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THE SCHOOL PRINCIPAL AND TEACHER RETENTION

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*A report by the Metropolitan Educational Research Consortium (MERC)
Virginia Commonwealth University School of Education*

ABOUT THIS REPORT

This report comes from the MERC Teacher Retention study. This study was designed to identify patterns of teacher retention in the MERC region and to determine the school and system-level factors driving them. The study also provides an overview of state and regional policies and programs relevant to teacher retention, and includes evaluations of existing policies and initiatives to determine efficacy and cost benefit.

This policy brief examines the role of leadership, and specifically the school principal, in retaining teachers. The brief includes a review of studies that used survey scales to measure leadership and then disaggregate and re-aggregate the items in those scales into a handful of common themes. The purpose of this policy brief is to review the foundational literature on the role of the principal in order to develop a set of focus areas for principals who want to improve teacher retention.

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INTRODUCTION

As the chief human capital managers in their schools, principals are uniquely positioned to pursue differential retention strategies. (Grissom & Bartenen, 2019, p. 515)

A number of indicators establish that there is a K-12 teacher shortage in the United States that was growing even before the pandemic. Over the last few years, there have been increases in subject area teaching vacancies across the states as well as declining enrollments in teacher preparation programs. In 2016, Sutcher, Darling-Hammond, and Carver-Thomas issued a report called *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.*¹ Figure 1 below is from that report and shows that as of the 2011-12 school year, there was a surplus of teachers in the labor market. But, estimated projected demand quickly surpassed the estimated supply. The shortage of teachers was projected to increase fivefold in the subsequent five years.

In March of 2019, the Economic Policy Institute (EPI) issued the first report in a series examining the magnitude of the teacher shortage. Based on their analysis of existing data and information, they concluded that

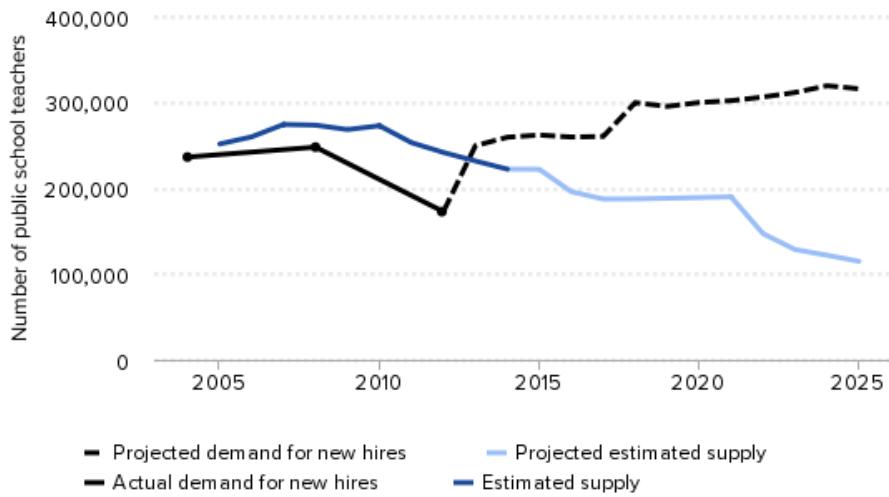
*The teacher shortage is real, large and growing, and worse than we thought. When indicators of teacher quality (certification, relevant training, experience, etc.) are taken into account, the shortage is even more acute than currently estimated, with high-poverty schools suffering the most from the shortage of credentialed teachers.*²

There are a number of reasons for this shortage, ranging from meager salaries to difficult working conditions. And, the teacher shortage is not just the result of not replacing retired teachers or low enrollments in teacher preparation programs; it is also very much the result of teachers leaving the profession, particularly at early stages of their careers. Therefore, in addition to trying to increase the supply of new teachers, there has been increased attention to efforts to retain existing teachers.

¹ Sutcher, Darling-Hammond, and Carver-Thomas (2016)

² Economic Policy Institute (2019)

Figure 1. Teacher shortage as estimated by Sutcher, Darling Hammond, and Carver-Thomas Projected Teacher supply and demand for new teachers, 2003-2004 through 2024-2025 school years



Note: This figure was created for a report for the Learning Policy Institute. From “A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S” by Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.. Palo Alto, CA: Learning Policy Institute.

