

University of Montana

## ScholarWorks at University of Montana

---

Graduate Student Theses, Dissertations, &  
Professional Papers

Graduate School

---

2012

### THE RELATIONSHIP BETWEEN PRINCIPAL SUPPORT AND TEACHER RETENTION IN HARD TO STAFF SCHOOLS

Amy Lee Hughes

*The University of Montana*

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

**Let us know how access to this document benefits you.**

---

#### Recommended Citation

Hughes, Amy Lee, "THE RELATIONSHIP BETWEEN PRINCIPAL SUPPORT AND TEACHER RETENTION IN HARD TO STAFF SCHOOLS" (2012). *Graduate Student Theses, Dissertations, & Professional Papers*. 1359.

<https://scholarworks.umt.edu/etd/1359>

This Dissertation is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

THE RELATIONSHIP BETWEEN PRINCIPAL SUPPORT AND  
TEACHER RETENTION IN HARD TO STAFF SCHOOLS

By:  
AMY L. HUGHES

B.S., University of Montana - Dillon, Dillon, MT, 2000  
M.Ed., University of Montana - Missoula, Missoula, MT, 2003

Presented in partial fulfillment of the requirements for the degree of  
Doctor of Education  
in Educational Leadership

The University of Montana  
Missoula, MT

March, 2012

Committee Members:

Dr. John Matt, Committee Chair  
Department of Educational Leadership

Dr. William McCaw, Committee Member  
Department of Educational Leadership

Dr. Patricia Kero, Committee Member  
Department of Educational Leadership

Dr. Frances O'Reilly, Committee Member  
Department of Educational Leadership

Dr. Darrell Stolle, Committee Member  
Department of Curriculum and Instruction

**ABSTRACT**

This dissertation examines the relationship between principal support and retention of teachers in hard to staff schools. The purpose of this study was to, (a) to determine the relationship between teacher retention and principal support, (b) to examine the perception of support between teachers and principals and how these perceptions affect teacher retention in hard to staff schools, and (c) to discover if there is a correlation between the principal's supports and teacher retention. Within these school environments, the participants were both administrators and teachers who are employed in the sample schools. Findings in this study verified information found within the literature review and were consistent with prior research and studies indicating that support of teachers have a large impact on teacher retention in hard to staff schools. Teachers that participated in this study provided insight as to which forms of support they valued most from their principals. The recommendations that are provided are intended to be a guide for administrators working in hard to staff schools to improve their programs so that they face less teacher attrition in hard to staff schools. The recommendations are also intended to encourage leaders to look more closely at their programs and their own styles of leadership and support as to improve their communication and support of their teachers in these hard to staff schools. Specific recommendations are made for administrators, institutions, teachers, working in hard to staff schools. As well as researchers interested in pursuing more information in this area of research.

**DEDICATION**

To my family, I am truly blessed and fortunate to have you in my life. You all mean more to me than words can ever say.

## ACKNOWLEDGEMENTS

“Desire is the key to motivation, but it's the determination and commitment to an unrelenting pursuit of your goal, a commitment to excellence, that will enable you to attain the success you seek” (Mario Andretti).

I would like to thank those that have helped me achieve this great accomplishment for without you this dream would not have become a reality. To my husband, Trevor, throughout this journey you have been by my side giving of yourself unselfishly. Through long drives and weekends, studying for comps, my research and proofreading you always supported me and encouraged me to persevere. You never once complained when priorities were shifted, accommodating of my educational needs. This means more to me than you will ever know.

To my parents, Arthur and Laura Laramie, you never doubted my ability or determination and raised me up when I doubted myself. Through a very emotional journey you supported me every step of the way. You always had the right things to say to make me feel better and reinvigorated my spirit if I ever felt any doubt. You raised me to always do my best, inspired and emboldened me to continue my education, and believed in me no matter what I did. You make me who I am and who I want to be.

To my father and mother-in-law Dr. Eugene and Connie Hughes, you have gifted me with a tremendous opportunity to further my education and better myself. Without hesitation you believed in me from the start and encouraged me to pursue my degree. You supported me in many ways, more than I can count. For that I am eternally grateful.

To my uncle, Robert Evans, you have always been there for me. Listening when I needed it, giving me advice, and calling to see how I was doing when you knew things were rough. You always encouraged me and were confident in my abilities. You always reassured

me and had faith in my abilities to complete my degree. Thank you for always being there for me.

To my grandparents, William and Lyle Evans, I wish you were here with me, but I will have you in my heart. You were always there for me, believed in me, advocated for me and cheered me on throughout my life. I am thankful for every moment we had together and want you to know “Your Girl did it!”

To my Committee Chair, Dr. John Matt, thank you from the bottom of my heart for all of your hard work, patience and support in helping me achieve this degree. Throughout all of the emails, questions, and worries you graciously provided consult and support. You always took the time to provide me with valuable feedback and clarified any questions I had. You have been supporting and understanding throughout this process and I am infinitely grateful that you agreed to be my chair. It is a great honor to have this distinction bestowed upon me.

To my Committee Members, Dr. Frances O’Reilly, Dr. Patricia Kero, Dr. Bill McCaw, and Dr. Darrell Stolle, thank you so much for being a part of my committee. I appreciate your dedication and contributions throughout this process. Your advice, wisdom, and ideas were of immeasurable help; without you this would not have been possible.

**Table of Contents**

ABSTRACT.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
CHAPTER ONE: INTRODUCTION.....	1
Statement of Problem.....	1
Purpose of the Study.....	1
Research Questions.....	2
Definition of Terms.....	3
Delimitations.....	6
Limitations.....	7
Significance of the Study.....	7
Summary.....	8
CHAPTER TWO: REVIEW OF THE LITERATURE.....	9
Justification of Literature Review Design.....	9
Outline of Chapter Contents.....	9
Issues in Teacher Retention and how Principals are Equipped to Deal With Retention.....	10
Factors That Contribute To/Inhibit Teacher Retention.....	16
Motivation and the Connection to Retention.....	22
How Communication Contributes to Retention.....	25
Subscales of Support and Their Roles in Retention.....	27

Emotional Support.....	28
Environmental Support.....	29
Instructional Support .....	32
Technical Support.....	33
Addressing the Need to Improve the Support of Teachers and Teacher Retention .....	36
How Principal Support of Teachers Effects Teacher Retention .....	40
Summary .....	43
CHAPTER THREE: METHODOLOGY .....	46
Research Design.....	46
Research Questions .....	48
Variables.....	48
Population and Sample.....	51
Data Collection Procedure .....	52
Measurements/Instruments.....	53
Pilot Survey: Acadia, Montana .....	55
<i>A priori</i> Assumptions .....	58
Null Hypotheses .....	58
Summary .....	59
CHAPTER FOUR: RESULTS .....	60
Data Analyses.....	61
Analyses .....	77
Summary .....	80



CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS FOR HARD TO STAFF

SCHOOLS ..... 82

    Findings and Conclusions ..... 82

    Recommendations for Principals, Teachers, and Policy Planning in Hard to Staff Schools .... 84

    Recommendations for Future Research ..... 89

    Summary ..... 90

REFERENCES ..... 92

**APPENDICES**

Appendix A: Survey .....	98
Appendix B: Survey Permission.....	108
Appendix C: Informed Consent Letter .....	111
Appendix D: Raosoft Table .....	114
Appendix E: Modified Teacher Survey .....	117
Appendix F: Modified Admin. Survey .....	123
Appendix G: SPSS Outputs for Figures 6-13 .....	129
Appendix G <sub>2</sub> : SPSS Outputs for Figures 6-13 Standard Deviations .....	203
Appendix H: SPSS Outputs for Figures 14-16 .....	219
Appendix I: Open Ended Research Responses .....	223
Appendix J: Gersten's Conceptual Framework Model Figure 1 Permission .....	230

**LIST OF FIGURES**

Figure 1: Gersten’s Conceptual Framework Model.....	12
Figure 2: Breakdown of questions into support categories.....	50
Figure 3: Reliability Coefficients for Subscale and Total Scores.....	54
Figure 4: Reliability Statistics for Pilot Survey .....	57
Figure 5: Part 1 of Survey: Descriptive Variables .....	64
Figure 6: Principal Responses Emotional Support Questions .....	65
Figure 7: Teacher Responses Emotional Support Questions .....	66
Figure 8: Principal Responses Environmental Support Questions .....	67
Figure 9: Teacher Responses Environmental Support Questions.....	68
Figure 10: Principal Responses Instructional Support Questions.....	69
Figure 11: Teacher Responses Instructional Support Questions .....	70
Figure 12: Principal Responses Technical Support Questions .....	71
Figure 13: Teacher Responses Technical Support Questions.....	72
Figure 14: Layout of how data will be presented: Teachers total support scores based upon decision to stay or leave current placement .....	73
Figure 15: Layout of how data will be presented: Difference in Total Support Scores of Teachers and Principals.....	74
Figure 16: Layout of how data will be presented: Principal and Teacher Support Scores in Relation to Grade Level and Support Received/Given.....	75
Figure 14a: Completed layout of data presented: Teachers total support scores based upon decision to stay or leave current placement .....	77

Figure 15a: Completed layout of data presented: Difference in Total Support Scores of Teachers and Principals.....78

Figure 16a: Completed layout of data presented: Principal and Teacher Support Scores in Relation to Grade Level and Support Received/Given.....80

## **CHAPTER ONE: INTRODUCTION**

The principals of hard to staff schools need to understand the relationship between support of teachers and retention of those same employees. They need to stay current on methods to help keep teachers employed in difficult positions. As changes occur in school populations, and the number of at-risk students continues to increase, so do the principals' needs for understanding and staying cognizant of methods and skills that they can utilize in helping improve teacher retention. Understanding how emotional, environmental, instructional, and technical support affects teachers and recognizing the importance of remaining current with leadership topics, teacher retention and professional development, principals rely on a number of important sources for supporting and retaining their staff in these hard to staff placements.

### **Statement of Problem**

Many hard to staff institutions and school districts report that schools are experiencing a high rate of turnover as teachers look elsewhere for employment. Teachers who have difficult classes and students, and are working in corrections and residential facilities face many challenges that students in public school systems normally do not exhibit. Research has stated that, "Among specific groups of special educators, attrition rates are particularly high for teachers of students with emotional and behavioral disorders" (George & George, 1995, p. 228). With this being stated, there is clearly a need for research regarding the issue of teacher retention and the support that teachers receive to help encourage them to stay in these job placements.

### **Purpose of the Study**

As Creswell (2003) stated, the design of a purpose statement in a quantitative study begins with identifying the proposed variables for a study, drawing a visual model to clearly identify this sequence, and locating and specifying how the variables will be measured or

observed. The following description of the purpose of this study encompassed and used Creswell's design to convey this research. The purpose of this study was to (a) to determine the relationship between teacher retention and principal support. The areas of supports that were looked at were: emotional, technical, environmental, and instructional. In addition, the purpose of this study was (b) to examine the perception of support between teachers and principals and how these perceptions affect teacher retention in hard to staff schools. The participants are teachers and principals that work within hard to staff schools throughout the state of Montana. Finally, the purpose of this study was (c) to discover if there is a correlation between the principal's supports and teacher retention. The survey that was used will be posted online for participants to fill out. The independent variables were generally defined as the principals and teachers survey scores. The dependent variables were generally defined as support and retention. The survey that was used was the Administrative Support Survey developed by C. Yvonne Balfour of George Mason University (Balfour, 2001). This survey has been proven in the area of valid questions pertaining to teacher support/retention and principal's levels of support.

### **Research Questions**

Through a survey of principals and teachers working in hard to staff schools, which are generally considered to be high risk placements, this study addressed which areas of support that principals provide for teachers are perceived to be essential to increase teacher retention in such schools through the following research questions:

Q<sub>1</sub>: What is the relationship between a principal's supports for teachers and the actual retention of teachers who work in high risk placements or hard to staff environments?

Q<sub>2</sub>: What is the relationship between support scores on the Administrative Support Survey of teachers and principals?

Q<sub>3</sub>: What is the relationship between the perceived support of teachers and administrators in relation to what grade level they teach?

H<sub>1</sub>: Principal's support skills are related to teacher retention.

H<sub>2</sub>: The principals' scores on how they give support will be higher than the teachers' scores on how the principals give support.

H<sub>3</sub>: Teachers working in multi-level (K-12) grade levels report having more support from their principals than teachers working with high school (9-12) grade levels.

### **Definition of Terms**

Researchers define terms so that readers can understand their precise meaning as stated by Creswell (2003). Therefore, for the purposes of this study the following definitions will be used:

*Alternative Programs.* Programs that receive any student who is achieving less than what is required by standard schools and programs if they are at risk of education failure, as indicated by poor grades, truancy, disruptive behavior, suspension, pregnancy, or similar factors associated with early withdrawal from school (Paglin & Fager, 1997).

*Attrition.* Attrition refers to educators leaving their teaching positions to seek employment elsewhere, including other school divisions, or to retire (Levine, 2001).

*Emotional Subscale/Support.* The emotional subscales were administrative support behaviors that were based upon feeling and emotion. Emotional support referred to recognition for effort and support around personal and professional issues. For example, the process of

appraisal for a job well done, discussions around personal or professional concerns or needs, and support of decisions (Balfour, 2001).

*Environmental Subscale/Support.* The environmental subscales were administrative support behaviors that were based upon the school's physical characteristics and how administrators went about managing the work conditions for their teachers. For example, the process of limiting the diversity in caseloads, allowing for ample planning time and providing needed supplies or materials (Balfour, 2001).

*Hard to Staff Schools.* Hard to staff school are schools that have a higher percentage of students who are performing below grade level, have higher level of special education/behavioral needs and are in low income, urban areas. For this study, hard to staff schools will be classified as schools that are located in correctional or residential facilities and deal with a high number of students with emotional/behavioral needs (National Education Association, 2010; Glennie, Coble, & Allen, 2004).

*Instructional Subscale/Support.* The instructional subscales were administrative support behaviors that were based upon the action, or practice of teaching. Instructional support was defined as support around teaching and pedagogical issues. One example of this would be the process of selecting instructional methods, writing lesson plans, and interpreting state standards (Balfour, 2001).

*Northwest Accreditation Commission (NWAC).* The Northwest Accreditation Commission accredits distance education, elementary, foreign nation, high school, K-12, middle level, post-secondary non-degree granting, residential, special purpose, supplementary education, and travel education schools.



*National Association of Therapeutic Schools and Programs (NATSAP).* The members of the National Association of Therapeutic Schools and Programs (NATSAP) provide residential, therapeutic and/or educational services to children, adolescents, and young adults entrusted to them by parents and guardians.

*Principal.* As used in this study, means a person who holds a valid class 3 Montana administrative license with an applicable principal's endorsement that has been issued by the superintendent of public instruction under the provisions of this title and the policies adopted by the board of public education and who is employed by a district as a principal as reflected by Section 20-1-101 Montana Code Annotated.

*Retention.* As used in this study, means keeping highly qualified teachers in their teaching positions for longer than three years.

*Special Education Teacher.* For all special education teachers: State special education certification or license, at least a bachelor's degree and has not had a waiver of licensing requirements "on an emergency, temporary, or provisional basis" (National Education Association, 2010).

*Special Purpose Schools.* Special Purpose Schools are considered to be: Public, nonpublic, proprietary, or not for profit. To be considered in this classification schools must meet the special educational needs of students under unique circumstances. Generally, such schools offer a limited array of educational services and may not be compelled to adhere to the state's common school compulsory attendance laws or high school graduation requirements. Examples to consider in this category include the educational division of Job Corps schools, correctional centers or schools, special schools for the handicapped or gifted, residential

treatment schools, boarding schools, or special interest area schools associated with the arts, music, sciences, or career/vocational-technical education (Northwest Accreditation Commission, 2009).

*Support.* As used in this study, means to take an active role in assisting, encouraging, and displaying approving attitudes towards teachers.

*Systems Thinking.* As used in this study, means a framework for seeing patterns and interrelationships (Senge, 1990). In addition to exploring solutions, ideas and conclusions that are completely different from those generated by traditional scientific methods (Minarik et al., 2003).

*Teacher.* As used in this study, means a person excluding a district superintendent, who holds a valid Montana teacher license that has been issued by the superintendent of public instruction under the provisions of this title and the policies adopted by the board of public education and who is employed by a district as a member of its instructional staff as reflected by Section 20-1-101 Montana Code Annotated.

*Technical Subscale/Support.* The technical subscales were administrative support behaviors that were based upon the mechanics and specifics of the school. Technical support was defined as support around compliance issues in special education. For example, the process of writing individual education plans and progress reports, taking part in professional development and following timelines (Balfour, 2001).

### **Delimitations**

This study is delimited to Montana respondents. Additionally, it is delimited to those principal and teacher respondents holding the appropriate educational license and endorsement,

that work in hard to staff schools throughout the state of Montana that are recognized in the National Association of Therapeutic Schools and Programs (NATSAP) Directory and the schools recognized in the Northwest Accreditation Commission (NWAC). Finally, a quantitative design approach was utilized for increased objectivity and decreased bias.

### **Limitations**

Limitations of the study were the resources (NWAC & NATSAP) used may have contained inaccurate information, although the most current publications were used. This did occur, as one school was no longer in operation. Some of the surveys that were sent out were not completely filled out online. Several of the participants started the survey and did not answer every question, so partial surveys were submitted. Several of the participants stated that they could not access the survey from their computers; several of them did request hard copies of the survey however not all were returned. A few of the participants that were identified as being eligible to participate stated that they were no longer employed with their school and therefore were ineligible to participate. The data collected was based upon how the participants felt at the time they took the survey. These perceptions may change over time and change due to individual experiences that the participants may have.

### **Significance of the Study**

As stated by Creswell (2003), the significance of the proposed study should indicate how the study will add to scholarly research and improve both practice and policy. The following description of the significance of this study followed the recommendations set forth by Creswell (2003). The significance of this study was of importance to the field because it added additional resources and information to help the districts that have hard to staff schools and help principals

working in those hard to staff schools to utilize current methods, and improve their ability to retain teachers in these difficult to staff positions. It also added to current knowledge base of the district and school personnel involved to improve their policies on retention. It also provided additional concepts to give an advantage to human resources so that they may implement the improvements district wide. It aided these programs so that the schools can update and use consistent, across the board policies, employment incentives, and retention development procedures. This study helped create additional resources and ideas for improving teacher retention in educational areas where teacher retention has been and could potentially become detrimental to the school and district as a whole.

### **Summary**

Chapter One provided an introduction to the importance of principals and the support they give teachers in relation to the retention of teachers in hard to staff placements. The purpose of this study was to further explore the importance of teacher retention to principals and the historical and current perspectives regarding how hard to staff schools, in addition to urban schools and even public schools have to continually develop ways to reduce attrition of teachers to different fields/school placements. This study added to the existing, and somewhat limited, current knowledge base regarding principals' specific role in teacher retention in hard to staff schools. The study's results should hold significance to graduate-level school principal preparation classes, hard to staff schools and public school districts that have at-risk programs or are in high risk areas. The results should further provide either substantiation of, or a new perspective regarding, what principals/districts can do to increase teacher retention in these difficult to staff jobs.

## **CHAPTER TWO: REVIEW OF THE LITERATURE**

### **Justification of Literature Review Design**

The literature review design that was used is based upon the recommendations by Boote and Biele (2005). In addition, Creswell (2003) stated the literature review shares with the reader the results of other studies that are closely related to study being proposed and it provides a framework for establishing the importance of the study. The following is a review of the literature that was found on the topic of teacher retention and what principals can do to keep teachers in their current positions. The review is set up to identify the usefulness of the literature in regards to the topic. It is set up to match the categories and criteria that Boote and Biele (2005) have identified as necessary to discuss the literature and incorporate it into a dissertation presentation. The following categories are used in each of the following reviews: coverage, synthesis, methodology, significance, and rhetoric. The criterion provided by Boote and Biele (2005), was used as a guide for the final written presentation. As reported by Cozby (2007), the researcher draws conclusions about the generalizability of research findings by conducting literature reviews. With this being stated, it was the goal of the researcher to obtain, review and synthesize articles, journals, and other materials of importance to the topic of teacher retention. The articles/studies were picked based upon their subject matter. The literature review provide relevant information on educators' and their needs in relation to teaching special needs students, and information on teacher retention and what the role of the principal means to this topic.

### **Outline of Chapter Contents**

The following topics are addressed throughout the literature review. The following is an outline of what was included in the review of the literature.

1. Issues in teacher retention and how principals are equipped to deal with retention
2. Factors that contribute/inhibit teacher retention
3. Motivation and its connection on retention
4. How communication contributes to retention
5. Subscales of Support and their roles in retention
6. Addressing the need to improve the support of teachers and teacher retention
7. How principal support of teachers effects teacher retention

### **Issues in Teacher Retention and how Principals are Equipped to Deal With Retention**

Teacher attrition and retention issues are causing critical shortages in special education. According to Carpenter and Dyal (2001), four out of every ten special educators entering the field leave special education before their fifth year of teaching (p. 5) and only 60% of those prepared to teach actually do so (Varrati, Lavine, & Turner, 2009, p. 492). These shortages are forcing increased attention to the issues of recruitment and retention of qualified special education teaching staff (Cooley & Yovanoff, 1996, p. 336). As stated by Guarino, Santibanez, and Daley (2006), “Attrition from a placement can be either voluntary or involuntary, although most attrition from teaching is voluntary, given widespread tenure rates and the prevalence of unionized grievance policies regarding termination” (p. 175). In the face of a growing school-aged population, schools and districts must struggle to maintain standards for teaching quality while continuously recruiting bright new teachers and seeking to retain their most effective existing teachers (Guarino et al., p. 173). Varrati et al., (2009) related the views of beginning teachers in regard to principals being viewed as key figures for support and guidance (p. 481). Principals need to realize that they play an important role in teacher attrition/retention. They

must focus on keeping teachers on staff and recruiting teachers that will be assets to the school environment. According to Darling-Hammond (2003), keeping good teachers should be one of the most important agenda items for any school leader (p. 7). This is especially true for districts/placements that are located in hard to staff areas of schools such as urban areas, facilities, and correctional teaching placements.

Principals play a vital part in improving teacher retention by providing support in the following domains (environmental, instructional, technical and emotional) to their team. As the building's instructional leader, school principals greatly reinforce the institutional culture of the school, by providing guidance and support and offering instructional and institutional resources, yet teacher candidates report minimal interaction with the principal (Varrati et al., 2009).

Principals must consider how their actions set the tone and climate of the school; they are the key developers of school culture. As stated by Varrati et al., (2009) "the role of the school principal in conveying the intricacies of the macro-culture (school wide) culture and climate is just as significant as the role of the cooperating teacher in conveying the details of the micro-culture (classroom)" (p. 485).

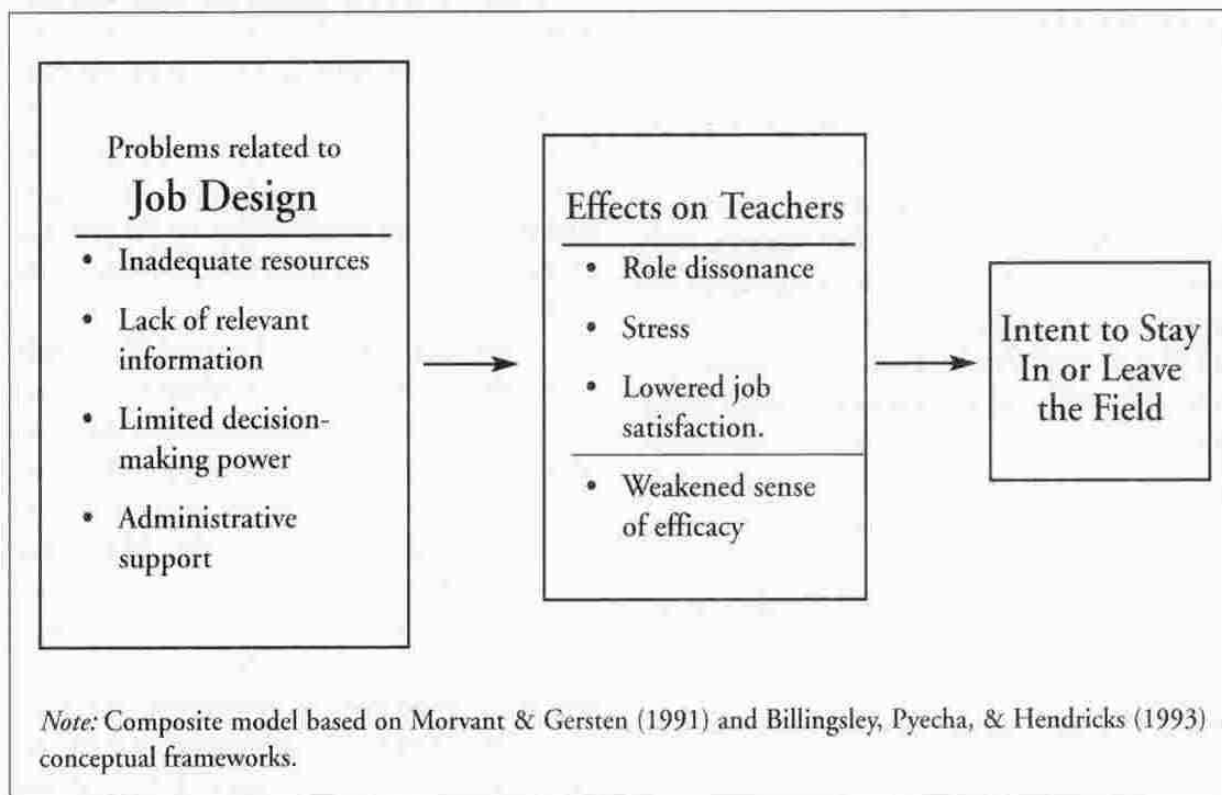
In 2001, Gersten, Keating, Yovanoff, and Harniss conducted research examining the concept of special education teacher retention as a function of job design (p. 551). Gersten et al. (2001) developed a conceptual framework to design their study and ultimately used this to determine the entry of variables into the path analysis. They used this concept to break away from traditional research and used the conceptual framework to achieve their results. Figure 1 "demonstrates how a teaching job that is poorly designed can affect teachers in negative ways,

possibly leading to withdrawal from the job and/or eventually making the decision to leave the position or the field” (p. 551).

The following Figure 1 was presented by Gersten et al. (2001) in reference to their research on job design (p. 552):

**FIGURE 1**

*Conceptual Model That Guided Path Analysis*



*Figure 1.* Gersten’s (2001) Conceptual Framework Model. (See Appendix J for permission to use Figure 1)

Gersten et al. (2001) used the conceptual model in Figure 1 to guide the study and further explained the research with the following:

Administrators could potentially modify many job design factors that enhance or detract from teachers’ job performance. For example, administrators can ensure that teachers have adequate resources and relevant information to successfully function in their jobs.



Administrators also help to set the tone of a school's culture, particularly with regard to how the special program is viewed, by mediating disputes, setting policy, and rewarding meritorious behavior. This emphasis on job design as a key organizing concept for the construction of our survey marked a departure from previous research on special education teacher retention. (p. 551)

Gersten et al.'s (2001) survey was conducted in three large urban districts with a sample size of 887. The survey elicited a response rate of "81% out of the 887 participants" (p. 553).

What their survey showed was:

Building level support from principals and teachers had a strong direct and indirect effect on virtually all critical aspects of teachers' working conditions. The direct path for this factor shows a powerful impact on a teacher's sense of professional development opportunities, role dissonance and satisfaction with current position. The focus on support from both principals and fellow teachers at the school is representative of a more contemporary conception than the earlier focus on building principal only. Ultimately it is the combination of the values and actions of the principal and teaching staff as mediated by the overall school culture that influences the level of support felt by the special education teacher. (p. 557)

Their research showed that administrative support and the development of school culture is essential to retaining teachers. Adding to the support of these statements, Varrati et al. (2009) agreed that the roles a principal plays, or should be encouraged to play, is "the critical role of making sure the school environment and its pressure don't drive teachers away" (Varrati et al., 2009, p. 490). Many researchers have shown relationships between leadership behaviors and

organizational outcomes (Minarik, Thornton, & Perreault, 2003). In 2003, Minarik et al. found that when principals develop an organizational paradigm that is centered on vision, mission, and staff growth, they provide the basis for fundamental motivation and uninterrupted development.

In addition, Minarik, et al. (2003) also discovered that highly skilled principals are “essential to the successful operation of a school” (p. 232), contributing to the overall positive culture of the school itself. They cited Schwan and Spady’s (1998) model of “total leaders” synthesizing the major components of various leadership approaches and their focus on five leadership domains. Minarik et al. (2003) listed these as being: “authentic leadership, visionary leadership, cultural leadership, quality leadership, and servant leadership” (p. 232). Minarik et al. (2003) stated the importance of these constructs provides a framework for principals to promote systems thinking (p. 232).

In 2003, Minarik, et al. established that:

As a total leader, the principal can address many of the issues that relate to teachers’ attrition because of the isolation of teachers. Comprehensive staff induction programs for new teachers and effective coaching approaches for existing staff encourage development of community. Modeled leadership behaviors will spread to the entire team because the actions of each individual influenced the actions and attitudes within the entire web. An effective principal will foster professional growth, risk taking behaviors, active involvement in the education community, and increased autonomous behavior. (p. 232)

By addressing the unique needs of their teachers, Minarik et al. (2003) stated that “total leaders promote intrinsic motivation, thereby fostering teacher retention. A principal inevitably

influences the behaviors of teachers, the system and the community, just as a raindrop on a spider web” (p. 232), principals can have the same universal effect on their schools and teachers.

According to Brown and Wynn (2007), lower levels of teacher attrition and migration have consistently been found in schools with more “administrative support for teachers, fewer discipline problems, and higher levels of faculty decision making, influence and autonomy” (p. 668). Littrell and Billingsley (1994) found that principals who are emotionally supportive and provide informational support are more likely to have teachers who are satisfied with their work.

Principals are a driving force in helping teachers deal with students, giving them the power to make decisions and providing them with a supportive and encouraging work environment. According to Varrati et al. (2009), strong leadership is of primary importance in guiding teachers to develop requisite skills and strategies that promote the learning of all students, increasing the likelihood of retention. Creating environments that will encourage teachers to remain must include leaders/principals that are supportive. Mangin (2007) acknowledged this by stating the “principal’s role as a leader, manager, and change agent is far reaching” (p. 319). Youngs (2007) stated that a principal’s leadership practices can affect a teacher’s experience. A principal’s support skills as well as their support are crucial to the retention of teachers. Principals need to be cognizant of circumstances that affect the attrition and retention of teachers.

In 2009, Varrati et al. stated that:

By understanding the conditions that lead to teacher attrition, principals can provide structured support to both teacher and organization to promote professional growth and community. Principals can also use their knowledge of the ramifications of

organizational context on teacher attrition to help teachers whose realm of awareness has been primarily focused on the workings of the classroom. (p. 492)

As stated by Balfour (2001), “gaining a better understanding of how different groups of teachers want to be supported by their administrators is important because concerns over support are often cited as a reason for leaving the profession prematurely” (p. 16). Structured support can be exhibited by providing feedback about job performance, helping teachers connect with students and parents, and fostering the practices that the principal deemed important in meeting the educational goals of the school. Principals know what changes are needed to improve or show continual growth, and this is their opportunity to establish those changes. As stated by Brown and Wynn (2007), teachers perceive the principal’s role to be significant regarding supporting and retaining new teachers in their classrooms, in their school and in their profession.

### **Factors That Contribute To/Inhibit Teacher Retention**

Factors that contribute and inhibit teacher retention are vast. However, there is not much research in regards to retention of teachers in hard to staff placements. According to Berry (2004) “what is known about recruiting and retaining teachers for hard to staff schools does not seem to be well known” (p. 7), thus adding to the complexity of why teachers leave their placements. In research prior to Berry’s findings, Cooley and Yovanoff (1996) also found that while we know more about what causes teachers to leave, what we know much less about is “what would constitute effective interventions to prevent or alleviate burnout and improve retention among this high risk group of professionals” (p. 338) working in hard to staff placements. With that in mind, Ingersoll (2001) found that teachers who leave because of job dissatisfaction do so because of not only low salaries but also the lack of support from school

administrators, the lack of student motivation, the lack of teacher influence over decision-making, and student discipline problems.

Adera and Bullock (2010) found that:

Additional stressors that factor into retention are overcrowded classrooms due to large caseloads, incongruence of program components, lack of appropriate therapeutic placement options for emotional and behavioral disorder students, and the occasional use of the emotional and behavioral disorder programs as dumping grounds for students with delinquent behaviors. (p. 10)

Job satisfaction, job burnout, organizational commitment, and social validation are also contributing factors to why teachers leave their positions. Research has also shown that larger class sizes and an absence of administrative support teachers receive are associated with greater rates of attrition (Kelly, 2004; Ingersoll, 2001).

Cooley and Yovanoff (1996) discovered that there is a strong correlation between job satisfaction and actual turnover; and employees who experience job burnout may not quit their jobs altogether but cost the district with “declining job performance, absenteeism and actual turnover” (p. 343). Billingsley and Cross (1992) reported that job satisfaction and intent to stay in the field is associated with “greater leadership support, more work involvement, and lower levels of role conflict and stress” (p. 465). Otto and Arnold (2005) found that when administrative support was “perceived by the special education teacher to be present, it was considered an incentive for retention; and the absence of administrative support was considered a cause for leaving the profession” (p. 255). Darling-Hammond (2003) also found that four major factors strongly influence whether and when teachers leave specific schools or the education

profession entirely: salaries, working conditions, preparation, and mentoring support in the early years.

The numbers of teachers leaving due to these factors is staggering. Darling-Hammond (2003) stated that about one-third of new teachers leave the profession within five years and teacher turnover is fifty percent higher in high poverty than in low poverty schools (p. 7). Brown and Wynn (2009) also stated that research shows that schools with higher proportions of minority, low income, and low performing students tend to have higher attrition rates (p. 39). Balfour (2001) found through her research that the increased incidences of children born in poverty, children suffering from abuse and neglect, children from diverse backgrounds, children born to teenage mothers, babies infected with AIDS and HIV, and children born to drug dependent mothers would be associated with placement in special education programs (p. 4). Darling-Hammond (2003) explained that the high attrition from schools serving lower-income or lower achieving students appears to be substantially influenced by the poorer working conditions typically found in hard to staff schools. Schools with a high poverty concentration are said to be disadvantaged and are often plagued by higher levels of student discipline problems tend to have higher levels of attrition (Kelly, 2004). These factors, although generalized to the population of teachers as a whole, are significantly increased once the factor of teaching placement such as facilities, special education, and corrections are taken into consideration. Guarino, Santibanez, and Daley (2006) found that teacher retention was generally found to be higher in public schools than in private schools. Guarino et al. (2006) also discovered that the more difficult the working conditions found in hard to staff schools decreases the relative attractiveness. The higher salaries offered in public versus private schools render the former type of schools more attractive. These

findings help confirm that hard to staff schools are subject to higher attrition rates and recruitment issues. As stated by Ax, Conderman, and Stephens (2001), among all special education categories, attrition rates are highest in the emotional and behavioral disabilities field.

