources
Interpersonal	Required meetings with mentor or support personnel	Communication with parents or lack thereof	Frustration from unclear job descriptions/ roles	Conflict with supervisor about resource allocation
Financial	Inflexible pay scales	Appearance of wasted money	Not budgeting for appropriate personnel	Lack of allocated salary/insurance benefits to pay for health events
Unanticipated Events	Inability for schedule to accommodate extracurricular events	No communication to parents & other stakeholders	Death, leave of absence of key stakeholders	Natural disaster requiring massive resources as a response

Diagnostic Alignment Examples of Bolman & Deal's Four Frames and the Domains of Dissatisfaction

APPENDIX C: SUMMARY OF SUBMITTED ISSUES AND DOMAIN ANALYSIS

Date	Issue submitted to FAC	Domain(s) of Dissatisfaction
9/9/12	Noisy hallways	O/M
9/9/12	Timely receipt of materials ordered	O/M
9/9/12	Timely reimbursement for materials	O/M
9/9/12	Navigating school master calendar	O/M, PD
9/9/12	Events not listed on master calendar	O/M
9/9/12	Crowding in hallways	O/M
9/9/12	Not timely student drop off/ pickup	O/M
9/9/12	Optimal utilization of computer lab	O/M
9/9/12	Students not having morning work	Classroom Management
9/9/12	Technical issues with server	PD
9/9/12	Slow lunch line	O/M
9/9/12	Late school opening in August	Unanticipated Events
9/9/12	Building access difficult by visitors	O/M
9/9/12	Mandatory locking of classroom doors	Classroom Management, O/M
11/7/12	Noisy kindergarteners at dismissal	O/M
11/7/12	Parents/Teachers on cell phones	O/M
11/7/12	Not timely student pickup from specials	O/M
11/7/12	Request recycling	O/M
11/7/12	Snack vending machine	O/M, Financial
11/7/12	Longer chain for fence	O/M
11/7/12	Playground crowding	O/M
11/7/12	Parents wanting morning conferences	O/M
11/7/12	Student changes not communicated	O/M
11/7/12	Subs not called or not arriving	O/M
11/7/12	Email responses from principal	O/M

Date	Issue submitted to FAC	Domain(s) of Dissatisfaction
11/7/12	Too many events on calendar	O/M
11/7/12	Locked doors means no printer access	O/M
11/7/12	Staff children in adult areas	O/M, Interpersonal
11/7/12	Inadequate lunchroom coverage	O/M
11/7/12	Building Leadership Team/ low morale	O/M, Interpersonal
2/7/13	Noisy hallways	O/M
2/7/13	Not timely student drop off/ pickup	O/M
2/7/13	Marks on walls in hallways	O/M
2/7/13	Student use of adult bathrooms	O/M
2/7/13	Employees' children in staff areas	O/M, Interpersonal
2/7/13	ESE/ IEP meeting schedules	O/M
2/7/13	School Resource Officer	O/M
2/7/13	Printing of sign-in sheets	O/M
2/7/13	Morning announcement procedures	O/M, Classroom Management
2/7/13	Office calling for students not in class	O/M
2/7/13	Severe weather drill procedures unclear	Unanticipated Events
2/7/13	Not timely flyer distribution	O/M
10/29/13	No timely response to emails	O/M
10/29/13	Non-Administrators doing evaluations	O/M, Interpersonal, Contract
10/29/13	Family members attending classes	O/M
10/29/13	Too many extra events	O/M
10/29/13	Inappropriate cell phone usage	O/M
10/29/13	Toys/ looms at school	O/M, Classroom Management
2/26/14	Testing schedule changes	O/M, Classroom Management
2/26/14	Classes not balanced	Classroom Management, O/M

Date	Issue submitted to FAC	Domain(s) of Dissatisfaction
2/26/14	FCAT testing in specials' classrooms	O/M, Contract
2/26/14	Impact from intervention sessions	Interpersonal, Classroom Management
2/26/14	Unclear condiment policy	O/M
2/26/14	Logistical problems from locked doors	O/M
2/26/14	Daily fliers	O/M, Classroom Management
2/26/14	Untimely lunchroom pickup	O/M
2/26/14	Too many students in bathroom	O/M, Classroom Management
2/26/14	Need laptop checkout procedure	O/M
2/26/14	Student behavior in lunchroom	O/M, Classroom Management
2/26/14	Intervention needs to start earlier	O/M
2/26/14	Untimely hallway displays	O/M
2/26/14	FCAT and AR rewards	Financial
2/26/14	Long wait at lunch	O/M
5/21/14	Purchase of testing treats by teachers	Financial, O/M, Contract
5/21/14	Unhealthy cafeteria purchases	O/M
5/21/14	No shade on playground	O/M
5/21/14	Purchase of sound proofing for hall	O/M
5/21/14	Too many events at same time	O/M
5/21/14	Preventing problems by use of handbook	O/M
5/21/14	No timely decisions on student awards	O/M
5/21/14	Paraprofessionals acting as subs	Contract Application
5/21/14	Missing personal food/ drinks	Financial, O/M
5/21/14	Lack of fidelity with Response to Intervention	Interpersonal, O/M

Date	Issue submitted to FAC	Domain(s) of Dissatisfaction
5/21/14	No full-time receptionist	Financial, O/M
5/21/14	Cleanliness issues	O/M

Note. O/M = Operations/Management; PD = Professional Development

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