Teacher retention is a multi-pronged, multi-level issue, and research indicates a number of ways that teacher retention can improve. After reviewing the literature on attracting and retaining teachers, Podolsky et al. (2019) , concluded that “[c]omprehensive investments in the preparation, induction, and professional learning of teachers and principals as well as in the conditions necessary to support high-quality teaching and learning should be considered simultaneously.”³ Additionally, based on a meta-analysis, Nguyen et al. (2019) find that teacher retention might be improved by providing retention bonuses and limiting late hiring, and also by strengthening “school organizational characteristics, such as student disciplinary problems, administrative support, teacher collaborations, and professional development” (p. 33). ⁴

The Role of Administrative Support

Administrative support is a particularly strong correlate of teacher retention according to a considerable body of research on the role of leadership in retaining teachers. Research has consistently shown school building leadership, particularly the principal, plays an

³ Podolsky et al. (2019)

⁴ Nguyen et al. (2019)

important role in teacher retention.^{5 6 7 8} How that role is conceptualized, and how leadership is operationalized for research purposes, is an evolving matter. Grissom (2011) offered one of the earliest conceptual frameworks which situated “principal effectiveness” as part of the overall working conditions that go into the cost-benefit calculations that teachers make in deciding whether to stay in a school or the profession altogether.⁹

Since 2011, there have been a number of studies that attempt to situate the role of school-level leadership around teacher retention. As it is both a working condition and also has the ability to influence other working conditions, multiple conceptual frameworks have been proposed with principal leadership located in multiple places. In recent years, though, a growing consensus has emerged that principals influence school climate which then influences teacher satisfaction and, therefore, retention.

Numerous mechanisms may link more effective leadership to lower turnover, but explanations in most studies center on effective leaders' positive impacts on school climate... which in turn improves teachers' satisfaction and commitment to the school and makes it less likely that they leave.¹⁰

In addition to changing conceptualizations of **where** principal leadership fits in a framework for understanding teacher retention, **how** leadership is conceptualized and/or operationalized varies considerably across the research. That is, different studies have used different operational definitions and different measures of leadership.

In this policy brief, we review the research on the role of the principal in teacher retention. We review large-scale studies that used scales to measure leadership and then disaggregate and re-aggregate the items in those scales into a handful of common themes. The goal of this work is to better understand specific practices building leaders can undertake to improve teacher retention.

⁵ Boyd et al. (2011)

⁶ Ladd (2011)

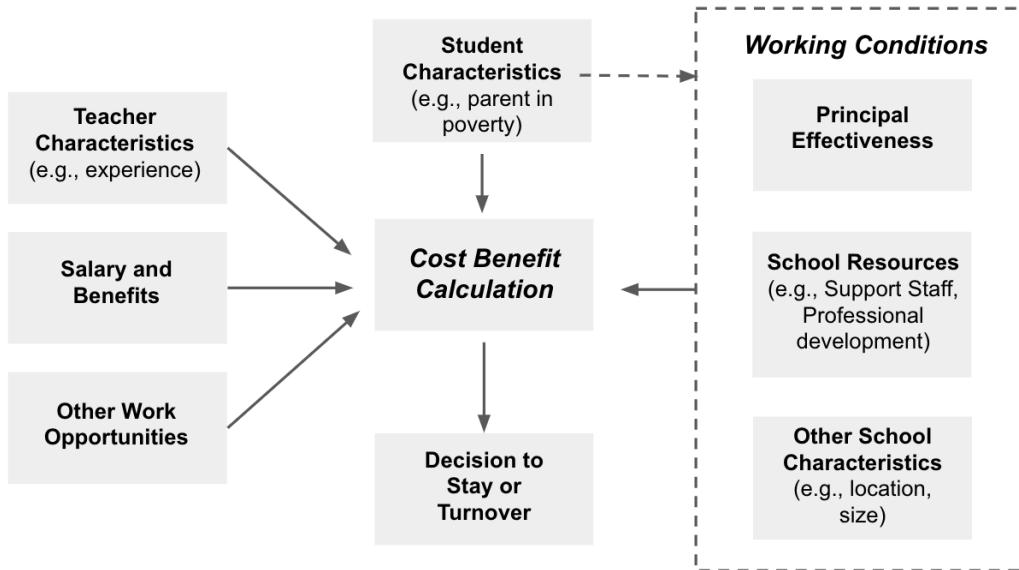
⁷ Grissom (2011)

⁸ Ingersoll & May (2012)

⁹ Grissom (2011)

¹⁰ Grissom & Bartanen (2019) p. 517

Figure 2. A Teacher Retention Framework (Grissom, 2011)



Note: This figure was created for an article for the Teachers College Record. From “Can Good Principals Keep Teachers in Disadvantaged Schools? Linking Principal Effectiveness to Teacher Satisfaction and Turnover in Hard-to-Staff Environments” by Grissom, J. A. (2011). *Can Good Principals Keep Teachers in Disadvantaged Schools? Linking Principal Effectiveness to Teacher Satisfaction and Turnover in Hard-to-Staff Environments*. 34.