In 2010, Adera and Bullock found that:

Teacher turnover is a problem that continues to plague the field of special education, given the associated costs when a teacher leaves his or her job. Excessive teacher turnover in the field of special education with the resultant teacher shortages presents major problems for the development of a qualified teaching workforce. Of primary concern are the teachers of students with emotional and behavioral disorders (E/BD), who quit their jobs in higher proportions compared with other special education positions.

A high number of hard to staff schools require that their teaching staff is certified in special education, as most of the student population served suffers from emotional/behavioral disorders. Brown and Wynn (2009) found that the more difficult working conditions found in hard to staff schools decrease the attractiveness of teaching relative to alternative occupations or activities that teachers might pursue.

In a study conducted in 2004, Marilyn Kaff set out to find why special education teachers are leaving the field. The purpose of her research was to determine the relationship between specific workplace factors that cause attrition for special education teachers. Kaff looked at conditions that influence special educators to stay and conditions that influence them to leave. Kaff sent out 400 questionnaires to four categories of special education teachers. The categories were: (a) teachers of emotional/behavioral disorders, (b) cognitive delay, (c) learning disabled,

and (d) interrelated categories. Each of the four categories had an equal number of participants ( $n=100$ ) who were randomly selected. Out of the 400 questionnaires sent out, 341 were returned giving the researchers “a return rate of 85%” (Kaff, 2004, p. 12).

The research conducted showed that conditions that influence special educators’ decisions to leave were based upon administrative issues, support for special education personnel, student issues, regulatory issues, classroom issues and difficult students. The responses showed that lack of administrative support was the number one issue reported by the participants as a main influence on their decision to leave. Participants also stated that the lack of support in regards to caseloads, classroom size, and time management were also key factors in the decision to leave. Conversely, participants also stated that an increase in administrative support would encourage them to stay in the field. Participants stated that increases in four major potential sources of support: building level administrative support, students, parents and general education colleagues would encourage them to stay in the field. Participants from the emotional/behavioral category responded overwhelmingly to the issue of needing more administrative support and additional help in working with challenging students and parents.

Overall, Kaff’s research found that many special educators believe that administrators and general educators lack a clear understanding of the multitude of roles and responsibilities that are required of them. They also feel that administrators and general education teachers are unsupportive of their work.

As stated by Albrecht et al. (2009), “at a time when the number of students with challenging behaviors is increasing, a shortage exists of general and special education teachers who are qualified and willing to work with these students with challenging behaviors” (p. 1006).



Schools all over are witnessing this trend. As stated by Balfour (2001), in addition to the shortage in the number of available special educators, another troubling component to the personal crisis is the number of under certified teachers working in the field. All states require that teachers be properly certified to teach. However, the requirements to gain certification can be temporarily waived due to an unavailability of fully certified teacher candidates (p. 6). If regular schools are having a difficult time recruiting highly qualified teachers, then hard to staff schools will surely struggle to find the qualified teachers they need as well.

As described by Adera and Bullock (2010):

Schools that have a difficult time attracting and retaining teachers, many times must offer jobs to those that may not be as qualified or seek emergency certification to keep those that are interested. Inequalities in access to qualified special education teachers precipitate the hiring of unqualified teachers when schools have trouble attracting qualified teachers. “Staffing special education classrooms with teachers lacking the skills to offer specialized instructional and behavioral techniques for E/BD students presents serious implications for the quality of instruction and academic achievement that is needed for students to be successful. (p. 6)

This phenomenon causes concern about the quality of the teaching force. In addition to the issue of quality, high rates of teacher attrition disrupt program continuity and planning, hinder student learning, and increase school district’s expenditures on recruiting and hiring (Shen, 1997). Darling-Hammond and Berry (2001) also found that although alternative certification programs attract a more diverse workforce willing to teach in these settings, they do not necessarily attract the “best and the brightest” to teaching.

### **Motivation and the Connection to Retention**

Motivation is something that can have a powerful effect on teacher retention in hard to staff schools. Muller et al. (2009) stated that “qualified and motivated employees are considered to be a key factor for organizational success” (p. 579). In addition Muller et al. (2009) also found that three motivational factors prompt people into entering the teaching field. These are: (a) intrinsic reasons related to the teaching activity itself; (b) extrinsic reasons, such as working conditions, autonomy, pay level and job security, and finally (c) altruistic reasons, such as the desire to help children to succeed and the consideration that teaching is a socially valuable profession (p. 579). All these factors support why teachers enter the profession and continue to stay teaching however, when motivation to do well is lost, the desire to stay working within these environments is greatly diminished. Dzubay (2001) described motivation as a powerful and complex human dynamic that cannot be controlled or commanded into being. Therefore it is important for principals to understand how the support of teachers can lead to increased or decreased motivation in teachers. Many factors both negative and positive can effect motivation in teachers. These factors include the stage at which a teacher is in their career. Muller et al. (2009) offered six professional life phases that influence a teacher’s experience and their relationship with specific motivational or demotivation factors.

Muller et al. (2009) presented the following:

The first phase (0-3 years experience) was thus associated with a crucial motivational factor, namely support of the school and department leaders. Conversely, declining pupil behavior had a negative impact on the motivation of this population of “novice” teachers. As far as second phase was concerned (4-7 years), the study identified the management

of heavy workloads as being the most demotivating factor. In Phase 3 (8-15 years), holding positions of responsibility, with the possibility of progression in their career, had a positive impact on motivation of this teacher group. In Phase 4 (16-23 years), further career advancement and good results had a positive impact on teacher motivation. Phase 4 was also associated with a large number of negative motivational factors however, such as managing heavy workloads, facing additional responsibilities in school or demands outside of school, achieving a work-life balance, a feeling of career stagnation, lack of support in school and poor pupil behavior. As for Phase 5 (24-30 years), the most important reasons for teacher demotivation were a lack of support in school and bad pupil behavior. Finally, in Phase 6 (31 years and above), teachers generally considered they were having positive teacher-pupil relations and appreciated pupils' progress. In contrast, however, health issues were beginning to surface, and teachers were demotivated by government policies and pupil behaviors. (p. 580)

Gokce (2010) also found that factors that decrease a teacher's willingness to stay include lack of motivation, fatigue, and personal crisis. Factors that increase a teacher's willingness to stay include adequate professional relations and ties, professional input, teacher evaluation, leadership, and teacher development. Principals need to be aware that even the best of intentions can sometimes go astray when issues such as motivation are forced.

As specified by Dzubay (2001):

Teacher advocates who wish to contribute to teacher's growth and improvement will want to rely on the strengths teachers already bring to the table. They need to know teachers as individuals-pedagogically, culturally, and authentically. Teachers don't need

to be clunked over the head with ideas for improvement. They need increased opportunities, time, feedback, and other supports to bolster their own motivation for growth. (p. 4)

Motivation is highly personal. What may motivate one person may not have the same effect on another. When principals take on motivation it is critical that they have knowledge of their staff so that they can encourage motivation in a positive nature. Dzubay (2001) also recommended considerations for creating environments that promote motivation for teachers. These considerations were: (a) establish peer coaching and teacher-mentor opportunities to foster supportive peer relationships; (b) develop structures for meetings that provide consistency, support, and flexibility, small work groups and teams and provide rich and timely communication; (c) develop collaborative norms that encourage teachers to discuss personal values, beliefs, and goals and to express and understand different points of view, and (d) get to know teachers as individuals, gain insights into what may be limiting professional growth-whether self induces or external pressures and encourage communication (Dzubay, 2001, p.14). These considerations tie into supportive behaviors in the areas of emotional, environmental, instructional, and technical supports that principals can use to increase motivation and retention in hard to staff schools. Use of these considerations can also help reduce burnout and stress found in hard to staff schools.

According to Eyal and Roth (2011):

The educational environment pressures the schools' educational staff in many ways, such as external restrictions, imposed reforms, imposed standards, multiple goals, and so forth. These impositions and pressures affect teachers' well-being, as reflected in their quality

and intensity of motivation, affect, and burnout. In line with this assertion lies the claim that in educational systems the power should be delegated to allow school principals to facilitate teachers' motivation, satisfaction, and well-being. (p. 262)

Thus, principals are an important component in helping sustain motivation for their teachers, encouraging them to do well and be there to support their needs as they grow towards improvement. Principals must identify with their teachers and help them not only as a whole but individually as well. As identified by Dzubay (2001), "principals will want to start by recognizing that teachers 'own' their own motivation, meaning, a teacher's response to a situation, experience, person, or event originates deep within himself and the decision to act, or not, is determined by him alone" (p. 3). How teachers respond to a principal's efforts will depend on their own experiences, length of service and overall relationship with the principal.

### **How Communication Contributes to Retention**

Communication is a key component for building relationships. It takes place on a variety of levels and exists in many forms such as verbal, physical, emotional, and non-verbal communications. Communication is an integral part of building positive, trusting and synergistic working relations; which all contribute to positive working environments. How principals communicate with their staff plays a vital role in school climate, job satisfaction, and school improvement. As stated by Rafferty (2003), "it is generally accepted that effective communication is at the heart of effective management" (p. 53).

Birk and Burk (2000) also said that:

Communication, then, is not simply an event that takes place inside an organization where people transmit oral and written messages; rather it is a continual process of

creating and/or reaffirming the social reality that makes the organization. Information is relevant data gained from the meanings that people create through shared interpretive schemes and is an essential component of organizing. (p. 140)

Openness in communication (that is the free flow of information) then, is essential in creating and maintains the effective school. Yet, “because information fed up the line is often used for control purposes, it is often the victim of decreased accuracy (Rafferty, 2003). Rafferty (2003) also stated that:

When relevant information may reflect unfavorably on the sender, it can be systematically omitted or altered. As messages are sent to superiors (e.g., the principal), information is filtered and negative information may be altered or omitted resulting in constrained, limited, or poor quality upward communication. This is the problem, and to the extent that it is true, the quantity and accuracy of teacher-to-principal communication affects the quality of schools. (p. 54)

The way that information is communicated, both from the top down (principals to teachers) and the bottom up (teachers to principals) is paramount to positive relations both individually and holistically. As stated above, communication can easily be twisted; words and meanings can be lost to different viewpoints and interpretations. Accuracy is a critical component of communication. Communication is one of the fundamental building blocks of creating trust and positive working relationships. Communication must be genuine and provide an avenue for reciprocity of ideas, questions and concerns both for teachers and principals. When principals and teachers share the same goals and vision, communication is enriched and creates an open climate school. Research shows that open climate schools have an increased

level of job satisfaction among workers and school improvement is increased. Rafferty (2003) discussed communication and open climate schools and related that communication that occurs within these schools as crucial. Teacher's perceptions about their schools heavily influence their attitudes and, in turn, their behaviors (p. 66).

Communication can influence teacher behavior and attitude in a variety of ways; from negative to positive communication sets the tone and atmosphere of what people want to convey to others.

As conveyed by Rafferty (2003):

If distrust is prevalent between organization members, their commitment, motivation, confidence, and perceptions at work may be negatively affected. Open climate schools, however, tend to be comprised of teachers and administrators who trust one another. Trust deeply influences individual member behavior and therefore workgroup and organizational dynamics. Both teachers and principals experience less risk and defensiveness when communicating with one another in open climate environments. (p. 67)

If principals do not interact, communicate or are honest with their teachers they will struggle to have an effective school. Likewise if teachers do not communicate with their principals the same effect will occur. This contributes to low morale and job dissatisfaction, and can eventually lead to burnout and attrition of teachers in hard to staff schools.

### **Subscales of Support and Their Roles in Retention**

Support is a critical part of human existence; people need support throughout not only their personal lives but their professional lives as well. Support is especially critical for those

that work in hard to staff schools. Administrative support has a large impact on the retention of teachers in these placements. Found by Balfour (2001), the significance of administrative support emerged repeatedly while researching the topic of teacher retention (p. 146).

Administrators must use these supports to their advantage and employ them to help retain their teachers in these hard to staff schools. The following four support subscales were found to be the most comprehensive and well-defined assemblage of supports.

### **Emotional Support**

Emotional support takes shape in the form of showing approval towards teachers. Emotional support also includes job recognition, positive interactions, and having a presence around teachers by observing and interacting, as well as listening and being available. As presented by Dzubay (2001):

Feedback surrounds us, generating both deliberate and unintended effects. Research suggests that positive verbal feedback enhances intrinsic motivation because it affirms someone's competence and, for the most part, is unexpected. Teacher's feelings of competence can be enhanced by frequent and meaningful interaction and feedback from administrators. When principals observe teachers' classrooms regularly and provide constructive feedback, student achievement rises. Such meaningful interaction with principals can help teachers feel successful. (p. 19)

This statement resonates with how positive feedback and support can help teachers achieve more both professionally and in regards to overall school improvement. Dzubay (2001) found the following to increase emotional support:



It is important to give feedback and support that is competence building and supportive of teachers' autonomy and self-motivation. Be specific and constructive and, when possible, quantitative. Verbal as well as inherent in other kinds of interaction, such as when a principal observes a teacher teaching-in this way, the principal can show interest and support for the teacher's work. (p. 21)

When teachers feel that they are appreciated, their job satisfaction is likely to increase. Richards (2003) found that teachers felt more of a connection with their principal, school, and job when emotional support was provided. Through her study Richards found that principals, who have an open door policy, are sensitive to their teachers, lack favoritism, and respect their teachers have less problems with retention. Through an interview process, Richards (2003) recalled stories that teachers had told her in regards to emotional support. One teacher spoke of "encouraging notes from her principal that she still keeps and looks at when she is not having a good day" and another who told of a day when her principal "recognized her teaching efforts to her class saying "they were the luckiest kids in the school" to have a teacher like her" (p. 11). These statements confirm the importance of recognition and emotional support of teachers. Many of these actions take only a few minutes from one's day. Taking the time to show approval and recognition can have large effects on retention, especially in hard to staff schools.

### **Environmental Support**

Environmental support has a broad range; it encompasses everything from manageable caseloads to proper teaching assignments and ample planning time; as well as adequate teaching supplies and well maintained schools. Teachers who are misplaced in terms of qualification struggle with staying in hard to staff schools. As stated by Johnson (2006):

Having an appropriate and manageable teaching assignment is unquestionably essential to a teacher's success and satisfaction. In many cases, teachers are assigned out of their subject areas, have split assignments that prove unworkable, or are responsible for excessively large teaching loads or classes. (p. 4)

Many hard to staff schools experience this dilemma, with many teachers performing outside of their licensed areas because filling these positions is difficult at best. Johnson (2006) described mis-assignment of teachers as:

Mis-assignment also generates dissatisfaction among the teachers themselves, who must scramble to stay ahead of their class and who experience the discomforts of uncertainty and ignorance. This is far more than a technical matter of academic qualifications, for out of field placement unnecessarily increases many teachers' dissatisfaction with their jobs. (p. 5)

Johnson (2006) also stated that teachers who are assigned out of their field are likely to experience teaching as stressful, unrewarding work and may choose to leave the field as a result. Hard to staff schools often suffer in this area. Hard to staff schools also struggle with facility maintenance and adequate supplies. Many of these schools are owned or operated by companies out of state or are owned by the state in which they are located. Thus, funding is difficult to come by as companies justify financial needs for other expenditures. Johnson (2006) explained that schools must have the resources needed to implement curriculum, and support good teaching practices. She also stated that the basics must be maintained and adequate access to paper, pens, crayons, pencils, and textbooks are of great importance to the success of the school. Johnson (2006) reflected the concerns of teachers that tell of out of date textbooks, stringent quotas on

paper and antiquated, deficient libraries with few books, the majority of which were torn and/or worn out. Johnson (2006) also expressed the importance of the school facility as a whole:

From the perspective of teachers, students, and parents, a school facility that is carefully maintained signals respect for those who teach and learn there. However, a neglected maintenance not only conveys indifference or disdain for those who use the school but also interferes with effective instruction. Bunsen burners that malfunction in the lab, electrical systems that fail to support computers, weak lighting that makes it hard to read during class—all can compromise even the best teacher's effectiveness. (p. 15)

As stated by Billingsley (2004) "if educators are to thrive, then schools must become hospitable places for adults to work and develop professionally" (p. 371). Positive working conditions and environments are critical to retention of teachers in hard to staff schools.

Through her research, Billingsley (2004) found:

Administrators are in powerful positions to shape the organizational conditions in which teachers work, they have an impact on many different dimensions of school life, such as school climate, teacher roles, and resources. In particular, educational leaders who are successful in facilitating shared goals, values, and professional growth opportunities help create collaborative environments in which all members of the school can help to support and to learn from each other. (p. 374)

Collaborative environments where teachers and principals can openly and frequently plan and discuss the needs of the school are likely to see greater instances of retention and school improvement. Dzubay (2001) stated that discussion within a supportive community—where

opinions can be expressed safely—enables teachers to discover that others care about them. This fosters trust, mutual respect, and solidarity.

### **Instructional Support**

Instructional support consists of helping teachers with lesson planning, providing knowledge of curriculum and state standards and help with effective teaching practices. Many teachers report not having a large amount of support in this area. Information regarding standards and curriculum are passed on, however not gone over in depth. Research shows that when information is passed along without explanation there is little to no follow through from those who must implement the material. Implementing curriculum without trainings or prior exposure to the changes can end up having a negative effect not only on the individuals involved but the school as a whole. Johnson (2006) found the following:

Curriculum is at the center of teachers' work with students. With the introduction of standards based reform, teachers find it increasingly important to have a curriculum that is aligned with state standards and assessments as well as professional development that supports them in teaching that curriculum. Although teachers generally endorse high standards, there is considerable evidence that they do not have the curriculum or professional development to support them in meeting the new standards. The majority of teachers also reported that they "either had no curriculum at all-leaving them without guidance about both what to teach and how to teach it-or a curriculum that included only lists of topics and skills-suggesting only very generally what to teach but not how to teach it." (p. 10)

Having different venues where interaction, collaboration, and problem solving can take place is an important component to instructional support. Dzubay (2001) explained that teachers who are able to plan together can help enhance instructional practices and retention. Lesson study is a structure that allows teachers to meet regularly to create, teach, and revise lessons. By meeting regularly, creating lessons together, trying lessons out in the classroom, observing each other teach, and sharing feedback, teacher teams create high quality lessons while getting to know each other very well as teachers (p. 28). The majority of principals creates or takes part in schedule development. Principals can influence a schedule to enhance the ability of teachers to spend time with each other. As stated by Johnson (2006), some school administrators deliberately arrange teaching assignments to align the preparation periods of teachers who need time to work together. For example teachers who have the same cluster of middle school students, teachers who teach the same elementary grade levels and teachers who teach the same high school courses or subjects.

Brown and Wynn (2007) found during the course of their research that principals wanted to support their teachers instructionally. Many principals in their research stated that they wanted to take part in leading their teachers in best practices and monitoring them closely. They also wanted to be in the classrooms for support not just for evaluation purposes. They also had an interest in their teachers planning, lessons and wanted to endorse teachers and help them believe that they are doing good things (p. 688).

### **Technical Support**

Technical aspects of teaching include professional development and staying current on regulations and the law as it pertains to education. Professional development is critical to all

teachers; however teachers that work in a hard to staff schools have many other regulations that fall into place; such as mental health and correctional policies and procedures. Kaff (2004) found that lack of support with paperwork and regulatory issues had a profound effect on retention of teachers. Finding showed that many participants were overwhelmed by the increase of their paperwork over the years. Kaff (2004) reported:

Fifty two percent of the respondents reported they were responsible for an overwhelming amount of paperwork. One said, “Our paperwork demands are a bureaucrat’s worst nightmare.” Many of the concerns over paperwork were with increasingly complex and lengthy nature of the IEP and the demand for increased accountability under the Individuals with Disabilities Education Act (IDEA). Other paperwork concerns included verification of student progress in general education classrooms, corroboration of meetings regarding the students, documentation of academic interventions, and behavior management plans. As one teacher stated, “I want to teach the children, instead of spending hours doing paperwork.” (p. 12)

Kelly (2004) found that several aspects of professional development affected the likelihood of teacher staying in their placement. This included taking more coursework in teaching methods, being state certified, and being a member of a professional organization all lead to much lower chances of attrition. Johnson (2006) found that:

Professional communities within schools also contributed to teachers’ ongoing development and satisfaction. The benefits of teachers working jointly to generate new knowledge of practice and to support each other’s professional growth is critical to

school improvement. Teachers in these schools experience professional growth because they work together to become better teachers and a better school. (p. 13)

Professional development and staying current on new trends, regulations, and policies is critical to improvement and positive job experiences. Teachers who do not develop professionally and do not have backing from their principal to continue their education will become frustrated and be more apt to leave the profession. However support for professional development will have the opposite effect. Support of ongoing education and advancement shows belief in improvement and that principals value their teachers enough to allocate funds to their development. Professional development increases trust and positive working relationships.

As stated by Thoonen et al. (2011):

One of the key components to developing professional learning communities is trust because it reduces teachers' feelings of uncertainty and vulnerability. High relational trust can make teachers feel and believe that improving the quality of education and student learning is both an individual and collective enterprise. This will positively affect their engagement in professional learning activities. Furthermore, in organizations with a high level of trust, participants are more willing and able to invest their energies in contributing to organizational goals. (p. 507)

Support in the technical area as well as the other three subscales have a profound effect on teacher retention in hard to staff schools. These environments are difficult as it is to attract and retain teachers. Principals that have a working knowledge of these subscales can use them to improve retention in their hard to staff schools.

### **Addressing the Need to Improve the Support of Teachers and Teacher Retention**

The need to improve support of teachers by principals and improve teacher retention is critical to maintaining and improving student achievement, budget costs, and improving the overall experience of the education system. Ingersoll (2001) stated that the majority of the research and studies that were being conducted predicted a dramatic increase in the demand for hiring new teachers. These studies found two trends that stood out from the demographic information. The first trend consisted of “being increasing student enrollments and the second being increasing teacher attrition” (Ingersoll, 2001, p. 500). Research has shown that differences in the effectiveness of teachers are the single most important factor accounting for differences in students’ academic growth from year to year. In Ingersoll’s inquiry, he found the research showed that subsequent shortfalls of teachers would, in turn, force many school systems to resort to lower standards to fill teaching openings, inevitably resulting in high levels of under-qualified teachers and lower school performance (p. 500).

As stated by Brown and Wynn (2007), most teacher turnover is costly, and it has negative effects at the school level—whether it is through attrition or migration. Building-level and central-office administrators must also devote a great deal of their time and energy to the hiring process, draining much-needed human resources capacity. Kukla-Acevedo (2009), described how staff turnover always imposes training, interviewing, and productivity costs on an organization, yet in the educational system, turnover can also compromise student learning. Balfour (2001) also described how districts around the country are routinely faced with the dilemma of providing programs for students with disabilities when properly certified staff cannot be found to implement the mandated educational services. Compromised student learning is



only one component of the high cost of teacher turnover. Teacher turnover is a costly problem. The National Commission on Teaching and America's Future (NCTAF) (2002) predicted that:

Until we recognize that we have a retention problem, we will continue to engage in a costly annual recruitment and hiring cycle, pouring more and more teachers into our nation's classrooms only to lose them at a faster and faster rate. This will continue to drain our public tax dollars, it will undermine teaching quality, and it will most certainly hinder our ability to close student achievement gaps. (NCTAF, 2002, p. 1)

NCTAF (2002) also stated that the consequences of high teacher turnover are particularly concerning for low-performing, high poverty schools. They stated that many of these schools struggle to close the student achievement gap because they are never closing the teacher quality gap—they are constantly rebuilding their staff. They spend an inordinate amount of their capital—both human and financial—with the constant process of hiring and replacing beginning teachers who leave before they have mastered the ability to create a successful learning culture for their students (p. 2). Kukla-Acevedo (2009) also found that “teachers generally need to acquire five years of experience to become fully effective at improving student performance” (p. 443). Kukla-Acevedo (2009) also explained that schools with high turnover rates, such as hard to staff schools, fill vacant positions with new (inexperienced) teachers, leading to concentrations of less effective teachers among their staff. In this context, teacher retention has an important role in raising student performance.

As stated by Brown and Wynn (2009), although most teacher attrition is negative, they recognize that some teacher turnover is actually healthy and worth the cost if better teachers replace departing teachers who are of low quality or are a poor fit. In addition, Brown and Wynn

(2007) detailed that the price of teacher turnover encompasses far more than dollars and cents. It causes intangible effects that make it difficult to build learning communities and sustain reform. According to the National Commission on Teaching and America's Future (2002), "these costs do not include what may in fact be the largest cost of teacher turnover: lost teaching quality and effectiveness" (p. 4). Darling-Hammond (2003), also addressed the issue stating that to reduce high teacher turnover rates that impose heavy costs on schools, we must improve working conditions, insist on effective teacher preparation, and provide support for new teachers.

Attrition and lack of retention causes schools to use their funds for recruitment and training rather than spending the money on what it was originally allocated for. Darling-Hammond (2003) also stated that high attrition means that schools must take funds urgently needed for school improvements and spend them instead in a manner that produces little long-term payoff for student learning. As identified by Brown and Wynn (2009), by "identifying specific leadership styles and traits of principals that most effectively promote teacher retention, the relationship between teacher turnover and other school-related characteristics can be identified" (p. 45), thus contributing to the retention of teachers.

Discovering new ways to promote teacher retention and slow the surge of attrition will be critical to solving this problem. The NCTAF (2002) also stated that "school districts must first recognize the importance of teacher retention and then develop a comprehensive and coherent human resource strategy to reduce teacher turnover" (p. 4). These programs and solutions must start at a district level and be filtered down through the system. It is then up to the principal to implement these strategies on a more personal level and reach out to the teachers in their

buildings. Fulton (2005) discussed the importance of comprehensive induction programs, the principles of these programs and the support systems that accompany them.

Fulton (2005) found that:

Comprehensive induction programs are based upon four defining principles: (a) building and deepening teacher knowledge, (b) integrating new practitioners into a teaching community and school culture that supports the continuous professional growth of all teachers, (c) supporting the constant development of the teaching community in the school, and (d) encouraging a professional dialogue that articulates the goals, values, and best practices of a community. He also found that comprehensive induction programs provide a package of support systems for a new teacher that includes: (a) a mentor, (b) supportive communication from the principal, other administrators, and department chairs, (c) common planning or collaboration time with other teachers in the field, (d) reduced preparations (course/case load) and help from a teacher's aide, and (e) participation in an external network of teachers.

Additional research indicates that induction programs have positive results when it comes to promoting retention of teachers. Varrati et al. (2009) suggested that principals that are true instructional leaders have much to offer. Through both formal and informal mentoring activities, the principal can also provide another level of support and guidance throughout the induction process. Varrati et al. (2009) likewise found that beginning teachers view the principal as the leader who sets the school's expectations for teaching and learning. Youngs (2007) also stated that "schools administrators can support beginning teachers by matching them with well-trained mentors" (p. 103).

This coincides with principals creating a work environment that allows teachers to build social bonds with other teachers and build a support system in which everyone takes part. As stated by Angelle (2006), “Schools, which provide opportunities to develop professional competence through a system of support, professional growth, and reflective practice, may find job satisfaction increasing, which logically, may lead to teacher retention” (p. 321). Principals are key players in developing these types of schools. Brock and Grady (1998) discovered that the principal is a crucial component in the initial experience of new teachers. They found that principals are central to the successful socialization and induction of teachers. Otto and Arnold (2005) reported that when special educators feel their administrator engages in meaningful, substantive conversations with them, they do not feel as isolates from the other teachers. Principals need to encourage positive socialization for teachers and allow them to create professional bonds with their colleagues. Youngs (2007) also identified “the need for administrators to foster social trust between themselves and staff members so that teacher collaboration and development are enhanced” (p. 104). Cooley and Yovanoff (1996) stated that researchers have repeatedly called for interventions that offer opportunities for collaborative, work related problem solving and support for teachers in hard to staff schools. Gehrke and McCoy’s (2007) findings also showed that providing support through relationships, culture building and professional development, higher levels of retention can be attained.

### **How Principal Support of Teachers Effects Teacher Retention**

The effect that principal’s support has on teachers is substantial. According to Ax, Conderman, and Stephens (2001), principals play a crucial role in the level of job satisfaction and the retention of special educators. Littrell and Billingsley (1994) also stated that principal

support likely decreases stress and burnout. Principal support is crucial in breaking the link between stress and burnout and principals are likely to have a positive effect on teachers' commitment, job satisfaction, and retention. Support plays a large role in why teachers choose to leave the profession. Gehrke and McCoy (2007) found that teachers who view their work environments as supportive are more likely to stay. Darling-Hammond (2003) also stated that teachers' feelings about administrative support, resources for teaching, and teacher input into decision making are strongly related to their plans to stay in teaching and to their reasons for leaving.

Leadership and support from principals may increase retention if consistently implemented and may prove vital to teachers in leadership roles. Research in the area of administrative support shows a correlation between the intent of teachers to stay the support they receive from principals. While conducting their study, Albrecht et al. (2009) found a statistically significant association between teachers reporting that administrative support was available to them in the classroom compared to those that reported such support was unavailable. The purpose of their study was to help the Council for Children with Behavioral Disorders identify the supports that teachers working with emotional/behavioral disorder children deem most useful in their work. Albrecht et al. (2009) used the study to examine and identify risk factors common to those likely to leave their teaching positions and identify resiliency factors common to those likely to continue in their positions. Of the participants surveyed, "78.6% of respondents indicated that they would stay in their current teaching position. Of that percentage returned, 82.4% indicated that their intent to stay was influenced by the support that they received" (p. 1014). Albrecht et al. (2009) then took a closer look at the frequency of how often

administrative support was available to the participants. They found an “association between the frequencies of available administrative support and the intent to stay or leave as indicated by the 562 participants providing responses” (p. 1015). They established that “87.3% of the teachers reporting administrative support available daily were likely to continue in their current position and of the teachers intending to leave, 12.7% reported administrative support daily” (p. 1015). Concluding their research, Albrecht et al. (2009) found that there were substantial connections to administrative support and how often it occurred to the retention of teachers. The frequency that support was received influenced teachers to stay working with emotional/behavioral students in hard to staff schools.

Guarino, Santibanez, and Daley (2006) found that schools that provided teachers with more autonomy and administrative support had lower levels of teacher attrition and migration. Increasing support for teachers, especially those with challenging students and placements is essential to improving retention. As stated by Berry (2004), teachers will stay in the hardest to staff schools if they are sufficiently prepared to teach in these schools and if their working conditions include a supportive principal, opportunities for teacher leadership, influence in key decision making and the chance to work closely with fewer numbers of students and their families (Berry, 2004).

In addition, Brown and Wynn (2007) noted that in their study of retention, which regardless of how support was defined or described, every participant (teacher and principal alike) mentioned its importance in retaining good teachers. Brown and Wynn (2007) also stated that leadership is about growth and development, not evaluation and punishment. They also discussed the importance of establishing relationships, building the community of teachers, and

instilling confidence through honesty, fairness, and consistency. Mangin (2007) stated that the apparent dependency of teacher leader effectiveness on principal support suggests the need to identify conditions that may facilitate or inhibit principal support. Harr (2007) found that factors that kept good teachers included “a sense of appreciation and support for their work, an environment that allowed them the opportunity to learn from their colleagues and an environment where accomplished teaching could flourish and grow” (p. 28). Carpenter and Dyal (2001) found that establishing clear lines of communication among and between special educators, general educators and school leaders are critical to the retention of teachers. They also stated that principals should provide the processes and the mechanisms for clear, effective communication within the school. Through research, Brown and Wynn (2009) found that lower levels of teacher attrition and migration have consistently been found in schools with more administrative support for teachers, fewer discipline problems, and higher levels of faculty decision making influence and autonomy.

### **Summary**

As indicated by the literature, there is an ever growing concern about the retention of teachers. The focus of many studies has been in regards to factors that improve or inhibit retention as well as what role support has in improving retention. Special education teachers and those that work in hard to staff schools are at a substantial risk for attrition. It is important for districts to improve retention practices to reduce the rate of occurrences for teacher attrition. Principals are key players in promoting retention amongst their staff. The literature showed that principal support, mentoring, socialization, and positive school culture increase teacher retention. The literature also advocated for principals to develop new ways to encourage teachers, promote

collaboration and provide professional development to ensure teachers are reaching their potential and working hard for student achievement. Many studies suggested that the ability to keep and maintain qualified teachers will be trying at best. Hard to staff schools must be cognizant of retention and attrition trends in relation to their specific field; so that the problems of not having enough qualified teachers or resorting to emergency certifications can be avoided.

Billingsley (2004) found that:

The majority of attrition studies have focused on the effects of district and school working conditions, work assignment factors, and teachers' affective reactions to their work. Work environment factors associated with staying include higher salaries; positive school climate; adequate support systems, particularly principal and central office support; opportunities for professional development; and reasonable role demands.

Problematic district and school factors—especially low salaries, poor school climate, lack of administrative support, and role overload and dissonance—lead to negative affective reactions to work, including high levels of stress, low levels of job satisfaction, and low levels of commitment. These negative reactions may lead to withdrawal and eventually attrition.

As stated by Carpenter and Dyal (2001), principals today should create and maintain the climate for the application of inclusive practices within our schools. If principals intend to retain the best and brightest special educators, then they must support an environment that values the special educator. Principals must be aware of strategies to help retain teachers and use their leadership and support as tools to improve retention. Minarik et al. (2003) stated that the



“leadership approach is reflected and supported by open lateral communication, empowerment of teachers and shared leadership” (p. 232).

Communication and trust is crucial to creating environments where individuals can flourish, the school as a whole can prosper, and teachers along with administrators work towards a common vision and mission, creating a place where teachers want to stay and work. Principals and teachers must be able to trust not only in their colleagues but their abilities and skills as professionals. Support and building upon knowledge both new and old will improve professional communication and teamwork between principals and teachers. As Minarik et al. (2003) concluded, “school districts and schools do not become employers of choice by chance; effective leadership must create a culture that promotes, supports, and reinforces the vision of the school to influence teacher retention” (p. 232).

Chapter Three will visit the methodology of the research as it relates to Chapter Two in regards to the methods, recommendations, and procedures of the study.

## **CHAPTER THREE: METHODOLOGY**

This chapter describes the research methodology and procedures used to achieve the purpose of the study as identified through the research questions. The purpose of the study is recapped and the overarching research question reaffirmed.

### **Research Design**

The research design used a non-experimental design method. This design was chosen because it allows for a relationship between variables to be established and studied without manipulation of the participants (Cozby, 2007). A survey was used to obtain information from the participants as this method is a common and an important method of studying behavior (Cozby, 2007) and participant attitudes and beliefs. The participants have responded to the survey regarding their experiences on being a teacher or principal and how they perceive support, give support, and report on how they feel support affects teacher retention. Support, as used in this study, means to take an active role in assisting, encouraging, and displaying approving attitudes towards teachers. In addition, the participants were asked how important is this kind of support for them to stay or leave their positions. The four domains of support being researched are: emotional, technical, instructional, and environmental supports.

