

School and District Leadership and the Job Satisfaction of Novice Teachers: The Influence of School Culture

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BOSTON COLLEGE

Lynch School of Education

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Professional School Administrator Program (PSAP)

School and District Leadership and the Job Satisfaction of Novice Teachers:
The Influence of School Culture

Dissertation in Practice by

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Morris

submitted in partial fulfillment
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The Influence of School Culture

By
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Abstract

This qualitative case study examined the perceived influence of school culture on the job satisfaction of novice teachers in one Massachusetts school district. Dinham and Scott's "Three Factor Theory" of job satisfaction (1998) was utilized as a conceptual framework to guide the study. Data were gathered from interviews with novice teachers, school leaders, and district leaders as well as a document review. The results of the study found the job satisfaction of novice teachers was influenced by school culture, particularly collaborative practices and administrator visibility. Novice teachers reported that having either scheduled or spontaneous, to connect with colleagues assisted with building strong interpersonal relationships and enhanced job satisfaction as well as contributed to their growth as teachers. The school district appeared to have a strong culture of supportive relationships that contributed to high levels of job satisfaction for novice teachers. Thus continually examining the support of school leaders is recommended to sustain high job satisfaction.

Dedication

The most academically influential person of my youth was my aunt Nancy. At an early age my aunt, a university administrator, began communicating to me the importance of school and getting a good education. Through my middle and high school years, she continued to reinforce that school is a place everyone can succeed and for me to apply myself and strive to reach my full potential. She has always continued to push me to develop the work habits required to be successful. Her support, guidance, love, and passion for my success inspired me to succeed educationally and professionally.

Nancy continues to provide support and has taken on the role of #1 cheerleader through all my professional roles and was the biggest push to get me to apply to the Boston College program - and yes, the first phone call I made after I was accepted – and yes the first text when I got a defense date. The most prevalent finding from my study is the power of collaboration. I feel this doctoral journey and dissertation was a collaborative process with Nancy. Thus, I want to share this accomplishment with her because, without her, there would not be a dissertation to defend.

Nancy - Your belief in me allowed me to embrace each new challenge and gave me the confidence and perseverance I needed to complete this journey. You have always told me “Matt, you can do anything”, so if that is the case, I am honoring you with an Honorary Ed.D so we can share in this accomplishment, you have earned it!

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CHAPTER 1¹

Introduction

The high rate of novice teacher turnover is a significant problem for educational leaders (Ingersoll & Smith, 2003). Researchers note that, “after just five years, between 40 and 50 percent of all beginning teachers have left the profession” (p. 2). The attrition rate is substantial because it is expensive for districts to train new teachers (Wynn, Carboni, & Patall, 2007). As teaching experience is a critical factor of student success (Darling-Hammond, 2000a ; Huang & Moon, 2009; Murnane & Phillips, 1981), “high levels of teacher attrition make it difficult for schools to achieve a “critical mass” of faculty who possess the skills and experience necessary to sustain educational reforms called for by policy makers” (Huling, Resta, & Yeargain, 2012, p. 14). Thus, teacher attrition has numerous ramifications for school improvement efforts, pupil achievement, and policy implementation.

Statement of Problem

Teachers frequently leave the profession as a result of job dissatisfaction and the aspiration to find a better career (Ingersoll, 2001). This combination accounts for 42% of departures from the teaching profession (Ingersoll, 2001). A closer look at these statistics reveals the main sources of teacher dissatisfaction are “low salaries, lack of support from the school administration, student discipline problems, and lack of teacher influence over school-wide and classroom decision making” (p. 522). Lam and Yan (2011) define job satisfaction as:

derived from factors related to job nature, that is, what employees actually do....the job is perceived as providing positive satisfaction if it has characteristics that lead to the

¹ This chapter was jointly written by the authors listed and reflects the team approach of this project: Kori Becht, Elizabeth Chamberland, Bridget Gough, Matthew Joseph, Mark McManmon, and Michael Morris

satisfaction of higher-order human needs, such as personal growth and recognition. (p. 336)

For the purposes of this study, job satisfaction is defined as a “pleasurable or positive emotional state resulting from the appraisal of one’s job and job experience” (Hulpia, Devos, & Rossell, 2009, p. 294). The Alliance for Excellent Education, in collaboration with the New Teacher Center, found that about “13 percent of the nation’s 3.4 million teachers move schools or leave the profession every year, costing states up to \$2 billion” (Haynes, Maddock, & Goldrick, 2014, p. 1). Further, “researchers estimate that over 1 million teachers move in and out of schools annually, and between 40 and 50 percent quit within five years” (p. 1). School and district leadership may have a strong impact on novice teachers’ job satisfaction (Skaalvik & Skaalvik, 2011).

The issue of novice teacher performance and attrition is not distributed evenly across all schools and districts, however. For instance, many urban schools have a higher percentage of novice teacher attrition and a higher rate of teacher transience compared to suburban counterparts (Jacob, 2007). Novice teachers are often placed in high poverty, racially diverse classrooms, and work with large numbers of students with learning disabilities (Fantilli & McDougall, 2009; Ladson-Billings, 2001). As a result, this places novice teachers at a disadvantage by a lack of mentoring and preparation for negotiating the political context of the school, district, and community (Skaalvik & Skaalvik, 2011).

There are many variables that contribute to the composition of school and district culture. For example, in a study conducted in North Carolina, African-American students were significantly more likely to be taught by a novice teacher than their white counterparts (Clofelter, Ladd & Vigdor, 2005). The data for this study were gathered from a comparison of racial

segregation of students and the probability of having a novice teacher in 7th grade math classrooms. Similarly, a study in New York found that “nonwhite, poor, and low performing students, particularly those in urban areas, attend schools with less qualified teachers” (Lankford, Loeb, & Wyckoff, 2002, p. 54). Peske and Haycock (2006) found that “classes in high-poverty and high minority secondary schools are more likely to be taught by ‘out-of-field teachers’ – those without a major or minor in the subject they teach” (p. 2). While novice teacher attrition affects all schools, these studies indicate that the impact of these factors is likely greater in schools that are already struggling to reach achievement targets than more affluent schools and districts.

Ladd (2011) and Stockard and Lehman (2004) observe that school leaders influence the job satisfaction and retention of teachers. As Ladd (2011) points out, “the higher the perceived quality of school leadership, the less likely teachers are either to plan to leave or actually to leave the school” (p. 256). Research suggests that:

school management policies influence teacher satisfaction and retention, with teachers who are employed in settings where they have greater influence over school policy, greater control over their own classroom, more effective administrators, and a mentoring system that provides support in their initial years of teaching being both more satisfied and more likely to stay in the field. (Stockard & Lehman, 2004 p. 744)

These findings suggest educational leaders impact the job satisfaction and ultimately the retention of teachers in the profession. Given the role school leadership plays in the job satisfaction and retention of teachers (Ingersoll, 2001; Ladd, 2011; Stockard & Lehman, 2004), the purpose of this study was to explore the influence of school and district leadership on the job satisfaction of novice teachers. The overarching questions for this research were:

1. How do school and district leaders perceive their role in the development of novice teacher job satisfaction?
2. In what way(s), if any, do novice teachers attribute job satisfaction to school and district leadership?

The literature review that follows grounds our research. Dinham and Scott's Three-Factor Theory and other theories related to job satisfaction (Herzberg, Mausner, & Snyderman, 1959; Sergiovanni, 1967) provide the conceptual framework. The research presents extrinsic, intrinsic, and school-based factors that may influence the job satisfaction of novice teachers.

Literature Review

The first section of the literature review provides a conceptual overview of Dinham and Scott's Three-Factor Theory and other theories that inform our understanding of the presence or absence of teacher job satisfaction. The second section explores the factors that influence teacher job satisfaction: school conditions, school culture, teachers' self-efficacy, and leadership.

Herzberg's Two-Factor Theory

The two-factor theory of job satisfaction (Herzberg et al., 1959) is commonly used to describe how employees across a variety of fields develop attitudes about their work (Bassett-Jones & Lloyd, 2005; Herzberg, 1968) and "has become one of the most used, known, and widely respected theories for explaining motivation and job satisfaction" (DeShields, Kara, & Kaynak, 2005, p. 131). The theory posits that factors influencing work satisfaction are separate and unrelated to factors that may cause dissatisfaction with work. The satisfying factors, or motivators, are job-intrinsic and are internally generated, such as personal achievement, responsibility, and commitment to the work (Bassett-Jones & Lloyd, 2005; Stello, 2011). Motivators are highly connected to the characteristics derived from Maslow's theory of personal

growth and self-actualization (as cited in Stello, 2011). The presence of motivators contributes to job satisfaction; the absence of motivators would be neutral and would not cause dissatisfaction because the factors contributing to dissatisfaction are on a different scale (Herzberg et al., 1959).

According to this theory, a separate continuum of factors, called hygiene factors, can cause dissatisfaction with work. These factors are related to the general environment that surround the job, such as working conditions and policies that govern the way work is to be done (Herzberg et al., 1959) and are outside the employee's control (DeShields et al., 2005). For instance, the increasing quantity of non-teaching tasks, especially in the form of paperwork, has been identified as a significant hygiene factor for classroom teachers (Spear, Gould, & Lee, 2000). In a similar way that motivators do not cause dissatisfaction, hygiene factors are not a cause of work satisfaction, but can be the source of dissatisfaction.

Two-Factor Theory in Education

Sergiovanni (1967) applied the two-factor theory to teachers to see if the same trend would apply in this specific job field. His research confirmed the findings of Herzberg et al. (1959) in an educational context and added details on which satisfiers and hygiene factors had the most significant effect on teacher job satisfaction. He found that personal achievement, recognition, and responsibility were the most critical factors influencing teacher satisfaction; other satisfiers in the study, such as career advancement, did not appear to relate to teacher satisfaction (Sergiovanni, 1967). The most significant hygiene factor for teachers was interpersonal relations and this response was consistent regardless of demographic factors such as tenure status, gender, or grade level (Sergiovanni, 1967). The study also found that teachers, much like the employees in the study by Herzberg et al. (1959), were primarily motivated by intrinsic factors. Holdaway (1978) confirmed this finding, stating that:

The highest percentages “Satisfied” were obtained with interpersonal relationships, freedom in making instructional decisions, and the teaching assignment. Highest percentages “Dissatisfied” occurred with the facets of attitudes of society and parents; status of teachers . . . and staffing procedures. (p. 45)

School-Based Factors: The Third Domain of Teacher Satisfaction

Because of growing concern about teacher satisfaction, Dinham & Scott (2000) initiated the Teacher 2000 Project, an international program aimed to measure teacher motivation, satisfaction, and health to inform policy and decision-making (Dinham & Scott, 1997). This research confirmed many aspects of Sergiovanni’s (1967) and Herzberg et al.’s (1959) studies, such as intrinsic factors that proved the most significant aspects in determining teacher satisfaction (Dinham & Scott, 1997). Despite this core similarity, Dinham and Scott found altruism and personal growth to be the most influential intrinsic factors, which varies slightly from Sergiovanni’s findings. Other research has found that “teachers in different countries generally derive job satisfaction from factors integral to the teaching job: assisting the growth of children, developing good relationships with students, and experiencing self-growth” (Lam & Yan, 2011, p. 336), which, similar to Dinham and Scott (1997), indicates slight changes over time in the specific intrinsic factors that influence teachers. The literature consistently confirms that intrinsic factors play a central role in determining teacher job satisfaction.