METHOD

For the purposes of this brief, we used a modified form of the meta-narrative review technique, a method developed to allow researchers to grapple with conceptually complex and varied bodies of research.¹¹ The method favors sense making over cataloging; that is, the main goal of the approach is “teasing out the meaning and significance of the literature rather than producing an encyclopedic inventory of every paper published on the topic.”¹² In meta-narrative review, the main technique is interpretive synthesis which involves reading and rereading primary sources and using narrative to summarize their key methods and findings

For this review, we searched for primary sources on the role of principals in teacher retention with particular emphasis on recent research. Using some of the recent literature, we looked for the foundational research by examining the most frequently cited studies. In

¹¹ Greenhalgh et al (2009)

¹² Greenhalgh et al (2009) pp. 730-31

addition, we were looking in particular for research that had clearly articulated measures of leadership. This limited our search to studies that involved large-scale surveys or secondary data analysis. Based on that review, we identified four clearly foundational large-scale studies that used scales/measures of principal leadership that could be broken down into individual items.^{13 14 15 16} Irrespective of research design, these studies were cited over and over in most articles we located and read. To those four studies, we added two more recent studies that met the same methodological criteria, but were not quite as widely cited, likely because they are so recent.^{17 18} These six studies became the basis for analysis.

The individual items of the scales/measures of school leadership used in those six studies are listed in the Appendix. The items came from scales/measures used in national surveys including the Schools and Staffing Survey (SASS) and the Beginning Teacher Longitudinal Survey (BTLS), as well as a statewide survey in North Carolina, and a survey used by the New York City Department of Education.

Looking across the items that comprise the scales/measures used in the studies, we looked for common items and/or themes. Those common items and themes form the basis for the recommendations we lay out below for school principals who are looking to improve teacher retention.

THE FIVE FOCUS AREAS

Ultimately, by breaking down the leadership measures/scales into their individual items, we were able to use those items to construct five major themes. We call these ***the five focus areas***. In other words, if school principals want to retain teachers, there are, according to our review, a handful of areas they should focus on or prioritize. For each of the five focus areas below, we list representative items from the scales and measures to help explain the focus area. Additionally, we add some information from other research beyond the six studies that provided the scales/measures of leadership to give some supplemental narrative and context to the focus area.

¹³ Boyd et al. (2011)

¹⁴ Ladd (2011)

¹⁵ Grissom (2011)

¹⁶ Ingersoll & May (2012)

¹⁷ Kraft, Marinell & Yee (2016)

¹⁸ Kim (2019)

FOCUS AREA ONE:
DEVELOPING A SHARED VISION TO WHICH ALL EMPLOYEES ARE COMMITTED

- ***The principal lets staff members know what is expected of them.***
- ***The principal knows what kind of school he or she wants and has communicated it to the staff.***
- ***The faculty are committed to helping every student learn.***

The role of vision setting has long been studied and taught by professors of educational leadership. Furthermore, there is a significant literature base behind the importance of shared vision for improved organizational outcomes.^{19 20} Shared vision is about members of a team or organization having widespread agreement on where the organization is headed. The idea is that the vision is not just communicated, but shared collectively. In education, Heck & Hallinger (2010) demonstrated the positive impact on school outcomes from collaborative leadership which involves “strategic school-wide actions that are directed towards school improvement and shared among the principal, teachers, administrators and others” (p. 97).²¹

Qadach, Schechter & Da'as (2020) measured shared vision with five items taken from Anderson and West's (1998) Team Climate Inventory.²² These items look at the extent to which participants feel their team colleagues (i.e. teaching staff) are in agreement with and committed to school objectives. In the end, they find that instructional leadership is positively correlated with shared vision which is then significantly negatively related to teachers' intent to leave.