A pilot survey was conducted prior to the survey being sent to the participants being studied. The purpose of the pilot study was to “reveal whether participants understand the instructions, whether the total experiment settings seem plausible, whether any confusing questions are being asked and so on” (Cozby, 2007, p. 181). Acadia, Montana served as the pilot test site. Acadia, Montana fits the parameters of the research in regards to accreditation status, populations served, and teachers with applicable licensure. It is being excluded from the main

study due to potential bias in part to the researcher being employed in their education department. The pilot survey participants consisted of five teachers that are employed by Acadia Montana. The framework of the pilot survey consisted of survey administration, collection, and review of the data, and holding a focus group to discuss any changes that need to be made to ensure clarity of questions and procedures. The use of the pilot study and focus group provided insight for ensuring the quality and validity of the survey. As stated by Cozby (2007), “A pilot study allows the experimenters who are collecting the data to become comfortable with their roles and to standardize their procedures” (p. 191).

An important component of the research design is the ethical considerations and confidentiality. The research was conducted with the utmost regard to the participants both in the pilot study and the actual survey research. As part of the ethical and confidential considerations of the research, an informed consent letter (see Appendix C) was included with the survey. Confidentiality was also addressed to the participants to explain their rights with the survey, such as the option to opt out at any time and how it will remain anonymous in the reporting of data with no identifiers attached to their surveys.

Due to the research involving human participants, providing the participants with informed consent letter was best practice in regards to ethical research standards. The informed consent letter followed the checklist set forth by Cozby (2007) and the requirements set forth by The University of Montana Institutional Review Board (IRB). Cozby suggested that “the letter is free of technical jargon, clearly describe the purposes of the research, and explain in detail the process from maintaining confidentiality” (Cozby, 2007, p. 43). Prior to administration of any surveys, the study was presented to the Institutional Review Board (IRB) for approval of the

study to be conducted. The IRB evaluated the study to ensure that any risk to participants was addressed and that the study follows all legal, ethical and confidentiality issues. The study was approved by the IRB in August of 2011.

### **Research Questions**

Through a survey of principals and teachers working in hard to staff schools, which are generally considered to be high risk placements, this study addressed which areas of support that principals provide for teachers are perceived to be essential to increase teacher retention in such schools through the following research questions:

Q<sub>1</sub>: What is the relationship between a principal's supports for teachers and the actual retention of teachers who work in high-risk placements or hard to staff environments?

Q<sub>2</sub>: What is the relationship between support scores on the Administrative Support Survey of teachers and principals?

Q<sub>3</sub>: What is the relationship between the perceived support of teachers and administrators in relation to what grade level they teach?

H<sub>1</sub>: Principal's support skills are related to teacher retention.

H<sub>2</sub>: The principals' scores on how they give support will be higher than the teachers' scores on how the principals give support.

H<sub>3</sub>: Teachers working in multi-level (K-12) grade levels report having more support from their principals than teachers working with high school (9-12) grade levels.

### **Variables**

The variables used in this research are non-parametric; the variables that are described are ordinal in nature. A set of data is said to be ordinal if the values/observations belonging to it

can be ranked (put in order) or have a rating scale attached. The controlling variable is the survey instrument. An interval scale is a scale of measurement where the distance between any two adjacent units of measurement (or 'intervals') is the same but the zero point is arbitrary. Therefore, the level of data for the survey is classified as ordinal/interval level data which coincides with the survey responses being based upon a Likert scale.

According to Cozby (2007), “with an interval scale variable, the intervals between the levels are equal in size; the difference between 1 and 2 is the same as between 2 and 3” (p. 226). The Likert scale used in this survey treats the data as equal. The survey is made up 64 questions. Of the 64 questions, 52 pertain to emotional, environmental, instructional, and technical support. Part 1 of the survey relates to demographic information. The questions in this part are numbered 1-10. Part 2 pertains to the perception of perceived support of the four subscales and Part 3 is open-ended questions. The support questions are classified numerically under the balloon heading of Question 7 with each question being a subset of Question 7. They are numbered accordingly as 7.1, 7.2, and 7.3 and so on until 7.52. The questions of support are broken down into the four subscales and each category contains between 11 and 16 questions. The emotional support category contains 16 questions, environmental support contains 12 questions, instructional support contains 13 questions, and technical support contains 11 questions. The questions are randomly placed through the survey so that the questions in each category are not placed together (see Figure 2). This figure was created using the information found in the item distribution tables located in Balfour’s study (Balfour, 2001, p.85-90). The internal reliability coefficients of the subscales ranged from .70 to .93 (Balfour, 2001, p. 84) demonstrating a strong internal reliability. Each of the responses are based on a Likert scale with (1) being not true at all

to (5) being very true. Figure 2 is representation of which questions fall into each support category.

Administrative Support Action Subscales	Survey Item Numbers
1. Emotional Support	1,2,3,8,9,10,12,13,15,22,24,30,31,41,51,52
2. Environmental Support	7,21,25,32,34,35,36,37,38,42,44,49
3. Instructional Support	4,5,11,14,16,17,18,19,40,43,45,47,48
4. Technical Support	6,20,23,26,27,28,29,33,39,46,50

*Figure 2. Breakdown of questions into support categories. Adapted from Impact of Certification Status on the Administrative Support Needs of Novice Special Education Teachers (pp. 85-90), by C. Y. Balfour. Copyright 2001 by George Mason University.*

The survey, method of administration, and collection procedures are the same for all participants ensuring equal treatment. The independent variables are generally defined as the principals' and teachers' scores on the survey. The level of data for the independent variables is nominal due to the principals and teachers having ID numbers assigned to them used only for categorization purposes. Principals are being identified as people that have a K-12 administrative endorsement and are administrators in charge of the education departments at the schools being surveyed. Teachers are being identified as people who are qualified in the state of Montana to hold a teaching license and are teaching in a K-12 placement at the schools being surveyed. The dependent variables are generally defined as retention and support. These are the descriptive variables that are being reported for this research. The meaning of retention in this context is to keep highly qualified teachers in their positions for extended periods of time, usually longer than three years. Support defined as taking an active role in assisting and encouraging or in displaying approving and encouraging attitudes towards teachers/principals. The controlling variable is the survey that the participants will take online. Additional variables that may occur are extraneous variables of the teachers, principals, and principal's use of

support, motivational factors, and places of employment. These variables could potentially provide alternative explanations or cast doubt on conclusions. Finally, confounding variables that may exist will have to do with personal life and experiences.

### **Population and Sample**

The population for this study consisted of administrators and teachers working within special purpose schools in Montana. The sample was a stratified random sample. The sample was drawn from the population and included as many participants as possible to gain an accurate reflection of the views of administrators and teachers working within these areas of employment. The sample was a single stage sampling procedure. The size of the sample was determined by a sample size calculator provided by Raosoft that provided information for survey uses and survey tools, to obtain maximum benefit from the population. Based upon information gathered from the NWAC website and NATSAP directory, (see Appendix D1 Program sample size) the population size will be  $N = 21$  and the sample size will be  $n = 21$  (Raosoft, 2011). The symbol  $n$  corresponds to the sample size needed to produce results with a confidence level of 95% having a margin of error of  $\pm 5$  for the total size of 21 sites. In order to obtain the most reliable and significant results, all 21 sites were contacted to participate in the research. The principals at each of these sites were contacted prior to the sending of the survey through a telephone call. The principals were asked how many teachers are employed at the school that would meet the criteria necessary for participating in the survey. Introductory letters and surveys were then sent to the principal and all qualifying teachers asking for their participation. The populations that were researched were special purpose schools, residential facilities, and correctional facilities that contain an educational component. Within these school environments, the participants were

both administrators and teachers who are employed in the sample schools. For participants that meet the criteria to be included in this research, the symbol  $n = 67$  corresponds to the sample size needed to produce results with a confidence level of 95% having a margin of error of  $\pm 5$  for the total size of 80 participants (see Appendix D2 teacher/principal sample size). The procedure that was used to compute this number was obtained using the Raosoft sample size software that is available online (Raosoft, 2011).

### **Data Collection Procedure**

Data collection was cross sectional with the data being collected at one point and time. The survey was distributed and was returned to the researcher at a given date. The data collection was rationalized using the suggestions provided by Creswell (2003), which state including strengths and weakness, costs, data availability and convenience of the collection procedure. The data collection that was used for this survey was self-administered questionnaires. After comparing the options of mail based surveys and online surveys, the option of conducting the survey online appeared to be more reliable for collecting data. The strengths of online surveys are that they are easily accessible, they can't be lost, and they can be completely anonymous. Weaknesses are that they can be boring, participants may have a lack of motivation, and some participants may not be completely computer savvy (Cozby, 2007). This method is also the most suitable and effective as it is very quick to set up, can be accessed from anywhere and the site provides instant reports and notifications of survey completion. After a thorough and exhaustive review of online survey providers, SurveyGizmo provided the most useful and comprehensive options for data collection. This site also allows for drill down reports and the option to download data directly to SPSS software.



### Measurements/Instruments

The instrument (see Appendix A) is the *Administrative Support Survey*, by C. Yvonne Balfour, 2001, George Mason University. The author was contacted both by phone and by email to request permission to use the survey for this study (see Appendix B). Dr. Balfour granted her permission and also provided counsel on the use of the survey. The survey was developed by Balfour in 2001, to measure administrative supports expected and received by novice special education teachers. The initial draft of the survey was developed in 2000 and piloted in 2001 (Balfour, 2001, p. 80). After piloting the survey the final draft was constructed and sent out in 2001. Methods of reconstructing the survey included gleaning information from the literature review, conducting interviews and holding several focus groups to develop the most accurate and pertinent survey for this study (Balfour, 2001). The final draft version of the survey was then sent out to determine the reliability of the instrument. Changes that were made to survey included formatting and improving clarity in the questions (Balfour, 2001).

In her development of the survey, Balfour (2001) found the following in regards to the reliability of her survey:

Items were omitted if they were redundant or did not result in internal consistency reliability coefficients (Cronbach alpha) of .60 or greater for the eight Subscales and .80 or greater for the two total scores. Figure 3 shows the reliability coefficients for the Subscales (.70-.93) and the total scores (.90 and .91). (p. 84)

<i>Variable</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>α</i>
<i>Support Expected</i>				
Emotional Scale	16	63.23	5.90	.83
Environmental Scale	12	47.77	6.73	.88
Instructional Subscale	13	35.92	7.37	.83
Technical Subscale	11	42.85	5.10	.71
Expect Total Score	52	188.54	19.26	.91
<i>Support Received</i>				
Emotional Scale	16	52.38	11.69	.93
Environmental Scale	12	40.92	5.71	.73
Instructional Subscale	13	29.39	8.62	.87
Technical Subscale	11	35.23	6.25	.70
Receive Total Score	52	157.15	21.73	.90

*Figure 3. Reliability Coefficients for Subscale and Total Scores. Adapted from Impact of Certification Status on the Administrative Support Needs of Novice Special Education Teachers (p. 84) by C. Y. Balfour. Copyright 2001 by George Mason University.*

Although this instrument was created to survey novice special education teachers, it will work for the use of this research as well due to similarities in support needs of teachers working in hard to staff schools. Through an in-depth discussion with the author, Dr. Balfour granted permission to modify the instrument, and provided counsel as to how it would work with this research topic.

This instrument worked for this research because of the shared experience of participants who were working in a hard to staff schools. The questions were easily modified to address regular education teachers as well as special education teachers, and teachers who were working in these hard to staff schools. These teachers must be aware of special needs and take part in all aspects of the school environment (many areas overlap into regular education areas), and the author approved modification of the survey.

### **Pilot Survey: Acadia, Montana**

Prior to sending out the modified Administrative Support Survey, a pilot study was conducted using the teachers at Acadia Montana. Five teachers completed the survey. A hard copy of the survey was placed into five numbered and sealed envelopes. The teachers drew an envelope at random and were told not to share the number of their envelope with anyone. Once they had completed the survey, they were instructed to place the re-sealed envelope back into the box. This box was located in a central location where, the surveys could remain anonymous. At the end of the day, all five surveys were returned into the box giving the pilot study a return rate of 100%.

After the surveys had been returned, a follow up discussion was held to determine any issues that the teachers had found while taking the survey. The main areas that were identified were issues with clarity of questions, and some wording issues. Also, questions came up in regards to applicability of the questions. A primary concern was that the teachers thought that their administrator would support them but they found that the organization they worked for was holding their administrator back. Once all topics were discussed and reviewed, small changes to wording and an additional open-ended question were added. The changes that took place are as follows: Question #4, the term PRTF (psychiatric residential treatment facility) was added for clarity as some of the facilities that will be asked to take part in the official survey have now added this acronym to their name. On Questions #5 and #7 the option of *other* as an answer was removed. On Question #9 the disabilities were corrected to reflect current wording in IDEA 2004, and finally Question #10, the year was updated to reflect the 2012-2013 school year and the option of *not sure yet* was removed. The group also discussed the addition of a question in

the open-ended section of the survey that would allow the participants to share if they felt that their administrator was being held back by the facility in which they work. The question added was: Do you feel that your work place inhibits the support your administrator can give? In other words would they do more if they could? This question was not listed as an open-ended question but as a question in which participants would select *yes*, *no*, or *I don't know* as their answer. The modifications to the survey that were made after the pilot survey was conducted changed the number of questions for the instrument. Part 1 of the survey identified demographics of the participants. The questions in this section were numbers 1 through 10. Part 2 of the survey was the actual instrument, which housed questions 11-63. The final part, Part 3 included 3 open-ended questions and 1 yes/no question resulting in numbers 64-67; for a grand total of 67 questions in the survey. These updates were also made to the Administrative Support Survey that the administrators took.

The data was then entered into SurveyGizmo exactly as it had been filled out on the hard copy. A specific survey was set up in the SurveyGizmo site to keep track of the pilot survey responses. The reports were then run and exported into SPSS v17.0. A Cronbach Alpha was conducted to check the reliability of the scale. The Cronbach Alpha determines internal consistency of the scale, when conducted the reported values should be above .7 (Pallant, 2007). The value returned for the expected support total score was .927 the value for the actually received support total score was .833. Both results are above the ideal expectations for the Cronbach Alpha, thus revealing that the two scales have good internal consistency. Figure 4 displays the statistics.

	Expect to Receive	Actually Receive
Cronbach's Alpha	.927	.833
Cronbach's Alpha Based on Standardized Items	.940	.826
N of Items	52	51

*Figure 4. Reliability Statistics for Pilot Survey*

After the final modifications were made to the Administrative Support Survey (see Appendix E) it was posted online for participants to begin using in September 2011. Initial contact was made to the administrators of each site with a phone call followed by an introductory letter and copies of the informed consent letter for each qualified staff member at their site. Contact was initiated several times during the course of the next 3 months to remind participants of the survey and to encourage their participation. During this time four additional emails were sent to the administrators and teachers with the final email being sent in November, 2011. Several of the participants asked for copies of the survey to fill out by hand. These surveys were sent out with a self-addressed stamped envelope to the requesting participants. Once these surveys were returned, the data was then entered into SurveyGizmo exactly as it has been filled out on the hard copy just as it had been done with the pilot survey responses.

To discern which participants responded to the survey, two separate links were set up one for administrators and one for teachers. This was to avoid any confusion or errors that may occur with individually going through mixed data. The administrator survey (see Appendix F) asked what administrators thought they provided for levels of support and what they thought were appropriate to provide. The teacher survey asked what level of support they expect to receive and what level they actually receive. The principals and teachers responses were not matched together through their respective schools.

### ***A priori Assumptions***

The assumption is that there will be no statistically significant difference between principal support and teacher retention. As stated by Cozby (2007) “significance indicates that there is a low probability that the difference between the obtained samples was due to random error. Significance is then; a matter of probability” (p. 250). Hence, for the purpose of this research; the probability required for significance or the alpha level will be set at .05. Data collected on demographic questions was used to determine the relationship between teachers and their teaching assignment in relating to the support they receive from their principals at the multi-level or high school levels.

### **Null Hypotheses**

The null hypothesis is an important part of research in that it provides the researcher with a starting point for the use of statistical tests (Howell, 2007).

H<sub>01</sub>: There is no statistically significant relationship between principal support and retention of teachers.

H<sub>02</sub>: There is no statistically significant relationship between the principals’ scores on how they give support and the teachers’ scores on how the principals give support.

H<sub>03</sub>: There is no statistically significant relationship between teachers working in multi-level (K-12) grade levels reporting less support from their principals than teachers working with high school (9-12) grade levels.

The settings for K-12 were controlled for based upon the participant’s answers to Question 7 in the descriptive statistics. This showed what grade level in which the teachers were employed. The information was then separated by grade and school levels and used to answer

research question 3, this functioned due to the data being grouped by individual answers and not being separated by the individual places of employment.

### **Summary**

This study was designed to identify the relationship between a principal's supports for teachers and the actual retention of teachers who work in high risk placements or hard to staff environments and the relationship between the perceived support of teachers and administrators in relation to what grade level they teach. The methodology of this study was designed to gather information on how these two groups perceive support and how it ultimately effects whether support improves retention of teachers in hard to staff schools. The questions sought to identify supports that are most valuable to these teachers and to compare what administrators view as being the most beneficial supports that they provide.

The survey that was utilized for this research was originally developed by Balfour in 2001; it was modified with her permission. The revised survey was piloted prior to administration to ensure validity and clarity of the questions.

The population being sampled was based upon teachers in the state of Montana that work in hard to staff schools. The survey took place at a single time and was provided via the Internet for completion. The procedures that were used to report the statistical values are Spearman's Rank Order Correlation (Rho).

Chapter Three continues to support the need for research in this area. The findings presented in Chapter Four will lay the groundwork for explaining the results as they pertain to the research.

## CHAPTER FOUR: RESULTS

Based upon the need for additional research in the area of principal support and teacher retention in hard to staff schools, a modified version of the *Administrative Support Survey* was offered to administrators and teachers working within hard to staff schools. By identifying which areas of support impact teacher retention in hard to staff schools, changes can be made to increase the probability of reducing attrition with these teachers employed in these positions.

This study was developed to investigate the effects that principal support has on teachers in hard to staff schools. The research questions being answered were as follows:

Q<sub>1</sub>: What is the relationship between a principal's supports for teachers and the actual retention of teachers who work in high-risk placements or hard to staff environments?

Q<sub>2</sub>: What is the relationship between support scores on the Administrative Support Survey of teachers and principals?

Q<sub>3</sub>: What is the relationship between the perceived support of teachers and administrators in relation to what grade level they teach?

H<sub>1</sub>: Principal's support skills are related to teacher retention.

H<sub>2</sub>: The principals' scores on how they give support will be higher than the teachers' scores on how the principals give support.

H<sub>3</sub>: Teachers working in multi-level (K-12) grade levels report having more support from their principals than teachers working with high school (9-12) grade levels.

An Internet survey was used to collect the data. After an intensive review of the literature, consultation and approval of the survey instrument from the original author of the survey, a pilot study, and several focus groups, a 67-question survey was developed. The focus



of the survey was based upon both demographic information and the four subscales of support, these being emotional, environmental, instructional, and technical support. The data collected from the survey was analyzed to answer the research questions posed above and to determine the significance that support plays in retention of teachers in hard to staff schools.

### **Data Analyses**

Data analyses were presented using the steps that Creswell (2003) recommends to ensure accurate and informative data analyses. The five steps contained information on the number of surveys returned and numbers of those not returned, methods of response bias, descriptive analysis, the instrument used, and statistical procedures. The procedures that the researcher used to report the statistical values are Spearman's Rank Order Correlation (Rho). The Spearman Rho is used when exploring relationships (Pallant, 2007). Due to the nature of the Likert scale being used, this non-parametric alternative is the best fit. While this Likert data can be considered ordinal level, a conservative approach in using Spearman Rho is prudent for this study. The variables in this study are used as measures. There are two dependent variables and at least one being categorical which leads to Spearman's Rho or Kendall's tau-b (see Appendix C; DataStep Development, 2004) being the statistical methods that best fit the study.

Invitations to participate in the survey were sent out to 21 sites within Montana that fit the parameters of the research. Each of these sites had an educational component that included an administrator and teachers, the number of teachers varied from site to site. The total number of administrators that were eligible to participate was 21. Out of the 21 mailings, one was returned for the site no longer being in service. The sample size was then readjusted to 20 sites being available. The administrators were asked how many teachers were employed within their

school; the total eligible number for participants was 82. Out of the 82, two participants responded back that they were no longer in positions in which they could participate leaving the total sample size at 80 eligible participants.

When the survey was closed, a total of 17 administrators had responded which resulted in an 85% return rate. Out of the 80 teachers eligible to participate, 41 returned surveys with a response rate of 51.25%.

The data collected was broken down according to the subcategories of support. General Questions 1-10 were used to determine demographic information as well as categorizing specific information such as principals, teachers, primary assignment (where most time is spent teaching, i.e. self-contained or resource room), and grade levels taught or covered as principal. Figure 2 shows the breakdown of questions in relation to the subcategories of each level of support. The data provided in each subcategory was analyzed to show the relationship between principal's levels of perceived support to that of teacher retention. The questions in all subcategories were used to determine the relationship between the scores of principals and teachers being surveyed. Figure 5 was used to identify key descriptives that are essential to gathering correct information throughout the research.

The information collected on variables (Questions 1-10) was used to ensure that all participants taking part in the survey fit the parameters of the research. The variable (Question 1) was used to ensure that teachers and building administrators are the only participants. Variables (Questions 2-10) were used to stratify statistics for comparison of data between groups. Variable 7 was used to determine and control for the educational setting based on high

school levels of 9-12 and multilevel schools K-12. These variables also served as resources that may be useful in additional research.

---

**Questions 1-10**

---

Q1: What category best describes your current special education career status?

Q2: What category best describes your teaching status this year?

Q3: What category best describes your teaching certificate as it relates to your current teaching position?

Q4: What category best describes how the state in which you teach certifies Special Education teachers?

Q5: What category best describes the delivery model for your main teaching assignment (Where you spend 50% or more of your time)?

Q6: What category best describes your main teaching assignment?

Q7: What category best describes the school in which you teach 50% or more of the time?

Q8: What exceptionalities do you teach?

Q9: What category best describes the community in which you are currently teaching?

Q10: Do you plan on being in your current teaching assignment next school year (2011-2012)?

---

*Figure 5. Part 1 of Survey: Descriptive Variables*

In reference to Figure 2, the following frequency tables were broken down into principal responses and teacher responses in the individual support categories. The numbers were run to obtain the valid percent number of responses by the principals and the teachers. The principal's responses were based upon what they feel they provide as far as support in each category. The teacher's responses were based upon what they perceive that they actually receive in these categories. The following figures 6-13 were used to separate responses by respondents and their perceptions of support. The numbers presented in the figures below represent the valid percentages of responses for each question.

Emotional Support Questions	1*	2*	3*	4*	5*
12. Supports my teacher's decisions in front of parents.	0	0	0	41.7	58.3
13. Makes teachers feel that they are making a difference.	0	0	0	25.0	75.0
14. Is interested in what they do in their classroom	0	0	0	16.7	83.3
19. Takes an interest in their professional development and gives them opportunities to grow	0	0	0	50.0	50.0
20. Gives them genuine and specific feedback about their work	0	0	0	58.3	41.7
21. Tells them when they are on the right track with their work	0	0	16.7	58.3	25.0
23. Shows confidence in their actions and decisions	0	0	0	58.3	41.7
24. Observes frequently in their classroom	0	16.7	8.3	50.0	25.0
26. Is available to discuss their personal problems or concerns	0	16.7	0	25.0	58.3
33. Listens and gives them undivided attention when they are talking	0	8.3	0	50.0	41.7
35. Seeks their input on important issues in the school	0	0	0	41.7	58.3
41. Gives them recognition for a job well done	0	0	0	33.3	66.7
42. Recognizes special projects or programs in their classroom	0	0	0	58.3	41.7
52. Is available to discuss their professional problems or concerns	0	0	0	41.7	58.3
62. Permits them to use their own judgment to solve problems	0	0	0	66.7	33.3
63. Supports their decision in front of other teachers	0	0	16.7	58.3	25.0

1\*=not true at all, 2\*=not really true, 3\*=undecided, 4\*=true & 5\*=very true

Figure 6. Principal Responses Emotional Support Questions

Emotional Support Questions	1*	2*	3*	4*	*5
12. Supports my decisions in front of parents.	7.9	2.6	7.9	39.5	42.1
13. Makes me feel that I am making a difference.	5.1	7.7	2.6	28.2	56.4
14. Is interested in what I do in my classroom	0	7.7	9.8	38.5	43.6
19. Takes an interest in my professional development and gives me opportunities to grow	2.6	7.7	10.3	38.5	41.0
20. Gives me genuine and specific feedback about my work	0	7.9	15.8	34.2	42.1
21. Tells me when I am on the right track with my work	7.7	2.6	10.3	33.3	46.2
23. Shows confidence in my actions and decisions	5.1	5.1	5.1	15.4	69.2
24. Observes frequently in my classroom	17.9	30.8	15.4	30.8	5.1
26. Is available to discuss my personal problems or concerns	15.4	12.8	7.7	41.0	23.1
33. Listens and gives me undivided attention when I am talking	2.6	2.6	5.3	36.8	52.6
35. Seeks my input on important issues in the school	10.5	18.4	13.2	28.9	28.9
41. Gives me recognition for a job well done	7.9	5.3	7.9	21.1	57.9
42. Recognizes special projects or programs in my classroom	7.9	21.1	10.5	42.1	18.4
52. Is available to discuss my professional problems or concerns	0	7.9	7.9	34.2	50.0
62. Permits me to use my own judgment to solve problems	0	8.1	2.7	16.2	73.0
63. Supports my decision in front of other teachers	2.7	2.7	13.5	27.0	54.1

1\*=not true at all, 2\*=not really true, 3\*=undecided, 4\*=true & 5\*=very true

Figure 7. Teacher Responses Emotional Support Questions

Environmental Support Questions	1*	2*	3*	4*	*5
18. Ensures that they have enough planning time	8.3	8.3	0	41.7	41.7
32. Keeps them informed of school and facility events	0	0	0	33.3	66.7
36. Makes sure that they do not have to switch between too many grade levels and subjects	8.3	16.7	25.0	33.3	16.7
43. Arranges their schedule in a way to reduce the time they spend on paperwork and in meetings	8.3	8.3	16.7	50.0	16.7
45. Provides them with the funds they need to get supplies	0	0	0	41.7	58.3
46. Assigns them to work with students for whom they are trained and certified to teach	0	8.3	0	58.3	33.3
47. Makes sure that they have the space they need to teach and plan	0	8.3	0	66.7	25.0
48. Makes sure that they have the equipment they need for their classroom (i.e. computers, TVs, etc.)	0	8.3	0	41.7	50.0
49. Does not assign them the most challenging students in the school all at one time	0	41.7	8.3	33.3	16.7
53. Provides them with clerical assistance to schedule meetings and complete paperwork	16.7	8.3	8.3	50.0	16.7
55. Keeps the student diversity in their classroom to a minimum (grade levels and exceptionalities)	8.3	25.0	33.3	33.3	0
60. Communicates to the school staff that special education students and teachers are an important part of the school	0	0	16.7	33.3	50.0

1\*=not true at all, 2\*=not really true, 3\*=undecided, 4\*=true & 5\*=very true

Figure 8. Principal Responses Environmental Support Questions

Environmental Support Questions	1*	2*	3*	4*	*5
18. Ensures that I have enough planning time	0	21.1	23.7	36.8	18.4
32. Keeps me informed of school and district events	15.8	10.5	7.9	31.6	34.2
36. Makes sure that I do not have to switch between too many grade levels and subjects	16.2	18.9	35.1	18.9	10.8
43. Arranges my schedule in a way to reduce the time I spend on paperwork and in meetings	26.3	31.6	15.8	23.7	2.6
45. Provides me with the funds I need to get supplies	7.9	5.3	15.8	36.8	34.2
46. Assigns me to work with students for whom I am trained and certified to teach	5.3	5.3	2.6	31.6	55.3
47. Makes sure that I have the space I need to teach and plan	2.7	10.8	18.9	43.2	24.3
48. Makes sure that I have the equipment I need for my classroom (i.e. computers, TVs, etc.)	2.7	13.5	18.9	43.2	21.6
49. Does not assign me the most challenging students in the school all at one time	15.8	15.8	34.2	26.3	7.9
53. Provides me with clerical assistance to schedule meetings and complete paperwork	42.1	10.5	23.7	13.2	10.5
55. Keeps the student diversity in my classroom to a minimum (grade levels and exceptionalities)	18.4	23.7	42.1	10.5	5.3
60. Communicates to the school staff that special education students and teachers are an important part of the school	5.6	8.3	13.9	41.7	30.6
1*=not true at all, 2*=not really true, 3*=undecided, 4*=true & 5*=very true					

*Figure 9. Teacher Responses Environmental Support Questions*



Instructional Support Questions	1*	2*	3*	4*	*5
15. Gives them information about modifying instruction	0	0	0	50.0	50.0
16. Gives them information about instrumental techniques that will help improve their teaching	0	0	8.3	58.3	33.3
22. Helps them interpret state curriculum standards and apply them to teaching their special education students	8.3	25.0	8.3	25.0	33.3
25. Helps them select or create curriculum for students with disabilities	0	8.3	8.3	50.0	33.3
27. Helps them decide when and how to teach certain subjects	0	16.7	0	75.0	8.3
28. Helps them use their planning book effectively	8.3	25.0	33.3	33.3	0
29. Suggests alternative instructional methods for students who are struggling	0	0	0	58.3	41.7
30. Helps them select appropriate instructional materials	0	0	8.3	66.7	25.0
51. Helps them implement co-teaching strategies	16.7	33.3	25.0	25.0	0
54. Helps them write lesson plans	16.7	41.7	25.0	8.3	8.3
56. Gives them information on ways to make their instruction meaningful	0	0	8.3	66.7	25.0
58. Provides them with strategies for working with paraprofessionals	16.7	16.7	33.3	25.0	8.3
59. Helps them pick the right instructional programs for their students (i.e. math, reading, etc.)	8.3	8.3	0	58.3	25.0

1\*=not true at all, 2\*=not really true, 3\*=undecided, 4\*=true & 5\*=very true

Figure 10: Principal Responses Instructional Support Questions

Instructional Support Questions	1*	2*	3*	4*	*5
15. Gives me information about modifying instruction	0	18.4	34.2	21.1	26.3
16. Gives me information about instrumental techniques that will help improve my teaching	18.4	26.3	28.9	13.2	13.2
22. Helps me interpret state curriculum standards and apply them to teaching my special education students	7.7	23.1	33.3	15.4	20.5
25. Helps me select or create curriculum for students with disabilities	17.9	33.3	20.5	12.8	15.4
27. Helps me decide when and how to teach certain subjects	20.5	33.3	23.1	15.4	7.7
28. Helps me use my plan book effectively	43.6	15.4	28.2	7.7	5.1
29. Suggests alternative instructional methods for students who are struggling	17.9	12.8	15.4	28.2	25.6
30. Helps me select appropriate instructional materials	20.5	17.9	28.2	17.9	15.4
51. Helps me implement co-teaching strategies	26.3	23.7	26.3	10.5	13.2
54. Helps me write lesson plans	47.4	28.9	10.5	10.5	2.6
56. Gives me information on ways to make my instruction meaningful	13.5	27.0	24.3	21.6	13.5
58. Provides me with strategies for working with professionals	27.0	24.3	21.6	13.5	13.5
59. Helps me pick the right instructional programs for my students (i.e. math, reading, etc.)	25.0	33.3	8.3	25.0	8.3
1*=not true at all, 2*=not really true, 3*=undecided, 4*=true & 5*=very true					

Figure 11. Teacher Responses Instructional Support Questions

Technical Support Questions	1*	2*	3*	4*	*5
17. Provides them with reliable feedback about their IEPs	0	8.3	8.3	50.0	33.3
31. Provides them with reliable input about the progress reports they write on their students	8.3	8.3	16.7	50.0	16.7
34. Helps them follow federal and state special education regulations	16.7	0	8.3	25.0	50.0
37. Provides them with reliable feedback about the assessments they conduct with their students	0	8.3	8.3	66.7	16.7
38. Helps them ensure that they meet confidentiality requirements	0	0	0	41.7	58.3
39. Helps them get information from the central office and special education department in their school district	16.7	0	25.0	33.3	25.0
40. Gives them reliable information about due dates for their special education paperwork (IEPS, CSTS, etc.)	8.3	8.3	0	41.7	41.7
44. Helps them find information in special education files	16.7	0	8.3	58.3	16.7
50. Helps them coordinate related service for their students (i.e. speech, behavioral support, PT, OT, etc.)	25.0	0	16.7	41.7	16.7
57. Helps them develop schedules to ensure that their students are receiving the required hours of service per their IEPs	0	16.7	8.3	66.7	8.3
61. Helps them get assistive technology devices for their students	8.3	8.3	8.3	33.3	41.7

1\*=not true at all, 2\*=not really true, 3\*=undecided, 4\*=true & 5\*=very true

*Figure 12. Principal Responses Technical Support Questions*

Technical Support Questions	1*	2*	3*	4*	*5
17. Provides me with reliable feedback about my IEPs	5.4	2.7	16.2	45.9	29.7
31. Provides me with reliable input about the progress reports I write on my students	7.9	13.2	28.9	42.1	7.9
34. Helps me follow state and federal special education requirements	2.6	10.5	23.7	23.7	39.5
37. Provides me with reliable feedback about the assessments I conduct with my students	2.6	13.2	31.6	34.2	18.4
38. Helps me ensure that I meet confidentiality requirements	2.7	5.4	10.8	18.9	62.2
39. Helps me get information from the central office and special education department in my school district	44.7	5.3	23.7	13.2	13.2
40. Gives me reliable information about due dates for my special education paperwork (IEPS, CSTS, etc.)	21.6	8.1	35.1	10.8	24.3
44. Helps me find information in special education files	36.8	15.8	23.7	13.2	10.5
50. Helps me coordinate related service for my students (i.e. speech, behavioral support, PT, OT, etc.)	31.6	18.4	21.1	13.2	15.8
57. Helps me develop schedules to ensure that my students are receiving the required hours of service per their IEPs	18.9	32.4	21.6	10.8	16.2
61. Helps me get assistive technology devices for my students	36.1	11.1	25.0	11.1	16.7

1\*=not true at all, 2\*=not really true, 3\*=undecided, 4\*=true & 5\*=very true

Figure 13: Teacher Responses Technical Support Questions

Figures 14-16 show the breakdown of information in relation to the research questions.

Teachers Support Scale	Staying in current placement	Leaving current placement	Not sure of staying in current placement
	Correlation Coefficient/Sig. 2 tailed	Correlation Coefficient/Sig. 2 tailed	Correlation Coefficient/Sig. 2 tailed
Emotional			
Environmental			
Instructional			
Technical			

*\*Correlation significant at the 0.05 level \*\*Correlation significant at the 0.01 level*

*Figure 14. Layout of how data will be presented: Teachers total support scores based upon decision to stay or leave current placement.*

To obtain statistics for Research Question 1, the following steps were taken. The data provided by teacher respondents was analyzed to determine the relationship between support and retention of teachers who work in hard to staff schools. Once the total support scales were calculated for each subscale, a Spearman Rho was run using the total scale scores and the responses to Question 10, continuation in current placement for the 2012-2013 school year. The results were then entered into Figure 14 for easier viewing. The results and completed figure are discussed in greater detail in Chapter Four.