While hygiene factors similar to those identified in Sergiovanni’s research (1967) were found, the negative image of teachers in the media is a new finding that contributes to dissatisfaction (Dinham & Scott, 1997). This change may be due to shifts in the public perception of education as well as increased governmental involvement in schools that have occurred during the thirty years between the two studies. Recent studies found that significant

hygiene factors for teachers include increasing workloads, the low status that teachers hold in our society, and low salaries (Lam & Yan, 2011), as well as the accountability pressures that have come from No Child Left Behind legislation (Byrd-Blake et al., 2010; U.S. Department of Education, 2009) and reduced teacher autonomy (Moore, 2012; Shann, 1998).

While the similarities in these research findings are significant, one major difference emerged. Dinham and Scott (1997, 2000) identified a “third factor” of variables that, unlike satisfiers and hygiene factors, may impact either teacher satisfaction or dissatisfaction. They found that:

. . . there was a third broad band of factors revealed by the study which previous research had not identified, this third or middle band being comprised of largely school-based factors. Falling between the universally perceived intrinsic rewards of teaching such as self-growth and pupil achievement (most satisfying), and the universal extrinsic hindrances to teacher satisfaction and effectiveness such as educational change, the status of teachers and increased administrative workloads (most dissatisfying), are school-based factors such as school leadership, climate and decision-making, school reputation, and school infrastructure, and it was these factors where most variation occurred from school to school and where there is thus greatest potential for change within schools. (1997, p. 16)

These school-based factors differ from satisfiers because they are not intrinsic to the teacher and differ from hygiene factors because they have the capacity to increase job satisfaction (Dinham & Scott, 1998).

These school-based factors are of critical importance in this research as this study focused on aspects of these less explored and more recently identified elements of teacher

satisfaction. Embedded in this research is the assumption that educational leaders have the greatest ability and capacity to influence a critical school-based factor that contributes to teacher satisfaction, which is primarily “a product of leadership” (Dinham & Scott, 1997, p. 16), as compared to leaders’ ability to influence intrinsic satisfiers and hygiene factors, which are primarily outside the control of leaders. Skaalvik and Skaalvik (2011) found that supervisory support contributes to teachers’ sense of belonging, which correlates with job satisfaction and a reduced motivation to leave the profession. This study aimed to investigate discrete leadership frameworks within this third factor that contribute to teacher job satisfaction (See Figure 1).

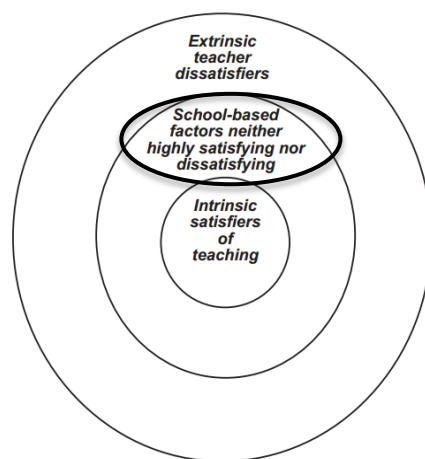


Figure 1. A three-domain model of teacher satisfaction. Reprinted from Dinham & Scott (2000, p. 393).

The next section of this chapter outlines the factors, identified through the literature, that have been shown to influence the job satisfaction of novice teachers. The identified factors will be analyzed through the three-domain model of teacher satisfaction to allow for further investigation of school-based factors that influence the job satisfaction of novice teachers.

Novice Teachers

The profile of the novice teacher is no longer exclusively defined as the recent graduate from a formal teacher preparation program. Johnson (2004) describes the new wave of novice

teachers as, “more homogeneous in race and gender than the retiring generation, more diverse in terms of age, prior experience, preparation, expectations regarding the workplace, and conceptions of career” (p. 7). Research conducted for the U.S. Department of Education by Goldring, Gray, & Bitterman (2013) found that 82% of the current teaching force was non-Hispanic White, 7% were non-Hispanic Black, and 8% were Hispanic. While the demographics of the teaching force have not shifted dramatically, there has been a shift in the quality of the teacher preparation programs completed by the current population of teachers. No Child Left Behind (NCLB) “challenged the traditional concept of teaching by emphasizing content mastery and verbal ability, downplaying pedagogy as a less powerful determinant of student achievement,” which led to changes in many teacher preparation programs (Blanton, Sindelar, & Correa, 2006, p. 115). As a result, NCLB policies created an increased demand to replace underperforming teachers, which sparked the creation of non-traditional entry points into the teaching career. Addressing the shift in teacher preparation, Darling-Hammond (2006) states that “teacher education as an enterprise has probably launched more new weak programs that underprepared teachers, especially for urban schools, than it has further developed the stronger models that demonstrate what intense preparation can accomplish” (p. 3).

Nearly 40% of new public school teachers enter the profession through non-traditional routes (Headden, 2014). According to Henke, Chen, and Geis, (2000), 29% of novice teachers without student-teaching experience left teaching within five years compared to 15% of those who participated in a teacher education program that required student teaching.

Johnson (2004) also notes that many novice teachers are mid-career entrants. Johnson describes a novice teacher population where 28% to 47% of the teaching force has worked for a substantial amount of time in another field. Although these novice teachers bring a variety of

experiences, “midcareer entrants often enter their new school expecting a workplace that was better equipped, more flexible, and more committed to their success than the one they found” (p. 25).

Novice teachers, at a unique phase in their profession, between theory and fully developed practice, are entering a profession vastly different from previous generations (Johnson, 2004). While Johnson focused on teachers in year one and two of their careers, she emphasizes the variation in workplace expectations as they enter the profession. For instance, since the 1960s, a wider range of career options has become available to women. Many of these professions provided a substantial improvement in compensation and training. This has elevated the expectations novice teachers have for support as they enter the teaching profession. This is in contrast to the increasing demands placed on new teachers. Johnson posits that novice teachers are “expected to teach all students so that they achieve high standards and to take on new functions beyond the traditional scope of school’s responsibility” (p. 7). Johnson also states “school structures and practices are no longer adequate to support either teachers’ development or students’ learning” (p. 8). Fantilli and McDougall (2009) identify several challenges that novice teachers experience in their first few years. Significant challenges include difficult teaching assignments, limited or no school support, inadequate traditional and non-traditional preparation programs, an emphasis on student preparation to pass high-stakes assessments and limited skills in differentiating instruction for exceptional students. Johnson (2004) presents the challenge to public schools as follows:

An issue of great concern to policymakers, practitioners, and the public is the challenge of ensuring that all students, whoever they are and wherever they live, have good teachers. If schools fail to attract and retain a strong, committed cohort of new teachers in

the coming years, students will be severely penalized, and those in low income communities will be likely to pay the greatest price. (p. 269)

Yet, despite the challenges new teachers face, novice teachers directly impact students, their learning, and the culture of the school. While growing a population of experienced teachers is imperative for the teaching profession, this work must be embedded within a system of supports that recognizes and encourages and is equipped to develop teachers with the pedagogical and content skills to meet the needs of all students (Andrews, Gilbert & Martin, 2007; Brock & Grady, 1998; Hallinger, 2011).

Factors Influencing Novice Teacher Job Satisfaction

According to Shann (1998), “Teacher job satisfaction has been shown to be a predictor of teacher retention, a determinant of teacher commitment, and in turn, a contribution to school effectiveness” (p. 67). Yet, there is a range of factors related to teacher job satisfaction, and these factors may vary over time, reflecting organizational and cultural changes (Rhodes, Nevill, & Allan, 2004; Shreeve et al., 1998). According to Shreeve et al., “factors of job satisfaction shift with the times and fluctuate with the mores, in effect reflecting facets of the changing culture” (p. 182). The MetLife Survey of American Teachers (Markow, Macia, & Lee, 2013) examined teacher job satisfaction and how the factors of job satisfaction change over time. Teacher job satisfaction rose from 40% in 1984 to reach a high of 62% in 2009. However, in 2012, teacher satisfaction declined to 39%, the lowest point since 1986 (Markow et al., 2013).

Based on the third domain of teacher satisfaction, the next section of the literature identifies factors that influence the job satisfaction of the novice teacher. Intrinsic and extrinsic motivators are specifically connected to working conditions, teacher pedagogical practice, self-efficacy, and teacher autonomy. School-based factors, school culture, as well as school and

district leadership, informed this study, as it is school leadership that realizes the collective importance of all of these factors. Leadership includes aspects such as "working to procure necessary resources and materials, but even more importantly, fostering teacher participation in decision-making and providing valuable opportunities for professional growth" (Sass, Seal, & Martin, 2011, p. 212).

Extrinsic factors. Herzberg's Two Factor Theory (1959) and Sergiovanni (1967) describe the extrinsic teacher dissatisfiers as conditions teachers perceive to be beyond their control. Two factors identified in the literature as contributing to novice teacher job dissatisfaction are working conditions and pedagogical practices related to diverse student populations.

School working conditions. School working conditions can negatively influence the job satisfaction of novice teachers (Dinham & Scott, 1997; Lam & Yan, 2011; Rhodes et al., 2004). Many novice teachers are given more challenging work assignments than their veteran colleagues (Clotfelter et al., 2005; Johnson, 2004). Kardos and Moore Johnson (2007) surveyed a random sample of 486 first- and second-year teachers in four states and found that while 23% of respondents indicated having fewer responsibilities than their more experienced colleagues, 36% indicated that their workload was too heavy, and 52% reported that they did not have enough time available for planning and preparation. The accessibility of resources may also influence job satisfaction as novice teachers often report that they teach classes in multiple rooms and have insufficient supplies or equipment (Johnson, 2004). Collie, Shapka, and Perry (2012) note an association between resource access and job satisfaction. As Lam and Yan (2011) state, "when the school environment allows for teachers to focus on the core business of teaching and allows a reasonable work-life balance, teachers are more likely to become engaged in teaching" (p. 345).