Similarly, confirming the negative correlations between shared vision and a teacher's intent to leave highlights the important fact that when employees are included in the shared conversations regarding a school's future agenda, their levels of commitment are heightened... possibly decreasing a teacher's intent to leave the school (p. 628).²³

¹⁹ Carson, Tesluk, and Marrone (2007)

²⁰ Ensley et al. (2006)

²¹ Heck & Hallinger (2010)

²² Anderson and West (1998)

²³ Qadach, Schechter & Da'as (2020)

FOCUS AREA TWO: RELATIONAL TRUST

- **Teachers' opinions are valued and called upon when making important decisions**
 - Through conversation, Teacher Working Conditions survey, and a regular “effective process for making group decisions and solving problems”
- **Decisions and data are openly communicated with teachers**
- **“Teachers are trusted to make sound professional decisions about instruction”**
- **School leadership is approachable and “makes a sustained effort to address teacher concerns”**
- **Collaboration is encouraged amongst teachers**
- **Special emphasis on new teacher support**
- **Regular communication**
- **“Principal supports professional development beyond those activities that are required”**
- **“Staff members are recognized for a job well done”**
- **Principal supports teachers with parent interactions when needed**

Collective trust or relational trust is a construct that research has connected with school improvement including improved student achievement.^{24 25 26 27 28}

Relational trust has been defined as an employee's understanding of their own and others' role obligations, the expectations the individual holds for these roles, and the meaning they assign to social interactions based on these expectations (Bryk & Schneider, 2002). Bryk & Schneider's (2002) research uncovered four theoretical criteria under the umbrella of relational trust: respect (do people recognize my positive contributions to children?), competence (how effective is this person at meeting what I perceive as his or her role obligations?), personal regard (do people care about me and others, and is a person extending himself or herself beyond what is formally required?), and integrity (is there consistency between what people say, what they believe, and what they do?).²⁹

There has been a lot of research on the relationship between relational trust and school improvement, and the role of the principal in creating and maintaining that trust is emphasized in that work. Torres (2016) offered an example of the role a principal can play in establishing relational trust with teachers.

²⁴ Adams & Forsyth (2013)

²⁵ Bryk & Schneider (2002)

²⁶ Bryk et al. (2010)

²⁷ Goddard, Salloum, & Berebitsky (2009)

²⁸ Goddard, Tschannen-Moran, & Hoy (2001)

²⁹ Bryk & Schneider (2002)

As an example of principal- teacher relational trust, teachers may expect strong instructional support from a principal as part of his role obligation. A principal may validate these expectations (and therefore earn trust) with regular visits to classrooms followed by helpful feedback. He may promise support but neglect to follow-up or provide it in a manner perceived as ineffective by the teacher, which would diminish trust. The critical factor is what teachers expect of this principal and how they perceive his subsequent actions according to that understanding (pp. 69-70).³⁰

While there is a lot of research on relational trust and school improvement and the role of the principal in relational trust, there is less research on the relationship between principal behaviors, relational trust, and teacher retention. Torres (2016) examined this relationship in “no excuses” charter schools and described “...some of the complexities behind how and why perceptions of administrative support may vary based on the teacher or circumstance and how perceptions relate to turnover.” In particular, involving teachers in making decisions “conveys respect, while successfully facilitating opportunities for professional growth may demonstrate competence or personal regard (e.g., care for teachers).” For trust to grow, there needs to be continuous validation of role expectations; the work of maintaining relational trust cannot be sporadic.

FOCUS AREA THREE: SHARED INSTRUCTIONAL LEADERSHIP

- “Teachers are held to high professional standards for delivering instruction”
- Performance evaluations are fair, consistent, and constructive
- Teachers receive regular feedback about classroom instruction
- Teachers receive “helpful training on the use of student achievement data to improve teaching and learning”
- Professional development helps teachers improve their instruction and better meet students’ needs

Instructional leadership, as a construct, has developed over the years from a focus on individual leaders to a shared endeavor. Robinson et al (2008) conducted a meta-analysis of different leadership styles and noted that the early frameworks of instructional leadership were focused on the principal but that, over time, the frameworks grew to include others in a form of shared instructional leadership.³¹ According to Urick (2015):

...researchers have found shared instructional leadership to have the largest effect on student achievement...These same principal behaviors associated with shared instructional leadership, such as shared decision making, a sense of teacher community and principal instructional direction and support, may influence teacher