To obtain statistics for Research Question 2 the following steps were taken. The data provided by both administrator/principals and teacher respondents was analyzed to determine the relationship between support scores of both groups. Once the total support scales were calculated for each subscale, the mean average for each subscale was entered into Figure 15 and then subtracted to determine the difference in mean scores for the groups. The difference listed

showed the difference in scores of teachers and principals. The results and completed figure are discussed in greater detail in Chapter Four.

Support Scale	Principal Scores	Teacher Scores	Difference
Emotional			
Environmental			
Instructional			
Technical			

*Figure 15: Layout of how data will be presented: Difference in Total Support Scores of Teachers and Principals.*

The procedure used separated the administrators and teachers into the school groups in which they work. The data was analyzed to show what the correlation was between the level of school they were in and the support that they gave. The administrator results were separated into schools by splitting the data set; this was also done on the teacher data. This procedure was used on each of the groups for each level of employment. The total participant results for administrators turned in were 17. By splitting the file it was determined that the administrators had zero elementary participants, five participants at the high school level with three full responses, at the multi-level schools there were 12 participants with nine full responses which resulted in total of  $n = 12$  responses. A Spearman Rho was run on all 4 subscales and the school settings.

The teacher results were separated into schools by splitting the data set as well. This procedure was used on each of the groups for each level of employment. The total participant results turned in was 41. By splitting the file it was determined that the teachers had 14 elementary participants with total of 12 full responses turned in, 17 participants at the high

school level with 14 full responses collected and at the multi-level schools there were 10 participants with 10 full responses which resulted in total of n=36 responses. A Spearman Rho was run on all 4 subscales and the school settings.

Principle/Teacher Support Scale	Grades 9-12		Multilevel K-12	
	Given	Perceived	Given	Perceived
	Correlation Coefficient/Sig. 2 tailed	Correlation Coefficient/Sig. 2 tailed	Correlation Coefficient/Sig. 2 tailed	Correlation Coefficient/Sig. 2 tailed
Emotional				
Environmental				
Instructional				
Technical				
Total Number of Participants				

*\*Correlation is significant at the 0.01 level \*\* Correlation is significant at the 0.05 level*

*Figure 16. Layout of how data will be presented: Principal and Teacher Support Scores in Relation to Grade Level and Support Received/Given.*

In addition to Part 1 Demographics and Part 2 Survey Questions, Part 3 of the survey included open-ended questions. These questions gave participants the opportunity to share their individual thoughts on the support that they give and receive. The responses given by the participants were used to support recommendations for teachers, principals, and policy planning in hard to staff schools. The data was collected and reviewed for common themes regarding the four areas of support from principals and teachers. The opened ended questions sought responses based upon the topic of support in regard to teachers and administrators. The administrative questions were: (a) what is the best thing you have done to support your teacher(s) this year?; (b) what is the one thing you wish you could do to help support your teachers?; and

(c) what could you do to help your teachers stay in this school? The teacher questions consisted of: (a) what is the best thing your administrator has done to help you this year?; (b) what is one thing you wish your current administrator would do to support you?; and (c) what do you need from your administrator to stay in this school? In regards to the questions for the administrators stated above, the administrators provided 11 responses to (a), 10 responses for (b), and 11 responses for (c). In regards to the questions for the teachers stated above, the teachers provided 15 responses to (a), 14 responses to (b), and 15 responses to (c).

The answers to the open ended questions at the end of the survey are located in Appendix I, and show the responses that the participants provided to shed more insight on their current situation and what they feel would help them to stay in their current positions.

### **Analyses**

To answer the research questions posed above, several statistical methods were used to analyze the data returned by the research participants. The methods used consisted of descriptive analysis procedures, frequency reports, and a Spearman Rho procedure to determine the correlation, if any, between principal support and retention of teachers in hard to staff schools.

The focus of Research Question 1 was to determine the relationship, if any, between principal supports and the retention of teachers in hard to staff schools. The results showed that teachers who were expecting to stay in their current assignment for the 2012-2013 school year held the four areas of support very high in relation to why they were continuing to stay in their current placement. The area of support that had the highest correlation was that of emotional support, the second highest was environmental support, followed by technical and finally instructional support. The data provided by teachers that were sure that they would not be in



their current placement next school year also showed a strong correlation between retention and support. This data showed that all areas of support affect whether or not the teachers were planning on staying in their current placement. The lack of support for these teachers impacted their choice to leave their current placement. The last group of data that was examined was the teachers who were not sure if they were going to stay in their current placement. The results show that there was not any specific area of support that influenced whether or not these teachers were going to stay (see Figure 14a: Teachers total support scores based upon decision to stay or leave current placement).

Teacher Support Scale	Staying in current placement		Leaving current placement		Not sure of staying in current placement	
	<i>Correlation Coefficient/Sig. 2 tailed</i>		<i>Correlation Coefficient/Sig. 2 tailed</i>		<i>Correlation Coefficient/Sig. 2 tailed</i>	
Emotional	.707**	.000	1.0**	-	.800	.200
Environmental	.633**	.000	1.0**	-	.400	.600
Instructional	.419*	.024	1.0**	-	.600	.400
Technical	.374**	.045	1.0**	-	1.0	-

*\*Correlation significant at the 0.05 level \*\*Correlation significant at the 0.01 level*

*Figure 14a. Completed layout of data presented: Teachers total support scores based upon decision to stay or leave current placement.*

The hypothesis for Research Question 1 was substantiated through the data analyses and results that were found. Principal support skills do have an effect on retention of teachers. The research also provided statistical significance for rejecting the null hypothesis as the data shows that there is indeed a statistical significance in the relationship between principal support and teacher retention.

Research Question 2 examined the relationship between support scores of the administrators and teachers of hard to staff schools. The teachers were asked to answer the survey questions based upon the support that they feel they receive from their administrators. The administrators were asked to answer the question based upon the support that they feel they provide to their teachers. The results of the data provided showed that principals perceive that they support their teachers better than the teachers perceive their support (see Figure 15a Completed layout of data presented: Difference in Total Support Scores of Teachers and Principals). The area that showed the greatest difference in views of perceived support was that of instructional support.

The Hypothesis for Research Question 2 was also substantiated through the data analyses and results that were found. The scores that the principals provided for their scores were indeed higher than the scores that the teachers provided. The research also provided statistical significance for rejecting the null hypothesis as the data shows that there is undeniably a statistical significance in the relationship between how the principals perceive the support they give and how the teachers perceive the support that they give.

Support Scale	Principal Scores	Teacher Scores	Difference
Emotional	70.333	64.567	5.766
Environmental	47.000	40.055	6.945
Instructional	47.583	35.171	12.412
Technical	41.833	34.514	7.319

*Figure 15a: Completed layout of data presented: Difference in Total Support Scores of Teachers and Principals.*

Finally, Research Question 3 sought to determine the relationship between principal and teacher support in relation to what grade level they worked in. Data showed that all areas of support were reported to be important to all teachers in all grade levels. The data also showed that principals working in (K-12) and (9-12) schools felt that they provided a good deal of support to their teachers (see Figure 16a: Completed layout of data presented: Principal and Teacher Support Scores in Relation to Grade Level and Support Received/Given).

The Hypothesis for Research Question 3 was determined to be inaccurate. Through data analyses, it was found that failing to reject the null hypothesis was the correct decision to make based upon the data. The data shows that there is no statistically significant relationship between teachers working in multi-level (K-12) grade levels reporting less support from their principals than teachers working with high school (9-12) grade levels. The data returned showed that perceived support was comparable no matter what level the teachers taught.

Principle/Teacher Support Scale	Grades 9-12				Multilevel K-12			
	Given		Perceived		Given		Perceived	
	Correlation Coefficient/Sig. 2 tailed	-	Correlation Coefficient/Sig. 2 tailed	.025	Correlation Coefficient/Sig. 2 tailed	.009	Correlation Coefficient/Sig. 2 tailed	.000
Emotional	1.0*	-	.593*	.025	.806*	.009	.723**	.000
Environmental	1.0*	-	.593*	.025	.806*	.009	.574**	.005
Instructional	1.0*	-	.822**	.001	.328	.310	.827**	.000
Technical	1.0*	-	.789**	.001	.259	.500	.596**	.003
Total Number of Participants	n=3		n=14		n=9		n=22	

*\*Correlation is significant at the 0.01 level \*\* Correlation is significant at the 0.05 level*

*Figure 16a. Completed layout of data presented: Principal and Teacher Support Scores in Relation to Grade Level and Support Received/Given.*

### Summary

The purpose of this study was to fill a gap in the research related to principal support and retention of teachers in hard to staff schools. The study was developed to investigate how principal support affects teacher retention. Also to determine if there are differences between support teachers receive depending on what grade level they teach. A survey designed by Balfour (2001), was the basis for the modified support survey that was used in this study. An Internet survey was sent out to 20 sites that fit the parameters of the study. The employees at these sites included 20 administrators and 80 teachers that qualified to be participants in the study. An overall return rate of 17 out of 20 (85%) administrators and 41 out of 80 teachers (51.25%) was utilized for data analysis to respond to the three research questions. The survey

was designed to find out what correlation, if any, there is between principal support and retention of teachers in hard to staff schools.

In addition, some of the respondents who completed the survey also completed the optional, open-ended questions at the end of the survey. A qualitative analysis of their responses to these questions resulted in themes that were consistent with the themes found in the review of the literature and with the four support areas. Emotional and monetary increases emerged as the two most desired types of administrative support. The last chapter of this dissertation presents the interpretation of the findings, conclusions and recommendations for principals, teacher and policy makers in hard to staff schools and for further research.

## **CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS FOR HARD TO STAFF SCHOOLS**

This chapter includes a discussion of the findings as they relate to the research conducted and the implications these findings have for future studies. The recommendations that are provided are intended to be a guide for administrators working in hard to staff schools to improve their programs so that they face less teacher attrition in hard to staff schools. The recommendations are also intended to encourage leaders to look more closely at their programs and their own styles of leadership and support as to improve their communication and support of their teachers in these hard to staff schools. Specific recommendations are made for administrators, institutions, and teachers working in hard to staff schools. As well as researchers interested in pursuing more information in this area of research.

### **Findings and Conclusions**

Findings in this study verified information found within the literature review and were consistent with prior research and studies indicating that support of teachers have a large impact on teacher retention in hard to staff schools. Teachers that participated in this study provided insight as to which forms of support they valued most from their principals. All of the areas of support were considered important; however, the areas of emotional and environmental support were rated the highest. Several participants made comments such as “positive feedback—she doesn’t give any” to “always available when I need him”. Support outside of the four subscales was limited to a focus on monetary value. Emotional support such as administrator’s supporting teacher’s decisions in front of parents and colleagues, making teachers feel that they make a difference and showing support of activities within teacher’s classrooms were identified as main

contributors to their wanting to stay employed in their current positions. The majority of the participants shared that they also valued an increase in their salary as an important component to their willingness to stay in their positions. Being recognized for a job well done was also a factor in how teachers felt supported. Teachers that had low instances of individual recognition were more apt to leave the field than those that were praised individually for a job well done or supported through recognition of their judgment or teaching skills. This dynamic of salary and recognition ties into prior research and Herzberg's Hygiene Theory (1959). Herzberg identifies salary increases as motivators in job satisfaction, however true motivators are that of job recognition. Salary increases temporarily improve job satisfaction until the novelty of the wage increase subsides. Many people indicate that higher salaries and the ability to earn more truly motivate them, however, if someone is truly unhappy with their job; no amount of money will satisfy the dissatisfaction they feel for the job. True indicators of job satisfaction stay with the person regardless of salary, such as the love of the job. Teachers, generally go into the field because of the latter. However, the comments gathered from the research indicate that many of the teachers surveyed in these hard to staff placements, while they enjoy their job, would appreciate more compensation for dealing with extremely difficult students and working within schools that operate the whole year. Personal growth and the ability to receive support from administrators regarding emotional and technical support had an impact on teacher's decision to stay or leave as well in these hard to staff schools. As stated by one participant in regards to what they needed to stay, "The resources and support to obtain renewal credits for my teaching license". Many teachers indicated that they appreciated support with recertification to maintain their teaching license. Such as one participant that stated in regards to the best thing their

administrators had done to support them this year was, “Allows me to try new ways of presenting materials and gave me time off to recertify”.

The value of communication and being notified of events in their buildings was also very important to the participants in the study. This type of support can be placed under emotional and environmental support as it affects perceptions of the respondents in regards to their place within the school system.

Findings of this study also demonstrated that principals and teachers in hard to staff schools have different views of support. Principals’ scores on the support that they had given were higher than that of what the teacher’s felt they received. The differences in these views of support could potentially have a negative effect on teacher retention in hard to staff schools.

### **Recommendations for Principals, Teachers, and Policy Planning in Hard to Staff Schools**

As stated in Chapter One of this dissertation, it is critical for principals to understand the impact their support has on their teachers. One of the questions from the survey asked participants if they felt that their work place inhibits the support that their administrator could give. The responses out of 35 participants that answered the question showed that 40% ( $n=14$ ) felt that their work place (this includes higher administration, financial situations, governing boards and corporate administration that may not even be in the same state) does inhibit their administrators’ ability to support them. The same amount 40% ( $n=14$ ) felt that their work place did not inhibit the administrator’s ability to support them, and 20% ( $n=7$ ) stated that they did not know either way. These numbers suggest that many teachers identify, overall, workplace and monetary support do impact what their administrators can do to support them. However this should not be taken as an excuse not to try and improve support and conditions for teachers



working in these hard to staff schools. Principals must be able to work with the facilities (non-education administrators, Chief Executive Officers, Chief Operating Officers, etc.) to provide the necessary tools for their staff to succeed and reduce the possibility of teacher attrition in hard to staff schools.

The research showed many of the suggestions that teachers, working in these hard to staff schools, had for their principals were consistent with recommendations found in the literature review. Teachers that participated in the study had shared recommendations for support that they would like to receive from their principals. These recommendations included having more curriculum and planning time, receiving more positive feedback and recognition for a job well done, salary increases, more opportunities for professional development and adequate staff to meet the needs of the students. It has been found in previous research that all of these factors play an important role in the retention of teachers in hard to staff schools. As stated by Billingsley (2004):

Keeping and cultivating committed special educators requires that we prepare qualified teachers, provide responsive supports as they enter teaching, work with them to establish reasonable roles, create work environments that are characterized by supportive relationships, and provide opportunities for professional growth. (p. 375)

Principals have the opportunity to create and maintain a positive school culture and climate that ensures a reduction of teacher attrition in hard to staff schools. An important aspect of creating this type of positive environment is to provide teachers an ample amount of positive support. The majority of these hard to staff schools, especially the ones in this study, have a student population that is made up mostly of emotionally disturbed students. These students can

be trying at best and teacher interactions are critical within these populations. What this means for teachers is that they are prone to mental exhaustion, difficult behaviors, and overall stressful workdays. One participant said, for instance, “Sometimes frustrations become overwhelming. I do not plan on leaving my position though. I use several techniques to compensate. I have taught in this type of setting for twenty-plus years.” As stated by Ax, Conderman, and Stephens (2001) “Principals who are in touch with these daily realities can provide the individualized support needed to reduce their teacher’s feelings of isolation, exhaustion, and burnout” (p. 68). Principals that recognize the difficulty of the job and recognize that teacher’s own emotional needs must be met and supported will have a better chance at retaining their teachers over those who ignore the emotional stress that is bound to affect their teachers. As stated by George and George (1995), “for work to be motivating, teachers must have knowledge of their successes with students and receive recognition and support from their supervisors, colleagues in the school setting” (p. 237).

A principal’s main staple for improving support and having schools with a positive culture is communication. So many of the ideas and barriers can be overcome and achieved by communication. Building bonds of trust and creating team leaders with a shared vision of what the school should look like can improve the retention of teachers in hard to staff schools.

Teachers should also be open to identifying and discussing their concerns with their principals. Sometimes, the principals are not aware that there is a problem unless it is brought to their attention. Many people operate under business as usual ideals, so it is important to have open forums, discussions, meetings and reviews to evaluate the needs of the school, teachers and students so that best practices are being used to meet the needs of all involved. In addition to

discussing concerns, teachers also need to be aware of their own well being. Many teachers are devoted to their jobs, rarely calling off or taking “mental health” days. This devotion, while extremely commendable, takes a toll on teachers in the long run. Not having the time to step back from the stress of hard to staff schools can increase the likelihood of burnout and teachers leaving the field. Teachers in hard to staff schools need to be open about their needs with their administrators; they need to assert their needs and be proactive in encouraging others to support them as they deserve. They need to be open to asking for help, advice and seeking input from their colleagues.

Teachers could also take an active role in improving their support systems through mentoring programs. Creating programs in hard to staff schools that allow teachers to engage with each other and process the day-to-day struggles, successes and performance improvements of their schools could potentially bolster support that reaches beyond the teachers. Support program and mentor programs allow everyone to be an active participant and have an equal chance at being a leader and follower in providing support to each other.

Policy planning in hard to staff schools can also benefit from these recommendations. One of the ways to help teacher retention in hard to staff schools would be to increase the ratio of administrators to teachers. Several participants stated that they wished their principal would “observe me working with kids,” and “be there when you need to talk and answer questions without making you feel like you are bugging him.” Many of these placements only have one administrator to deal with all of the administrative duties, substituting, and secretarial roles that you would find in a public school. Principals who have to manage all of these roles find themselves devoting less time to their teachers. If policies were in place to cap the amount of

duties or teachers assigned to one principal, the amount of time they could spend observing, collaborating, and guiding their teachers could increase. Also looking at hiring assistant principals or deans could also have a positive effect on the support and time that principals could provide to their teachers.

Increased training for administrators would be beneficial as well. If mandatory trainings and in-services were available for principals to hone and expand their leadership and support skills, they could more effectively deal with issues and concerns brought forth by their teachers. Workshops that focus on positive school climate, ways to bring about positive and sustainable change, and helping others deal with the stress of working with emotionally disturbed and challenging students could have a profound effect on stopping teacher attrition. Human resources and policy makers in hard to staff schools can also help administrators retain teachers by providing scheduled days that teachers can use to obtain credit for re-certification, allow them to attend workshops and provide days where they can catch up on grading, paperwork and regulations that pertain to their job. One participant stated that, "Providing me the time and the course load that is appropriate and allows me to take classes and go to additional professional development classes" has an impact on what they need to stay working within their hard to staff school. Having scheduled in house, in service days would give teachers a chance to focus in on what they need to accomplish and do it without interruption from students and ancillary staff. All of these changes are relatively small; however they could make a large impact if qualified teachers chose to stay instead of leave their placements in hard to staff schools.

### **Recommendations for Future Research**

The findings and results that were presented represent a small part of the teaching population in Montana. Replicating this research on a larger level could provide even more valuable insight into principal support and teacher retention in hard to staff schools. As stated by Cozby (2007) “Participants in one locale may differ from participants in another locale.” Given a wider breadth to the study may allow a more generalized view into how support affects teachers dealing with a more culturally diverse setting, the amount of students that they deal with based upon their location in either urban or rural areas, and the use of emergency certification of teachers. It is important to continue research looking into this field of education. The principals and teachers that work in these types of hard to staff schools can provide information that could potentially be used to improve not only support in hard to staff schools but regular public institutions as well. Many of these schools are either private in nature or run by a state entity rather than public institutions. Compilation of these types of schools would allow researchers to have access to information more readily and provide an easier way of contacting these schools for research or even general informational purposes. To build upon this study, future research may want to address variables that were not found to be significant during this study and re-explore them using a larger population. Additional research may also include exploring the significant relationships found more closely.

Use of the four subscales could be used to gather more specific data depending on how it is paired with the population being researched. Individual scales could be addressed to gain insight on how each scale affects teacher retention in a more direct way. Also use of a larger population in different socioeconomic regions throughout the country could be used to correlate

exactly how each subscale affects teachers within a variety of hard to staff schools. This could be used to address teacher retention needs in areas such as Indian reservations and urban inner city areas as well.

Future research could also be conducted for the standpoint of teachers who left the hard to staff school environments. Looking at the reasons that these teachers left the teaching environment could provide insight to the principals and educational facilities of ways to improve benefits, environmental supports, and additional areas to increase teacher retention in hard to staff schools. Research has been and can be used to improve the lives of those affected by the situation of teacher retention. Improvements that could be possible include improving test scores for students and creating a consistent learning environment for these students that are struggling as it is in the school setting. Additionally using this study as a basis for exploring job satisfaction and support that relates to being satisfied with a teacher's position could also provide more understanding of the topic of teacher retention issues that have plagued the field retention in hard to staff schools.

### **Summary**

The purpose of this study was to determine what administrative supports had an effect on teacher retention in hard to staff schools. Other aspects of the study were to discover how teachers and principals perceived support as to what the principals felt they gave and what the teachers felt they received.

The literature review revealed that teacher retention and teacher attrition is an increasing concern in all areas of education. However, the outlook for special education and teachers who work in hard to staff school are facing the greatest decrease in numbers and the rate of attrition is

alarming. Key components to reducing teacher attrition in hard to staff schools include providing support to teachers, increasing salary, recognizing mental fatigue, improving communication throughout all levels of the school or facility, and providing the necessary equipment to teachers so that they are able to do their jobs successfully. Teachers identified that they appreciated support from their principals and noted that when they had verbal support in front of other colleagues or in front of parents, their view of support was higher than those that stated they wished for more positive support from their principal.

Results from this study may be employed to create training programs for principals to improve their communication skills and recognize skills that attribute to providing positive support to their teachers. The data showed that emotional and environmental supports were perceived as the most important subscales of support that influence their retention. Additionally it was found that principals have a higher view of the support they provide to teachers than what the teachers felt that they received. This different style of thinking could perhaps lead to teachers that feel unappreciated and feel that they do not make a substantial difference in their schools. These issues must be addressed and communication improved to decrease the likelihood of these types of miscommunication. Reducing the occurrence of this issue could prove to be a vital part of teacher retention in hard to staff schools. The issue of grade level and perception of support was also of note which the data showed support was greater among high school levels than of multi-level schools however, support was equally important to all groups. The retention of teachers represents a small solution to the larger problem of teacher attrition, however any steps toward retention of teachers is of significance for the education field.

## REFERENCES

- Adera, B. A., & Bullock, L. M. (2010). Job stressors and teacher job satisfaction in programs serving students with emotional and behavioral disorders. *Emotional and Behavioral Difficulties, 15*(1), 5-14.
- Albrecht, S. F., Johns, B. H., Mountstevens, J., & Olorunda, O. (2009). Working conditions as risk or resiliency factors for teachers of students with emotional and behavioral disabilities. *Psychology in Schools, 46*(10), 1006-1022.
- Angelle, P. S. (2006). Instructional leadership and monitoring: Increasing teacher intent to stay through socialization. *NASSP Bulletin, 90*(4), 318-334.
- Ax, M., Conderman, G., & Stephens, J. T. (2001). Principal support essential for retaining special educators. *NASSP Bulletin, 85*(621), 66-71.
- Balfour, C. Y. (2001). *Impact of certification status on the administrative support needs of novice special education teachers*. (Unpublished doctoral dissertation). George Mason University, Fairfax, VA.
- Berry, B. (2004). Recruiting and retaining highly qualified teachers for hard to staff schools. *NASSP Bulletin, 88*(638), 5-27.
- Billingsley, B. S. (2004). Special education teacher retention and attrition: A critical analysis of the research literature. *The Journal of Special Education, 38*(1), 39-55.
- Billingsley, B. S., & Cross, L. H. (1992). Predictors of commitment, job satisfaction, and intent to stay in teaching: A comparison of general and special educators. *The Journal of Special Education, 25*(4), 453-471.



- Birk, T. A., & Burk, J. E. (2000). Communication and environmental design: Analyzing organizational culture to improve human performance. *Performance Improvement Quarterly, 13*, 137-152.
- Boote, D. N., & Biele, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher, 34*(6), 3-15.
- Brock, B. L., & Grady, M. L. (1998). Beginning teacher induction programs: The role of the principal. *The Clearing House, 71*(3), 179-183.
- Brown, K. M., & Wynn, S. R. (2007). Teacher retention issues: How some principals are supporting and keeping new teachers. *Journal of School Leadership, 17*, 664-698.
- Brown, K. M., & Wynn, S. R. (2009). Finding, supporting, and keeping: The role of the principal in teacher retention issues. *Leadership and Policy in Schools, 8*(1), 37-63.
- Carpenter L. B., & Dyal, A. (2001). Retaining quality special educators: A prescription for school principals in the 21st century. *Catalyst for Change, 30*(3), 5-8.
- Cooley, E., & Yovanoff, P. (1996). Supporting professionals at risk: Evaluating interventions to reduce burnout and improve retention of special educators. *Exceptional Children, 62*(4), 336-355.
- Cozby, P. C. (2007). *Methods in behavioral research* (9th ed.). New York, NY: McGraw Hill.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). London, England: Sage.
- Darling-Hammond, L. (2003). Keeping good teachers: Why it matters what leaders can do. *Educational Leadership, 60*(8), 6-15.

- Darling-Hammond, L., & Berry, B. (2001). Does teacher certification matter? Evaluating the evidence. *Educational Evaluation and Policy Analysis*, 23(1), 57-77.
- DataStep Development (2010). Retrieved from <http://www.datastep.com/StatisticalSelectionGuide.pdf>
- Dzubay, D. (2001). Understanding motivation and supporting teacher renewal. *Northwest Regional Education Lab*. Portland, OR.
- Eyal, O., & Roth, G. (2011). Principals' leadership and teachers' motivation: Self-determination theory analysis. *Journal of Education Administration*, 49(3), 256-275.
- Gehrke, R. S., & McCoy, K. (2007). Considering the context: Differences between the environments of beginning special educators who stay and those who leave. *Rural Special Education Quarterly*, 26(3), 32-40.
- George, N. L., & George, M. (1995). To leave or stay? An exploratory study of teachers of students with emotional and behavioral disorders. *Remedial & Special Education*, 16(4), 227-236.
- Gersten, R., Keating, T., Yovanoff, P., & Harniss, M. K. (2001). Working in special education: Factors that enhance special educators' intent to stay. *Council for Exceptional Children*, 67(4), 549-567.
- Gokce, F. (2010). Assessment of teacher motivation. *School Leadership and Management*, 30(5), 487-499.
- Guarino, C. M., Santibanez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

- Harr, J. M. (2007). Retaining experienced, qualified teachers: The principal's role. *The Rural Educator, 28*(2), 28-34.
- Howell, D. C. (2007). *Statistical methods for psychology* (6th ed.). Thousand Oaks, CA: Thompson Wadsworth.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal, 38*(3), 499-534.
- Kaff, M. S. (2004). Multitasking is multitaxing: Why special educators are leaving the field. *Preventing School Failure, 48*(2), 10-17.
- Kelly, S. (2004). An event history analysis of teacher attrition: Salary, teacher tracking, and socially disadvantaged schools. *The Journal of Experimental Education, 72*(3), 195-220.
- Kukla-Acevedo, S. (2009). Leavers, movers, and stayers: The role of workplace conditions in teacher mobility decisions. *Journal of Educational Research, 102*(6), 443-452.
- Littrell, P. C., & Billingsley, B. S. (1994). The effects of principal support on special and general educator's stress, job satisfaction, school commitment, health, and intent to stay in teaching. *Remedial and Special Education, 15*(5), 297-311.
- Mangin, M. M. (2007). Facilitating elementary principals' support for instructional teacher leadership. *Educational Administration Quarterly, 43*(3), 319-357.  
doi:10.1177/001316X07299438
- Minarik, M. M., Thornton, B., & Perreault, G. (2003). Systems thinking can improve teacher retention. *Clearing House, 76*(5), 230-234.
- Muller, K., Alliata, R., & Benninghoff, F. (2009). Attracting and retaining teachers: A question of motivation. *Educational Management Administration and Leadership, 37*(5), 574-599.

- National Association of Therapeutic Schools and Programs-NATSAP. (2008). Ann Arbor, MI: Sheridan Books.
- National Commission on Teaching and America's Future. (2005). *Induction into learning communities* (Policy brief). Washington, DC: Fulton, K.
- National Commission on Teaching and America's Future. (2002). *The high cost of teacher turnover* (Policy brief). Washington, DC: Author.
- National Education Association-NEA. (2010). Retrieved from <http://www.nea.org/bare/print.html?content=/bare/16917.htm>
- Northwest Association of Accredited Schools (NAAS). (2009). Retrieved from <http://www.northwestaccreditation.org>
- Office of Public Instruction-Montana. (2003). *School Laws of Montana*. Helena, MT: Office of Public Instruction.
- Otto, S. J., & Arnold, M. (2005). A study of experienced special education teachers' perceptions of administrative support. *College Student Journal*, 39(2), 253-259.
- Paglin, C., & Fager, J. (1997). *Alternative schools: Approaches for students at risk* (Report No. ED431042). Retrieved from ERIC Database <http://csaweb112v.csa.com>
- Pallant, J. (2007). *SPSS survival manual* (3rd ed.). New York, NY: McGraw Hill.
- Pan, M. L. (2003). *Preparing literature reviews*. Los Angeles, CA: Pyrczak.
- Rafferty, T. (2003). School climate and teacher attitudes toward upward communication in secondary schools. *American Secondary Education*, 31(2), 49-70.
- Raosoft, (2011). Retrieved from: <http://raosoft.com/samplesize.html>

- Richards, J. (2003). Principal behaviors that encourage teachers to stay in the profession: Perceptions of K-8 teachers in their second to fifth year of teaching. *AERA*, 1-31.
- Senge, P. (1990). *The fifth discipline*. New York, NY: Currency and Doubleday.
- Shen, J. (1997). Teacher retention and attrition in public schools: Evidence from SASS91. *The Journal of Educational Research*, 91(2), 81-88.
- Thoonen, E. J., Slegers, P. J., Oort, F. J., Peetsma, T. D., & Geijsel, F. P. (2011). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Education Administration Quarterly*, 47(3), 496-536.
- Varrati, A. M., Lavine, M. E., & Turner, S. L. (2009). A new conceptual model for principal involvement and professional collaboration in teacher education. *Teachers College Record*, 111(2), 480-510.
- Youngs, P. (2007). How elementary principals' beliefs and actions influence new teacher experiences. *Education Administration Quarterly*, 43(1), 101-137.

APPENDIX A  
SURVEY INSTRUMENT

## Administrative Support Survey

I very much appreciate you completing this survey about administrative support. Please respond to each item. There are **5** pages and the survey is printed on **both sides of the paper**. The survey should take you about 10 to 15 minutes to complete.

**Thank You Very Much For Your Time. ☺**

### PART I: DEMOGRAPHIC INFORMATION

1. What category best describes your current **special education career status**?  
(Circle only one)

1. This is my first year of special education teaching.
2. This is my second year of special education teaching.
3. This is my third year of special education teaching.
4. I am in my first, second, or third year of special education teaching and before this I taught in general education.
5. This is not my first, second or third year of special education teaching. It is my \_\_\_\_\_ year.

2. What category best describes your **teaching status this year**?

(Circle only one)

1. Full-time teaching.
2. 1/2 time or more teaching, but not full-time teaching.
3. Substitute teaching (either full-time or part-time).

3. What category best describes your **teaching certificate** as it relates to your current teaching position?

(Circle only one)

1. I have a regular certificate to teach students in my main teaching assignment (the standard certification or license offered in your state).
2. I have a temporary, provisional, or emergency certificate to teach students in my main teaching assignment (requires additional coursework or experience before a standard certification can be obtained).

4. What category best describes **how the state in which you teach certifies** Special Education teachers?

**(Circle only one)**

1. I teach in a categorical state.
2. I teach in a noncategorical state.
3. I am not sure what kind of certificate the state in which I teach issues.  
I teach in the state of \_\_\_\_\_

5. What category best describes the **delivery model** for your main teaching assignment (where you spend 50% or more of your time)?

**(Circle only one)**

- |   |   |
|---|---|
| 1. Resource                             | 4. Co-teaching in a general education class |
| 2. Self-contained                       | 5. Other: _____                             |
| 3. Consultant/Related services provider |   |

6. What category best describes your **main teaching assignment**?

**(Circle only one)**

1. I teach only one exceptionality (for example, I only teach students with Specific Learning Disabilities).
2. I teach more than one exceptionality (for example, some of the students I teach are students with Specific Learning Disabilities and some are students with Emotional Disturbance).

7. What category best **describes the school** in which you teach 50% or more of the time?

**(Circle only one)**

- |                      |                 |
|----------------------|-----------------|
| 1. Elementary School | 3. High School  |
| 2. Middle School     | 4. Other: _____ |

8. What **exceptionalities** do you teach?

**(Circle all that apply)**

Autism

Deaf

Developmentally Delayed



Emotional Disturbance	Hearing Impaired/Deaf	Mental Retardation
Multiple Disabilities	Orthopedic Impairment	Other Health Impairment
Severe Disabilities	Specific Learning Disabilities	Traumatic Brain Injured
Visually Impaired/Blind	Speech/Language Impaired	

9. What category best describes the **community** in which you are currently teaching?  
(Circle only one)

- |   |                                     |
|---|-------------------------------------|
| 1. A rural or farming community.                    | 6. A suburb of a small city.        |
| 2. A small city or town (fewer than 50,000 people). | 7. A suburb of a medium-sized city. |
| 3. A medium-sized city (50,000 to 100,000 people).  | 8. A suburb of a large city.        |
| 4. A large city (100,000 to 500,000 people).        | 9. A suburb of a very large city.   |
| 5. A very large city (over 500,000 people).         |                                     |

10. Do you plan on being in your current teaching assignment next school year (2001-2002)?  
(Circle only one)

- |        |       |                 |
|--------|-------|-----------------|
| 1. Yes | 2. No | 3. Not sure yet |
|--------|-------|-----------------|



*Part II: Survey Questions Regarding Administrative Support*

Please answer the survey questions keeping in mind the one administrator who is most responsible for supporting and evaluating you at your school building. This could be a Principal, Assistant Principal, or Department Chair.

Circle the **position** that best describes the administrator:  
(Circle only one)

- 1. Principal
- 2. Assistant Principal
- 3. Department Chair
- 4. Other: \_\_\_\_\_

Please make two judgments about each Administrative Behavior. First, rate the level of support you **EXPECT** from the building administrator relative to each Administrative Behavior. Next, rate the level of support you **ACTUALLY RECEIVE** from the administrator relative to each Administrative Behavior. Use the following Rating Scale:

5-Very True					4-True					3-Undecided					2-Not Really True					1-Not True At All																																																																																																																							
Very True	True	Undecided	Not Really	Not True At	<i>Administrative Behavior</i>																									Very True	True	Undecided	Not Really	Not True At																																																																																																									
<i>Expect</i>										<i>Actually</i>										<i>Receive</i>																																																																																																																							
					1. Support my decisions in front of parents.																																			2. Make me feel that I am making a difference.																																			3. Be interested in what I do in my classroom.																																			4. Give me information about modifying instruction.																													
					2. Make me feel that I am making a difference.																																			3. Be interested in what I do in my classroom.																																			4. Give me information about modifying instruction.																																																																
					3. Be interested in what I do in my classroom.																																			4. Give me information about modifying instruction.																																																																																																			
					4. Give me information about modifying instruction.																																																																																																																																						

					5. Give me information about instructional techniques that will help improve my teaching.				
					6. Provide me with reliable feedback about my IEP's.				
					7. Ensure that I have enough planning time.				
					8. Take an interest in my professional development and give me opportunities to grow.				
					9. Give me genuine and specific feedback about my work.				
					10. Tell me when I am on the right track with my work.				
					11. Help me interpret state curriculum standards and apply them to teaching my special education students.				
					12. Show confidence in my actions and decisions.				
					13. Observe frequently in my classroom.				
					14. Help me select or create curriculum for students with disabilities.				
					15. Be available to discuss my personal problems or concerns.				
					16. Help me decide when and how to teach certain subjects				
					17. Help me use my plan book effectively.				
					18. Suggest alternative instructional methods for students who are struggling.				
					19. Help me select or create appropriate instructional materials.				
					20. Provide me with reliable input about the progress reports I write on my students.				
					21. Keep me informed of school and district events.				
					22. Listen and give me undivided attention while I am talking.				
					23. Help me follow the federal and state special education regulations.				
					24. Seek my input on important issues in the school.				
					25. Make sure that I do not have to switch between too many grade levels and subjects.				
					26. Provide me with reliable feedback about the assessments I conduct on my students.				
					27. Help me ensure that I meet confidentiality requirements.				