Pedagogical practices related to diverse student populations. Research indicates that a large number of novice teachers are placed in high poverty, high minority classrooms, and work with large numbers of students with learning disabilities (Fantilli & McDougall, 2009; Ladson-Billings, 2001). According to Darling-Hammond (2000b), teachers who were less prepared were less satisfied with their training and had greater difficulties identifying learning needs. She suggests, “They are less able to adapt their instruction to promote student learning and less likely to see it as their job to do so, blaming students if their teaching is not effective” (p. 167). Ladson-Billings (2001) furthers this thinking, “New teachers are often placed in the schools serving the poorest students and those who have failed to benefit from schooling, so the students with the greatest educational needs find themselves being taught by the teachers least prepared to teach them” (p. 17). Thus, an explanation as to why novice teachers leave high poverty, high minority schools may be a result of the context in which they work (Johnson, Kraft, & Papay, 2012). Due to novice teachers’ lack of experience in understanding a student’s language or culture, they may be unable to consider the “impact of their pedagogical decisions on student behavior” (Rodriguez, 2007, p. 63) or academic achievement. Bartolomé (2008) stressed the need to increase teachers’ “ideological clarity” in order to “resist deficit views on students and prevent them from hiding behind views to explain why students do not respond to their instruction” (p. xx). Instead of perpetuating a deficit perspective, teachers are able to “better understand if, when, and how their belief systems uncritically reflect those of the dominant society, and thus unknowingly serve to maintain the unequal and unacceptable conditions that so many students experience on a daily basis” (Bartolomé, 2008, p. xix).

For example, in special education, novice teachers may also struggle with students with learning disabilities. Brownell et al. (2009) conducted a study of 34 special educators who were

in their first 3 years of teaching. Twenty-six of these beginning teachers held a license, “8 taught on a temporary certificate” and all participants “taught reading to third, fourth and/or fifth grade students with LD” (p. 395). It is important to note that teachers on temporary licenses have generally not completed an authentic teacher preparation program. Brownell et al. (2009) found that although the beginning special education teachers in this particular study had some knowledge related to teaching reading, they struggled with the pedagogical practice of teaching reading, such as decoding, facilitating discussion around text, and prompting students to use strategies previously taught. The research also indicated that beginning special education teachers relied more on classroom management and general instructional practice to inform student achievement. This study’s findings may not only cause a concern over the adequacy of special education teacher preparation programs, but these findings may also give us pause to think about all teacher preparations programs as they may be “broad in focus, providing effective instruction and classroom management, but unable to provide in depth instruction in content areas such as reading” (p. 408). Teachers, in general, are more satisfied in schools that provide them with tools to enhance both their content knowledge and pedagogical skills (Johnson et al., 2012; Rodriguez, 2007).

Intrinsic motivators. Herzberg’s Two Factor Theory (1959) and Sergiovanni (1967) describe intrinsic satisfiers as most influential on the job satisfaction of teachers. Two factors identified in the literature as influencing the job satisfaction of the novice teacher are teacher self-efficacy and autonomy.

Self-efficacy. Teachers’ self-efficacy, the belief in the ability to deal with challenges, complete tasks, and impact student outcomes, not only correlates with student achievement, but by increasing early career teachers’ self-efficacy, schools have the potential to retain high quality

teachers who are invested in the profession (Elliot, Isaacs, & Chugani, 2010). Early career teachers who have a significantly low sense of self-efficacy are more likely to leave the profession within their first few years often as the result of feeling overwhelmed, ineffective, and unsupported (Elliot et al., 2010; Tschannen-Moran & Hoy, 2007). Professional experiences such as a positive school culture, support from school leadership, and opportunities for collegial collaboration contribute to novice teachers' sense of self-efficacy and their desire to remain in the profession.

Teachers' self-efficacy is a critical component in both teacher retention and job satisfaction. According to Fry (2009), "self-efficacy has been meaningfully used in educational research as a means of examining teacher success" as it "influences people's expectations of success, how much effort they expend, and the extent to which they persist in activities" (p. 96). Teachers with high self-efficacy believe their actions contribute to student achievement while those with low self-efficacy are driven by extrinsic rewards (Yee, 1990). Those teachers who lack the confidence in their ability to teach students of different backgrounds and abilities may "blame behavior on students and parents" instead of considering "the impact of their pedagogical decisions on the student's behavior" (Rodriguez, 2007, p. 63). Johnson, Kraft, and Papay (2012) note that teachers with high levels of self-efficacy may experience success and satisfaction in working with a diverse group of learners because of their commitment to social justice or to the common good "while others avoid working with the same students because they lack the confidence or doubt that they can be successful in teaching them" (p. 27).

Autonomy. Professional autonomy is a significant factor related to teacher job satisfaction (Crossman & Harris, 2006; Lam & Yan, 2011; Moore, 2012; Stockard & Lehman, 2004). A study by Strong and Yoshida (2014) indicated that despite the changing educational

climate, such as federal accountability policies and state mandates, “teachers still perceived their classroom as the highest area of autonomy regardless of level” (p. 139). Dinham and Scott (1997) found that a key element in the third-factor theory was the variable of control. First year teachers were more satisfied in schools where they felt they had a sense of control over their classrooms and influence over their work environment (Moore, 2012; Stockard & Lehman, 2004). Moore (2012) defines teacher control as “control over teaching practices, control over grading, control over discipline, and control over homework” (p. 10). Additionally, Stockard and Lehman (2004) reported low rates of teacher job satisfaction for teachers who felt they had less influence over school policy. We move now to the school-based factors determined to also influence the job satisfaction of the novice and considered to be within the influence of school and district leadership.

School-based factors. Dinham and Scott (2000) describe the third domain of teacher satisfaction as comprised of school-based factors that are neither highly satisfying nor dissatisfying. Four factors identified as influencing the job satisfaction of the novice teacher included in this domain are collaborative school culture, mentoring, school leadership, and district leadership. These factors were of significant interest to this research because school and district leaders influence them.

Collaborative school culture. The term school culture describes the environment that affects the behavior of teachers, school leaders, and students (Angelle, 2006; Barresi & Olson, 1994; Darling-Hammond & Bransford, 2005; Deal & Peterson, 1999). Darling-Hammond and Sclan (1996) and Hoy and Miskel (2005) define shared beliefs in a school culture as the values, visions, norms, individual beliefs, and the everyday experiences of the school community members. School culture has the ability to affect and inspire all members of the school

community. A presence of professional learning communities and collaborative instructional and collegial practices (i.e., grade level team meetings, common teacher planning time, data meetings) are evident in a collaborative school culture (Darling-Hammond & Bransford, 2005; DuFour, 2002; DuFour, 2003; DuFour, 2004; Hoaglund, Birkenfeld, & Box, 2014). Therefore, in this study, beliefs and collaborative practice were examined as two components of school culture.

Several researchers have found administrators to be particularly vital to the development and sustainability of culture in schools. Tantillo (2001) found that the role of the school leaders is essential in shaping school culture and that school culture and the environment in which teachers work have a significant impact on job satisfaction. Novice teachers indicated collegial support, the construct of which is impacted by the school culture, is one of the most important influences on job satisfaction (Dinham & Scott, 1997; Stockard & Lehman, 2004). Johnson et al. (2012) found that it was not the working conditions “such as well-maintained facilities or access to modern technology” (p. 2), but rather the positive social conditions such as collegial collaboration that was a predictive factor in influencing teacher job satisfaction. Beginning teachers revealed, “collaboration without competition and the need for collective learning both tempered with a sense of mutual respect, were important for professional growth” (Brown & Wynn, 2007, p. 675).

Socialization of novice teachers into a collaborative school culture is also essential in increasing teacher retention (Angelle, 2006; Saphier, Freedman, & Aschheim, 2002). Flores (2004) states:

Schools are places where teaching occurs, but they are also places for teachers to learn and develop. Despite the widespread recognition of the importance of working conditions

in fostering school and teacher development, most structural reform efforts have failed to address this issue adequately. (p. 299)

Flores (2004) further identifies that school workplace conditions have a direct impact on overall teacher development and learning. Collaboration is seen as a mitigating condition for teachers to grow in the profession and to accept and implement change effectively. Collaborative workplace relationships and cultures are associated with a supportive environment and better development opportunities for new teachers (Williams, Prestage & Bedward, 2001); thus, improving teacher morale leads to stronger commitment and better retention (Weiss, 1999).

Coleman (1988) and Lin (2002) describe the resources that are developed through professional relationships and collaboration as “social capital.” Social capital has been found to contribute to successful school reform efforts and build trust (Bryk & Schneider, 2002). Spillane, Kim, and Frank (2012) found that formal, organizational structure has a greater influence on social capital than the individual characteristics of staff members. This research indicates that the decisions made by school administrators affect the social capital development of teachers by allowing them to make strong connections with colleagues in teams such as grade levels pairings. The development of “social resources accessed through ties and critical for developing new knowledge” (Spillane, Kim, & Frank, 2012, p. 1135), essential for novice teachers given their relative lack of experience, are deeply influenced by how school leaders structure the collaborative teams in their school. A collaborative school culture is enhanced through the presence of professional learning communities and collaborative practices (Darling-Hammond & Bransford, 2005; DuFour, 2002; DuFour, 2003; Hoaglund et al., 2014). This type of school culture is characterized by the presence of opportunities for shared leadership, educator ownership of school policies, the sharing of instructional and pedagogical ideas, all embedded in

a climate of acceptance and support. Novice teachers benefit when feedback is received from an experienced group of educators who are able to model the positive constructs of an established collaborative environment (Darling-Hammond & Bransford, 2005).

Angelle (2006) introduced the concept of professional socialization as the “process whereby the novice learns about and becomes a part of the organization” as linked directly to teacher quality and longevity. Leadership is essential in matching novice teachers with supportive veteran role models to ensure that positive expectations for performance are communicated even if the school is underperforming or lacks in support (Tantillo, 2001). Formally socializing novice teachers into the school culture allows them to learn school expectations and approaches, skills and knowledge, stay current with the practices of colleagues, and seek to become a member of the larger school population (Angelle, 2006). Additionally, socialization supports teacher longevity, enhances teacher experience, and decreases teacher attrition (Angelle, 2006).