³⁰ Torres (2016)

³¹ Robinson et al (2008)

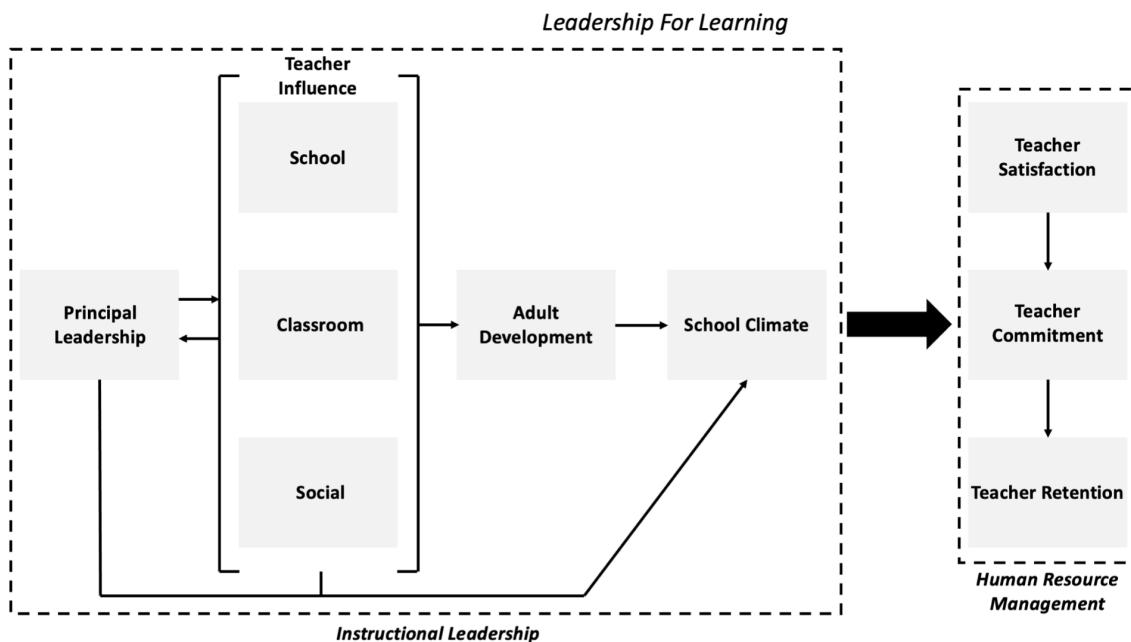
retention (p. 434).³²

In their meta-narrative review of the research on instructional leadership, Boyce & Bowers (2018) found four themes. The instructional leadership theme most often studied was principal leadership and influence.

Some examples of principal leadership behaviors studies include: building community, providing professional development, leading curriculum creation, supervising teachers, communicating the vision/mission of the school, and supporting student learning. The research consensus is that principal leadership and influence has strong effects on school climate, teacher satisfaction, teacher commitment, and teacher retention (p. 5).³³

Boyce & Bowers (2018) argue that the very construct of instructional leadership has transitioned to the notion of “leadership for learning,” and they construct a model depicting that integrated framework. The integrated framework depicted below shows how instructional leadership has been conceptualized and how it is related to human resource management, including, ultimately, teacher retention.

Figure 3. Leadership for Learning (Boyce & Bowers, 2018)



Note: This figure was created for a meta-narrative review in the Journal of Educational Administration. From “Toward an evolving conceptualization of instructional leadership as leadership for learning: Meta-narrative review of 109 quantitative studies across 25 years” by Boyce, J., & Bowers,

³² Urick (2015)

³³ Boyce & Bowers (2018)

A. J. (2018). Toward an evolving conceptualization of instructional leadership as leadership for learning: Meta-narrative review of 109 quantitative studies across 25 years. *Journal of Educational Administration*, 56(2), JEA-06-2016-0064. <https://doi.org/10.1108/JEA-06-2016-0064>.

This integrated framework shows how there is a reciprocal relationship between teacher autonomy and influence and principal leadership. That reciprocal relationship then affects adult development. Those three factors contribute to school climate, which, in turn, serves as a conduit between instructional leadership and the three emergent factors (teacher satisfaction, teacher commitment, and, ultimately, teacher retention).