				28. Help me get information from the central office special education department in my school system.					
				29. Give me reliable information about due dates for my special education paperwork (i.e., IEPs, triennial evaluations, annual reviews, etc.).					
				30. Give me recognition for a job well done.					
				31. Recognize special projects or programs in my classroom.					
				32. Arrange my schedule in a way to reduce the time I spend on paperwork and in meetings.					
				33. Help me find information in special education files.					
				34. Provide me with the funds I need to get supplies.					
				35. Assign me to work with students for whom I am trained and certified to teach.					
				36. Make sure that I have the space I need to teach and plan.					
				37. Make sure that I have the equipment I need for my classroom (i.e., computers, TVs, etc.).					
				38. Not assign me the most challenging students in the school all at one time.					
				39. Help me coordinate related services for my students (i.e., Speech/Language and other therapies).					
				40. Help me implement co-teaching strategies.					
				41. Be available to discuss my professional problems or concerns.					
				42. Provide me with clerical assistance to schedule meetings and complete paperwork.					
				43. Help me write lesson plans.					
				44. Keep the student diversity in my classroom to a minimum (grade levels and exceptionalities).					
				45. Give me information on ways to make my instruction meaningful.					
				46. Help me develop schedules to ensure that my students are receiving the required hours of service per their IEPs.					
				47. Provide me with strategies for working with paraprofessionals.					
				48. Help me pick the right instructional programs for my students (i.e., for Reading, Math, etc.).					

					49. Communicate to the school staff that special education students and teachers are an important part of the school.					
					50. Help me get assistive technology devices for my students.					
					51. Permit me to use my own judgment to solve problems.					
					52. Support my decisions in front of other teachers.					

*Part III: Administrative Support Open-ended Questions (Optional).*

What is the **best thing your current administrator has done** to support you this year?

---

---

What is the **one thing you wish your current administrator would do** to support you?

---

---

APPENDIX B

PERMISSION REQUEST FOR USE OF SURVEY



**From:** Yvonne Balfour [mailto:cybalfour@-----]

**Sent:** Thursday, December 30, 2010 5:16 PM

**To:** Amy Hughes

**Subject:** Re: Dissertation request

Hi Amy-

I give you permission to use my administrative support survey. I am sure that you read that the items were developed after consulting with teachers via several focus groups. I give you permission to amend the survey to meet the needs of your research. I have attached the original survey in a word format so that it will be easier for you to make changes. Good luck with your research. Yvonne Balfour

*On Wed, Dec 29, 2010 at 8:56 PM, Amy Hughes <[amytrevor@-----](mailto:amytrevor@-----)> wrote:*

Dear Dr. Balfour,

Here is my email that I told you about per our conversation today. I really enjoyed talking with you and discussing the emotional scale in regards to my area. Thank you so much for letting me use your survey, I am really excited about the results and information I will receive because of it. Once again, thank you!

Hello. My name is Amy Hughes and I am a doctoral candidate at the University of Montana in Missoula. As I was doing my research for my dissertation, I came across the survey that you created and implemented for your doctorate. I really was interested in the support scales and thought about how it pertains to my research. I am writing my dissertation on: "The relationship between principal support and teacher retention in hard to staff schools." The

survey that you created would fall nicely into the parameters of my research and I was hoping to ask you for your permission to use it. I was wondering if it would be ok for me to use your survey to conduct my research on this special population of teachers in hard to staff schools? If it is ok for me to use it, I also may need to modify a few of the questions so that it can be adapted to this group, I was wondering if that would be ok as well?

Thank you for any consideration in regards to this subject. I appreciate your time and look forward to hearing from you. If you would like any further information on my research or would like to discuss this, I would be more than happy to do so.

Sincerely,

Amy L. Hughes  
University of Montana

APPENDIX C  
INFORMED CONSENT LETTER

## PARTICIPANT INFORMATION AND INFORMED CONSENT

**This letter is to inform you about the research you are being asked to participate in, your rights as a participant and to answer any questions you may have about this study.**

**Study Title:** The relationship between principal support and teacher retention in hard to staff schools.

**Primary Researcher:**  
Amy Hughes, Doctoral Candidate  
Leadership

The University of Montana  
Missoula, MT 59802  
406-496-6347 (office)  
[ahughes@acadiahealthcare.com](mailto:ahughes@acadiahealthcare.com)

**Dissertation Chair:**  
Dr. John Matt, Educational

The University of Montana  
Missoula, MT 59802  
406-243-5610 (office)  
[john.matt@umontana.edu](mailto:john.matt@umontana.edu)

**Special instructions:** This consent form may contain words that are new to you. If you read any words that are not clear to you, please contact the person who gave you this form to explain them to you.

**Purpose:** You are being asked to take part in a research study to examine the relationship between principal support and the retention of teachers in hard to staff schools. The purpose of this study is to determine the relationship between teacher retention and principal support, to examine the perception of support between teachers and principals and how these perceptions affect teacher retention in hard to staff schools, and to discover if there is a correlation between the principal's supports and teacher retention.

You have been chosen to take part in this study based upon the site in which you work, your teaching credentials, and your employment in a hard to staff school.

**Procedures:** Thank you for agreeing to take part in this research study. You will be given a survey to take regarding your view of principal support. You will be asked to answer based on the level of support you actually receive and the support that you expect in regards to each question. There are 52 survey questions and 10 questions that ask about you (to provide demographic information to the researcher-this is strictly confidential; any details you answer will not be shared with anyone).

A detailed analysis will be done with the data that you provide by filling out the survey. It will take about 10-15 minutes to complete the survey.

**Risks/Discomforts:** Although no risks or discomforts are anticipated, answering the survey questions may cause you to think of feelings that may make you sad or upset. If this happens, you may stop the survey and take a break. If you wish to terminate the survey completely, you may do so with no negative consequences. There is no anticipated discomfort for those contributing to this study, so risk to participants is minimal.

**Benefits:** Your help with this study may help to improve teacher retention in hard to staff schools.

**Confidentiality:** Your records will be kept private and will not be released without your consent except as required by law. Your personal information (name, answers, place of employment) will not be disclosed. The findings and report will not list any information that will be able to connect you to specific answers. The data will be listed as strictly anonymous. Only I, (the researcher) and my dissertation chair will have access to the files. Your identity will

be kept confidential. The data will be stored in a locked file cabinet. Your signed consent form will be stored in a cabinet separate from the data.

**Compensation for Injury:** Although we believe that the risk of taking part in this study is minimal, the following liability statement is required in all University of Montana consent forms.

In the event that you are injured as a result of this research you should individually seek appropriate medical treatment. If the injury is caused by the negligence of the University or any of its employees, you may be entitled to reimbursement or compensation pursuant to the Comprehensive State Insurance Plan established by the Department of Administration under the authority of M.C.A., Title 2, and Chapter 9. In the event of a claim for such injury, further information may be obtained from the University's Claims representative or University Legal Counsel. (Reviewed by University Legal Counsel, July 6, 1993)

**Voluntary Participation/Withdrawal:** Your decision to take part in this research study is entirely voluntary. You may refuse to take part in or you may withdraw from the study at any time without penalty or loss of benefits to which you are normally entitled. If you decide to withdraw, you may do so at any time. You may leave the study for any reason.

**Questions:** If you have any questions about the research now or during the study contact: Amy Hughes at 406-496-6347. If you have any questions regarding your rights as a research subject, you may contact the Chair of the IRB through The University of Montana Research Office at 406-243-6670.

**Statement of Consent:** I have read the above description of this research study. I have been informed of the risks and benefits involved, and all my questions have been answered to my satisfaction. Furthermore, I have been assured that any future questions I may have will also be answered by a member of the research team. I voluntarily agree to take part in this study. I understand I will receive a copy of this consent form.

---

Printed (Typed) Name of Subject

---

Subject's Signature

---

Date

APPENDIX D 1&2  
RAOSOFT CALCULATION TABLE

### RAOSOFT TABLE: D1 Total Program sample size

<p>What margin of error can you accept?</p> <p>5% is a common choice</p>	%	<p>5</p> <p>The margin of error is the amount of error that you can tolerate. If 90% of respondents answer <i>yes</i>, while 10% answer <i>no</i>, you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55.</p> <p>Lower margin of error requires a larger sample size.</p>
<p>What confidence level do you need?</p> <p>Typical choices are 90%, 95%, or 99%</p>	%	<p>9</p> <p>The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer <i>yes</i> would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone.</p> <p>Higher confidence level requires a larger sample size.</p>
<p>What is the population size?</p> <p>If you don't know, use 20000</p>		<p>2</p> <p>How many people are there to choose your random sample from? The sample size doesn't change much for populations larger than 20,000.</p>
<p>What is the response distribution?</p> <p>Leave this as 50%</p>	%	<p>5</p> <p>For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under <b>More information</b> if this is confusing.</p>
<p>Your recommended sample size is</p>	0	<p>2</p> <p>This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.</p>

RAOSOFT TABLE: D2 Principal and teacher sample size

<p>What margin of error can you accept? 5% is a common choice</p>	%	<p>5 The margin of error is the amount of error that you can tolerate. If 90% of respondents answer <i>yes</i>, while 10% answer <i>no</i>, you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55.</p> <p>Lower margin of error requires a larger sample size.</p>
<p>What confidence level do you need? Typical choices are 90%, 95%, or 99%</p>	%	<p>9 The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer <i>yes</i> would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone.</p> <p>Higher confidence level requires a larger sample size.</p>
<p>What is the population size? If you don't know, use 20000</p>		<p>8 How many people are there to choose your random sample from? The sample size doesn't change much for populations larger than 20,000.</p>
<p>What is the response distribution? Leave this as 50%</p>	%	<p>5 For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under <b>More information</b> if this is confusing.</p>
<p>Your recommended sample size is</p>	7	<p>6 This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.</p>



APPENDIX E

MODIFIED ADMINISTRATIVE SUPPORT SURVEY- TEACHERS

## Administrative Support Survey-Teachers

## Part 1: Demographic Information

1. What category best describes your current career status?
  - This is my first year of special/general education teaching.
  - This is my second year of special/general education teaching.
  - This is my third year of special/general education teaching.
  - I am in my first, second or third year of special education teaching and before this I taught in general education.
  - This is my fourth plus year of special/general education teaching.
2. What category best describes your teaching status this year?
  - Full-time teaching.
  - 1/2 time or more teaching, but not full-time teaching.
  - Substitute teaching (either full time or part time).
3. What category best describes your teaching license as it relates to your current teaching position?
  - I have a regular license to teach students in my main teaching assignment (the standard certification or license offered in your state).
  - I have a temporary, provisional, or emergency license to teach students in my main teaching assignment (requires additional coursework or experience before a standard license can be obtained).
4. What type of facility do you teach at?
  - I teach in a residential facility or PRTF.
  - I teach in a correctional facility.
  - I teach in a state funded school.
  - I teach in a privately funded school.
5. What category best describes the delivery model for your main teaching assignment (where you spend 50% or more of your time)?
  - Resource
  - Self-Contained
  - General Education
  - Co-teaching in a general education class
  - Other
6. What category best describes your main teaching assignment?
  - I teach only one exceptionality (for example, I only teach students with Specific Learning Disabilities).
  - I teach more than one exceptionality (for example, some of the students I teach are students with Specific Learning Disabilities and some are students with Emotional Disturbance).

I teach in a General Education Class

7. What category best describes the type of school setting in which you teach 50% or more of the time?

Elementary Setting or classes

Middle School Setting or classes

High School Setting or classes

Multi-level Classes

8. What category best describes the grade level in which you are currently teaching? (Circle only one, if you have more than one level choose the level you have the most students in)

9. What exceptionalities do you teach? (Circle all that apply)

Autism

Developmentally Delayed

Emotional Disturbance (ED and SED)

Hearing Impaired/Deaf

Cognitive Delay

Multiple Disabilities

Orthopedic Impairment

Other Health Impairment

Specific Learning Disabilities (Academic)

Traumatic Brain Injured

Visually Impaired/Blind

Speech/Language Impaired

10. Do you plan on being in your current teaching assignment next school year (2012-2013)?

Yes

No

Not Sure

#### Part 2: Survey Questions Regarding Administrative Support

Please make two judgments about each administrative behavior. First rate the level of support you EXPECT from your administrator. Next, rate the level of support you ACTUALLY RECEIVE from your administrator. Select one button for each.

Please answer the survey questions keeping in mind the one administrator who is most responsible for supporting and evaluating you at your school building.

11. Select the position that best describes the administrator.

Principal

Assistant Principal

Department Chair

Other

12. My administrator supports my decisions in front of parents.
13. My administrator makes me feel that I am making a difference.
14. My administrator is interested in what I do in my classroom.
15. My administrator gives me information about modifying instruction.
16. My administrator gives me information about technical techniques that will help improve my teaching.
17. My administrator provides me with reliable feedback about my IEPs.
18. My administrator ensures that I have enough planning time.
19. My administrator takes an interest in my professional development and gives me opportunities to grow.
20. My administrator gives me genuine and specific feedback about my work.
21. My administrator tells me when I am on the right track with my work.
22. My administrator helps me interpret state curriculum standards and apply them to teaching my special education students.
23. My administrator shows confidence in my actions and decisions.
24. My administrator observes frequently in my classroom.
25. My administrator helps me select or create curriculum for students with disabilities.
26. My administrator is available to discuss my personal problems or concerns.
27. My administrator helps me decide when and how to teach certain subjects.
28. My administrator helps me use my plan book effectively.
29. My administrator suggests alternative instructional methods for students who are struggling.
30. My administrator helps me select or create appropriate instructional methods.
31. My administrator provides me with reliable input about the progress reports I write on my students.
32. My administrator keeps me informed of school and district events.
33. My administrator listens and gives me undivided attention when I am talking.
34. My administrator helps me follow the federal and state special education regulations.
35. My administrator seeks my input on important issues in the school.
36. My administrator makes sure that I do not have to switch between too many grade levels and subjects.
37. My administrator provides me with reliable feedback about the assessments I conduct on my students.
38. My administrator helps me ensure that I meet confidentiality requirements.
39. My administrator helps me get information from the central office special education department in my school system.

40. My administrator gives me reliable information about due dates for my special education paperwork (IEPs, triennial evaluations, annual reviews, etc.)
41. My administrator gives me recognition for a job well done.
42. My administrator recognizes special projects or programs in my classroom
43. My administrator arranges my schedule in a way to reduce the time I spend on paperwork and in meetings.
44. My administrator helps me find information in special education files.
45. My administrator provides me with the funds I need to get supplies.
46. My administrator assigns me to work with students for whom I am certified to teach.
47. My administrator makes sure that I have the space I need to teach and plan.
48. My administrator makes sure that I have the equipment I need for my classroom (i.e. TVs, computers, etc.)
49. My administrator does not assign me the most challenging students in the school all at one time.
50. My administrator helps me coordinate related services for my students (speech/language, other therapies).
51. My administrator helps me implement co-teaching strategies.
52. My administrator is available to discuss my professional problems or concerns.
53. My administrator provides me with clerical assistance to schedule meetings and complete paperwork.
54. My administrator helps me write lesson plans.
55. My administrator keeps the student diversity in my classroom to a minimum (grade levels and exceptionalities).
56. My administrator gives me information on ways to make my instruction meaningful.
57. My administrator helps me develop schedules to ensure that my students are receiving the required hours of service per their IEPs.
58. My administrator provides me with strategies for working with paraprofessionals.
59. My administrator helps me pick the right instructional programs for my students (for reading, math, etc.).
60. My administrator communicates to the school staff that special education students and teachers are an important part of the school.
61. My administrator helps me get assistive technology devices for my students.
62. My administrator permits me to use my own judgment to solve problems.
63. My administrator supports my decisions in front of other teachers.

### Part 3: Administrative Support Open Ended Questions (Optional)

The following questions are optional, however any information that you provide would be greatly appreciated. Your information will be kept confidential and there are no identifying elements that would connect or identify you to your work place.

64. What is the best thing your current administrator has done to support you this year?
65. What is the one thing you wish your current administrator would do to support you?

66. What do you feel you need from your administrator to stay in this school?

67. Do you feel that your work place inhibits the support your administrator can give? In other words would they do more if they could?

- Yes.
- No.
- I don't know.

I truly appreciate you taking the time to complete this survey. Thank you for working in these difficult positions. I hope that this research provides valuable information to help keep teachers in these positions that help so many children.

APPENDIX F

MODIFIED ADMINISTRATIVE SUPPORT SURVEY- ADMINISTRATORS

## Administrative Support Survey- Administrators

## Part 1: Demographic Information

1. What category best describes your current administrative career status?
  - I am currently a principal.
  - I am currently an assistant principal.
  - I am currently a department chair.
  - I am currently an educational director.
  - Other.
2. What category best describes your administrative status this year?
  - Full-time administrator.
  - 1/2 time or more administrator, but not full-time administrator.
  - Substitute administrator (either full time or part time).
3. What category best describes your administrative license as it relates to your current administrative position?
  - I have a regular license to be an administrator.
  - I have a temporary, provisional, or emergency license to be an administrator (requires additional coursework or experience before a standard license can be obtained).
4. What type of facility best describes your school?
  - I am an administrator at a residential facility or PRTF.
  - I am an administrator in a correctional facility.
  - I am an administrator in a state funded school.
  - I am an administrator in a privately funded school.
5. What category best describes the delivery model for your main teaching assignment (where you spend 50% or more of your time if you teach as well as be an administrator?)
  - Resource
  - Self-Contained
  - General Education
  - Co-teaching in a general education class
  - Other
  - Consultant/Related service provider
6. What category best describes your main teaching assignment?
  - I teach only one exceptionality (for example, I only teach students with Specific Learning Disabilities).
  - I teach more than one exceptionality (for example, some of the students I teach are students with Specific Learning Disabilities and some are students with Emotional Disturbance).
7. What category best describes the type of school setting in which you are an administrator 50% or more of the time?



- Elementary Setting or classes
- Middle School Setting or classes
- High School Setting or classes
- Multi-Level School

8. What category best describes the grade level in which you are currently teaching in addition to being an administrator?(Select only one, if you have more than one level choose the level you have the most students in)

9. If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)

- Autism
- Developmentally Delayed
- Emotional Disturbance (ED and SED)
- Hearing Impaired/Deaf
- Cognitive Delay
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disabilities (Academic)
- Traumatic Brain Injured
- Visually Impaired/Blind
- Speech/Language Impaired
- None do not teach

10. Do you plan on being in your current administrative assignment next school year (2012-2013)?

- Yes
- No
- Not Sure

#### Part 2: Survey Questions Regarding Administrative Support

Please make two judgments about each administrative behavior. First rate the level of support you THINK YOU PROVIDE to your teachers. Next, rate the level of support you THINK IS APPROPRIATE TO PROVIDE to your teachers. Select one button for each.

Please answer the survey questions keeping in mind that you are the administrator who is most responsible for supporting and evaluating teachers at your school building.

11. Select the position that best describes you as the administrator.

- Principal
- Assistant Principal
- Department Chair
- Other
- Education director

12. I support my teacher's decisions in front of parents.
13. I make my teachers feel that they are making a difference.
14. I am interested in what my teachers do in their classroom.
15. I give my teachers information about modifying instruction.
16. I give my teachers information about technical techniques that will help improve their teaching.
17. I provide my teachers with reliable feedback about their IEPs.
18. I ensure that my teachers have enough planning time.
19. I take an interest in my teacher's professional development and give them opportunities to grow.
20. I give my teachers genuine and specific feedback about their work.
21. I tell my teachers when they are on the right track with their work.
22. I help my teachers interpret state curriculum standards and apply them to teaching their special education students.
23. I show confidence in my teacher's actions and decisions.
24. I observe frequently in my teacher's classrooms.
25. I help my teachers select or create curriculum for their students with disabilities.
26. I am available to discuss my teacher's personal problems or concerns.
27. I help my teachers decide when and how to teach certain subjects.
28. I help my teachers use their plan book effectively.
29. I suggest alternative instructional methods to my teachers for students who are struggling.
30. I help my teachers select or create appropriate instructional methods.
31. I provide my teachers with reliable input about the progress reports they write on their students.
32. I keep my teachers informed of school and facility events.
33. I listen and give my teachers undivided attention when they are talking.
34. I help my teachers follow the federal and state special education regulations.
35. I seek my teacher's input on important issues in the school.
36. I make sure that my teachers do not have to switch between too many grade levels and subjects.
37. I provide my teachers with reliable feedback about the assessments they conduct on their students.
38. I help my teachers ensure that they meet confidentiality requirements.
39. I help my teachers get information from the central office special education department in my school system.
40. I give my teachers reliable information about due dates for their special education paperwork (IEPs, triennial evaluations, annual reviews, etc.)

41. I give my teachers recognition for a job well done.
42. I recognize my teacher's special projects or programs in their classroom.
43. I arrange my teacher's schedule in a way to reduce the time they spend on paperwork and in meetings.
44. I help my teachers find information in special education files.
45. I provide my teachers with the funds they need to get supplies.
46. I assign my teachers to work with students for whom they are certified to teach.
47. I make sure that my teachers have the space they need to teach and plan.
48. I make sure that my teachers have the equipment they need for their classroom (ie tvs, computers, etc.)
49. I do not assign my teachers the most challenging students in the school all at one time.
50. I help my teachers coordinate related services for their students (speech/language, other therapies).
51. I help my teachers implement co-teaching strategies.
52. I am available to discuss my teacher's professional problems or concerns.
53. I provide my teachers with clerical assistance to schedule meetings and complete paperwork.
54. I help my teachers write lesson plans.
55. I keep my teachers student diversity in their classroom to a minimum (grade levels and exceptionalities).
56. I give my teachers information on ways to make their instruction meaningful.
57. I help my teachers develop schedules to ensure that their students are receiving the required hours of service per their IEPs.
58. I provide my teachers with strategies for working with paraprofessionals.
59. I help my teachers pick the right instructional programs for their students (for reading, math, etc).
60. I communicate to the school staff that special education students and teachers are an important part of the school.
61. I help my teachers get assistive technology devices for their students.
62. I permit my teachers to use their own judgment to solve problems.
63. I support my teacher's decisions in front of other teachers.

### Part 3: Administrative Support Open Ended Questions (Optional)

The following questions are optional, however any information that you provide would be greatly appreciated. Your information will be kept confidential and there are no identifying elements that would connect or identify you to your work place.

64. What is the best thing you have done to support your teacher(s) this year?
65. What is the one thing you wish you could do to support your teachers?
66. What could you do to help your teachers stay in this school?

67. Do you feel that your work place inhibits the support you can give? In other words would you do more if you could?

- Yes.
- No.
- I don't know.

I truly appreciate you taking the time to complete this survey. Thank you for working in these difficult positions. I hope that this research provides valuable information to help keep teachers in these positions that help so many children.

## APPENDIX G

SPSS OUTPUTS FOR FIGURES 6 THRU 13

### Figures of Valid Percent and Frequency- Administrators

#### What category best describes your current administrative career status?

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	I am currently a principal	8	47.1	47.1	47.1
		I am currently an educational director	3	17.6	17.6	64.7
		Other	6	35.3	35.3	100.0
		Total	17	100.0	100.0	

#### What category best describes your administrative status this year?

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Full-time administrator	15	88.2	88.2	88.2
		1/2 time or more administrator, but not full-time administrator	2	11.8	11.8	100.0
		Total	17	100.0	100.0	

#### What category best describes your administrative license as it relates to your current administrative position?

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	I have a regular license to be an administrator	15	88.2	88.2	88.2
		I have a temporary, provisional, or emergency license to be	2	11.8	11.8	100.0
		Total	17	100.0	100.0	

#### What type of facility best describes your school?

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	I am an administrator at a residential facility or PRTF	5	29.4	29.4	29.4
		I am an administrator in a correctional facility	2	11.8	11.8	41.2
		I am an administrator in a state funded school	3	17.6	17.6	58.8
		I am an administrator in a privately funded school	7	41.2	41.2	100.0
		Total	17	100.0	100.0	

#### What category best describes the delivery model for your main teaching assignment (where you spend 50% or more of your time if you teach as well as be an administrator)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Self-Contained	3	17.6	18.8	18.8
	Consultant/Related service provider	1	5.9	6.3	25.0

Missin	class	Co-teaching in a general education	1	5.9	6.3	31.3
		Other	10	58.8	62.5	93.8
		General Education	1	5.9	6.3	100.0
		Total	16	94.1	100.0	
		System	1	5.9		
Total			17	100.0		

**What category best describes your main teaching assignment?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I teach only one exceptionality (for example, I only teach s	4	23.5	26.7	26.7
	I teach more than one exceptionality (for example, some of t	11	64.7	73.3	100.0
	Total	15	88.2	100.0	
Missin	System	2	11.8		
Total		17	100.0		

**What category best describes the type of school setting in which you are an administrator 50% or more of the time?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V High School Setting or classes	5	29.4	29.4	29.4
	Multi-Level School	12	70.6	70.6	100.0
	Total	17	100.0	100.0	

**What category best describes the grade level in which you are currently teaching in addition to being an administrator?(Select only one, if you have more than one level choose the level you have the most students in)**

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	None	7	41.2	43.8	43.8	
	5	2	11.8	12.5	56.3	
	7	2	11.8	12.5	68.8	
	8	1	5.9	6.3	75.0	
	9	2	11.8	12.5	87.5	
	10	1	5.9	6.3	93.8	
	11	1	5.9	6.3	100.0	
	Total	16	94.1	100.0		
	Missin	Syste	1	5.9		
	Total		17	100.0		

**Autism:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	17	100.0	100.0	100.0

**Developmentally Delayed:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	16	94.1	94.1	94.1
		Checked	1	5.9	5.9	100.0
		Total	17	100.0	100.0	

**Emotional Disturbance (ED and SED):If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	15	88.2	88.2	88.2
		Checked	2	11.8	11.8	100.0
		Total	17	100.0	100.0	

**Hearing Impaired/Deaf:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	16	94.1	94.1	94.1
		Checked	1	5.9	5.9	100.0
		Total	17	100.0	100.0	

**Cognitive Delay:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	16	94.1	94.1	94.1
		Checked	1	5.9	5.9	100.0
		Total	17	100.0	100.0	

**Multiple Disabilities:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	15	88.2	88.2	88.2
		Checked	2	11.8	11.8	100.0
		Total	17	100.0	100.0	



**Orthopedic Impairment:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	16	94.1	94.1	94.1
		Checked	1	5.9	5.9	100.0
		Total	17	100.0	100.0	

**Other Health Impairment:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	14	82.4	82.4	82.4
		Checked	3	17.6	17.6	100.0
		Total	17	100.0	100.0	

**Specific Learning Disabilities (Academic):If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	11	64.7	64.7	64.7
		Checked	6	35.3	35.3	100.0
		Total	17	100.0	100.0	

**Traumatic Brain Injured:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	17	100.0	100.0	100.0

**Visually Impaired/Blind:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	16	94.1	94.1	94.1
		Checked	1	5.9	5.9	100.0
		Total	17	100.0	100.0	

**Speech/Language Impaired:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	16	94.1	94.1	94.1
		Checked	1	5.9	5.9	100.0
		Total	17	100.0	100.0	

**None do not teach:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	8	47.1	47.1	47.1
		Checked	9	52.9	52.9	100.0
	Total		17	100.0	100.0	

**Do you plan on being in your current administrative assignment next school year (2012-2013)?**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Yes	14	82.4	82.4	82.4
		No	1	5.9	5.9	88.2
	Sure	Not	2	11.8	11.8	100.0
		Total	17	100.0	100.0	

**Select the position that best describes you as the administrator**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Principal	Other	5	29.4	41.7	41.7
		Education director	2	11.8	16.7	83.3
		Total	12	70.6	100.0	100.0
		Missin	System	5	29.4	
Total		17	100.0			

**Think you provide:I support my teacher's decisions in front of parents**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	True	5	29.4	41.7	41.7
		Very	7	41.2	58.3	100.0
	Total		12	70.6	100.0	
Missin		System	5	29.4		
Total			17	100.0		

**Appropriate to provide:I support my teacher's decisions in front of parents**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	True	4	23.5	33.3	33.3
		Very	8	47.1	66.7	100.0
	Total		12	70.6	100.0	
Missin		System	5	29.4		

**Appropriate to provide:I support my teacher's decisions in front of parents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	4	23.5	33.3	33.3
	Very	8	47.1	66.7	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I make my teachers feel that Ithey are making a difference**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	3	17.6	25.0	25.0
	Very	9	52.9	75.0	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I make my teachers feel that Ithey are making a difference**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	2	11.8	16.7	16.7
	Very	10	58.8	83.3	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I am interested in what my teachers do in their classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	2	11.8	16.7	16.7
	Very	10	58.8	83.3	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I am interested in what my teachers do in their classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	1	5.9	8.3	8.3
	Very	11	64.7	91.7	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I give my teachers information about modifying instruction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	6	35.3	50.0	50.0
	Very	6	35.3	50.0	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I give my teachers information about modifying instruction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	6	35.3	50.0	50.0
	Very	6	35.3	50.0	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I give my teachers information about technical techniques that will help improve their teaching**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	5.9	8.3	8.3
	True	7	41.2	58.3	66.7
	Very True	4	23.5	33.3	100.0
Total		12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I give my teachers information about technical techniques that will help improve their teaching**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	7	41.2	58.3	58.3
	Very True	5	29.4	41.7	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I provide my teachers with reliable feedback about their IEPs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	Undecided	1	5.9	8.3	16.7
	True	6	35.3	50.0	66.7
	Very True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I provide my teachers with reliable feedback about their IEPs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	5.9	8.3	8.3
	True	6	35.3	50.0	58.3
	Very True	5	29.4	41.7	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I ensure that my teachers have enough planning time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	1	5.9	8.3	16.7
	True	5	29.4	41.7	58.3
	Very True	5	29.4	41.7	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I ensure that my teachers have enough planning time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	Undecided	1	5.9	8.3	16.7
	True	5	29.4	41.7	58.3
	Very True	5	29.4	41.7	100.0
	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provided:I take an interest in my teacher's professional development and give them opportunities to grow**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	6	35.3	50.0	50.0
	Very	6	35.3	50.0	100.0
Total	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I take an interest in my teacher's professional development and give them opportunities to grow**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	5	29.4	41.7	41.7
	Very	7	41.2	58.3	100.0
Total	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I give my teachers genuine and specific feedback about their work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	7	41.2	58.3	58.3
	Very	5	29.4	41.7	100.0
Total	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I give my teachers genuine and specific feedback about their work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	4	23.5	33.3	33.3
	Very	8	47.1	66.7	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I tell my teachers when they are on the right track with their work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	11.8	16.7	16.7
	True	7	41.2	58.3	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I tell my teachers when they are on the right track with their work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	5.9	8.3	8.3
	True	7	41.2	58.3	66.7
	Very True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I help my teachers interpret state curriculum standards and apply them to teaching their special education students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	3	17.6	25.0	33.3
	Undecided	1	5.9	8.3	41.7
	True	3	17.6	25.0	66.7
	Very True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I help my teachers interpret state curriculum standards and apply them to teaching their special education students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	2	11.8	16.7	16.7
	Undecided	1	5.9	8.3	25.0
	True	5	29.4	41.7	66.7
	Very True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I show confidence in my teacher's actions and decisions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	7	41.2	58.3	58.3
	Very	5	29.4	41.7	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I show confidence in my teacher's actions and decisions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	5	29.4	41.7	41.7
	Very	7	41.2	58.3	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I observe frequently in my teacher's classrooms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	2	11.8	16.7	16.7
	Undecided	1	5.9	8.3	25.0
	True	6	35.3	50.0	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		



**Appropriate to provide:I observe frequently in my teacher's classrooms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	Undecided	2	11.8	16.7	25.0
	True	4	23.5	33.3	58.3
	Very True	5	29.4	41.7	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I help my teachers select or create curriculum for their students with disabilities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	Undecided	1	5.9	8.3	16.7
	True	6	35.3	50.0	66.7
	Very True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I help my teachers select or create curriculum for their students with disabilities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	5.9	8.3	8.3
	True	7	41.2	58.3	66.7
	Very True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I am available to discuss my teacher's personal problems or concerns**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	2	11.8	16.7	16.7
	True	3	17.6	25.0	41.7
	Very True	7	41.2	58.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I am available to discuss my teacher's personal problems or concerns**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	2	11.8	16.7	16.7
	Undecided	2	11.8	16.7	33.3
	True	2	11.8	16.7	50.0
	Very True	6	35.3	50.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I help my teachers decide when and how to teach certain subjects**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	2	11.8	16.7	16.7
	True	9	52.9	75.0	91.7
	Very True	1	5.9	8.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I help my teachers decide when and how to teach certain subjects**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	True	10	58.8	83.3	91.7
	Very True	1	5.9	8.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I help my teachers use their plan book effectively**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	3	17.6	25.0	33.3
	Undecided	4	23.5	33.3	66.7
	True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I help my teachers use their plan book effectively**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	3	17.6	25.0	25.0
	Undecided	4	23.5	33.3	58.3
	True	4	23.5	33.3	91.7
	Very True	1	5.9	8.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I suggest alternative instructional methods to my teachers for students who are struggling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	7	41.2	58.3	58.3
	Very	5	29.4	41.7	100.0
Total	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I suggest alternative instructional methods to my teachers for students who are struggling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	6	35.3	50.0	50.0
	Very	6	35.3	50.0	100.0
Total	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I help my teachers select or create appropriate instructional methods**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	5.9	8.3	8.3
	True	8	47.1	66.7	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I help my teachers select or create appropriate instructional methods**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	Undecided	1	5.9	8.3	16.7
	True	6	35.3	50.0	66.7
	Very True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I provide my teachers with reliable input about the progress reports they write on their students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	1	5.9	8.3	16.7
	Undecided	2	11.8	16.7	33.3
	True	6	35.3	50.0	83.3
	Very True	2	11.8	16.7	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I provide my teachers with reliable input about the progress reports they write on their students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	11.8	16.7	16.7
	True	7	41.2	58.3	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I keep my teachers informed of school and facility events**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	4	23.5	33.3	33.3
	Very	8	47.1	66.7	100.0
	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I keep my teachers informed of school and facility events**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	4	23.5	33.3	33.3
	Very True	8	47.1	66.7	100.0
	Total	12	70.6	100.0	
	Missin System	5	29.4		
Total		17	100.0		