Mentoring. Novice teachers indicated mentoring programs were a significant influence on job satisfaction (Huisman, Singer, & Catapano, 2010; Johnson et al., 2012; Liu & Ramsey, 2008; Rodriguez, 2007; Scherff, 2008; Yee, 1990). A recent report from the American Institutes of Research indicates that novice teachers place significant value on the support received from a mentor (Behrstock-Sherratt, Bassett, Olson, & Jacques, 2014). The same study also indicates the mentoring received must be in a similar content area or grade level and must be high quality.

Ingersoll and Strong (2011) qualify the presence of mentoring indicating that it is most effective when conducted on-site by trained mentors, with similar certification. They further state that teachers who receive such mentoring typically demonstrate greater skill in creating a positive classroom atmosphere, demonstrating solid instructional methods, and maintaining

effective classroom management. As a result, the quality of mentoring is a key element in overall mentoring effectiveness. The quality of mentoring programs varies greatly from district to district. Ingersoll and Strong (2011) observe that districts “vary as how they select, prepare, assign and compensate the mentors themselves” (p. 204). For this study, the mentoring process was examined through the viewpoints of the novice teacher.

Littrell, Billingsley, and Cross stated that, “one of the most important acts schools can take is to provide support to beginning teachers” (1994, p. 36). Quality mentoring programs provide support to novice teachers as they adjust to the working environment and provide access to professional development opportunities (Huisman et al., 2010). Rodriguez (2007) revealed that novice teachers experienced increased job satisfaction when they had mentors who took time to answer questions, consistently visited their classrooms, provided sustained support, gave constructive criticism, and developed trusting relationships. Thus, having an experienced mentor helps novice teachers acquire “contextualized knowledge and skills” (p. 65) and develop the self-confidence needed for success. While the mentor serves as a collegial support system for the novice teacher, building and district leadership are also school-based factors that influence novice teacher job satisfaction.

School leadership. Teachers identify leadership as a critical factor in the job satisfaction and retention of novice teachers (Blase & Blase, 2000; Hallinger, 2011; Stockard & Lehman, 2004). Deal and Peterson (1999) suggest that the lack of novice teacher job satisfaction can be attributed to the absence of support from school site leadership. Wynn et al. (2007) found clear indications that novice teachers who are satisfied with the principal leadership in their schools are more likely to stay in the profession. In two recent studies, dissatisfaction with school leadership was identified as a significant factor in teachers’ decision-making about whether to

stay or leave their position (Boyd et al., 2011; Ladd, 2011). Boyd et al. (2011) surveyed first year teachers to understand factors that influence first year teacher turnover: “the dominance of dissatisfaction with administrative support is striking...Hardly any teachers cited dissatisfaction with colleagues...respect from students and/or parents...or district policies as a primary reason for leaving” (p. 327). Ladd (2011) discovered that positive perceptions of school leadership correlated with a reduced likelihood that teachers would plan to or actually leave the school. Ladd theorizes that, “the concept of leadership itself that emerges from the factor analysis...includes not only support for teachers, but also a shared vision, (and) trusting environment...” (p. 256).

Flores (2004) suggests that leadership constitutes one of the overarching influences in fostering a sense of professional community among teachers who work in collaborative ways to create shared goals, visions, and standards for their schools. She argues that developing a sense of self-efficacy and self-worth among teachers is a common trait in school leaders who support and promote the building of professional communities within schools. This contrasts with the theory that self-efficacy is an internal characteristic of the novice teacher. Job satisfaction is identified as an outcome directly connected to self-efficacy (Dinham & Scott, 2000). Brock and Grady (1998) found:

The expectations of beginning teachers illustrate that principals are central to the successful socialization and first year induction of beginning teachers. Although most of the literature on teacher induction has focused on the importance of mentors, principals are clearly key figures in the induction process. (p. 180)

While the impact of the school leader is critical in influencing the practice of all teachers, emphasis must be placed on the influence the leader specifically has on novice teachers to positively impact the attrition rate. Roberson and Roberson (2009) observe:

The principal is accountable for the success or failure of teachers to meet school and district goals and of students to reach performance goals. The principal has the power to set in motion the connections and activities that novice teachers need to be successful (p. 118).

The influence of school leadership on novice teachers takes shape with the development of a clear mission and the creation of a trusting environment, clear school-wide standards, and shared goals (Andrews et al., 2007; Hallinger 2011; Hallinger, Wang & Chen, 2013).

Additionally, embedded within the environment of a school is a unique school culture that directly influences the novice teacher. A principal's ability to develop and maintain a school culture that promotes collaboration and growth is vital to the success of novice teachers (Barth, 2001). Blase & Blase (2000) found, "in effective principal-teacher interaction about instruction, processes such as inquiry, reflection, exploration, and experimentation result; teachers build repertoires of flexible alternatives rather than collecting rigid teaching procedures and methods" (p. 132).

Central office. While school level leadership is important to novice teachers, district leadership is as well. According to Grossman and Thompson (2004), "little attention has been focused on the contexts in which beginning teachers function and how these contexts shape their beliefs, concerns, practice, and opportunities for learning" (p. 282). Their findings indicate that critical contexts such as state, district, school and departmental contexts, influence job satisfaction. It is in the quality of the interaction among these contexts for the novice teacher that

contributes to reinforcing policies; likewise job satisfaction can be compromised when the novice teacher is presented with conflicting policies. Grossman and Thompson address the relationship between novice teachers and district level leadership:

New teachers and experienced teachers relate differently to district policies. The problem for policymakers is not how to change teacher practice but rather how to provide the kinds of supports beginning teachers need as they construct their practice. Because beginning teachers are still in the process of learning to teach, districts may have more opportunity to influence their developing practice through a variety of policies and structures. (p. 282)

Districts can construct powerful learning opportunities and supports for novice teachers.

Grossman and Thompson note:

The tasks [districts] assign to new teachers, the resources they provide, the learning environments they create, the assessments they design, and the conversations they provoke have consequences for what first-year teachers come to learn about teaching. (p. 298)

Honig (2008) further develops the role of central office leadership as a learning organization. The research on learning organizations is grounded in organizational learning theory and concepts related to communities of practice. Honig suggests that, when functioning as a learning organization, central office administration becomes proficient in mining for evidence to inform teaching practices, discriminates to identify the priorities that will impact teaching and learning and serves as a “boundary spanner” to link new priorities to new action through collaboration and relationship building. Honig describes a central office as a learning organization that serves as a critical influence on student learning. The influence on student

learning is realized through cohesive contextual policies implemented by central office leadership. When the central office functions as a learning organization policies will serve to illuminate and reinforce the contexts in which novice teachers work. Schools participating in assistance relationships by relying on central office to support their mission have the additional function of informing central office practices based on the high degree of two-way interactions. Engaging in these relationships transforms central office into a learning organization by informing central office practices (Honig, 2008). Furthermore:

policy initiatives demand that central office administrators work closely with each of their schools to build school-level capacity for high-quality teaching and learning and use their experience as school assistance providers and other evidence to guide central office decisions in ways that promise to seed and grow such [high quality] teaching and learning in schools district-wide. (Honig, 2008, p. 628)

For the purposes of this study, central office is defined as the superintendent, assistant superintendent, director of curriculum, instruction and assessment, and special education director.

While prior research (Boyd et al., 2011; Deal & Peterson, 1999; Ladd, 2011; Wynn et al., 2007) identifies leadership as a primary factor in novice teacher satisfaction and retention, specific leadership theories have not been studied for their connection to the job satisfaction of novice teachers. As Boyd et al. (2011) observe, “our data do not provide enough richness about the role of administration to determine how or why administrative support affects teachers” (p. 329). The authors later note that, “follow-up studies are necessary to investigate why administrative support is important to teachers and what particularly the administration does or does not do which influences a teacher to stay or leave” (p. 329).

Conclusion

A review of the literature reinforces the importance of focusing our study on how school and district leadership influence novice teachers' job satisfaction. The research also underscores the need to examine deeply how school and district leaders contribute to the job satisfaction of novice teachers. Therefore, this study examined school and district leadership practices as well as school culture for their relationship to the job satisfaction of novice teachers (see Figure 2).

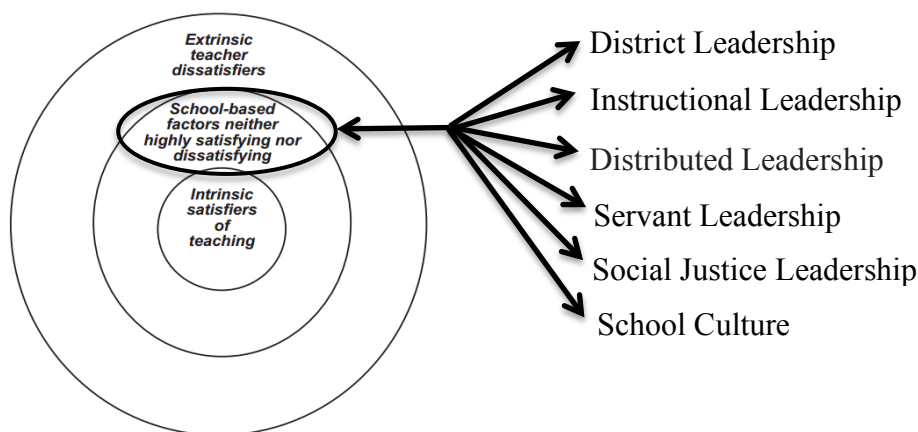


Figure 2. Approach of research team in analyzing school and district leadership practices in a three-domain model of teacher satisfaction

The research team examined the influence of school culture, distributed, servant, social justice, instructional, and central office leadership on the job satisfaction of novice teachers. Definitions of the leadership lenses used in this study are briefly described below.

A collaborative school culture encompasses group norms and values that focus teachers' attention on what is vital in the educational setting and develops a common purpose (Jerald, 2006). Socialization through school culture supports job satisfaction, teacher longevity, and teacher experience, and decreases teacher attrition (Angelle, 2006).

Distributed leadership describes practices that allow for multiple individuals to be leaders in an organization (Gronn, 2002; Hulpia et al., 2009; Spillane, 2006). A primary focus of

distributed leadership is on the interactions between the individuals in leadership roles, both formal and informal, and their organizational environment (Gronn, 2002; Spillane, 2005).