FOCUS AREA FOUR: PROMOTES SAFE WORKING CONDITIONS

- **The principal clearly communicates conduct and safety expectations with parents and students**
 - **Backs up teachers when they need it**
 - **Communicates effectively with parents when students misbehave**
- **The principal provides resources for teachers to better manage classroom behavior**
 - **Professional development specifically related to classroom management and discipline**
- **Teachers play a role in developing discipline and safety policy**

The reasons for teacher turnover are varied, though recent research shows an increasing number of teachers who leave their schools or the profession altogether because of concerns over student behaviors and perceptions of safety.

Ingersoll (2003) found that schools with more student discipline problems have a higher teacher turnover rate.³⁴ Similarly, based on a teacher retention survey across five school districts, Thibodeaux et al. (2015) concluded that student discipline is high on the list of reasons teachers offer for leave the profession:

When asked ‘Which factor contributes greatest to a teacher’s decision to leave the teaching profession,’ teachers reported lack of administrative support, teacher workload, and student discipline as the three strongest reasons teachers leave the profession (p. 227).³⁵

Based on a large-scale study of retention of middle school teachers in New York City, Marinelli and Coca (2013) determined that teacher retention was higher in schools that “...had high levels of order—that is, fewer incidents of violence, theft, disrespect toward teachers, and student absenteeism” (p. viii). The relationship between turnover and school order was not unlike the relationship between turnover and principal leadership, pointing

³⁴ Ingersoll (2003)

³⁵ Thibodeaux et al. (2015)

to an interrelatedness of school discipline and teacher retention. “While principals cannot maintain school order on their own, they play a critical role in establishing and reinforcing norms for student behavior” (p. viii).³⁶

FOCUS AREA FIVE: BUREAUCRATIC SHIELD

- **School leadership tries to minimize the amount of routine administrative paperwork required of teachers.**
- **The school administration deals effectively with pressures from outside the school (for example, from the district or from parents) that might interfere with my teaching.**
- **The school administration does a good job of getting resources for this school.**

An emerging area in the research on teacher retention and school leadership is the role of school leaders as bureaucratic shields. Teachers can become so bogged down in paperwork and seemingly meaningless bureaucratic activities that they lose interest in the work of being a teacher.

Lambersky (2016) studied teacher perceptions of leadership in order to better understand the sorts of leadership practices that work for teachers. The study involved semi-structured interviews of 20 secondary teachers in Canada. Half of the teachers interviewed spoke to the negative impact of bureaucracy. Teachers reported lower levels of commitment or engagement when they perceived inordinate amounts of bureaucracy or “paperwork.”

*When teachers saw their principals as partners in their commitment, willing to find ways to “make it work” by facilitating the paperwork or helping to break down “roadblocks,” in the words of one participant, they were more willing to commit. On the other hand, when study participants reported they felt like their principal’s desire to satisfy board-level minutiae exceeded their interest in supporting student and teacher initiative, their commitment waned. (p. 394).*³⁷

Bureaucracy can be particularly problematic for special education teachers (SET). Vannest and Hagan-Burke (2010) observed 36 SETs’ time use for over 2,200 hours. On average, they spent 12.1% of their time on paperwork, second only to time teaching (40% of their time).

³⁶ Marinelli and Coca (2013)

³⁷ Lambersky (2016)

CONCLUSION

From this modified meta-narrative review, we surfaced five focus areas for principals as they assume a role in teacher retention. In the table below, we frame those focus areas as roles the principal can assume with respect to teacher retention. In addition, we offer five potential action items principals can prioritize for teacher retention.

Roles and Action Items for Principals

The first two focus areas or roles are likely not new or surprising to anyone who has practiced or studied school leadership. Principals have long been expected to have a vision for the school and have been expected to be leaders for learning. The focus on relational trust, however, has emerged over the last decade or so and speaks to the interpersonal and dynamic nature of the work of school leadership. The last two focus areas are also the subject of more recent research and emphasize the role of principals as protectors. They are expected to protect teachers by ensuring a safe school environment and by shielding teachers from the minutiae of bureaucracy and the external pressures of the profession.

These areas or roles are not independent; they overlap. For example, a principal who obtains funds for professional development on classroom management is being an instructional leader, a safety officer, and a bureaucratic shield. Additionally, a principal who undertakes respectful classroom observations and competently communicates the results is being a relational trust builder and an instructional leader. Thus, the work of a principal is interpersonal and dynamic. As Kraft, Marinelli & Yee (2016) write, “Changing the culture and collective practices of a teaching staff is an interpersonal process that involves complex social dynamics.”³⁸ Ultimately, the evidence reviewed suggests that the principal who best focuses on these five areas and can best do that interpersonal work is most likely to retain teachers.