**Think you provide:I listen and give my teachers undivided attention when they are talking**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	True	6	35.3	50.0	58.3
	Very True	5	29.4	41.7	100.0
	Total	12	70.6	100.0	
Missi System		5	29.4		
Total		17	100.0		

**Appropriate to provide:I listen and give my teachers undivided attention when they are talking**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	4	23.5	33.3	33.3
	Very True	8	47.1	66.7	100.0
	Total	12	70.6	100.0	
	Missin System	5	29.4		
Total		17	100.0		

**Think you provide:I help my teachers follow the federal and state special education regulations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	11.8	16.7	16.7
	Undecided	1	5.9	8.3	25.0
	True	3	17.6	25.0	50.0
	Very True	6	35.3	50.0	100.0
	Total	12	70.6	100.0	
Missi System		5	29.4		
Total		17	100.0		

**Appropriate to provide:I help my teachers follow the federal and state special education regulations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Undecided	2	11.8	16.7	25.0
	True	3	17.6	25.0	50.0
	Very True	6	35.3	50.0	100.0
	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I seek my teacher's input on important issues in the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	5	29.4	41.7	41.7
	Very	7	41.2	58.3	100.0
Total	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I seek my teacher's input on important issues in the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	Undecided	1	5.9	8.3	16.7
	True	4	23.5	33.3	50.0
	Very True	6	35.3	50.0	100.0
	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I make sure that my teachers do not have to switch between too many grade levels and subjects**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	2	11.8	16.7	25.0
	Undecided	3	17.6	25.0	50.0
	True	4	23.5	33.3	83.3
	Very True	2	11.8	16.7	100.0
	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I make sure that my teachers do not have to switch between too many grade levels and subjects**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	Undecided	5	29.4	41.7	50.0
	True	3	17.6	25.0	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I provide my teachers with reliable feedback about the assessments they conduct on their students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	Undecided	1	5.9	8.3	16.7
	True	8	47.1	66.7	83.3
	Very True	2	11.8	16.7	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I provide my teachers with reliable feedback about the assessments they conduct on their students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	5.9	8.3	8.3
	True	8	47.1	66.7	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I help my teachers ensure that they meet confidentiality requirements**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	5	29.4	41.7	41.7
	Very	7	41.2	58.3	100.0
Total	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I help my teachers ensure that they meet confidentiality requirements**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	3	17.6	25.0	25.0
	Very	9	52.9	75.0	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I help my teachers get information from the central office special education department in my school system**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	11.8	16.7	16.7
	Undecided	3	17.6	25.0	41.7
	True	4	23.5	33.3	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I help my teachers get information from the central office special education department in my school system**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Undecided	3	17.6	25.0	33.3
	True	4	23.5	33.3	66.7
	Very True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I give my teachers reliable information about due dates for their special education paparework (IEPs, triennial evaluations, annual reviews, etc )**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	1	5.9	8.3	16.7
	True	7	41.2	58.3	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		



**Appropriate to provide:I give my teachers reliable information about due dates for their special education paparework (IEPs, triennial evaluations, annual reviews, etc )**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	1	5.9	8.3	16.7
	True	5	29.4	41.7	58.3
	Very True	5	29.4	41.7	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I give my teachers recognition for a job well done**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	4	23.5	33.3	33.3
	Very	8	47.1	66.7	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I give my teachers recognition for a job well done**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	5.9	8.3	8.3
	True	3	17.6	25.0	33.3
	Very True	8	47.1	66.7	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide :I recognize my teacher's special projects or programs in their classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	7	41.2	58.3	58.3
	Very	5	29.4	41.7	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I recognize my teacher's special projects or programs in their classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	4	23.5	33.3	33.3
	Very True	8	47.1	66.7	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I arrange my teacher's schedule in a way to reduce the time they spend on paperwork and in meetings**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	1	5.9	8.3	16.7
	Undecided	2	11.8	16.7	33.3
	True	6	35.3	50.0	83.3
	Very True	2	11.8	16.7	100.0
Total		12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I arrange my teacher's schedule in a way to reduce the time they spend on paperwork and in meetings**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	11.8	16.7	16.7
	True	6	35.3	50.0	66.7
	Very True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I help my teachers find information in special education files**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	11.8	16.7	16.7
	Undecided	1	5.9	8.3	25.0
	True	7	41.2	58.3	83.3
	Very True	2	11.8	16.7	100.0
Total		12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I help my teachers find information in special education files**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	11.8	16.7	16.7
	Undecided	1	5.9	8.3	25.0
	True	7	41.2	58.3	83.3
	Very True	2	11.8	16.7	100.0
	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I provide my teachers with the funds they need to get supplies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	5	29.4	41.7	41.7
	Very	7	41.2	58.3	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I provide my teachers with the funds they need to get supplies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	5	29.4	41.7	41.7
	Very	7	41.2	58.3	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I assign my teachers to work with students for whom they are certified to teach**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	True	7	41.2	58.3	66.7
	Very True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I assign my teachers to work with students for whom they are certified to teach**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	True	5	29.4	41.7	50.0
	Very True	6	35.3	50.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I make sure that my teachers have the space they need to teach and plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	True	8	47.1	66.7	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I make sure that my teachers have the space they need to teach and plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	7	41.2	58.3	58.3
	Very	5	29.4	41.7	100.0
Total	Total	12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Think you provide:I make sure that my teachers have the equipment they need for their classroom (ie tvs, computers, etc )**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	True	5	29.4	41.7	50.0
	Very True	6	35.3	50.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I make sure that my teachers have the equipment they need for their classroom (ie tvs, computers, etc )**

		Frequency	Percent	Valid Percent	Cumulative Percent
g	Valid True	4	23.5	33.3	33.3
	Very True	8	47.1	66.7	100.0
	Total	12	70.6	100.0	
	Missin System	5	29.4		
	Total	17	100.0		

**Think you provide:I do not assign my teachers the most challenging students in the school all at one time**

		Frequency	Percent	Valid Percent	Cumulative Percent
ng	Valid Not Really True	5	29.4	41.7	41.7
	Undecided	1	5.9	8.3	50.0
	True	4	23.5	33.3	83.3
	Very True	2	11.8	16.7	100.0
	Total	12	70.6	100.0	
	Missi System	5	29.4		
Total	17	100.0			

**Appropriate to provide:I do not assign my teachers the most challenging students in the school all at one time**

		Frequency	Percent	Valid Percent	Cumulative Percent
ng	Valid Not Really True	3	17.6	25.0	25.0
	Undecided	1	5.9	8.3	33.3
	True	5	29.4	41.7	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
	Missi System	5	29.4		
Total	17	100.0			

**Think you provide:I help my teachers coordinate related services for their students (speech/language, other therapies)**

		Frequency	Percent	Valid Percent	Cumulative Percent
ng	Valid Not True at All	3	17.6	25.0	25.0
	Undecided	2	11.8	16.7	41.7
	True	5	29.4	41.7	83.3
	Very True	2	11.8	16.7	100.0
	Total	12	70.6	100.0	
	Missi System	5	29.4		
Total	17	100.0			

**Appropriate to provide:I help my teachers coordinate related services for their students (speech/language, other therapies)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	3	17.6	25.0	25.0
	Undecided	2	11.8	16.7	41.7
	True	5	29.4	41.7	83.3
	Very True	2	11.8	16.7	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I help my teachers implement co-teaching strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	11.8	16.7	16.7
	Not Really True	4	23.5	33.3	50.0
	Undecided	3	17.6	25.0	75.0
	True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I help my teachers implement co-teaching strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	11.8	16.7	16.7
	Not Really True	2	11.8	16.7	33.3
	Undecided	4	23.5	33.3	66.7
	True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I am available to discuss my teacher's professional problems or concerns**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	5	29.4	41.7	41.7
	Very	7	41.2	58.3	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I am available to discuss my teacher's professional problems or concerns**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	5.9	8.3	8.3
	True	5	29.4	41.7	50.0
	Very True	6	35.3	50.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I provide my teachers with clerical assistance to schedule meetings and complete paperwork**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	11.8	16.7	16.7
	Not Really True	1	5.9	8.3	25.0
	Undecided	1	5.9	8.3	33.3
	True	6	35.3	50.0	83.3
	Very True	2	11.8	16.7	100.0
Total		12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I provide my teachers with clerical assistance to schedule meetings and complete paperwork**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	3	17.6	25.0	25.0
	Undecided	1	5.9	8.3	33.3
	True	5	29.4	41.7	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I help my teachers write lesson plans**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	11.8	16.7	16.7
	Not Really True	5	29.4	41.7	58.3
	Undecided	3	17.6	25.0	83.3
	True	1	5.9	8.3	91.7
	Very True	1	5.9	8.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I help my teachers write lesson plans**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	5	29.4	41.7	50.0
	Undecided	3	17.6	25.0	75.0
	True	2	11.8	16.7	91.7
	Very True	1	5.9	8.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I keep my teachers student diversity in their classroom to a minimum (grade levels and exceptionalities)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	3	17.6	25.0	33.3
	Undecided	4	23.5	33.3	66.7
	True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		



**Appropriate to provide:I keep my teachers student diversity in their classroom to a minimum (grade levels and exceptionalities)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	3	17.6	25.0	33.3
	Undecided	4	23.5	33.3	66.7
	True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I give my teachers information on ways to make their instruction meaningful**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	Undecided	1	5.9	8.3	16.7
	True	7	41.2	58.3	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I give my teachers information on ways to make their instruction meaningful**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	5.9	8.3	8.3
	True	8	47.1	66.7	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I help my teachers develop schedules to ensure that their students are receiving the required hours of service per their IEP's**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	2	11.8	16.7	16.7
	Undecided	1	5.9	8.3	25.0
	True	8	47.1	66.7	91.7
	Very True	1	5.9	8.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I help my teachers develop schedules to ensure that their students are receiving the required hours of service per their IEPs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	2	11.8	16.7	25.0
	Undecided	1	5.9	8.3	33.3
	True	6	35.3	50.0	83.3
	Very True	2	11.8	16.7	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I provide my teachers with strategies for working with paraprofessionals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	11.8	16.7	16.7
	Not Really True	2	11.8	16.7	33.3
	Undecided	4	23.5	33.3	66.7
	True	3	17.6	25.0	91.7
	Very True	1	5.9	8.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I provide my teachers with strategies for working with paraprofessionals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	11.8	16.7	16.7
	Not Really True	2	11.8	16.7	33.3
	Undecided	4	23.5	33.3	66.7
	True	2	11.8	16.7	83.3
	Very True	2	11.8	16.7	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I help my teachers pick the right instructional programs for their students (for reading, math, etc)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	True	8	47.1	66.7	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I help my teachers pick the right instructional programs for their students (for reading, math, etc)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	1	5.9	8.3	16.7
	True	7	41.2	58.3	75.0
	Very True	3	17.6	25.0	100.0
Total		12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I communicate to the school staff that special education students and teachers are an important part of the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	11.8	16.7	16.7
	True	5	29.4	41.7	58.3
	Very True	5	29.4	41.7	100.0
Total		12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I communicate to the school staff that special education students and teachers are an important part of the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	11.8	16.7	16.7
	True	4	23.5	33.3	50.0
	Very True	6	35.3	50.0	100.0
Total		12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I help my teachers get assisstive technology devices for their students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	1	5.9	8.3	16.7
	Undecided	1	5.9	8.3	25.0
	True	4	23.5	33.3	58.3
	Very True	5	29.4	41.7	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I help my teachers get assisstive technology devices for their students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	5.9	8.3	8.3
	Not Really True	1	5.9	8.3	16.7
	Undecided	1	5.9	8.3	25.0
	True	4	23.5	33.3	58.3
	Very True	5	29.4	41.7	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide :I permit my teachers to use their own judgement to solve problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	8	47.1	66.7	66.7
	Very	4	23.5	33.3	100.0
Total		12	70.6	100.0	
Missin	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I permit my teachers to use their own judgement to solve problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	Undecided	1	5.9	8.3	16.7
	True	6	35.3	50.0	66.7
	Very True	4	23.5	33.3	100.0
Total		12	70.6	100.0	
Missi	System	5	29.4		

**Appropriate to provide:I permit my teachers to use their own judgement to solve problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	5.9	8.3	8.3
	Undecided	1	5.9	8.3	16.7
	True	6	35.3	50.0	66.7
	Very True	4	23.5	33.3	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Think you provide:I support my teacher's decisions in front of other teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	11.8	16.7	16.7
	True	7	41.2	58.3	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**Appropriate to provide:I support my teacher's decisions in front of other teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	11.8	16.7	16.7
	True	7	41.2	58.3	75.0
	Very True	3	17.6	25.0	100.0
	Total	12	70.6	100.0	
Missi	System	5	29.4		
Total		17	100.0		

**What is the best thing you have done to support your teacher(s) this year?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	6	35.3	35.3	35.3
	HElping get more classrooms	1	5.9	5.9	41.2
	I own this private individualized education program, and our rule is never more than 3 students per hour. Each staff meeting I provide incentives and thank you gifts. The best this year was providing each active teacher on staff with a coupon that gives her a fresh arrangement of flowers each month. On pay day there is a reminder to pick up the flowers for that month.	1	5.9	5.9	47.1
	Involed in decision making.	1	5.9	5.9	52.9

Provide common meeting times and common planning times.	1	5.9	5.9	58.8
Provide professional development at the beginning of the school year and during each weekly meeting.	1	5.9	5.9	64.7
Purchase smart board with professional development. Evaluated each staff members consistently. Developed classroom movement that is consistent day to day. Assisted in developing various teaching methods in the class.	1	5.9	5.9	70.6
Supported teachers in preparing for parent teacher conferneces in a proactive way.	1	5.9	5.9	76.5
Technology - SMART Boards - New Curriculum	1	5.9	5.9	82.4
Try not to micro-manage.	1	5.9	5.9	88.2
We have purchased some more classroom books for each classroom. We have a therapist in each classroom with the ratio being one classroom teacher, one therapist to 12 students.	1	5.9	5.9	94.1
We have regularly scheduled 'fun' staff meetings where feedback from parents is shared with teachers.	1	5.9	5.9	100.0
Total	17	100.0	100.0	

**What is the one thing you wish you could do to support your teachers?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid V	7	41.2	41.2	41.2
Data driven assessment to assure the staff and facility that we are making progress.	1	5.9	5.9	47.1
Give them more planning time and do a retreat with all of them.	1	5.9	5.9	52.9
Give them raises and decent vacation time	1	5.9	5.9	58.8
Having a budget for a library would be a great benefit for our staff and youth within our facility. We also share teachers editions and that can be a problem at times especially if everyone wants to grade papers at the same time.	1	5.9	5.9	64.7
Increase our teaching space and add air conditioning for the brutal summer months.	1	5.9	5.9	70.6
Merit pay.	1	5.9	5.9	76.5
More time observing.	1	5.9	5.9	82.4
Pay them more!!!!	1	5.9	5.9	88.2
Provide more available planning time for teacher preparations.	1	5.9	5.9	94.1
Reduce class size	1	5.9	5.9	100.0
Total	17	100.0	100.0	

**What could you do to help your teachers stay in this school?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	6	35.3	35.3	35.3
	Be supportive within mission and policy.	1	5.9	5.9	41.2
	By providing the best curriculum assisted by the best training.	1	5.9	5.9	47.1
	Continued recognition for a job well done.	1	5.9	5.9	52.9
	Have a schedule that allows more curriculum planning time.	1	5.9	5.9	58.8
	Increase pay based on education, experience and evaluations.	1	5.9	5.9	64.7
	Most of my teachers have been with me for over 10 years. I think they like the kudos, because the pay is not great. I give bonuses as I can afford.	1	5.9	5.9	70.6
	Of course salary increases would come to mind for most educators. Also have teacher retirement within our system would so beneficial. We currently do not have that for our teachers.	1	5.9	5.9	76.5
	Pay increase Support in the classes with tough kids Curriculum growth Technology increases	1	5.9	5.9	82.4
	Perhaps a pay matrix.	1	5.9	5.9	88.2
	Raises	1	5.9	5.9	94.1
	Support increase in pay raise and upgraded benefits.	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

**Do you feel that your work place inhibits the support you can give? In other words would you do more if you could?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	47.1	72.7	72.7
	No	2	11.8	18.2	90.9
	I dont know	1	5.9	9.1	100.0
	Total	11	64.7	100.0	
Missi	System	6	35.3		
Total		17	100.0		

## Figures of Valid Percent and Frequency- Teachers

**Frequency Table**

What category best describes your current career status?						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	V	This is my first year of special/general education teaching	8	19.5	19.5	19.5
		This is my second year of special/general education teaching	5	12.2	12.2	31.7
		This is my third year of special/general education teaching	5	12.2	12.2	43.9
		I am in my first, second or third year of special education	5	12.2	12.2	56.1
		This is my fourth plus year of special/general education tea	18	43.9	43.9	100.0
		Total	41	100.0	100.0	

What category best describes your teaching status this year?						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	V	Full-time teaching	36	87.8	87.8	87.8
		1/2 time or more teaching, but not full-time teaching	4	9.8	9.8	97.6
		Substitute teaching (either full time or part time)	1	2.4	2.4	100.0
		Total	41	100.0	100.0	

What category best describes your teaching license as it relates to your current teaching position?						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	V	I have a regular license to teach students in my main teachi	34	82.9	82.9	82.9
		I have a temporary, provisional, or emergency license to te	7	17.1	17.1	100.0
		Total	41	100.0	100.0	

What type of facility do you teach at?						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	V	I teach in a residential facility or	20	48.8	48.8	48.8
	PRTF	I teach in a correctional facility	5	12.2	12.2	61.0
		I teach in a state funded school	8	19.5	19.5	80.5
		I teach in a privately funded school	8	19.5	19.5	100.0
		Total	41	100.0	100.0	



**What category best describes the delivery model for your main teaching assignment (where you spend 50% or more of your time)?**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Resource	8	19.5	19.5	19.5
		Self-Contained	21	51.2	51.2	70.7
		General Education	9	22.0	22.0	92.7
		Co-teaching in a general education class	1	2.4	2.4	95.1
		Other	2	4.9	4.9	100.0
		Total	41	100.0	100.0	

**What category best describes your main teaching assignment?**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	I teach only one exceptionality (for example, I only teach s	1	2.4	2.4	2.4
		I teach more than one exceptionality (for example, some of t	37	90.2	90.2	92.7
		I teach in a General Education Class	3	7.3	7.3	100.0
		Total	41	100.0	100.0	

**What category best describes the type of school setting in which you teach 50% or more of the time?**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Elementary Setting or classes	7	17.1	17.1	17.1
		Middle School Setting or classes	7	17.1	17.1	34.1
		High School Setting or classes	17	41.5	41.5	75.6
		Multi-level Classes	10	24.4	24.4	100.0
		Total	41	100.0	100.0	

**What category best describes the grade level in which you are currently teaching?(Circle only one, if you have more than one level choose the level you have the most students in)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	3	3	7.3	7.3
		4	3	7.3	14.6
		5	4	9.8	24.4
		6	5	12.2	36.6
		7	2	4.9	41.5
		8	5	12.2	53.7
		9	2	4.9	58.5
		10	8	19.5	78.0
		11	9	22.0	100.0
		Total	41	100.0	100.0

**Autism:What exceptionalities do you teach? (Circle all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	29	70.7	70.7	70.7
		Checked	12	29.3	29.3	100.0
		Total	41	100.0	100.0	

**Developmentally Delayed:What exceptionalities do you teach? (Circle all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	22	53.7	53.7	53.7
		Checked	19	46.3	46.3	100.0
		Total	41	100.0	100.0	

**Emotional Disturbance (ED and SED):What exceptionalities do you teach? (Circle all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	5	12.2	12.2	12.2
		Checked	36	87.8	87.8	100.0
		Total	41	100.0	100.0	

**Hearing Impaired/Deaf:What exceptionalities do you teach? (Circle all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	39	95.1	95.1	95.1
		Checked	2	4.9	4.9	100.0
		Total	41	100.0	100.0	

**Cognitive Delay:What exceptionalities do you teach? (Circle all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	20	48.8	48.8	48.8
		Checked	21	51.2	51.2	100.0
		Total	41	100.0	100.0	

**Multiple Disabilities:What exceptionalities do you teach? (Circle all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	20	48.8	48.8	48.8
		Checked	21	51.2	51.2	100.0
		Total	41	100.0	100.0	

**Orthopedic Impairment:What exceptionalities do you teach? (Circle all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	38	92.7	92.7	92.7
		Checked	3	7.3	7.3	100.0
	Total		41	100.0	100.0	

**Other Health Impairment:What exceptionalities do you teach? (Circle all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	25	61.0	61.0	61.0
		Checked	16	39.0	39.0	100.0
	Total		41	100.0	100.0	

**Specific Learning Disabilities (Academic):What exceptionalities do you teach? (Circle all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	5	12.2	12.2	12.2
		Checked	36	87.8	87.8	100.0
	Total		41	100.0	100.0	

**Traumatic Brain Injured:What exceptionalities do you teach? (Circle all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	37	90.2	90.2	90.2
		Checked	4	9.8	9.8	100.0
	Total		41	100.0	100.0	

**Visually Impaired/Blind:What exceptionalities do you teach? (Circle all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	38	92.7	92.7	92.7
		Checked	3	7.3	7.3	100.0
	Total		41	100.0	100.0	

**Speech/Language Impaired:What exceptionalities do you teach? (Circle all that apply)**

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	Unchecked	28	68.3	68.3	68.3
		Checked	13	31.7	31.7	100.0
	Total		41	100.0	100.0	

**Do you plan on being in your current teaching assignment next school year (2012-2013)?**

			Frequency	Percent	Valid Percent	Cumulative Percent

Valid	V	Yes	34	82.9	82.9	82.9
		No	3	7.3	7.3	90.2
	Sure	Not	4	9.8	9.8	100.0
		Total	41	100.0	100.0	

**Select the position that best describes the administrator**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Principal	23	56.1	59.0	59.0
	Department Chair	4	9.8	10.3	69.2
	Other	12	29.3	30.8	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**Expect:My administrator supports my decisions in front of parents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	4.9	5.4	5.4
	True	12	29.3	32.4	37.8
	Very True	23	56.1	62.2	100.0
	Total	37	90.2	100.0	
Missing	System	4	9.8		
Total		41	100.0		

**Actually Receive:My administrator supports my decisions in front of parents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	3	7.3	7.9	7.9
	Not Really True	1	2.4	2.6	10.5
	Undecided	3	7.3	7.9	18.4
	True	15	36.6	39.5	57.9
	Very True	16	39.0	42.1	100.0
	Total	38	92.7	100.0	
Missing	System	3	7.3		
Total		41	100.0		

**Expect:My administrator Makes me feel that I am making a difference**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	2.4	2.6	2.6
	True	11	26.8	28.9	31.6
	Very True	26	63.4	68.4	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Actually Receive:My administrator Makes me feel that I am making a difference**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	4.9	5.1	5.1
	Not Really True	3	7.3	7.7	12.8
	Undecided	1	2.4	2.6	15.4
	True	11	26.8	28.2	43.6
	Very True	22	53.7	56.4	100.0
Total		39	95.1	100.0	
Missi	System	2	4.9		
Total		41	100.0		

**Expect:My administrator is interested in what I do in my classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	2.4	2.7	2.7
	True	15	36.6	40.5	43.2
	Very True	21	51.2	56.8	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**Actually Receive:My administrator is interested in what I do in my classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	3	7.3	7.7	7.7
	Undecided	4	9.8	10.3	17.9
	True	15	36.6	38.5	56.4
	Very True	17	41.5	43.6	100.0
	Total	39	95.1	100.0	
Missi	System	2	4.9		
Total		41	100.0		

**Expect:My administrator gives me information about modifying instruction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	4	9.8	10.8	10.8
	Undecided	3	7.3	8.1	18.9
	True	17	41.5	45.9	64.9
	Very True	13	31.7	35.1	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**Actually Receive:My administrator gives me information about modifying instruction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	7	17.1	18.4	18.4
	Undecided	13	31.7	34.2	52.6
	True	8	19.5	21.1	73.7
	Very True	10	24.4	26.3	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator gives me information about technical techniques that will help improve my teaching**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	3	7.3	7.9	7.9
	Not Really True	6	14.6	15.8	23.7
	Undecided	6	14.6	15.8	39.5
	True	15	36.6	39.5	78.9
	Very True	8	19.5	21.1	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Actually Receive:My administrator gives me information about technical techniques that will help improve my teaching**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	7	17.1	18.4	18.4
	Not Really True	10	24.4	26.3	44.7
	Undecided	11	26.8	28.9	73.7
	True	5	12.2	13.2	86.8
	Very True	5	12.2	13.2	100.0
	Total	38	92.7	100.0	

ng	Missi	System	3	7.3	
	Total		41	100.0	

**Expect:My administrator provides me with reliable feedback about my IEPs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	4.9	5.3	5.3
	Not Really True	1	2.4	2.6	7.9
	Undecided	4	9.8	10.5	18.4
	True	20	48.8	52.6	71.1
	Very True	11	26.8	28.9	100.0
	Total	38	92.7	100.0	
ng	Missi	System	3	7.3	
	Total	41	100.0		

**Actually Receive:My administrator provides me with reliable feedback about my IEPs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	4.9	5.4	5.4
	Not Really True	1	2.4	2.7	8.1
	Undecided	6	14.6	16.2	24.3
	True	17	41.5	45.9	70.3
	Very True	11	26.8	29.7	100.0
	Total	37	90.2	100.0	
ng	Missi	System	4	9.8	
	Total	41	100.0		

**Expect:My administrator ensures that I have enough planning time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	3	7.3	8.1	8.1
	Undecided	5	12.2	13.5	21.6
	True	14	34.1	37.8	59.5
	Very True	15	36.6	40.5	100.0
	Total	37	90.2	100.0	
ng	Missi	System	4	9.8	
	Total	41	100.0		

**Actually Receive:My administrator ensures that I have enough planning time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	8	19.5	21.1	21.1
	Undecided	9	22.0	23.7	44.7
	True	14	34.1	36.8	81.6
	Very True	7	17.1	18.4	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator takes an interest in my professional development and gives me opportunities to grow**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	2	4.9	5.4	5.4
	True	18	43.9	48.6	54.1
	Very True	17	41.5	45.9	100.0
Total		37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**Actually Receive:My administrator takes an interest in my professional development and gives me opportunities to grow**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	2.4	2.6	2.6
	Not Really True	3	7.3	7.7	10.3
	Undecided	4	9.8	10.3	20.5
	True	15	36.6	38.5	59.0
	Very True	16	39.0	41.0	100.0
Total		39	95.1	100.0	
Missi	System	2	4.9		
Total		41	100.0		

**Expect:My administrator gives me genuine and specific feedback about my work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	2.4	2.7	2.7
	Undecided	1	2.4	2.7	5.4
	True	13	31.7	35.1	40.5
	Very True	22	53.7	59.5	100.0
Total		37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		



**Actually Receive:My administrator gives me genuine and specific feedback about my work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	3	7.3	7.9	7.9
	Undecided	6	14.6	15.8	23.7
	True	13	31.7	34.2	57.9
	Very True	16	39.0	42.1	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator tells me when I am on the right track with my work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	2.4	2.7	2.7
	True	15	36.6	40.5	43.2
	Very True	21	51.2	56.8	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**Actually Receive:My administrator tells me when I am on the right track with my work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	3	7.3	7.7	7.7
	Not Really True	1	2.4	2.6	10.3
	Undecided	4	9.8	10.3	20.5
	True	13	31.7	33.3	53.8
	Very True	18	43.9	46.2	100.0
	Total	39	95.1	100.0	
Missi	System	2	4.9		
Total		41	100.0		

**Expect:My administrator helps me interpret state curriculum standards and apply them to teaching my special education students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	3	7.3	8.1	8.1
	Undecided	8	19.5	21.6	29.7
	True	14	34.1	37.8	67.6
	Very True	12	29.3	32.4	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		

**Expect:My administrator helps me interpret state curriculum standards and apply them to teaching my special education students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	3	7.3	8.1	8.1
	Undecided	8	19.5	21.6	29.7
	True	14	34.1	37.8	67.6
	Very True	12	29.3	32.4	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**Actually Receive:My administrator helps me interpret state curriculum standards and apply them to teaching my special education students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	3	7.3	7.7	7.7
	Not Really True	9	22.0	23.1	30.8
	Undecided	13	31.7	33.3	64.1
	True	6	14.6	15.4	79.5
	Very True	8	19.5	20.5	100.0
Total	39	95.1	100.0		
Missi	System	2	4.9		
Total		41	100.0		

**Expect:My administrator shows confidence in my actions and decisions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	4.9	5.4	5.4
	True	5	12.2	13.5	18.9
	Very True	30	73.2	81.1	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**Actually Receive:My administrator shows confidence in my actions and decisions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	4.9	5.1	5.1
	Not Really True	2	4.9	5.1	10.3
	Undecided	2	4.9	5.1	15.4
	True	6	14.6	15.4	30.8
	Very True	27	65.9	69.2	100.0
	Total	39	95.1	100.0	

ng	Missi	System	2	4.9	
	Total		41	100.0	

**Expect:My administrator observes frequently in my classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	5	12.2	13.5	13.5
	Undecided	9	22.0	24.3	37.8
	True	14	34.1	37.8	75.7
	Very True	9	22.0	24.3	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
ng	Total	41	100.0		

**Actually Receive:My administrator observes frequently in my classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	7	17.1	17.9	17.9
	Not Really True	12	29.3	30.8	48.7
	Undecided	6	14.6	15.4	64.1
	True	12	29.3	30.8	94.9
	Very True	2	4.9	5.1	100.0
Total	39	95.1	100.0		
Missi	System	2	4.9		
ng	Total	41	100.0		

**Expect:My administrator helps me select or create curriculum for students with disabilities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	2.4	2.7	2.7
	Not Really True	9	22.0	24.3	27.0
	Undecided	10	24.4	27.0	54.1
	True	9	22.0	24.3	78.4
	Very True	8	19.5	21.6	100.0
Total	37	90.2	100.0		
Missi	System	4	9.8		
ng	Total	41	100.0		

**Actually Receive:My administrator helps me select or create curriculum for students with disabilities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	7	17.1	17.9	17.9
	Not Really True	13	31.7	33.3	51.3
	Undecided	8	19.5	20.5	71.8
	True	5	12.2	12.8	84.6
	Very True	6	14.6	15.4	100.0
	Total	39	95.1	100.0	
Missi	System	2	4.9		
	Total	41	100.0		

**Expect:My administrator is available to discuss my personal problems or concerns**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	3	7.3	8.1	8.1
	Not Really True	6	14.6	16.2	24.3
	Undecided	5	12.2	13.5	37.8
	True	15	36.6	40.5	78.4
	Very True	8	19.5	21.6	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
	Total	41	100.0		

**Actually Receive:My administrator is available to discuss my personal problems or concerns**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	6	14.6	15.4	15.4
	Not Really True	5	12.2	12.8	28.2
	Undecided	3	7.3	7.7	35.9
	True	16	39.0	41.0	76.9
	Very True	9	22.0	23.1	100.0
	Total	39	95.1	100.0	
Missi	System	2	4.9		
	Total	41	100.0		

**Expect:My administrator helps me decide when and how to teach certain subjects**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	4	9.8	10.8	10.8
	Not Really True	11	26.8	29.7	40.5
	Undecided	9	22.0	24.3	64.9
	True	8	19.5	21.6	86.5

	Very True	5	12.2	13.5	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
ng	Total	41	100.0		

**Actually Receive:My administrator helps me decide when and how to teach certain subjects**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	8	19.5	20.5	20.5
	Not Really True	13	31.7	33.3	53.8
	Undecided	9	22.0	23.1	76.9
	True	6	14.6	15.4	92.3
	Very True	3	7.3	7.7	100.0
	Total	39	95.1	100.0	
Missi	System	2	4.9		
ng	Total	41	100.0		

**Expect:My administrator helps me use my plan book effectively**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	10	24.4	27.0	27.0
	Not Really True	9	22.0	24.3	51.4
	Undecided	10	24.4	27.0	78.4
	True	4	9.8	10.8	89.2
	Very True	4	9.8	10.8	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
ng	Total	41	100.0		

**Actually Receive:My administrator helps me use my plan book effectively**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	17	41.5	43.6	43.6
	Not Really True	6	14.6	15.4	59.0
	Undecided	11	26.8	28.2	87.2
	True	3	7.3	7.7	94.9
	Very True	2	4.9	5.1	100.0
	Total	39	95.1	100.0	
Missi	System	2	4.9		
ng	Total	41	100.0		

**Expect:My administrator suggests alternative instructional methods for students who are struggling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	3	7.3	8.1	8.1
	Undecided	7	17.1	18.9	27.0
	True	17	41.5	45.9	73.0
	Very True	10	24.4	27.0	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**Actually Receive:My administrator suggests alternative instructional methods for students who are struggling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	7	17.1	17.9	17.9
	Not Really True	5	12.2	12.8	30.8
	Undecided	6	14.6	15.4	46.2
	True	11	26.8	28.2	74.4
	Very True	10	24.4	25.6	100.0
Total		39	95.1	100.0	
Missi	System	2	4.9		
Total		41	100.0		

**Expect:My administrator helps me select or create appropriate instructional methods**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	4	9.8	10.8	10.8
	Not Really True	5	12.2	13.5	24.3
	Undecided	8	19.5	21.6	45.9
	True	12	29.3	32.4	78.4
	Very True	8	19.5	21.6	100.0
Total		37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**Actually Receive:My administrator helps me select or create appropriate instructional methods**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	8	19.5	20.5	20.5
	Not Really True	7	17.1	17.9	38.5
	Undecided	11	26.8	28.2	66.7
	True	7	17.1	17.9	84.6
	Very True	6	14.6	15.4	100.0

	Total	39	95.1	100.0
ng	Missi System	2	4.9	
	Total	41	100.0	

**Expect:My administrator provides me with reliable input about the progress reports I write on my students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	2.4	2.8	2.8
	Not Really True	6	14.6	16.7	19.4
	Undecided	6	14.6	16.7	36.1
	True	18	43.9	50.0	86.1
	Very True	5	12.2	13.9	100.0
	Total	36	87.8	100.0	
ng	Missi System	5	12.2		
	Total	41	100.0		

**Actually Receive:My administrator provides me with reliable input about the progress reports I write on my students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	3	7.3	7.9	7.9
	Not Really True	5	12.2	13.2	21.1
	Undecided	11	26.8	28.9	50.0
	True	16	39.0	42.1	92.1
	Very True	3	7.3	7.9	100.0
	Total	38	92.7	100.0	
ng	Missi System	3	7.3		
	Total	41	100.0		

**Expect:My administrator keeps me informed of school and district events**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	2.4	2.8	2.8
	Undecided	3	7.3	8.3	11.1
	True	12	29.3	33.3	44.4
	Very True	20	48.8	55.6	100.0
	Total	36	87.8	100.0	
ng	Missi System	5	12.2		
	Total	41	100.0		