Comparatively, servant leadership is “an understanding and practice of leadership that places the good of those led over the self-interest of the leader” (Laub, 1999, p. 81). This model of leadership places a strong emphasis on humility, empowerment, ethical behavior, and valuing of others that have been shown to influence job satisfaction (Cerit, 2009).

The ever-growing diversity of public school students has given rise to social justice leadership, defined as those leaders who “actively work to improve teaching and learning, so that all students have equitable opportunities to learn and excel” (Rivera-McCutchen, 2014, p. 749). Research indicates that social justice leadership can positively impact novice teachers’ ability to effectively serve marginalized populations, which in turn, can influence job satisfaction (Ladson-Billings, 2001; Marshall & Oliva, 2010; Theoharis, 2009).

Yet over the past twenty-five years, research identifies the instructional leadership of principals as a critical component of effective schools (Babo & Ramaswami, 2011; Catano & Stronge, 2007; Glasman & Heck, 1992). Instructional leadership is commonly described as the leaders’ ability to define a clear mission, manage instructional programming and create a positive school climate (Hallinger, 2003; Hallinger & Murphy, 1987). The instructional program, comprised of supervision and evaluation of instruction, coordination of the curriculum, and monitoring of student progress, correlate to the job satisfaction of the novice teacher (Blase & Blase, 2000).

Finally, central office, when structured as a learning organization, serves as a coach and model for the novice teacher as new initiatives, programs, and policies are implemented (Honig, 2008). Within the learning organization, communities of practice that support learners “shorten

the distance between their current practice and their deeper engagement in a particular activity” (p. 632). This supports the idea of assistance relationships between central offices and schools. Assistance relationships may play a role in supporting building-level leaders who, in turn, support novice teachers. When present, a central office learning organization can influence the job satisfaction of the novice teacher by providing expertise and guidance to support their success (Honig, 2008).

The aggregate analysis of these six lenses will provide a deeper understanding of how distinct leadership styles intersect with each other to influence the job satisfaction of novice teachers. Successful principals do not conform to one particular leadership style at the expense of all others, utilize only one methodology with novice teachers, or stay with a scripted pattern of actions regardless of the context or situation. Leadership evolves and our aggregate analysis shows patterns and themes derived from a range of leadership styles that influenced novice teacher job satisfaction in this case study. The next chapter will describe the methods employed for this study.

Chapter 2²

Methodology

The purpose of this research study was to explore how leadership influences the job satisfaction of novice teachers. The following research questions aimed to interrogate more deeply into how leadership influences the job satisfaction of novice teachers:

- How do school and district leaders perceive their role in the development of novice teacher job satisfaction?
- In what ways, if any, do novice teachers attribute job satisfaction to school and district leadership and, if so, how?

This chapter focuses on the design of the study, district context and the methods used to investigate the research questions and collect and analyze data.

Design of the Study

A qualitative case study design was utilized to answer the overarching research questions, which form the foundation of this study. Merriam (2009) defines a case study as “an in-depth description and analysis of a bounded system” (p. 40). This approach was most appropriate to the study because the focus was the analysis of a “bounded system,” one Massachusetts school district. It therefore had clear boundaries and a limited focus. This case study research focused on gaining an in-depth understanding of a learning environment during a specific time (Stake, 1995; Willig, 2008). We believe the case study approach best matched our research because we investigated a specific phenomenon with a certain group of people (i.e. leadership influence on novice teachers). According to Yin (2009), a case study design is appropriate when the focus of

² This chapter was jointly written by the authors listed and reflects the team approach of this project: Kori Becht, Elizabeth Chamberland, Bridget Gough, Matthew Joseph, Mark McManmon, and Michael Morris

the study is to answer how and why questions and to address conditions relevant to the phenomenon under study.

Additionally, developing thick description, which is defined by Merriam (2009) as “a term from anthropology [which] means the complete, literal description of the phenomenon under study” (p. 43) was another reason for using a case study design. This aspect of case study research was critical to exploring the influence of leadership on novice teachers in a deep and insightful way.

A case study was the most appropriate method to answer the research questions because a case study involves the development of findings that “illuminate [a] reader’s understanding of [a] phenomenon” (Merriam, 2009, p. 44). Our goal was to provide an insightful and nuanced understanding of the connection between school leadership and the job satisfaction of novice teachers. A case study approach provided the opportunity to discover insights that would not otherwise be found using a quantitative approach.

This collaborative study consisted of six individual studies that utilized a common data set gathered from comprehensive interview protocols. While the individual studies include analysis unique to their research questions, findings across the studies were identified by the authors and are shared in Chapter 4.

Site selection. This study took place in a Massachusetts public school district that served K-12 students, which we refer to as the Columbia Public School District. The district was selected based on the existence of a significant population of novice teachers and the willingness of school and district leadership to participate in the study. Since the team was studying novice teachers at all grade levels and disciplines in public school districts, selecting a district that allowed for K-12 participants was essential. Additionally, the selected site was classified by the

Department of Elementary and Secondary Education (DESE) as a Level 3 district to account for multiple variables highlighted in our review of literature that may impact the experience of novice teachers. The state of Massachusetts classifies all public schools on a scale of 1-5 with 1 being the highest and 5 being the lowest based on a complex formula that aims to measure the progress of school districts in narrowing the proficiency gap in the areas of science, math, and English language arts. Focusing on a Level 3 district that included low-performing schools was important as they often have the highest rate of attrition (Lankford et al., 2002). Highlighting and understanding the influence of leadership in struggling districts and schools can support leaders and ultimately lead to improving novice teachers' job satisfaction in low performing schools. Private or religious schools were not included in the study.

District Context

The parts of the school district near the border of the neighboring city tended to be less affluent and include more rental housing, whereas the sections farther from the city had higher rates of homeownership and a lower population density. The population of the school district grew rapidly in the 1950s and 1960s; since that time period, the community experienced slow but steady growth.

Student demographics. Approximately 4,000 students attended the Columbia School District at the time of the study; enrollment had remained stable for the prior 10 years. The district was comprised of one early childhood center that supports preschool and kindergarten students, five elementary schools, one middle school, and one high school. The demographics of the district were roughly similar to that of the state in terms of race/ethnicity, ELL status, and special education with the exception of the population of African-American students (3.5%), which was below the state average.

Table 1

Student Demographics of the District and State

Category	% of District	% of State
African-American	3.5	8.8
Asian	6.5	6.5
Hispanic	16.4	18.6
White	70.8	62.7
Multi-Race, Non-Hispanic	2.7	3.2
ELL Status	8.3	9.0
Special Education	20.1	17.2
Economically Disadvantaged	40.5	27.4

However, there were significant variances in the student demographics by elementary school. While one elementary school was more than 85% white, 13.5% economically disadvantaged, and had no ELL students, another school was less than 65% white, with over 66% economically disadvantaged and 39% ELL students. Although the range of diversity of particular neighborhoods played a significant role in the differences between schools, a district program that bused all elementary ELL students in the community to one school for service delivery was also a contributing factor.

Accountability levels. There was also a variance in accountability levels based on state testing data. The table below shows that individual schools in the district ranged from Level 1, the highest rank in the state accountability system, to Level 3, which involves state involvement to improve the achievement of students.

Table 2

School Type and Accountability Levels

Type	Title One Status	Accountability Level
Early Childhood	Yes	N/A
Elementary 1	No	Level 1
Elementary 2	Yes	Level 1
Elementary 3	Yes	Level 2
Elementary 4	No	Level 1
Elementary 5	Yes	Level 3
Middle	Yes	Level 2
High	No	Level 3

Teacher demographics. Compared to state averages, the district had a highly qualified teaching staff with 99.7% of teachers licensed in their teaching area, which was higher than the state average. However, the racial/ethnic diversity of the teaching staff did not match the student demographics. The racial/ethnic diversity of the teacher population in the district was also below the state average. The table below shows the comparison:

Table 3

Teacher and Student Demographics of the District

Category	% of Students	% of Teachers
African-American	3.5	1
Asian	6.5	0
Hispanic	16.4	2
White	70.8	96
Multi-Race, Non-Hispanic	2.7	1

One-third of the teachers were under the age of 40; only 6% were under the age of 26. This lack of youth in the teaching staff was likely, in part, due to the low levels of teacher turnover in the district. The teacher retention rate is over 92%, higher than the state average of 87%. Another factor that may explain the lack of young teachers is that many of the novice teachers

interviewed had worked for a few years in other districts (many of them in urban centers) prior to coming to this more suburban district.

District spending. At the time of the study, the district spent approximately \$13,000 per pupil, which is about 11% less than the state average. Beyond aggregated, per pupil spending, a closer look into how financial resources were utilized shows which aspects of the district expenditures were prioritized. For instance, per pupil spending on administration was 34% less than the state average, while per pupil spending on professional development was actually 10% above the state average. Per pupil spending on special education, both in terms of in-district and out-of-district costs, was well above the state average, while per pupil spending on instructional materials and technology was barely over half the state average.

Leadership turnover. The leadership team in the district had undergone a significant amount of turnover in the years prior to the research study. The superintendent was in his first year in the role after spending the previous year as the interim superintendent. Prior to this appointment, he was a principal in the district. The School Committee's vote for him to become the permanent superintendent was by a narrow margin.

Out of the eight principals in the district, five were in their first two years in this role in their schools. While many had worked in other positions in the district prior to entering their current role, this significant turnover undoubtedly had implications for the district leadership team. In addition, the director of teaching and learning was in his first year in the district in that role. The leadership team of principals and central office leaders whose work was connected to teaching and learning included a majority of members who were relatively new to their roles.

Also worth noting was that a district improvement plan intended to guide the next three years of work was presented and adopted by the local school committee while this research project was being conducted. The plan included six strategic objectives:

- All Individual Education Plans (IEPs) will include goals and objectives based on student data in order to address targeted student needs;
- Identify an inclusionary model for consideration in the district;
- Create and implement a curriculum review cycle for all grades/content areas;
- Establish a district-wide Professional Development (PD) Team;
- Create a long-range district-wide Professional Development plan that emphasizes peer-led opportunities;
- Address the social and emotional needs of all students.

Participant selection. The participants for this study included eleven novice teachers who were in their second and third year of working in the district. Participants also included seven principals and four central office administrators who support novice teachers' development. First year teachers were not included in the study because the timing of the data collection occurred early in their initial year in the district. All participants were selected using a strategy of purposeful sampling, which Maxwell (2009) describes as “a strategy in which particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices” (p. 235).