³⁸ Kraft, Marinelli & Yee (2016)

FIVE ROLES FOR THE PRINCIPAL				
Shared Vision developer	Instructional Leader	Relational Trust builder	Safety officer	Bureaucratic shield
<ul style="list-style-type: none"> ❖ Everyone knows what kind of school he or she wants and has. ❖ Everyone knows and agrees what is expected of them. ❖ Everyone is committed to helping every student learn. 	<ul style="list-style-type: none"> ↳ Building community ↳ Providing professional development ↳ Leading curriculum creation ↳ Supervising teachers ↳ Supporting student learning. 	<ul style="list-style-type: none"> ❖ Respect ❖ Competence ❖ Personal regard ❖ Integrity 	<ul style="list-style-type: none"> ❖ Clearly communicates conduct & safety expectations ❖ Backs up teachers when they need it ❖ Provides resources for teachers to better manage classroom behavior. 	<ul style="list-style-type: none"> ❖ Minimize the amount of paperwork required of teachers ❖ Deals with pressures from outside the school that interfere with teaching ❖ Gets resources for the school.
FIVE POTENTIAL ACTION ITEMS				
Consistently review and revisit the school's mission and vision statements as a full faculty and staff, and use it as a guide for important decisions.	Prioritize leadership for learning by keeping track of the amount of time spent on various activities and noting how much of that time is spent observing and talking with teachers about teaching and learning.	In addition to faculty and staff meetings, hold regular one-on-one meetings with faculty and staff to discuss plans, listen to faculty staff members' wishes and concerns, and incorporate their ideas.	Provide staff development focused on classroom management and practices such as restorative justice.	Develop and implement systems and use technologies that allow everyone in the school to work smarter not harder.

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APPENDIX: KEY STUDIES AND MEASURES

AUTHOR(S)	MEASURES/INDICATORS
Boyd et al. (2011) “A standard deviation increase in a teacher's assessment of the administration decreases his or her likelihood of transferring by approximately 44% relative to staying in the same school and decreases his or her likelihood of leaving teaching in New York City by approximately 28% relative to staying in the same school.”	Survey administered to first-year NYC teachers (some items borrowed from SASS) <ul style="list-style-type: none"> • The school administration's behavior toward the staff is supportive and encouraging • The school administration usually consults with staff members before making decisions that affect us • The school administration has a well-planned and enforced school discipline policy • The school administration deals effectively with pressures from outside the school (for example, from the district or from parents) that might interfere with my teaching • The school administration does a good job of getting resources for this school • The school administration evaluates teachers' performance fairly • Data on student learning are regularly collected and reviewed with all members of the school community (teachers, administrators, etc.) ..
Ladd (2011) “The results to this point are clear: Teachers' perceptions of working conditions at the school level are highly predictive of an individual teacher's intentions to leave a school, with the perceived quality of school leadership the most salient factor.”	North Carolina teacher working conditions survey <ul style="list-style-type: none"> • The faculty and staff have a shared vision. • Teachers are held to high professional standards for delivering instruction • Teacher performance evaluations are handled in an appropriate manner. • The procedures for teacher performance evaluations are consistent. • Teachers receive feedback that can help them improve teaching. • There is an atmosphere of trust and mutual respect within the school. • The faculty are committed to helping every student learn. • The school leadership communicates clear expectations to students and parents. • The school leadership shields teachers from disruptions, allowing teachers to focus on educating students. • The school leadership consistently enforces rules for student conduct. • The school leadership supports teachers' efforts to maintain discipline in the classroom. • Overall, the school leadership in my school is effective. Opportunities are available for