**Actually Receive:My administrator keeps me informed of school and district events**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	6	14.6	15.8	15.8
	Not Really True	4	9.8	10.5	26.3
	Undecided	3	7.3	7.9	34.2
	True	12	29.3	31.6	65.8
	Very True	13	31.7	34.2	100.0
Total		38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator listens and gives me undivided attention when I am talking**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	11	26.8	30.6	30.6
	Very	25	61.0	69.4	100.0
Total		36	87.8	100.0	
Missin	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator listens and gives me undivided attention when I am talking**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	2.4	2.6	2.6
	Not Really True	1	2.4	2.6	5.3
	Undecided	2	4.9	5.3	10.5
	True	14	34.1	36.8	47.4
	Very True	20	48.8	52.6	100.0
Total		38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator helps me follow the federal and state special education regulations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	3	7.3	8.3	8.3
	Undecided	2	4.9	5.6	13.9
	True	13	31.7	36.1	50.0
	Very True	18	43.9	50.0	100.0
Total		36	87.8	100.0	
Missi	System	5	12.2		



**Expect:My administrator helps me follow the federal and state special education regulations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	3	7.3	8.3	8.3
	Undecided	2	4.9	5.6	13.9
	True	13	31.7	36.1	50.0
	Very True	18	43.9	50.0	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator helps me follow the federal and state special education regulations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	2.4	2.6	2.6
	Not Really True	4	9.8	10.5	13.2
	Undecided	9	22.0	23.7	36.8
	True	9	22.0	23.7	60.5
	Very True	15	36.6	39.5	100.0
Total		38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator seeks my input on important issues in the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	4.9	5.6	5.6
	Not Really True	1	2.4	2.8	8.3
	Undecided	3	7.3	8.3	16.7
	True	19	46.3	52.8	69.4
	Very True	11	26.8	30.6	100.0
Total		36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator seeks my input on important issues in the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	4	9.8	10.5	10.5
	Not Really True	7	17.1	18.4	28.9
	Undecided	5	12.2	13.2	42.1
	True	11	26.8	28.9	71.1
	Very True	11	26.8	28.9	100.0

ng	Total	38	92.7	100.0
	Missi System	3	7.3	
	Total	41	100.0	

**Expect:My administrator makes sure that I do not have to switch between too many grade levels and subjects**

		Frequency	Percent	Valid Percent	Cumulative Percent	
ng	Valid	Not True at All	3	7.3	8.3	8.3
		Not Really True	3	7.3	8.3	16.7
		Undecided	10	24.4	27.8	44.4
		True	12	29.3	33.3	77.8
		Very True	8	19.5	22.2	100.0
		Total	36	87.8	100.0	
	Missi System	5	12.2			
	Total	41	100.0			

**Actually Receive:My administrator makes sure that I do not have to switch between too many grade levels and subjects**

		Frequency	Percent	Valid Percent	Cumulative Percent	
ng	Valid	Not True at All	6	14.6	16.2	16.2
		Not Really True	7	17.1	18.9	35.1
		Undecided	13	31.7	35.1	70.3
		True	7	17.1	18.9	89.2
		Very True	4	9.8	10.8	100.0
		Total	37	90.2	100.0	
	Missi System	4	9.8			
	Total	41	100.0			

**Expect:My administrator provides me with reliable feedback about the assessments I conduct on my students**

		Frequency	Percent	Valid Percent	Cumulative Percent	
ng	Valid	Not Really True	1	2.4	2.8	2.8
		Undecided	5	12.2	13.9	16.7
		True	19	46.3	52.8	69.4
		Very True	11	26.8	30.6	100.0
		Total	36	87.8	100.0	
		Missi System	5	12.2		
	Total	41	100.0			

**Actually Receive:My administrator provides me with reliable feedback about the assessments I conduct on my students**

		Frequency	Percent	Valid Percent	Cumulative Percent	
	Valid	Not True at All	1	2.4	2.6	2.6

	Not Really True	5	12.2	13.2	15.8
	Undecided	12	29.3	31.6	47.4
	True	13	31.7	34.2	81.6
	Very True	7	17.1	18.4	100.0
	Total	38	92.7	100.0	
ng	Missi System	3	7.3		
	Total	41	100.0		

**Expect:My administrator helps me ensure that I meet confidentiality requirements**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	3	7.3	8.3	8.3
	True	11	26.8	30.6	38.9
	Very True	22	53.7	61.1	100.0
	Total	36	87.8	100.0	
ng	Missi System	5	12.2		
	Total	41	100.0		

**Actually Receive:My administrator helps me ensure that I meet confidentiality requirements**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	2.4	2.7	2.7
	Not Really True	2	4.9	5.4	8.1
	Undecided	4	9.8	10.8	18.9
	True	7	17.1	18.9	37.8
	Very True	23	56.1	62.2	100.0
	Total	37	90.2	100.0	
ng	Missi System	4	9.8		
	Total	41	100.0		

**Expect:My administrator helps me get information from the central office special education department in my school system**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	13	31.7	36.1	36.1
	Not Really True	2	4.9	5.6	41.7
	Undecided	8	19.5	22.2	63.9
	True	6	14.6	16.7	80.6
	Very True	7	17.1	19.4	100.0
	Total	36	87.8	100.0	
ng	Missi System	5	12.2		
	Total	41	100.0		

**Actually Receive:My administrator helps me get information from the central office special education department in my school system**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	17	41.5	44.7	44.7
	Not Really True	2	4.9	5.3	50.0
	Undecided	9	22.0	23.7	73.7
	True	5	12.2	13.2	86.8
	Very True	5	12.2	13.2	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator gives me reliable information about due dates for my special education paparework (IEPs, triennial evaluations, annual reviews, etc )**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	6	14.6	16.7	16.7
	Not Really True	1	2.4	2.8	19.4
	Undecided	10	24.4	27.8	47.2
	True	10	24.4	27.8	75.0
	Very True	9	22.0	25.0	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator gives me reliable information about due dates for my special education paparework (IEPs, triennial evaluations, annual reviews, etc )**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	8	19.5	21.6	21.6
	Not Really True	3	7.3	8.1	29.7
	Undecided	13	31.7	35.1	64.9
	True	4	9.8	10.8	75.7
	Very True	9	22.0	24.3	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**Expect:My administrator gives me recognition for a job well done**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	1	2.4	2.8	2.8
	True	5	12.2	13.9	16.7
	Very True	30	73.2	83.3	100.0
	Total	36	87.8	100.0	
	Missi ng	System	5	12.2	
Total		41	100.0		

**Actually Receive:My administrator gives me recognition for a job well done**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	3	7.3	7.9	7.9
	Not Really True	2	4.9	5.3	13.2
	Undecided	3	7.3	7.9	21.1
	True	8	19.5	21.1	42.1
	Very True	22	53.7	57.9	100.0
	Total	38	92.7	100.0	
Missi ng	System	3	7.3		
Total		41	100.0		

**Expect:My administrator recognizes special projects or programs in my classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	2.4	2.8	2.8
	Not Really True	1	2.4	2.8	5.6
	Undecided	1	2.4	2.8	8.3
	True	18	43.9	50.0	58.3
	Very True	15	36.6	41.7	100.0
	Total	36	87.8	100.0	
Missi ng	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator recognizes special projects or programs in my classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	3	7.3	7.9	7.9
	Not Really True	8	19.5	21.1	28.9
	Undecided	4	9.8	10.5	39.5
	True	16	39.0	42.1	81.6
	Very True	7	17.1	18.4	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator arranges my schedule in a way to reduce the time I spend on paperwork and in meetings**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	5	12.2	13.9	13.9
	Not Really True	7	17.1	19.4	33.3
	Undecided	7	17.1	19.4	52.8
	True	11	26.8	30.6	83.3
	Very True	6	14.6	16.7	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator arranges my schedule in a way to reduce the time I spend on paperwork and in meetings**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	10	24.4	26.3	26.3
	Not Really True	12	29.3	31.6	57.9
	Undecided	6	14.6	15.8	73.7
	True	9	22.0	23.7	97.4
	Very True	1	2.4	2.6	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator helps me find information in special education files**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	10	24.4	27.8	27.8
	Not Really True	5	12.2	13.9	41.7
	Undecided	7	17.1	19.4	61.1
	True	8	19.5	22.2	83.3
	Very True	6	14.6	16.7	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator helps me find information in special education files**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	14	34.1	36.8	36.8
	Not Really True	6	14.6	15.8	52.6
	Undecided	9	22.0	23.7	76.3
	True	5	12.2	13.2	89.5
	Very True	4	9.8	10.5	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator provides me with the funds I need to get supplies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	3	7.3	8.3	8.3
	True	18	43.9	50.0	58.3
	Very True	15	36.6	41.7	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator provides me with the funds I need to get supplies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	3	7.3	7.9	7.9
	Not Really True	2	4.9	5.3	13.2
	Undecided	6	14.6	15.8	28.9
	True	14	34.1	36.8	65.8
	Very True	13	31.7	34.2	100.0
Total		38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator assigns me to work with students for whom I am certified to teach**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	4.9	5.6	5.6
	True	10	24.4	27.8	33.3
	Very True	24	58.5	66.7	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator assigns me to work with students for whom I am certified to teach**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	4.9	5.3	5.3
	Not Really True	2	4.9	5.3	10.5
	Undecided	1	2.4	2.6	13.2
	True	12	29.3	31.6	44.7
	Very True	21	51.2	55.3	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator makes sure that i have the space i need to teach and plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	4.9	5.6	5.6
	Undecided	4	9.8	11.1	16.7
	True	9	22.0	25.0	41.7
	Very True	21	51.2	58.3	100.0
Total		36	87.8	100.0	
Missi	System	5	12.2		



**Expect:My administrator makes sure that i have the space i need to teach and plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	4.9	5.6	5.6
	Undecided	4	9.8	11.1	16.7
	True	9	22.0	25.0	41.7
	Very True	21	51.2	58.3	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator makes sure that i have the space i need to teach and plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	2.4	2.7	2.7
	Not Really True	4	9.8	10.8	13.5
	Undecided	7	17.1	18.9	32.4
	True	16	39.0	43.2	75.7
	Very True	9	22.0	24.3	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**Expect:My administrator makes sure that I have the equipment I need for my classroom (ie tvs, computers, etc )**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	2.4	2.8	2.8
	Not Really True	1	2.4	2.8	5.6
	Undecided	2	4.9	5.6	11.1
	True	11	26.8	30.6	41.7
	Very True	21	51.2	58.3	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator makes sure that I have the equipment I need for my classroom (ie tvs, computers, etc )**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	2.4	2.7	2.7
	Not Really True	5	12.2	13.5	16.2
	Undecided	7	17.1	18.9	35.1
	True	16	39.0	43.2	78.4
	Very True	8	19.5	21.6	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**Expect:My administrator does not assign me the most challenging students in the school all at one time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	4.9	5.6	5.6
	Not Really True	3	7.3	8.3	13.9
	Undecided	8	19.5	22.2	36.1
	True	16	39.0	44.4	80.6
	Very True	7	17.1	19.4	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator does not assign me the most challenging students in the school all at one time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	6	14.6	15.8	15.8
	Not Really True	6	14.6	15.8	31.6
	Undecided	13	31.7	34.2	65.8
	True	10	24.4	26.3	92.1
	Very True	3	7.3	7.9	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator helps me coordinate related services for my students (speech/language, other therapies)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	5	12.2	13.9	13.9
	Not Really True	9	22.0	25.0	38.9
	Undecided	9	22.0	25.0	63.9
	True	4	9.8	11.1	75.0
	Very True	9	22.0	25.0	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator helps me coordinate related services for my students (speech/language, other therapies)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	12	29.3	31.6	31.6
	Not Really True	7	17.1	18.4	50.0
	Undecided	8	19.5	21.1	71.1
	True	5	12.2	13.2	84.2
	Very True	6	14.6	15.8	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator helps me implement co-teaching strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	6	14.6	16.7	16.7
	Not Really True	8	19.5	22.2	38.9
	Undecided	9	22.0	25.0	63.9
	True	7	17.1	19.4	83.3
	Very True	6	14.6	16.7	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator helps me implement co-teaching strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	10	24.4	26.3	26.3
	Not Really True	9	22.0	23.7	50.0
	Undecided	10	24.4	26.3	76.3
	True	4	9.8	10.5	86.8
	Very True	5	12.2	13.2	100.0
Total		38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator is available to discuss my professional problems or concerns**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	12	29.3	33.3	33.3
	Very True	24	58.5	66.7	100.0
Total		36	87.8	100.0	
Missin	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator is available to discuss my professional problems or concerns**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	3	7.3	7.9	7.9
	Undecided	3	7.3	7.9	15.8
	True	13	31.7	34.2	50.0
	Very True	19	46.3	50.0	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator provides me with clerical assistance to schedule meetings and complete paperwork**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	10	24.4	27.8	27.8
	Not Really True	7	17.1	19.4	47.2
	Undecided	3	7.3	8.3	55.6
	True	9	22.0	25.0	80.6
	Very True	7	17.1	19.4	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		

**Expect:My administrator provides me with clerical assistance to schedule meetings and complete paperwork**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	10	24.4	27.8	27.8
	Not Really True	7	17.1	19.4	47.2
	Undecided	3	7.3	8.3	55.6
	True	9	22.0	25.0	80.6
	Very True	7	17.1	19.4	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator provides me with clerical assistance to schedule meetings and complete paperwork**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	16	39.0	42.1	42.1
	Not Really True	4	9.8	10.5	52.6
	Undecided	9	22.0	23.7	76.3
	True	5	12.2	13.2	89.5
	Very True	4	9.8	10.5	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator helps me write lesson plans**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	16	39.0	44.4	44.4
	Not Really True	8	19.5	22.2	66.7
	Undecided	7	17.1	19.4	86.1
	True	2	4.9	5.6	91.7
	Very True	3	7.3	8.3	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator helps me write lesson plans**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	18	43.9	47.4	47.4
	Not Really True	11	26.8	28.9	76.3
	Undecided	4	9.8	10.5	86.8
	True	4	9.8	10.5	97.4
	Very True	1	2.4	2.6	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator keeps the student diversity in my classroom to a minimum (grade levels and exceptionalities)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	3	7.3	8.3	8.3
	Not Really True	5	12.2	13.9	22.2
	Undecided	13	31.7	36.1	58.3
	True	11	26.8	30.6	88.9
	Very True	4	9.8	11.1	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator keeps the student diversity in my classroom to a minimum (grade levels and exceptionalities)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	7	17.1	18.4	18.4
	Not Really True	9	22.0	23.7	42.1
	Undecided	16	39.0	42.1	84.2
	True	4	9.8	10.5	94.7
	Very True	2	4.9	5.3	100.0
	Total	38	92.7	100.0	
Missi	System	3	7.3		
Total		41	100.0		

**Expect:My administrator gives me information on ways to make my instruction meaningful**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	2.4	2.8	2.8
	Not Really True	5	12.2	13.9	16.7
	Undecided	9	22.0	25.0	41.7
	True	15	36.6	41.7	83.3
	Very True	6	14.6	16.7	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator gives me information on ways to make my instruction meaningful**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	5	12.2	13.5	13.5
	Not Really True	10	24.4	27.0	40.5
	Undecided	9	22.0	24.3	64.9
	True	8	19.5	21.6	86.5
	Very True	5	12.2	13.5	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**Expect:My administrator helps me develop schedules to ensure that my students are receiving the required hours of service per their IEPs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	7	17.1	19.4	19.4
	Not Really True	8	19.5	22.2	41.7
	Undecided	11	26.8	30.6	72.2
	True	3	7.3	8.3	80.6
	Very True	7	17.1	19.4	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator helps me develop schedules to ensure that my students are receiving the required hours of service per their IEPs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	7	17.1	18.9	18.9
	Not Really True	12	29.3	32.4	51.4
	Undecided	8	19.5	21.6	73.0
	True	4	9.8	10.8	83.8
	Very True	6	14.6	16.2	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**Expect:My administrator provides me with strategies for working with paraprofessionals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	5	12.2	13.9	13.9
	Not Really True	10	24.4	27.8	41.7
	Undecided	9	22.0	25.0	66.7
	True	6	14.6	16.7	83.3
	Very True	6	14.6	16.7	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator provides me with strategies for working with paraprofessionals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	10	24.4	27.0	27.0
	Not Really True	9	22.0	24.3	51.4
	Undecided	8	19.5	21.6	73.0
	True	5	12.2	13.5	86.5
	Very True	5	12.2	13.5	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		



**Expect:My administrator helps me pick the right instructional programs for my students (for reading, math, etc)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	6	14.6	17.1	17.1
	Not Really True	8	19.5	22.9	40.0
	Undecided	7	17.1	20.0	60.0
	True	9	22.0	25.7	85.7
	Very True	5	12.2	14.3	100.0
	Total	35	85.4	100.0	
Missi	System	6	14.6		
	Total	41	100.0		

**Actually Receive:My administrator helps me pick the right instructional programs for my students (for reading, math, etc)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	9	22.0	25.0	25.0
	Not Really True	12	29.3	33.3	58.3
	Undecided	3	7.3	8.3	66.7
	True	9	22.0	25.0	91.7
	Very True	3	7.3	8.3	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
	Total	41	100.0		

**Expect:My administrator communicates to the school staff that special education students and teachers are an important part of the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	3	7.3	8.6	8.6
	True	17	41.5	48.6	57.1
	Very True	15	36.6	42.9	100.0
	Total	35	85.4	100.0	
Missi	System	6	14.6		
	Total	41	100.0		

**Actually Receive:My administrator communicates to the school staff that special education students and teachers are an important part of the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	2	4.9	5.6	5.6
	Not Really True	3	7.3	8.3	13.9
	Undecided	5	12.2	13.9	27.8
	True	15	36.6	41.7	69.4
	Very True	11	26.8	30.6	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
ng	Total	41	100.0		

**Expect:My administrator helps me get assisstive technology devices for my students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	10	24.4	28.6	28.6
	Not Really True	4	9.8	11.4	40.0
	Undecided	9	22.0	25.7	65.7
	True	7	17.1	20.0	85.7
	Very True	5	12.2	14.3	100.0
	Total	35	85.4	100.0	
Missi	System	6	14.6		
ng	Total	41	100.0		

**Actually Receive:My administrator helps me get assisstive technology devices for my students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	13	31.7	36.1	36.1
	Not Really True	4	9.8	11.1	47.2
	Undecided	9	22.0	25.0	72.2
	True	4	9.8	11.1	83.3
	Very True	6	14.6	16.7	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
ng	Total	41	100.0		

**Expect:My administrator permits me to use my own judgement to solve problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	6	14.6	16.7	16.7
	Very True	30	73.2	83.3	100.0
	Total	36	87.8	100.0	
Missin	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator permits me to use my own judgement to solve problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Really True	3	7.3	8.1	8.1
	Undecided	1	2.4	2.7	10.8
	True	6	14.6	16.2	27.0
	Very True	27	65.9	73.0	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**Expect:My administrator supports my decisions in front of other teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	4.9	5.6	5.6
	True	5	12.2	13.9	19.4
	Very True	29	70.7	80.6	100.0
	Total	36	87.8	100.0	
Missi	System	5	12.2		
Total		41	100.0		

**Actually Receive:My administrator supports my decisions in front of other teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True at All	1	2.4	2.7	2.7
	Not Really True	1	2.4	2.7	5.4
	Undecided	5	12.2	13.5	18.9
	True	10	24.4	27.0	45.9
	Very True	20	48.8	54.1	100.0
	Total	37	90.2	100.0	
Missi	System	4	9.8		
Total		41	100.0		

**What is the best thing your current administrator has done to support you this year?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	26	63.4	63.4	63.4
	Allows me to try new ways of presenting materials. Gave me time off to recert.	1	2.4	2.4	65.9
	Always available when I need him	1	2.4	2.4	68.3
	Be involved! Let me develop my own curriculum!	1	2.4	2.4	70.7
	Encouraged me to follow my desire to study doctoral work. Also, advocated for higher pay raise because of the extra units I have received through the university.	1	2.4	2.4	73.2
	Excellent support and help during a recent OPI monitoring.	1	2.4	2.4	75.6
	Give me the freedom to solve problems on my own.	1	2.4	2.4	78.0
	Has fought for smaller class sizes.	1	2.4	2.4	80.5
	Listening to concerns and problem-solving.	1	2.4	2.4	82.9
	Not much yet.	1	2.4	2.4	85.4
	Nothing. It is very difficult to work with this person.	1	2.4	2.4	87.8
	Provided support and encouragement during OPI monitoring	1	2.4	2.4	90.2
	Recognizes how much hard work I put forth. Backs my decision making.	1	2.4	2.4	92.7
	Saving my job when we had to cut hours of the teaching staff.	1	2.4	2.4	95.1
	Support my decision to move into a more diverse setting	1	2.4	2.4	97.6
The administrator is very supportive of his teaching staff.	1	2.4	2.4	100.0	
Total	41	100.0	100.0		

**What is the one thing you wish your current administrator would do to support you?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V	27	65.9	65.9	65.9
	Be there when you need to talk and answer questions without making you feel like you are bugging him.	1	2.4	2.4	68.3
	Find an occupational therapist to work in our cooperative	1	2.4	2.4	70.7
	Go to bat for the teachers and take part in helping cover classes instead of dumping more classes on the people who are there to cover for the call offs.	1	2.4	2.4	73.2
	He is great. I have no wish.	1	2.4	2.4	75.6
More planning/curriculum time.	1	2.4	2.4	78.0	

My classroom gets trashed on weekends and evenings, I wish she would try harder to prevent that from happening.	1	2.4	2.4	80.5
Not micromanage...	1	2.4	2.4	82.9
Not talk behind our backs. Trust that we know what we are doing and give us help when we ask not just treat us like we are stupid.	1	2.4	2.4	85.4
Observe me working with kids	1	2.4	2.4	87.8
Our program has a very wide fluctuation in students. At times I don't feel heard about the difficulty of teaching all these children with such a wide range of ability and age levels. IE age 11-18. K-12+ ability. On average 16-20 children in the class. One teacher and a mental health worker.	1	2.4	2.4	90.2
Planning time	1	2.4	2.4	92.7
Positive feedback - she doesn't give any.	1	2.4	2.4	95.1
Provide more opportunities for professional development. I feel that I am very busy just 'surviving' day to day and simply do not have time to learn more about special education.	1	2.4	2.4	97.6
Try to get us more staff and pay.	1	2.4	2.4	100.0
Total	41	100.0	100.0	

**What do you feel you need from your administrator to stay in this school?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid V	26	63.4	63.4	63.4
A pay raise but that isn't directly his fault.	1	2.4	2.4	65.9
Everything is fin.	1	2.4	2.4	68.3
Higher salery or some other type of professional remuneration for my services.	1	2.4	2.4	70.7
i am very happy in my current position i do not have any plans to leave	1	2.4	2.4	73.2
I feel that our entire education team is very efficient in our duties. However, we routinely function in a 'crisis mode' due to understaffing. This leads to burnout and low morale. The education staff often feels that we perform 'mediocre at best' and don't deliver the best education services to the kids. Things fall between the cracks simply because there are not enough people, time and resources to do a good job at everything. Our boss recognizes this and has attempted addressing these issues with limited success.	1	2.4	2.4	75.6
More money... More security...	1	2.4	2.4	78.0
More support and less micromanaging especially when there are not any issues.	1	2.4	2.4	80.5
More support with tough kids and situations. MOre pay would be nice too!	1	2.4	2.4	82.9

salary.	More time off and a competitive	1	2.4	2.4	85.4
	nothing	1	2.4	2.4	87.8
	Nothing more than i already have	1	2.4	2.4	90.2
	Planning time is important. Because of confidentiality concerns-our work can not be done at home. Time for special education endorsement project classes.	1	2.4	2.4	92.7
	Provide me the time and course load that is appropriate and allows me to take classes and go to other professional development classes.	1	2.4	2.4	95.1
	Sometimes frustration of above becomes overwhelming. I do not plan on leaving my position though. I use several techniques to compensate. I have taught in this type of setting for 20+ years.	1	2.4	2.4	97.6
	The resources/support to obtain renewal credits for my teaching license.	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

**Do you feel that your work place inhibits the support your administrator can give? In other words would they do more if they could?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	34.1	40.0	40.0
	No	14	34.1	40.0	80.0
	I dont know	7	17.1	20.0	100.0
	Total	35	85.4	100.0	
Missin	System	6	14.6		
Total		41	100.0		

APPENDIX G<sub>2</sub>

SPSS OUTPUTS FOR FIGURES 6-13 STANDARD DEVIATIONS

Administrative Support Survey- Administrators: Standard Deviation, Mean, Minimum,  
Maximum Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
What category best describes your current administrative career status?	17	1	5	2.94	1.919
What category best describes your administrative status this year?	17	1	2	1.12	.332
What category best describes your administrative license as it relates to your current administrative position?	17	1	2	1.12	.332
What type of facility best describes your school?	17	1	4	2.71	1.312
What category best describes the delivery model for your main teaching assignment (where you spend 50% or more of your time if you teach as well as be an administrator)?	16	2	6	4.31	1.302
What category best describes your main teaching assignment?	15	1	2	1.73	.458
What category best describes the type of school setting in which you are an administrator 50% or more of the time?	17	3	4	3.71	.470
What category best describes the grade level in which you are currently teaching in addition to being an administrator?(Select only one, if you have more than one level choose the level you have the most students in)	16	0	11	4.44	4.320
Autism:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)	17	0	0	.00	.000
Developmentally Delayed:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)	17	0	1	.06	.243
Emotional Disturbance (ED and SED):If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)	17	0	1	.12	.332
Hearing Impaired/Deaf:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)	17	0	1	.06	.243
Cognitive Delay:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)	17	0	1	.06	.243



Multiple Disabilities:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)	17	0	1	.12	.332
Orthopedic Impairment:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)	17	0	1	.06	.243
Other Health Impairment:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)	17	0	1	.18	.393
Specific Learning Disabilities (Academic):If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)	17	0	1	.35	.493
Traumatic Brain Injured:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)	17	0	0	.00	.000
Visually Impaired/Blind:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)	17	0	1	.06	.243
Speech/Language Impaired:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)	17	0	1	.06	.243
None do not teach:If you split your time as an administrator/teacher, what exceptionalities do you teach? (Select all that apply)	17	0	1	.53	.514
Do you plan on being in your current administrative assignment next school year (2012-2013)?	17	1	3	1.29	.686
Select the position that best describes you as the administrator	12	1	5	2.92	1.730
Think you provide:I support my teacher's decisions in front of parents	12	4	5	4.58	.515
Appropriate to provide:I support my teacher's decisions in front of parents	12	4	5	4.67	.492
Think you provide:I make my teachers feel that they are making a difference	12	4	5	4.75	.452
Appropriate to provide:I make my teachers feel that they are making a difference	12	4	5	4.83	.389
Think you provide:I am interested in what my teachers do in their classroom	12	4	5	4.83	.389
Appropriate to provide:I am interested in what my teachers do in their classroom	12	4	5	4.92	.289

Think you provide:I give my teachers information about modifying instruction	12	4	5	4.50	.522
Appropriate to provide:I give my teachers information about modifying instruction	12	4	5	4.50	.522
Think you provide:I give my teachers information about technical techniques that will help improve their teaching	12	3	5	4.25	.622
Appropriate to provide:I give my teachers information about technical techniques that will help improve their teaching	12	4	5	4.42	.515
Think you provide:I provide my teachers with reliable feedback about their IEPs	12	2	5	4.08	.900
Appropriate to provide:I provide my teachers with reliable feedback about their IEPs	12	3	5	4.33	.651
Think you provide:I ensure that my teachers have enough planning time	12	1	5	4.00	1.279
Appropriate to provide:I ensure that my teachers have enough planning time	12	2	5	4.17	.937
Think you provided:I take an interest in my teacher's professional development and give them opportunities to grow	12	4	5	4.50	.522
Appropriate to provide:I take an interest in my teacher's professional development and give them opportunities to grow	12	4	5	4.58	.515
Think you provide:I give my teachers genuine and specific feedback about their work	12	4	5	4.42	.515
Appropriate to provide:I give my teachers genuine and specific feedback about their work	12	4	5	4.67	.492
Think you provide:I tell my teachers when they are on the right track with their work	12	3	5	4.08	.669
Appropriate to provide:I tell my teachers when they are on the right track with their work	12	3	5	4.25	.622
Think you provide:I help my teachers interpret state curriculum standards and apply them to teaching their special education students	12	1	5	3.50	1.446
Appropriate to provide:I help my teachers interpret state curriculum standards and apply them to teaching their special education students	12	2	5	3.92	1.084
Think you provide:I show confidence in my teacher's actions and decisions	12	4	5	4.42	.515
Appropriate to provide:I show confidence in my teacher's actions and decisions	12	4	5	4.58	.515
Think you provide:I observe frequently in my teacher's classrooms	12	2	5	3.83	1.030

Appropriate to provide:I observe frequently in my teacher's classrooms	12	2	5	4.08	.996
Think you provide:I help my teachers select or create curriculum for their students with disabilities	12	2	5	4.08	.900
Appropriate to provide:I help my teachers select or create curriculum for their students with disabilities	12	3	5	4.25	.622
Think you provide:I am available to discuss my teacher's personal problems or concerns	12	2	5	4.25	1.138
Appropriate to provide:I am available to discuss my teacher's personal problems or concerns	12	2	5	4.00	1.206
Think you provide:I help my teachers decide when and how to teach certain subjects	12	2	5	3.75	.866
Appropriate to provide:I help my teachers decide when and how to teach certain subjects	12	2	5	3.92	.669
Think you provide:I help my teachers use their plan book effectively	12	1	4	2.92	.996
Appropriate to provide:I help my teachers use their plan book effectively	12	2	5	3.25	.965
Think you provide:I suggest alternative instructional methods to my teachers for students who are struggling	12	4	5	4.42	.515
Appropriate to provide:I suggest alternative instructional methods to my teachers for students who are struggling	12	4	5	4.50	.522
Think you provide:I help my teachers select or create appropriate instructional methods	12	3	5	4.17	.577
Appropriate to provide:I help my teachers select or create appropriate instructional methods	12	2	5	4.08	.900
Think you provide:I provide my teachers with reliable input about the progress reports they write on their students	12	1	5	3.58	1.165
Appropriate to provide:I provide my teachers with reliable input about the progress reports they write on their students	12	3	5	4.08	.669
Think you provide:I keep my teachers informed of school and facility events	12	4	5	4.67	.492
Appropriate to provide:I keep my teachers informed of school and facility events	12	4	5	4.67	.492
Think you provide:I listen and give my teachers undivided attention when they are talking	12	2	5	4.25	.866
Appropriate to provide:I listen and give my teachers undivided attention when they are talking	12	4	5	4.67	.492

Think you provide:I help my teachers follow the federal and state special education regulations	12	1	5	3.92	1.505
Appropriate to provide:I help my teachers follow the federal and state special education regulations	12	1	5	4.08	1.240
Think you provide:I seek my teacher's input on important issues in the school	12	4	5	4.58	.515
Appropriate to provide:I seek my teacher's input on important issues in the school	12	2	5	4.25	.965
Think you provide:I make sure that my teachers do not have to switch between too many grade levels and subjects	12	1	5	3.33	1.231
Appropriate to provide:I make sure that my teachers do not have to switch between too many grade levels and subjects	12	2	5	3.67	.985
Think you provide:I provide my teachers with reliable feedback about the assessments they conduct on their students	12	2	5	3.92	.793
Appropriate to provide:I provide my teachers with reliable feedback about the assessments they conduct on their students	12	3	5	4.17	.577
Think you provide:I help my teachers ensure that they meet confidentiality requirements	12	4	5	4.58	.515
Appropriate to provide:I help my teachers ensure that they meet confidentiality requirements	12	4	5	4.75	.452
Think you provide:I help my teachers get information from the central office special education department in my school system	12	1	5	3.50	1.382
Appropriate to provide:I help my teachers get information from the central office special education department in my school system	12	1	5	3.83	1.193
Think you provide:I give my teachers reliable information about due dates for their special education paparework (IEPs, triennial evaluations, annual reviews, etc )	12	1	5	3.83	1.193
Appropriate to provide:I give my teachers reliable information about due dates for their special education paparework (IEPs, triennial evaluations, annual reviews, etc )	12	1	5	4.00	1.279
Think you provide:I give my teachers recognition for a job well done	12	4	5	4.67	.492
Appropriate to provide:I give my teachers recognition for a job well done	12	3	5	4.58	.669
Think you provide :I recognize my teacher's special projects or programs in their classroom	12	4	5	4.42	.515

Appropriate to provide:I recognize my teacher's special projects or programs in their classroom	12	4	5	4.67	.492
Think you provide:I arrange my teacher's schedule in a way to reduce the time they spend on paperwork and in meetings	12	1	5	3.58	1.165
Appropriate to provide:I arrange my teacher's schedule in a way to reduce the time they spend on paperwork and in meetings	12	3	5	4.17	.718
Think you provide:I help my teachers find information in special education files	12	1	5	3.58	1.311
Appropriate to provide:I help my teachers find information in special education files	12	1	5	3.58	1.311
Think you provide:I provide my teachers with the funds they need to get supplies	12	4	5	4.58	.515
Appropriate to provide:I provide my teachers with the funds they need to get supplies	12	4	5	4.58	.515
Think you provide:I assign my teachers to work with students for whom they are certified to teach	12	2	5	4.17	.835
Appropriate to provide:I assign my teachers to work with students for whom they are certified to teach	12	2	5	4.33	.888
Think you provide:I make sure that my teachers have the space they need to teach and plan	12	2	5	4.08	.793
Appropriate to provide:I make sure that my teachers have the space they need to teach and plan	12	4	5	4.42	.515
Think you provide:I make sure that my teachers have the equipment they need for their classroom (ie tvs, computers, etc )	12	2	5	4.33	.888
Appropriate to provide:I make sure that my teachers have the equipment they need for their classroom (ie tvs, computers, etc )	12	4	5	4.67	.492
Think you provide:I do not assign my teachers the most challenging students in the school all at one time	12	2	5	3.25	1.215
Appropriate to provide:I do not assign my teachers the most challenging students in the school all at one time	12	2	5	3.67	1.155
Think you provide:I help my teachers coordinate related services for their students (speech/language, other therapies)	12	1	5	3.25	1.485
Appropriate to provide:I help my teachers coordinate related services for their students (speech/language, other therapies)	12	1	5	3.25	1.485
Think you provide:I help my teachers implement co-teaching strategies	12	1	4	2.58	1.084
Appropriate to provide:I help my teachers implement co-teaching strategies	12	1	4	2.83	1.115