In the Commonwealth of Massachusetts, in order to earn Professional Teacher Status a teacher must have successfully served in the same school district for three successive school years under an appropriate license. While the length of probationary periods for new teachers vary by state, in this study we focused on novice teachers in their second or third year in the

Columbia Public Schools who did not have many years of teaching experience in other districts prior coming to the district. Seven principals were also included in the participant pool because they are the primary evaluators and supporters of novice teachers. Additionally, they construct the environment in which the novice works and directly influence the experiences of the novice teacher. Finally, four central office administrators were selected because they typically develop the induction processes and policies for novice teachers.

Every effort was made to select a teacher participant group that was demographically representative of the race, gender, and K-12 grade levels of novice teachers in the district. Novice teacher participants were demographically representative of the district's teachers in terms of gender and school level. 27% of subjects were male, which aligned to the district total of 20% and 5/11 teachers were secondary, while 6/11 teachers were elementary. The team conducted twenty-two interviews: eleven interviews of novice teachers in their second or third year in the district and eleven interviews of these teachers' school principals and district leaders. The research team divided into mixed pairs of males and females to complete the interviews. The goal of selecting a target of 22 participants was to seek the point of saturation where "no new relevant data are discovered [and] categories are well developed and validated" (Rudestam & Newton, 2007, p. 108). "Generally speaking, the longer, more detailed, and intensive the transcripts, the fewer the number of participants. In practice, this may mean specifying a range between 5 and 30 participants" (Rudestam & Newton, 2007, p. 108). As Miles and Huberman (1994) point out, a qualitative researcher must be careful to "set boundaries: to define aspects of your case that you can study within the limits of your time and means" (p. 27).

Data Collection

In a case study, “The researcher is the primary instrument of data collection and analysis” (Merriam, 2009, p. 52). As the primary instrument, the research team collected data from interviews with novice teachers, principals, and central office administrators. Additionally, we utilized data collected from documents related to leadership and novice teachers. Finally, the research team collected data from field notes, which are typed or recorded reflections that captured our thoughts and feelings when we reviewed documents or visited a school to conduct an interview with a teacher or school leader.

Interviews. Interviews were semi-structured, open-ended, recorded, and conducted in person by one or two members of the research team (Merriam, 2009). The interviews aimed to provide “concrete,” “holistic,” and “lifelike” (Merriam, 2009, p. 44) information that can often only be gathered through case study research. The research team gathered a robust set of data to support the main research questions of the larger study as well as individual study questions. Interviews were transcribed by members of the research team and completed by an outside transcription service. The interviews were designed to learn about leadership characteristics that are perceived to have the greatest influence on novice teacher job satisfaction. The development of interview questions was informed by the relevant literature. The team developed an interview protocol for novice teachers (see Appendix B) and building/district leadership (see Appendix C). We tested interview questions on a convenience sample of novice teachers, building leaders, and central office leaders who were not members of the study to ensure questions were clear and yielded useful data.

Document review. Having used purposeful sampling to select interview participants, we also used the same method to select documents for review. According to Creswell (2012),

documents alongside interviews can serve as a useful source of data for qualitative studies. The standard for selecting documents was rooted in the purpose of the study. Therefore, the main criterion for document selection was the information they can provide concerning the manner in which leadership influences the job satisfaction of novice teachers and the ways in which novice teachers perceive leadership. When analyzed in combination with participant interviews, documents assisted in triangulating data and allowed us to develop a more informed, accurate, and substantiated understanding of the job satisfaction of novice teachers and the role of leaders in this process. These documents included:

School documents.

- School improvement plans for alignment with district mission and school-based priorities

Central office documents.

- District improvement plan
- Mentor agenda
- New teacher orientation agenda and induction materials
- Negotiated teacher contract

Field notes. Field notes were also used as a data source in this study. Yin (2009) describes field notes as being used to document descriptions about what was happening at the time of the interviews and what the researcher was thinking during specific time periods or at specific locations or events.

Data Analysis

As data was collected from documents, interviews, and field notes, a number of strategies were employed for analysis. The first step in data analysis involved an examination of school and

district documents related to leadership and novice teachers. This document analysis occurred prior to interviews and provided the research team an opportunity to analyze school and district documents using a set of a priori codes developed from a review of the literature. This allowed the research team to learn more about the school district prior to interviewing novice teachers, and school leaders. These codes included such items as leadership, job satisfaction, school culture, empowerment, belonging, feedback, supervision, or humility. The research team then began the data analysis process and identification of themes, document inferences, and findings in August 2015 (see study timeline in Appendix A).

The process of document analysis proceeded as follows. First, as each document was identified, we examined it using a set of a priori codes developed from the literature. For example, does the document demonstrate the importance of valuing people or humility on the part of school leaders? As Maxwell (2009) suggests, codes “may be derived from existing theory, inductively generated during the research, or drawn from the categories of the people studied” (Maxwell, 2009, p. 237). Then, after the first document was analyzed and coded, a second document was reviewed for a similar set of codes or new ones. As additional documents were found and analyzed, we consistently compared codes found in each individual document in order to ultimately generate a common set of themes that sliced across the data. This step-by-step, real time approach to data analysis is consistent with Merriam’s (2009) recommendation that data analysis should be “conducted along with (not after) data collection” (p. 269). These codes were shared with all researchers and all research data was stored using the Dedoose software program.

After analyzing documents and developing a common set of codes, the team then conducted interviews with novice teachers, school, and district leaders. We analyzed interviews

using the same set of a set of a priori codes used for document analysis. After interviewing the first novice teacher, one member of the research team analyzed and coded the interview. Then, another member of the research team went through the same document and independently coded it. The two members of the research team then compared their analysis and any discrepancies were referred to a third team member for resolution. This process contributed to inter-rater agreement, but also opened the possibility of a new code that would be agreed upon by all three members of the research team. Then, the transcript of another interview with a different novice teacher was also-analyzed in the same way for similar codes or new ones. As additional interviews with novice teachers, mentor teachers, and school/district leaders occurred, the team consistently compared codes found in each interview to generate a common set of themes and to generate new codes that emerged from the data.

After analyzing documents and interviews, we analyzed field notes developed during the process of reviewing documents and interviewing novice teachers and school and district leadership at their schools. The field notes served as a record of ideas and feelings generated during the process of visiting a school to conduct interviews or during the process of document review. The field notes included interactions between novice teachers, school, and district leadership as well as the physical environment of classrooms, offices, and buildings. These notes were analyzed and coded in the same way as the documents and interviews. Therefore, one member of the research team analyzed the first field note using a priori codes gathered from the literature. Then, another member of the research team also went through the same set of field notes and independently coded it. The two members of the research team then compared their analysis and discrepancies were referred to a third team member for resolution. After analyzing the first field note, the research team analyzed the second field note for similar codes and new

ones. As more field notes were analyzed, we continually compared codes found in the separate field notes with the goal of producing a common set of themes.

Additionally, in an effort to triangulate data, themes that emerged from documents, interviews, and field notes were compared. Thus, data analysis involved a comparison of themes found between novice teachers and school leaders as well as themes found between documents, interviews, and field notes. By analyzing data in this fashion, the team was able to develop a cohesive and insightful understanding about how leadership influences the job satisfaction of novice teachers (see Figure 3).

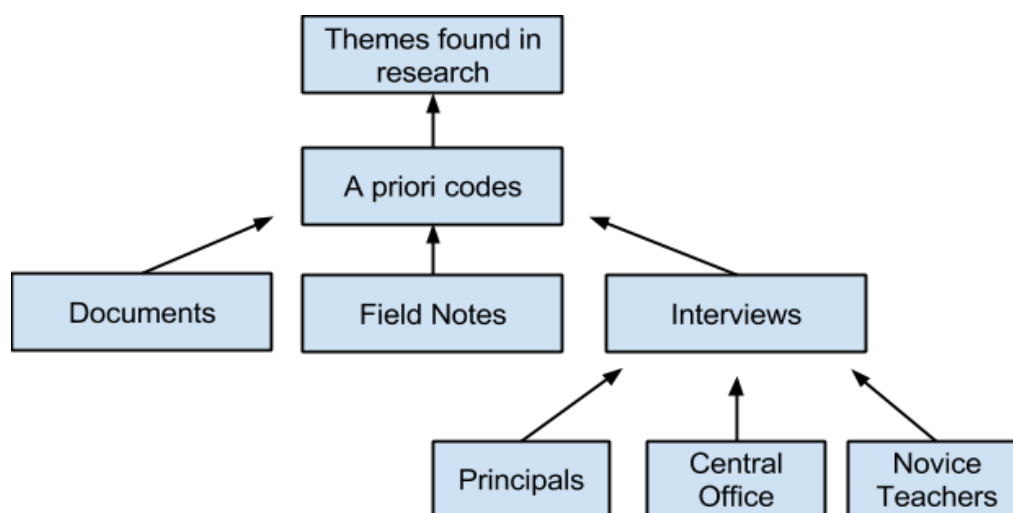


Figure 3. Diagram of data analysis. This figure illustrates the sources and process of data analysis.

Another technique used for the analysis of documents, interviews, and field notes was the creation of visual displays to help organize the data and make clear connections. Maxwell describes the use of visual displays as a tool to help “facilitate thinking about relationships in data and make ideas and analyses visible and retrievable” (Maxwell, 2009, p. 239). This approach to data analysis made assumptions more evident by requiring the research team to outwardly organize its thoughts and connections. The process of continuous conversation about

the data and the group coding process also reduced the chances of unforeseen bias in the conclusions drawn from the research.

Finally, the research team analyzed data by asking team members to play the role of contrarian. Rudestam and Newton (2007) describe this method as one where colleagues ask “tough questions about . . . data analysis and data interpretation to keep the researcher honest” (p. 115). An important advantage of being part of a research team is the opportunity for some members to play the role of contrarian in order to challenge codes, themes, and conclusions developed from documents and interviews. While the team approach to coding data and developing themes should assist in developing valid ideas, asking members to explicitly play the role of contrarian can be an important way to avoid groupthink and insure the development of logical and defensible conclusions.

Authenticity and Trustworthiness of the Data

The authenticity and trustworthiness of data collected for this study were maximized through the process of maintaining an audit trail. Rudestam and Newton (2007) describe an audit trail as “keeping a meticulous record of the process of the study so that others can recapture steps and reach the same conclusion” (p. 114). The audit included not just a list of objective steps but also encompassed “the ongoing inner thoughts, hunches, and reactions of the [team]” (Rudestam & Newton, 2007, p. 114). In doing so, the audit trail provided a strong level of transparency and credibility to the study.