	<p>members of the community to actively contribute to this school's success.</p> <ul style="list-style-type: none"> ● The school leadership consistently supports teachers. ● The school improvement team provides effective leadership at this school. ● At this school, we utilize results from the Teacher Working Conditions survey as a tool for improvement. ● Teachers are protected from duties that interfere with their essential role of educating students. ● School leadership tries to minimize the amount of routine administrative paperwork required of teachers. ● Teachers are centrally involved in decision making about educational issues. ● Teachers are trusted to make sound professional decisions about instruction. ● The faculty has an effective process for making group decisions and solving problems. ● In this school we take steps to solve problems. ● Opportunities for advancement within the teaching profession (other than administration) are available to me. ● Teachers and staff work in a school environment that is safe. ● How large a role teachers at your school have in... Establishing and implementing policies about student discipline. ● The school leadership makes a sustained effort to address teacher concerns about ... <ul style="list-style-type: none"> ○ Facilities and resources ○ The use of time in my school ○ Professional development ○ Empowering teachers ○ Leadership issues ○ New teacher support
Grissom (2011) <p><i>"The coefficient is negative and significant ($\beta = -0.014, p < 0.01$), suggesting that each standard deviation increase in principal effectiveness is associated with about a 1.5-point decrease in a teacher's probability of leaving the school... This decrease is approximately 11 percent in</i></p>	<p>Schools and Staffing Survey (SASS) and its supplement, the Teacher Follow-Up Survey (TFS)</p> <ul style="list-style-type: none"> ● The principal knows what kind of school he/she wants and has communicated it to the staff. ● The school administration's behavior toward the staff is supportive and encouraging. ● My principal enforces school rules for student conduct and backs me up when I need it. ● The principal lets staff members know what is expected of them. ● In this school, staff members are recognized for a job well done. ● I like the way things are run at this school.

<i>the average school, a significant drop.”</i>	
Ingersoll & May (2012) “A 1-unit difference between schools in average reported support (on a 4-unit scale) was associated with a 21% decrease in the odds of a teacher departing.”	Schools and Staffing Survey (SASS) and its supplement, the Teacher Follow-Up Survey (TFS) <ul style="list-style-type: none"> • The school administration’s behavior toward staff is supportive and encouraging. • My principal enforces school rules for student conduct and backs me up when I need it. • The principal knows what kind of school he/she wants and has communicated this to the school. • In this school, staff members are recognized for a job well done.
Kraft, Marinell & Yee (2016) “Given the average turnover rate among middle school teachers in NYC is 15.1%, a one standard deviation increase in the quality of Leadership alone is associated with approximately an 11% reduction in turnover.”	New York City Department of Education’s (NYC DOE) School Survey <ul style="list-style-type: none"> • The principal at my school communicates a clear vision for our school. • The principal at my school encourages open communication on important school issues • The principal at my school is an effective manager who makes the school run smoothly • To what extent do you feel supported by: my principal? • School leaders provide time for collaboration among teachers • School leaders give me regular and helpful feedback about my teaching. • Overall, my professional development experiences this school year have provided me with teaching strategies to better meet the needs of my students. • I have sufficient materials to teach my class(es), including: books, audio/visual equipment, maps, and/or calculators. • I received helpful training on the use of student achievement data to improve teaching and learning this year. • Overall, my professional development experiences this school year have provided me with content support in my subject area. • My school communicates effectively with parents when students misbehave. • I can get the help I need at my school to address student behavior and discipline problems.
Kim (2019) “A one standard deviation-increase in ECTs’ perceptions about leadership in the previous year was associated with 22% lower odds of	Beginning Teacher Longitudinal Survey (BTLS) <ul style="list-style-type: none"> • “the school administration’s behavior toward the staff is supportive and encouraging;” (Leadership related to culture) • “the principal knows what kind of school he or she wants and has communicated it to the staff;” (Instructional leadership)

<p>teachers leaving their school” (NOTE: the relationship is insignificant for elementary school teachers).“</p> <p>When disaggregating leadership into the three areas, “...only principal leadership related to student behavior management had significant associations with both measures of teacher turnover. After controlling for school- and teacher-level characteristics, a one standard deviation-increase in this aspect of leadership measured in the previous year was associated with 20% lower odds of teachers leaving their schools and 18% lower odds of teachers leaving the profession.”</p>	<ul style="list-style-type: none">• “my principal enforces school rules for student conduct and backs me up when I need it;” (Leadership related to student behavioral management)• and whether they have received support such as “regular supportive communication with your principal, other administrators, or department chair.”• “my principal supports me in classroom management issues when I need it;” (Leadership related to student behavioral management)• “my principal supports me in my interactions with parents when I need it;”• “my principal is approachable;”• “my principal listens to my concerns;”• “my principal supports my professional development beyond those activities that are required;” (Instructional leadership)• “my principal has professional respect for teachers;”• “my principal encourages collaboration among teachers.” (Leadership related to culture)
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