Think you provide:I am available to discuss my teacher's professional problems or concerns	12	4	5	4.58	.515
Appropriate to provide:I am available to discuss my teacher's professional problems or concerns	12	3	5	4.42	.669
Think you provide:I provide my teachers with clerical assistance to schedule meetings and complete paperwork	12	1	5	3.42	1.379
Appropriate to provide:I provide my teachers with clerical assistance to schedule meetings and complete paperwork	12	2	5	3.67	1.155
Think you provide:I help my teachers write lesson plans	12	1	5	2.50	1.168
Appropriate to provide:I help my teachers write lesson plans	12	1	5	2.75	1.138
Think you provide:I keep my teachers student diversity in their classroom to a minimum (grade levels and exceptionalities)	12	1	4	2.92	.996
Appropriate to provide:I keep my teachers student diversity in their classroom to a minimum (grade levels and exceptionalities)	12	1	4	2.92	.996
Think you provide:I give my teachers information on ways to make their instruction meaningful	12	2	5	4.00	.853
Appropriate to provide:I give my teachers information on ways to make their instruction meaningful	12	3	5	4.17	.577
Think you provide:I help my teachers develop schedules to ensure that their students are receiving the required hours of service per their IEPs	12	2	5	3.67	.888
Appropriate to provide:I help my teachers develop schedules to ensure that their students are receiving the required hours of service per their IEPs	12	1	5	3.50	1.243
Think you provide:I provide my teachers with strategies for working with paraprofessionals	12	1	5	2.92	1.240
Appropriate to provide:I provide my teachers with strategies for working with paraprofessionals	12	1	5	3.00	1.348
Think you provide:I help my teachers pick the right instructional programs for their students (for reading, math, etc)	12	1	5	4.00	1.044
Appropriate to provide:I help my teachers pick the right instructional programs for their students (for reading, math, etc)	12	1	5	3.83	1.193
Think you provide:I communicate to the school staff that special education students and teachers are an important part of the school	12	3	5	4.25	.754
Appropriate to provide:I communicate to the school staff that special education students and teachers are an important part of the school	12	3	5	4.33	.778

Think you provide:I help my teachers get assistive technology devices for their students	12	1	5	3.92	1.311
Appropriate to provide:I help my teachers get assistive technology devices for their students	12	1	5	3.92	1.311
Think you provide :I permit my teachers to use their own judgement to solve problems	12	4	5	4.33	.492
Appropriate to provide:I permit my teachers to use their own judgement to solve problems	12	2	5	4.08	.900
Think you provide:I support my teacher's decisions in front of other teachers	12	3	5	4.08	.669
Appropriate to provide:I support my teacher's decisions in front of other teachers	12	3	5	4.08	.669
Do you feel that your work place inhibits the support you can give? In other words would you do more if you could?	11	10054	10056	10054.36	.674
TotalEmotionalAdmin	12	62.00	80.00	70.3333	6.11010
TotalEnvironmentSubscaleAdministrator	12	41.00	57.00	47.0000	5.02720
TotalInstructionalSubscaleAdministrators	12	38.00	55.00	47.5833	4.88892
TotalTechnicalSubscaleAdministrators	12	30.00	53.00	41.8333	6.11754
Valid N (listwise)	11				

Administrative Support Survey- Teachers: Standard Deviation, Mean, Minimum,  
Maximum Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
What category best describes your current career status?	41	1	5	3.49	1.614
What category best describes your teaching status this year?	41	1	3	1.15	.422
What category best describes your teaching license as it relates to your current teaching position?	41	1	2	1.17	.381
What type of facility do you teach at?	41	1	4	2.10	1.221
What category best describes the delivery model for your main teaching assignment (where you spend 50% or more of your time)?	41	1	5	2.22	.962
What category best describes your main teaching assignment?	41	1	3	2.05	.312
What category best describes the type of school setting in which you teach 50% or more of the time?	41	2	3	2.59	.499
What category best describes the grade level in which you are currently teaching?(Circle only one, if you have more than one level choose the level you have the most students in)	41	3	11	7.85	2.716
Autism:What exceptionalities do you teach? (Circle all that apply)	41	0	1	.29	.461
Developmentally Delayed:What exceptionalities do you teach? (Circle all that apply)	41	0	1	.46	.505
Emotional Disturbance (ED and SED):What exceptionalities do you teach? (Circle all that apply)	41	0	1	.88	.331
Hearing Impaired/Deaf:What exceptionalities do you teach? (Circle all that apply)	41	0	1	.05	.218
Cognitive Delay:What exceptionalities do you teach? (Circle all that apply)	41	0	1	.51	.506
Multiple Disabilities:What exceptionalities do you teach? (Circle all that apply)	41	0	1	.51	.506
Orthopedic Impairment:What exceptionalities do you teach? (Circle all that apply)	41	0	1	.07	.264
Other Health Impairment:What exceptionalities do you teach? (Circle all that apply)	41	0	1	.39	.494
Specific Learning Disabilities (Academic):What exceptionalities do you teach? (Circle all that apply)	41	0	1	.88	.331
Traumatic Brain Injured:What exceptionalities do you teach? (Circle all that apply)	41	0	1	.10	.300



Visually Impaired/Blind:What exceptionalities do you teach? (Circle all that apply)	41	0	1	.07	.264
Speech/Language Impaired:What exceptionalities do you teach? (Circle all that apply)	41	0	1	.32	.471
Do you plan on being in your current teaching assignment next school year (2012-2013)?	41	1	3	1.27	.633
Select the position that best describes the administrator	39	10057	10060	10058.13	1.399
Expect:My administrator supports my decisions in front of parents	37	1	5	4.46	.960
Actually Receive:My administrator supports my decisions in front of parents	38	1	5	4.05	1.161
Expect:My administrator Makes me feel that I am making a difference	38	3	5	4.66	.534
Actually Receive:My administrator Makes me feel that I am making a difference	39	1	5	4.23	1.158
Expect:My administrator is interested in what I do in my classroom	37	3	5	4.54	.558
Actually Receive:My administrator is interested in what I do in my classroom	39	2	5	4.18	.914
Expect:My administrator gives me information about modifying instruction	37	2	5	4.05	.941
Actually Receive:My administrator gives me information about modifying instruction	38	2	5	3.55	1.083
Expect:My administrator gives me information about technical techniques that will help improve my teaching	38	1	5	3.50	1.225
Actually Receive:My administrator gives me information about technical techniques that will help improve my teaching	38	1	5	2.76	1.283
Expect:My administrator provides me with reliable feedback about my IEPs	38	1	5	3.97	1.000
Actually Receive:My administrator provides me with reliable feedback about my IEPs	37	1	5	3.92	1.038
Expect:My administrator ensures that I have enough planning time	37	2	5	4.11	.936
Actually Receive:My administrator ensures that I have enough planning time	38	2	5	3.53	1.033
Expect:My administrator takes an interest in my professional development and gives me opportunities to grow	37	2	5	4.35	.753
Actually Receive:My administrator takes an interest in my professional development and gives me opportunities to grow	39	1	5	4.08	1.036

Expect:My administrator gives me genuine and specific feedback about my work	37	1	5	4.49	.804
Actually Receive:My administrator gives me genuine and specific feedback about my work	38	2	5	4.11	.953
Expect:My administrator tells me when I am on the right track with my work	37	2	5	4.51	.651
Actually Receive:My administrator tells me when I am on the right track with my work	39	1	5	4.08	1.178
Expect:My administrator helps me interpret state curriculum standards and apply them to teaching my special education students	37	2	5	3.95	.941
Actually Receive:My administrator helps me interpret state curriculum standards and apply them to teaching my special education students	39	1	5	3.18	1.233
Expect:My administrator shows confidence in my actions and decisions	37	3	5	4.76	.548
Actually Receive:My administrator shows confidence in my actions and decisions	39	1	5	4.38	1.138
Expect:My administrator observes frequently in my classroom	37	2	5	3.73	.990
Actually Receive:My administrator observes frequently in my classroom	39	1	5	2.74	1.229
Expect:My administrator helps me select or create curriculum for students with disabilities	37	1	5	3.38	1.163
Actually Receive:My administrator helps me select or create curriculum for students with disabilities	39	1	5	2.74	1.332
Expect:My administrator is available to discuss my personal problems or concerns	37	1	5	3.51	1.239
Actually Receive:My administrator is available to discuss my personal problems or concerns	39	1	5	3.44	1.392
Expect:My administrator helps me decide when and how to teach certain subjects	37	1	5	2.97	1.236
Actually Receive:My administrator helps me decide when and how to teach certain subjects	39	1	5	2.56	1.209
Expect:My administrator helps me use my plan book effectively	37	1	5	2.54	1.304
Actually Receive:My administrator helps me use my plan book effectively	39	1	5	2.15	1.226
Expect:My administrator suggests alternative instructional methods for students who are struggling	37	2	5	3.92	.894
Actually Receive:My administrator suggests alternative instructional methods for students who are struggling	39	1	5	3.31	1.454

Expect:My administrator helps me select or create appropriate instructional methods	37	1	5	3.41	1.279
Actually Receive:My administrator helps me select or create appropriate instructional methods	39	1	5	2.90	1.353
Expect:My administrator provides me with reliable input about the progress reports I write on my students	36	1	5	3.56	1.027
Actually Receive:My administrator provides me with reliable input about the progress reports I write on my students	38	1	5	3.29	1.063
Expect:My administrator keeps me informed of school and district events	36	1	5	4.39	.871
Actually Receive:My administrator keeps me informed of school and district events	38	1	5	3.58	1.464
Expect:My administrator listens and gives me undivided attention when I am talking	36	4	5	4.69	.467
Actually Receive:My administrator listens and gives me undivided attention when I am talking	38	1	5	4.34	.909
Expect:My administrator helps me follow the federal and state special education regulations	36	2	5	4.28	.914
Actually Receive:My administrator helps me follow the federal and state special education regulations	38	1	5	3.87	1.143
Expect:My administrator seeks my input on important issues in the school	36	1	5	4.00	1.014
Actually Receive:My administrator seeks my input on important issues in the school	38	1	5	3.47	1.370
Expect:My administrator makes sure that I do not have to switch between too many grade levels and subjects	36	1	5	3.53	1.183
Actually Receive:My administrator makes sure that I do not have to switch between too many grade levels and subjects	37	1	5	2.89	1.220
Expect:My administrator provides me with reliable feedback about the assessments I conduct on my students	36	2	5	4.11	.747
Actually Receive:My administrator provides me with reliable feedback about the assessments I conduct on my students	38	1	5	3.53	1.033
Expect:My administrator helps me ensure that I meet confidentiality requirements	36	3	5	4.53	.654
Actually Receive:My administrator helps me ensure that I meet confidentiality requirements	37	1	5	4.32	1.056
Expect:My administrator helps me get information from the central office special education department in my school system	36	1	5	2.78	1.570

Actually Receive:My administrator helps me get information from the central office special education department in my school system	38	1	5	2.45	1.501
Expect:My administrator gives me reliable information about due dates for my special education paparework (IEPs, triennial evaluations, annual reviews, etc )	36	1	5	3.42	1.360
Actually Receive:My administrator gives me reliable information about due dates for my special education paparework (IEPs, triennial evaluations, annual reviews, etc )	37	1	5	3.08	1.441
Expect:My administrator gives me recognition for a job well done	36	2	5	4.78	.591
Actually Receive:My administrator gives me recognition for a job well done	38	1	5	4.16	1.263
Expect:My administrator recognizes special projects or programs in my classroom	36	1	5	4.25	.874
Actually Receive:My administrator recognizes special projects or programs in my classroom	38	1	5	3.42	1.244
Expect:My administrator arranges my schedule in a way to reduce the time I spend on paperwork and in meetings	36	1	5	3.17	1.320
Actually Receive:My administrator arranges my schedule in a way to reduce the time I spend on paperwork and in meetings	38	1	5	2.45	1.201
Expect:My administrator helps me find information in special education files	36	1	5	2.86	1.477
Actually Receive:My administrator helps me find information in special education files	38	1	5	2.45	1.389
Expect:My administrator provides me with the funds I need to get supplies	36	3	5	4.33	.632
Actually Receive:My administrator provides me with the funds I need to get supplies	38	1	5	3.84	1.197
Expect:My administrator assigns me to work with students for whom I am certified to teach	36	1	5	4.50	.971
Actually Receive:My administrator assigns me to work with students for whom I am certified to teach	38	1	5	4.26	1.107
Expect:My administrator makes sure that i have the space i need to teach and plan	36	1	5	4.31	1.064
Actually Receive:My administrator makes sure that i have the space i need to teach and plan	37	1	5	3.76	1.038
Expect:My administrator makes sure that I have the equipment I need for my classroom (ie tvs, computers, etc )	36	1	5	4.39	.934

Actually Receive:My administrator makes sure that I have the equipment I need for my classroom (ie tvs, computers, etc )	37	1	5	3.68	1.056
Expect:My administrator does not assign me the most challenging students in the school all at one time	36	1	5	3.64	1.073
Actually Receive:My administrator does not assign me the most challenging students in the school all at one time	38	1	5	2.95	1.184
Expect:My administrator helps me coordinate related services for my students (speech/language, other therapies)	36	1	5	3.08	1.402
Actually Receive:My administrator helps me coordinate related services for my students (speech/language, other therapies)	38	1	5	2.63	1.460
Expect:My administrator helps me implement co-teaching strategies	36	1	5	2.97	1.341
Actually Receive:My administrator helps me implement co-teaching strategies	38	1	5	2.61	1.346
Expect:My administrator is available to discuss my professional problems or concerns	36	4	5	4.67	.478
Actually Receive:My administrator is available to discuss my professional problems or concerns	38	1	5	4.18	1.136
Expect:My administrator provides me with clerical assistance to schedule meetings and complete paperwork	36	1	5	2.89	1.545
Actually Receive:My administrator provides me with clerical assistance to schedule meetings and complete paperwork	38	1	5	2.39	1.424
Expect:My administrator helps me write lesson plans	36	1	5	2.11	1.282
Actually Receive:My administrator helps me write lesson plans	38	1	5	1.92	1.124
Expect:My administrator keeps the student diversity in my classroom to a minimum (grade levels and exceptionalities)	36	1	5	3.22	1.098
Actually Receive:My administrator keeps the student diversity in my classroom to a minimum (grade levels and exceptionalities)	38	1	5	2.61	1.079
Expect:My administrator gives me information on ways to make my instruction meaningful	36	1	5	3.56	1.027
Actually Receive:My administrator gives me information on ways to make my instruction meaningful	37	1	5	2.95	1.268
Expect:My administrator helps me develop schedules to ensure that my students are receiving the required hours of service per their IEPs	36	1	5	2.86	1.376

Actually Receive:My administrator helps me develop schedules to ensure that my students are receiving the required hours of service per their IEPs	37	1	5	2.73	1.347
Expect:My administrator provides me with strategies for working with paraprofessionals	36	1	5	2.94	1.308
Actually Receive:My administrator provides me with strategies for working with paraprofessionals	37	1	5	2.62	1.381
Expect:My administrator helps me pick the right instructional programs for my students (for reading, math, etc)	35	1	5	2.97	1.339
Actually Receive:My administrator helps me pick the right instructional programs for my students (for reading, math, etc)	36	1	5	2.58	1.339
Expect:My administrator communicates to the school staff that special education students and teachers are an important part of the school	35	3	5	4.34	.639
Actually Receive:My administrator communicates to the school staff that special education students and teachers are an important part of the school	36	1	5	3.83	1.134
Expect:My administrator helps me get assisstive technology devices for my students	35	1	5	2.80	1.431
Actually Receive:My administrator helps me get assisstive technology devices for my students	36	1	5	2.61	1.498
Expect:My administrator permits me to use my own judgement to solve problems	36	4	5	4.83	.378
Actually Receive:My administrator permits me to use my own judgement to solve problems	37	2	5	4.54	.900
Expect:My administrator supports my decisions in front of other teachers	36	3	5	4.75	.554
Actually Receive:My administrator supports my decisions in front of other teachers	37	1	5	4.27	.990
Do you feel that your work place inhibits the support your administrator can give? In other words would they do more if they could?	35	10054	10056	10054.80	.759
TotalemotionalScoresTeachers	37	33.00	80.00	64.5676	10.39642
TotalEnvironmentalSubscaleTeachers	36	22.00	56.00	40.0556	7.83014
TotalInstructionalSubscaleTeachers	35	16.00	62.00	35.1714	11.91017
TotalTechnicalSubscaleTeachers	35	21.00	53.00	34.5143	9.02732
Valid N (listwise)	35				

## APPENDIX H

SPSS OUTPUTS FOR FIGURES 14 THRU 16

Figure 14: Outputs Retention and Placement

				Correlations							
Do you plan on being in your current teaching assignment next school year (2012-2013)?				Do you plan on being in your current teaching assignment next school year (2012-2013)?	Total Emotional Scores Teachers	Total Environmental Subscale Teachers	Total Instructional Subscale Teachers	Total Technical Subscale Teachers			
Yes	Spearman's rho	Do you plan on being in your current teaching assignment next school year (2012-2013)?	Correlation Coefficient								
			Sig. (2-tailed)								
			N	34	31	30	29	29			
		Total Emotional Scores Teachers	Correlation Coefficient		1.000	.707**	.419*	.374*			
			Sig. (2-tailed)			.000	.024	.045			
			N	31	31	30	29	29			
Total Environmental Subscale Teachers			Correlation Coefficient		.707**	1.000	.726**	.633**			
			Sig. (2-tailed)		.000	.000	.000				
			N	30	30	30	29	29			
			Total Instructional Subscale Teachers	Correlation Coefficient		.419*	.726**	1.000	.815**		
			Sig. (2-tailed)		.024	.000		.000			
			N	29	29	29	29	29			
Total Technical Subscale Teachers			Correlation Coefficient		.374*	.633**	.815**	1.000			
			Sig. (2-tailed)		.045	.000	.000				
			N	29	29	29	29	29			
			No	Spearman's rho	Do you plan on being in your current teaching assignment next school year (2012-2013)?	Correlation Coefficient					
						Sig. (2-tailed)					
						N	3	2	2	2	2
Total Emotional Scores Teachers	Correlation Coefficient				1.000	1.000	1.000	1.000			
	Sig. (2-tailed)										
	N	2			2	2	2	2			
Total Environmental Subscale Teachers			Correlation Coefficient		1.000**	1.000	1.000	1.000			
			Sig. (2-tailed)								
			N	2	2	2	2	2			
			Total Instructional Subscale Teachers	Correlation Coefficient		1.000**	1.000**	1.000	1.000		
			Sig. (2-tailed)								
			N	2	2	2	2	2			
Total Technical Subscale Teachers			Correlation Coefficient		1.000**	1.000**	1.000**	1.000			
			Sig. (2-tailed)								
			N	2	2	2	2	2			
			Not Sure	Spearman's rho	Do you plan on being in your current teaching assignment next school year (2012-2013)?	Correlation Coefficient					
						Sig. (2-tailed)					
						N	4	4	4	4	4
Total Emotional Scores Teachers	Correlation Coefficient				1.000	.800	.800	.800			
	Sig. (2-tailed)					.200	.200	.200			
	N	4			4	4	4	4			
Total Environmental Subscale Teachers			Correlation Coefficient		.800	1.000	.400	.400			
			Sig. (2-tailed)		.200		.600	.600			
			N	4	4	4	4	4			
			Total Instructional Subscale Teachers	Correlation Coefficient		.800	.400	1.000	.600		
			Sig. (2-tailed)		.200	.600		.400			
			N	4	4	4	4	4			
Total Technical Subscale Teachers			Correlation Coefficient		.800	.400	.600	1.000			
			Sig. (2-tailed)		.200	.600	.400				
			N	4	4	4	4	4			

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).



Figure 15: Outputs Principal- Emotional Subscale Teacher-Emotional Subscale

**Statistics**

TotalEmotionalAdmin

N	Valid	12
	Missing	5
Mean		70.3333
Median		69.0000
Std. Deviation		6.11010
Minimum		62.00
Maximum		80.00

**Statistics**

TotalemotionalScoresTeachers

N	Valid	37
	Missing	4
Mean		64.5676
Median		65.0000
Std. Deviation		10.39642
Minimum		33.00
Maximum		80.00

## Principal- Environmental Subscale

**Statistics**

TotalEnvironmentSubscale  
Administrator

N	Valid	12
	Missing	5
Mean		47.0000
Median		46.5000
Mode		41.00 <sup>a</sup>
Std. Deviation		5.02720

a. Multiple modes exist. The smallest value is shown.

## Teacher- Environmental Subscale

**Statistics**

TotalEnvironmentalSubscale  
Teachers

N	Valid	36
	Missing	5
Mean		40.0556
Median		40.5000
Std. Deviation		7.83014
Minimum		22.00
Maximum		56.00

## Principal-Instructional Subscale

**Statistics**

TotalInstructionalSubscale  
Administrators

N	Valid	12
	Missing	5
Mean		47.5833
Median		47.5000
Mode		46.00 <sup>a</sup>
Std. Deviation		4.88892

a. Multiple modes exist. The smallest value is shown.

## Teacher- Instructional

**Statistics**

TotalInstructionalSubscaleTeachers

N	Valid	35
	Missing	6
Mean		35.1714
Median		35.0000
Std. Deviation		11.91017
Minimum		16.00
Maximum		62.00

## Principal- Technical Subscale

**Statistics**

TotalTechnicalSubscale  
Administrators

N	Valid	12
	Missing	5
Mean		41.8333
Median		41.5000
Mode		40.00
Std. Deviation		6.11754

## Teacher- Technical Subscale

**Statistics**

TotalInstructionalSubscaleTeachers

N	Valid	35
	Missing	6
Mean		35.1714
Median		35.0000
Std. Deviation		11.91017
Minimum		16.00
Maximum		62.00

Figure 16: Outputs

Administrators:

Correlations						What category best describes the type of school setting in which you are an administrator 50% or more of the time?	Total Emotional Admin	Total Environment Subscale Administrator	Total Instructional Subscale Administrator	Total Technical Subscale Administrator
Spearman's rho	High School Setting or classes	What category best describes the type of school setting in which you are an administrator 50% or more of the time?	Correlation Coefficient	..	..	3	3	3	3	3
			Sig. (2-tailed)	..	..	..	..	..	..	..
			N	..	..	5	3	3	3	3
		TotalEmotionalAdmin	Correlation Coefficient	..	..	1.000 <sup>**</sup>	1.000 <sup>**</sup>	.500	.500	.667
			Sig. (2-tailed)	..	..	..	..	..	..	..
			N	..	..	3	3	3	3	3
	TotalEnvironmentSubscaleAdministrator	Correlation Coefficient	..	..	1.000 <sup>**</sup>	1.000	.500	.500	.667	
		Sig. (2-tailed)	..	..	..	..	..	..	..	
		N	..	..	3	3	3	3	3	
	TotalInstructionalSubscaleAdministrators	Correlation Coefficient	..	..	.500	.500	1.000	1.000 <sup>**</sup>	.667	
		Sig. (2-tailed)	..	..	.667	.667	..	..	..	
		N	..	..	3	3	3	3	3	
TotalTechnicalSubscaleAdministrators	Correlation Coefficient	..	..	.500	.500	1.000 <sup>**</sup>	1.000 <sup>**</sup>	.667		
	Sig. (2-tailed)	..	..	.667	.667	..	..	..		
	N	..	..	3	3	3	3	3		
Multi-Level School	Multi-Level School	What category best describes the type of school setting in which you are an administrator 50% or more of the time?	Correlation Coefficient	..	..	9	9	9	9	9
			Sig. (2-tailed)	..	..	..	..	..	..	..
			N	..	..	12	9	9	9	9
		TotalEmotionalAdmin	Correlation Coefficient	..	..	1.000	.806 <sup>**</sup>	.382	.259	.009
			Sig. (2-tailed)	..	..	..	..	..	..	..
			N	..	..	9	9	9	9	9
	TotalEnvironmentSubscaleAdministrator	Correlation Coefficient	..	..	.806 <sup>**</sup>	1.000	.405	.042	.009	
		Sig. (2-tailed)	..	..	.009	..	.279	.915	..	
		N	..	..	9	9	9	9	9	
	TotalInstructionalSubscaleAdministrators	Correlation Coefficient	..	..	.382	.405	1.000	-.075	.310	
		Sig. (2-tailed)	..	..	.310	.279	..	..	.847	
		N	..	..	9	9	9	9	9	
TotalTechnicalSubscaleAdministrators	Correlation Coefficient	..	..	.259	.042	-.075	1.000	.009		
	Sig. (2-tailed)	..	..	.500	.815	.847	..	..		
	N	..	..	9	9	9	9	9		

\*\* Correlation is significant at the 0.01 level (2-tailed).

Teachers:

Correlations											
What category best describes the type of school setting in which you teach 50% or more of the time?				What category best describes the type of school setting in which you teach 50% or more of the time?	TotalEmotionalScores Teachers	Total Instructional Subscale Teachers	Total Technical Subscale Teachers	Total Environmental Subscale Teachers	Total Instructional Subscale Teachers	Total Environmental Subscale Teachers	
Spearman's rho	High School Setting or classes	What category best describes the type of school setting in which you teach 50% or more of the time?	Correlation Coefficient	..	..	14	13	13	14	14	
			Sig. (2-tailed)	..	..	..	..	..	..	..	
			N	..	..	17	14	13	13	14	
		TotalEmotionalScores Teachers	Correlation Coefficient	..	..	1.000	.492	.550	.593 <sup>*</sup>	.087	.025
			Sig. (2-tailed)	..	..	..	..	..	..	..	
			N	..	..	14	14	13	13	14	
	TotalInstructionalSubscaleTeachers	Correlation Coefficient	..	..	.492	1.000	.822 <sup>**</sup>	.888 <sup>**</sup>	.087	.000	
		Sig. (2-tailed)	..	..	.087	..	.001	.000	..		
		N	..	..	13	13	13	13	13		
	TotalTechnicalSubscaleTeachers	Correlation Coefficient	..	..	.550	.822 <sup>**</sup>	1.000	.789 <sup>**</sup>	.051	.001	
		Sig. (2-tailed)	..	..	.051	.001	..	..	..		
		N	..	..	13	13	13	13	13		
TotalEnvironmentalSubscaleTeachers	Correlation Coefficient	..	..	.593 <sup>*</sup>	.888 <sup>**</sup>	.789 <sup>**</sup>	1.000	.025	.001		
	Sig. (2-tailed)	..	..	.025	.000	.001	..	..			
	N	..	..	14	13	13	14	14			
Multi-Level Classes	Multi-Level Classes	What category best describes the type of school setting in which you teach 50% or more of the time?	Correlation Coefficient	..	..	23	22	22	22	22	
			Sig. (2-tailed)	..	..	..	..	..	..	..	
			N	..	..	24	23	22	22	22	
		TotalEmotionalScores Teachers	Correlation Coefficient	..	..	1.000	.343	.401	.723 <sup>**</sup>	.118	.065
			Sig. (2-tailed)	..	..	..	..	..	..	..	
			N	..	..	23	23	22	22	22	
	TotalInstructionalSubscaleTeachers	Correlation Coefficient	..	..	.343	1.000	.827 <sup>**</sup>	.574 <sup>**</sup>	.118	.005	
		Sig. (2-tailed)	..	..	.118	..	.000	.005	..		
		N	..	..	22	22	22	22	22		
	TotalTechnicalSubscaleTeachers	Correlation Coefficient	..	..	.401	.827 <sup>**</sup>	1.000	.596 <sup>**</sup>	.065	.003	
		Sig. (2-tailed)	..	..	.065	.000	..	..	..		
		N	..	..	22	22	22	22	22		
TotalEnvironmentalSubscaleTeachers	Correlation Coefficient	..	..	.723 <sup>**</sup>	.574 <sup>**</sup>	.596 <sup>**</sup>	1.000	.000	.003		
	Sig. (2-tailed)	..	..	.000	.005	.003	..	..			
	N	..	..	22	22	22	22	22			

\* Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

APPENDIX I:  
ADMINISTRATIVE AND TEACHER OPEN ENDED RESPONSES

Survey: Administrative Support Survey-Administrators

64. *What is the best thing you have done to support your teacher(s) this year?*

1 Helping get more classrooms

1 Involved in decision making.

1 Provide common meeting times and common planning times.

1 Supported teachers in preparing for parent teacher conferences in a proactive way.

1 Technology - SMART Boards - New Curriculum

1 Try not to micro-manage.

1 We have regularly scheduled "fun" staff meetings where feedback from parents is shared with teachers.

1 We have purchased some more classroom books for each classroom. We have a therapist in each classroom with the ratio being one classroom teacher, one therapist to 12 students.

1 Purchase smart board with professional development. Evaluated each staff members consistently. Developed classroom movement that is consistent day to day. Assisted in developing various teaching methods in the class.

1 Provide professional development at the beginning of the school year and during each weekly meeting.

1 I own this private individualized education program, and our rule is never more than 3 students per hour. Each staff meeting I provide incentives and thank you gifts. The best this year was providing each active teacher on staff with a coupon that gives her a fresh arrangement of flowers each month. On pay day there is a reminder to pick up the flowers for that month.

*65. What is the one thing you wish you could do to support your teachers?*

**1** Data driven assessment to assure the staff and facility that we are making progress.

**1** Give them more planning time and do a retreat with all of them.

**1** Give them raises and decent vacation time

**1** Increase our teaching space and add air conditioning for the brutal summer months.

**1** Merit pay.

**1** More time observing.

**1** Pay them more!!!!

**1** Provide more available planning time for teacher preparations.

**1** Reduce class size

**1** Having a budget for a library would be a great benefit for our staff and youth within our facility. We also share teacher's editions and that can be a problem at times especially if everyone wants to grade papers at the same time.

*66. What could you do to help your teachers stay in this school?*

**1** Be supportive within mission and policy.

**1** By providing the best curriculum assisted by the best training.

**1** Continued recognition for a job well done.

**1** Have a schedule that allows more curriculum planning time.

**1** Increase pay based on education, experience and evaluations.

**1** Pay increase Support in the classes with tough kids Curriculum growth Technology increases

**1** Perhaps a pay matrix.

**1** Raises

**1** Support increase in pay raises and upgraded benefits.

**1** Most of my teachers have been with me for over 10 years. I think they like the kudos, because the pay is not great. I give bonuses as I can afford.

**1** Of course salary increases would come to mind for most educators. Also have teacher retirement within our system would so beneficial. We currently do not have that for our teachers.

*67. Do you feel that your work place inhibits the support you can give? In other words would you do more if you could?*

Yes. 72.7%

No. 18.2%

I don't know. 9.1%

Survey: Administrative Support Survey-Teachers

*64. What is the best thing your current administrator has done to support you this year?*

**1** Allows me to try new ways of presenting materials. Gave me time off to recert.

**1** Always available when I need him

**1** Be involved! Let me develop my own curriculum!

**1** Excellent support and help during a recent OPI monitoring.

**1** Give me the freedom to solve problems on my own.

**1** Has fought for smaller class sizes.

**1** Listening to concerns and problem-solving.

**1** Not much yet.

**1** Nothing. It is very difficult to work with this person.

- 1 Provided support and encouragement during opi monitoring
- 1 Recognizes how much hard work I put forth. Backs my decision making.
- 1 Saving my job when we had to cut hours of the teaching staff.
- 1 Support my decision to move into a more diverse setting
- 1 The administrator is very supportive of his teaching staff.
- 1 Encouraged me to follow my desire to study doctoral work. Also, advocated for higher pay raise because of the extra units I have received through the university.

*65. What is the one thing you wish your current administrator would do to support you?*

Count Response

- 1 Find an occupational therapist to work in our cooperative
- 1 He is great. I have no wish.
- 1 More planning/curriculum time.
- 1 Not micromanage...
- 1 Observe me working with kids
- 1 Planning time
- 1 Positive feedback - she doesn't give any.
- 1 Try to get us more staff and pay.
- 1 Our program has a very wide fluctuation in students. At times I don't feel heard about the difficulty of teaching all these children with such a wide range of ability and age levels. IE age 11-18. K-12+ ability. On average 16-20 children in the class. One teacher and a mental health worker.

1 Be there when you need to talk and answer questions without making you feel like you are bugging him.

1 Provide more opportunities for professional development. I feel that I am very busy just "surviving" day to day and simply do not have time to learn more about special education.

1 My classroom gets trashed on weekends and evenings, I wish she would try harder to prevent that from happening.

1 Go to bat for the teachers and take part in helping cover classes instead of dumping more classes on the people who are there to cover for the call offs.

1 Not talk behind our backs. Trust that we know what we are doing and give us help when we ask not just treat us like we are stupid.

*66. What do you feel you need from your administrator to stay in this school?*

1 A pay raise but that isn't directly his fault.

1 Everything is fin.

1 Higher salary or some other type of professional remuneration for my services.

1 More money... More security...

1 More support and less micromanaging especially when there are not any issues.

1 More support with tough kids and situations. More pay would be nice too!

1 More time off and a competitive salary.

1 Nothing more than I already have

1 The resources/support to obtain renewal credits for my teaching license.

1 I am very happy in my current position I do not have any plans to leave

1 nothing



**1** I feel that our entire education team is very efficient in our duties. However, we routinely function in a "crisis mode" due to understaffing. This leads to burnout and low morale. The education staff often feels that we perform "mediocre at best" and don't deliver the best education services to the kids. Things fall between the cracks simply because there are not enough people, time and resources to do a good job at everything. Our boss recognizes this and has attempted addressing these issues with limited success.

**1** Sometimes frustration of above becomes overwhelming. I do not plan on leaving my position though. I use several techniques to compensate. I have taught in this type of setting for 20+ years.

**1** Planning time is important. Because of confidentiality concerns-our work cannot be done at home. Time for special education endorsement project classes.

**1** Provide me the time and course load that is appropriate and allows me to take classes and go to other professional development classes.

**67.** *Do you feel that your work place inhibits the support your administrator can give? In other words would they do more if they could?*

Yes. 40.0%

No. 40.0%

I don't know. 20.0%

APPENDIX J:

GERSTEN'S CONCEPTUAL FRAMEWORK MODEL FIGURE 1 PERMISSION

**From:** Tom Keating [mailto:tkeating@-----]

**Sent:** Monday, August 29, 2011 4:00 PM

**To:** Amy Hughes

**Subject:** Re: Request to cite article in doctoral dissertation

Hi Amy,

It's absolutely okay to use the figure you are referring to with appropriate attribution. Can you also let me know where you saw the article? I wasn't primary author and am no longer involved in teacher retention research, but it would be interesting to know, as I believe there was more than one publication from that project. Best wishes for your dissertation endeavors!

Regards,  
-Tom

---

Tom Keating, Ph.D.  
Eugene Research Institute  
99 West 10th Ave., Suite 395  
Eugene, OR 97401  
541-342-3763

---

On Aug 25, 2011, at 6:17 PM, Amy Hughes <[amytrevor@-----](mailto:amytrevor@-----)> wrote:

Hello. My name is Amy Hughes and I am a doctoral candidate at the University of Montana in Missoula. As I was doing my research for my dissertation, I came across an article that you co-authored. I really was interested in the research and thought about how it pertains to my topic. I am writing my dissertation on: "The relationship between principal support and teacher retention in hard to staff schools." The figure of "Conceptual Model that Guided Path Analysis" that was on page 552 of your article would fall nicely into the parameters of my research and I was hoping to ask you for your permission to use it. I was wondering if it would be ok for me to use your figure in my literature review in regards to my research on this special

population of teachers in hard to staff schools? I was not sure if there was a copyright produced on it and did not want to violate any rights in regards to your article.

Thank you for any consideration in regards to this subject. I appreciate your time and look forward to hearing from you. If you would like any further information on my research or would like to discuss this, I would be more than happy to do so.

Sincerely,  
Amy Hughes  
University of Montana