Individual Biases

In an effort to minimize potential research biases, we preemptively disclosed any associations with the selected school district or individuals who were part of the sample prior to research in the district. The members of the research team also disclosed their current roles and

school district affiliation to participants in the study. Additionally, we aimed to minimize bias by interviewing participants in pairs, coding interviews as a team, and maintaining an audit trail.

The research team is composed of six current educational administrators serving in both public and private schools located in New England. The group has a range of different educational experiences ranging from work teaching in elementary, middle, and high school to serving as assistant principals, principals, and assistant superintendents in their various schools and districts. The team is evenly divided between three men and three women.

Ethical Treatment of Participants

In line with the recommendations of the National Institute of Health, the relationship between researchers and participants in the study were based on “honesty, trust, and respect” (National Institute of Health, 2014). To this end, the three core principles of the Belmont Report, respect for persons, beneficence, and justice, produced by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, served as the ethical grounding of this study (National Institute of Health, 2014).

Research participants were respected during the course of the study. They were required to provide informed consent prior to participation and at no point in time was an individual allowed to participate or continue to be a part of the study if we believed they did not fully understand all of the information communicated to them during the process of informed consent. Participation was on a volunteer basis and contributors did not receive compensation for their contribution. At any point during the interview process, participants were able to withdraw from being a part of the study and were informed of this right prior to the interview. Additionally, we made every effort to explain the information shared during informed consent in a way that was easy to comprehend for all participants.

The well being of the research participants remained at the forefront of the study. We aimed to maximize possible benefits and minimize possible harms to individuals who participated in the study (National Institute of Health, 2014). While the potential harms appeared to be minor, the team strived to organize and conduct the study in a way to minimize possible economic, social, legal or psychological harm to participants. In particular, the research team was attentive to the circumstances that could place a novice teacher at risk of losing his job or being ostracized by the school community. As relatively new members of the school district, novice teachers have reduced job security as compared to their veteran colleagues. Therefore, the research team strived to be attuned to these unique circumstances surrounding the experience of novice teachers and worked toward conducting the study and presenting the data to district leaders in a way that protected them from potential repercussions.

Finally, in line with recommendations of the Belmont Report, justice was a third core ethical guiding principle of the study. No individual who was a novice teacher, principal or central office administrator was excluded from participation in this study. In particular, no ethnic or religious minorities were excluded. The process of selecting research participants was open and transparent with a direct invitation emailed to all novice teachers employed in the school district.

Given the confidential and personal nature of gathered information, study data were protected. One method employed to strengthen the privacy of the study was to keep the identity of individuals and their schools anonymous. Each participant and school was labeled with a pseudonym and any connection between the pseudonym and identity of the individual or school was stored in a secure file. This protected participants from possible economic or social harm should anyone be dissatisfied with statements included in the study or its overall findings.

Technology, including the online software program Dedoose, was used to assist in the coding, storing, organization, management, and analysis of the data during the study. Interview transcripts, observation field notes, and artifacts were safely examined and stored using software and Boston College-provided safe space. Predetermined pseudonyms were also developed.

Each research team member utilized these methods in similar ways in their individual study. The following chapter features the individual research questions, a literature review related to those questions, and any methods that were unique to the individual study. Additionally, the findings and discussion sections of the individual study are included.

CHAPTER 3³

Influence of School Culture on the Job Satisfaction of Novice Teachers

School districts across the nation have had difficulty retaining novice teachers. This is partially due to the novice teacher's lack of adequate preparation and minimal administrative support (Yost, 2006). Additionally, pay scale, lack of student motivation, increasing class size, lack of professional development opportunities, and a shortage of individual and common planning time influence teacher attrition and decreased job satisfaction (Curran & Goldrick, 2002). Novice teachers, with limited instructional practice, are asked to promote rigorous classroom instruction and ensure the academic success of all students (Feiman-Nemser, 2001; Hargreaves & Shirley, 2009).

Traditional teacher education programs within higher education institutions focus largely on the development of educational philosophy and acquisition of content knowledge with less focus given to collaborative educational culture (Coggshall, Bivona, & Reschly, 2012; Scherer, 1999). Moreover, novice teachers become consumed with learning new curriculum and building/district mandates at the expense of collaboration with colleagues (Curran & Goldrick, 2002). Furthermore, novice teachers enter into a profession in which they may feel isolated or unprepared to cope with their new role because of demands of the job, meeting new students, and developing relationships with families (Feiman-Nemser, 2003).

Current literature indicates a healthy school culture can influence the experience of classroom teachers (Angelle, 2006; Blase & Blase, 1999; Darling-Hammond & Bransford, 2005; Deal & Peterson, 1999; DuFour, 2002; DuFour, 2003; DuFour, 2004). However, research has not fully explored the influence school culture can have on the job satisfaction of a novice teacher. This study aimed to explore perceptions about the influence school culture might have on the job

³ This chapter was individually written by Matthew Joseph

satisfaction of a novice teacher. The findings will help to support school administrators recognize leadership aspects to improve novice teacher job satisfaction.

Description of Research Questions

Novice teachers present school leadership with a unique challenge, often due to a lack or absence of practical hands-on experiences and limited instructional repertoires (Roberson & Roberson, 2009). Deal and Peterson (1999) suggest that the lack of satisfaction that some novice teachers feel is attributed to the lack of support from school leadership. In light of the struggles of novice teachers and school leaders' desire to retain teachers, this individual study explored how school culture influences novice teacher job satisfaction.

The term school culture describes the environment that affects the behavior of teachers, school leaders, and students (Angelle, 2006; Barresi & Olson, 1994; Darling-Hammond & Bransford, 2005; Deal & Peterson, 1999). Darling-Hammond and Sclan (1996) and Hoy and Miskel (2005) define shared beliefs in a school culture as the values, visions, norms, individual beliefs, and the everyday experiences of the school community members. A presence of professional learning communities and collaborative instructional and collegial practices (i.e., grade level team meetings, common teacher planning time, data meetings) are evident in a collaborative school culture (Darling-Hammond & Bransford, 2005; DuFour, 2002; DuFour, 2003; DuFour, 2004; Hoaglund, Birkenfeld, & Box, 2014). Therefore, in this study, school mission and vision beliefs and collaborative practice were examined as two components of school culture.

School leaders have a significant role in creating, promoting, and supporting a school culture; however, little has been studied about how school culture enhances novice teacher job satisfaction (Angelle, 2006; Blase & Blase, 1999; Deal & Peterson, 1999). Dinham and Scott,

(1997) and Stockard and Lehman (2004) state that novice teachers identified collegial collaborative support as one of the most important influences on job satisfaction; thus it is valuable to understand if leaders understand the needs of novice teachers to influence the construction and maintenance of a collaborative school culture.

This study was guided by two research questions: What aspects of school culture do novice teachers identify as contributing to their job satisfaction? What strategies do school leaders utilize to create a supportive school culture for novice teachers?

This study used Herzberg's Two-Factor Theory and other theories to gauge the presence or absence of teacher's job satisfaction. The Two-Factor Theory of job satisfaction is frequently applied when describing how employees cultivate feelings about their place of employment because it studies intrinsic satisfaction and extrinsic dissatisfaction (Bassett-Jones & Lloyd, 2005; Herzberg, 1968; Herzberg, Mausner, & Snyderman, 1959). The theory suggests that aspects affecting job satisfaction are distinct and unrelated to factors that may cause dissatisfaction with work. Sergiovanni (1967) furthered this theory by applying it to the educational setting and established that accomplishment, acknowledgment, and responsibility significantly influenced teacher's job satisfaction.

In addition to the Two-Factor Theory, Dinham and Scott's (1997; 2000) Third Domain of Teacher Satisfaction guided this research. The Third Domain of Teacher Satisfaction is directly related to school-based factors. Dinham & Scott's research identified selflessness and personal growth to be the most influential intrinsic factors for job satisfaction. Extrinsic factors that lead to job dissatisfaction related to the general environment that surrounds the job, such as working conditions and policies that govern the way work is to be done and are outside the control of the employee (DeShields et al., 2005; Dinham & Scott 2000; Herzberg et al., 1959). Examples of

school-based factors for this individual study will directly relate to aspects and characteristics of school culture to assist with answering the research questions. Some of these aspects and characteristics of school culture include (but are not limited to) collaborative school culture, professional learning communities, teacher leadership, school leadership, and learning environment. Analyzing the data based on these intrinsic factors will assist in identifying how intrinsic motivation linked to school culture enhances the job satisfaction of novice teachers. Research states school culture describes the environment that affects the behavior of teachers. Thus analyzing the data through the framework of the Third Domain of Teacher Satisfaction will assist the researcher in identifying areas of school culture that may influence satisfaction and then provide recommendations to further the profession and support school leaders in their support of novice teachers.

Glossary

- *School culture*: The environment that affects the behavior of teachers, school leaders, and students through shared beliefs, values, visions, norms, individual beliefs
- *Job satisfaction*: Pleasurable or positive emotional state resulting from the appraisal of one's job and job experience
- *Novice teacher*: Teachers in their second or third year in the district of study and working in the field of education for five years or fewer and who have completed an accredited teacher licensure program and possess an Initial License in the state of Massachusetts
- *Professional Learning Communities*: Extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field
- *Grade/content level meetings*: Teachers in the same grade or content area working collaboratively and creatively to plan, prepare, think, and reflect on instruction

- *Common planning time*: Any period of time that is scheduled during the school day when multiple teachers are duty free to allow for collaboration
- *Data meetings*: Educators meeting to use student, school, and/or teacher data to make decisions
- *School beliefs*: A vision that expresses hopes for future reality and a mission to declare actions that a school believes are needed to achieve its vision
- *School values*: Ideas/areas/concepts that employees believe are important in the way you work and in students' best interests
- *Visibility*: Whether or not a principal is seen by staff and students during the school day in some capacity

Literature Review

Public school principals are challenged with the formidable job of staffing their schools with highly qualified teachers. Once hired, principals must learn what motivates the novice teachers to continue teaching in their schools because teacher attrition presents substantial staffing concerns for annual professional development, collegiality, and the overall academic performance of the school (Ingersoll, 2001). A principal's leadership style and a school's culture significantly affect teacher retention (Angelle, 2006; Billingsley & Cross, 1992; Saphier, Freedman, & Aschheim, 2002). When principals support school cultures that seek teacher input in decision making, offer sufficient teacher support, and create a culture that fosters collaboration, teachers are more prone to remain in those schools (Darling-Hammond & Bransford, 2005; DuFour, 2002; DuFour, 2003; Hoaglund et al., 2014). Due to the annual appointment of new teachers, learning the leadership styles that promote job satisfaction through developing a collaborative culture may lead to more principals incorporating those styles and in

turn increasing the job satisfaction of the new teachers.

Novice Teachers

Teacher attrition has been documented to have a financial impact on school districts (Wynn, Carboni, & Patall, 2007). Besides the financial difficulties, attrition also affects school culture. School culture has a role in teacher retention and students' achievement (Cohen, McCabe, Michelli, & Pickeral, 2009; Guin, 2004). School culture consists of relationships and a sense of school community; it is defined as "the shared beliefs, values, and attitudes that shape interactions between the students, teachers, and administration" (Mitchell, Bradshaw, & Leaf, 2010, p. 272). School culture "recognizes the social, emotional, ethical, academic, and environmental dimensions of school life" (Cohen et al., 2009, p. 202). When there is a collaborative school culture, teachers are supported by administration and they are a part of the decision making process within their schools (Cohen et al., 2009). New teachers who are part of a supportive school culture are more likely to "involve students in more complex learning experiences, make better decisions about curriculum, manage classroom discipline more effectively, and willingly engage in reflective practice about their teaching" (Saphier, Freedman, & Ascheim, 2001, p.19).

Job Satisfaction

Teachers often leave the profession as a result of dissatisfaction in the job or the aspiration to find a better career (Ingersoll, 2001). In 2001, Ingersoll noted that dissatisfaction accounted for 42% of departures from the teaching profession. Ingersoll and Smith (2003) noted that, "after just five years, between 40 and 50 percent of all beginning teachers have left the profession" (p. 2). Kopowski's (2008) research, conducted five years later, confirms Ingersoll's finding noting the increase of teacher turnover rates compared to years past. In 2008, the national

teacher turnover rate was 17 percent. It is estimated that one-third of teachers leave the profession within three years, while an estimated 46 percent do not make it more than five years (Kopowski, 2008). A closer look at these findings reveals the main sources of teacher dissatisfaction are low salaries, lack of support from the school administration, student discipline problems, and lack of teacher influence over school-wide and classroom decision-making (Huling, Resta, & Yeargain, 2012; Ingersoll & Smith, 2003; Skaalvik & Skaalvik, 2011).

For the purposes of this study, job satisfaction is defined as a “pleasurable or positive emotional state resulting from the appraisal of one’s job and job experience” (Hulpia, Devos, & Rosseel, 2009 p. 6). School and district leadership may have a strong impact on novice teachers’ job satisfaction (Skaalvik & Skaalvik, 2011). Tantillo (2001) agrees with Skaalvik & Skaalvik claiming that school culture and the environment in which teachers’ work have a significant impact on job satisfaction.

School Culture

Every student, staff member, parent, community member, or visitor who enters a school building experiences the school’s culture. Barresi and Olson (1994) state, “School culture is associated with deeper, more substantive characteristics that relate to the dynamic interactions of the school's inner people -- administrators, staff, faculty, students, and parents” (p. 2). The definition of school culture is complex in nature with the capability to affect and inspire all parts of the school. For this study, beliefs and collaborative practice were examined as two components of school culture.

Darling-Hammond and Sclan (1996) define school culture as “the dominant ethos of the organization, its values, visions, and the every day experiences of the school community members” (p. 86). Peterson (2002) and Hoy and Miskel (2005) agree with Darling-Hammond

and Sclan stating that educational staff must work through shared values, norms, beliefs, and their ways of thinking. Peterson adds that school culture consists of “unwritten expectations (which) build up over time as teachers, administrators, parents, and students work together, solve problems, deal with challenges and, at times, cope with failures” (p. 267).

It has been established that schools have a culture (Barth, 2002, Bolman & Deal, 2003; Gruenert, & Whitaker; 2015); however, that culture can vary greatly from school to school. It is evident that school culture is something that is experienced by all stakeholders, including students, parents, community members, teachers, administrators, as well as other staff members. Fullan and Hargreaves (1996) state a belief among the staff members that culture is “the way we do things and relate to each other around here” (p. 37). If a school has an established culture, then routines, beliefs, and traditions will endure as personnel (including the principal) leave or retire.

School Principal's Role

Tantillo (2001), along with other researchers, identify building principals as particularly vital to the development and sustainability of culture in schools and the job satisfaction of teachers (Deal & Peterson, 1999; Fullan & Hargreaves, 1996; Gruenert, & Whitaker; 2015; Ladd, 2011; Peterson, 2002; Stockard and Lehman, 2004). Ladd states, “the higher the perceived quality of school leadership, the less likely teachers are either to plan to leave or actually to leave the school” (p. 256). Novice teachers look to principals for support, and principals realize the need for assisting them; however, principals face challenges in providing the necessary support (Brock & Grady, 1998).

Recent state and federal mandates focus heavily on student achievement and it may seem that school leaders should primarily concentrate on curriculum, assessment, and accountability.

However, if building leadership solely focuses on student achievement and data, although very valuable and necessary for school achievement, school culture can often be overlooked as a component of a successful school. Because the role of the principal is essential to the successful implementation of these mandates, the demands on school leaders have continuously increased, which has created myriad challenges for school leaders across the nation.

According to Cochran-Smith (2004), teachers go to college and become educators for idealistic reasons of enhancing the world and offering children limitless opportunities. However, those altruistic reasons and attitudes are not enough to sustain people in the teaching profession. These same teachers quickly realize the school where they start their careers may not be everything they had hoped due to environment or leadership. In a 2007 study, Wynn, Carboni, and Patall discovered that novice teachers who are satisfied with the principal's leadership are more likely to stay in their current teaching position. Flores, in 2004, affirmed that leadership constitutes one of the overarching influences in fostering a sense of professional community among teachers who work in collaborative ways to create shared goals, visions, and standards for their schools.

Deal and Peterson (1999) confirm, "teachers can succeed in a culture focused on productivity (rather than on maintenance or ease of work), performance (hard work, dedication, perseverance), and improvement (continuous fine-tuning and refinement of teaching)" (p. 7). It is evident that collaborative cultures have persuasive effects on characteristics of the school. Hoy and Miskel (2001) add, "understanding culture is a prerequisite to making schools more effective" (p. 220). Understanding components of culture is vital for leaders to develop, foster, and promote school culture. Deal and Peterson (1999) highlight several components for leaders to use as a starting point for developing a school culture that focuses on common beliefs. These

characteristics include:

- values and beliefs that focus on collegiality, performance, and improvement;
- rituals and ceremonies that reinforce these values;
- a school mission focused on learning for both students and teachers;
- promotion of the school's goals to allow for buy in from school and community;
- a professional community that utilizes knowledge and research to improve school practices;
- shared leadership that balances stability and progress; and,
- a mutual sense of respect and caring for all.

Promoting these elements within a school culture has shown to encourage novice teacher retention (Wynn et al., 2007). It is the principal-teacher relationship that promotes a “feeling of belonging” for the novice teacher as well as the importance of collaboration (Rhodes, Camic, Milburn, & Lowe, 2009, p. 721). Novice teachers become satisfied when principals collaborate, remove obstacles, and provide necessary support and resources. A principal who introduces the structure for a collaborative school culture will support open dialogue, encourage numerous viewpoints, and develop a sense of shared leadership in the school (DuFour, 2002; DuFour, 2003; Jason, 2000). Jason (2000) emphasizes that a principal who is open to feedback from the staff and then acts on various recommendations is viewed as part of the culture, not the overseer of the culture. When an administrator supports a collaborative school climate, he or she promotes the belief that “student learning, academic achievement, school success, and healthy development, as well as effective risk prevention, positive youth development efforts, and increased teacher retention” are valued in the school (Cohen et al., 2009, p. 187). A school leader who demonstrates care and concern for others is more likely to develop a school culture

with similar values.

Working Collaboratively to Develop a School Culture

It is not exclusively on the shoulders of the building leader to support the existence of a collaborative school culture. According to Marzano (2003), teachers and school leaders must work together to build norms related to their own work and the school environment. The school environment is part of a culture that aligns with professionalism and collegiality. It is critical that all school staff must trust and act to achieve positive outcomes for students and support each other to sustain a collaborative culture and to achieve common goals (Bryk & Schneider, 2002; Gruenert & Whitaker, 2015). Marzano (2003) further advises leaders of schools to be hands-on when creating and defining norms and expectations. Being a part of the development increases teacher ownership, allows teachers to take an active role in decision-making, and ensures teachers engage in meaningful professional development designed to improve classroom instruction.

Novice Teacher Involvement

By increasing involvement of novice teachers in a collaborative school culture, those teachers learn school expectations, instructional approaches, skills and knowledge, and stay current with the practices of colleagues (Angelle, 2006; Deal & Peterson, 1999). This involvement of novice teachers in a collaborative school culture has led to increased teacher retention (Angelle, 2006; Saphier, Freedman, & Aschheim, 2002). Increased professional collaboration or “the process whereby the novice learns about and becomes a part of the organization” (Angelle, 2006, p. 318) aids in longevity and teacher quality. Deal and Peterson recognize that teachers are a part of hundreds of daily interactions, decisions, and responsibilities. For a novice teacher, hundreds of dealings may be overwhelming. When a

novice teacher is part of a “stable and supportive culture” (Deal & Peterson, 1999, p. 7) they will have the tools and encouragement to focus on the job at hand. It is encouraged for principals to ask novice teachers not to do one of the hardest jobs alone, to support a collaborative culture, and to nurture the growth and long-term success of novice teachers (Fine, 2010).

School principals, novice teachers, job satisfaction, and school cultures have been researched individually; however, there is a gap in the research on how school culture influences novice teacher job satisfaction. This study’s research questions aimed to gather data to increase the awareness and appreciation about the connection school culture have with the job satisfaction of novice teachers and in turn support the role of school leaders.

Methods

A qualitative research study was implemented to explore the influence of school culture on the job satisfaction of novice teachers. According to Merriam (2009), “the overall purpose of qualitative research is to understand how people make sense of their lives and experiences” (p. 23) and “an in-depth description and analysis of a bounded system” (p. 40).

Instrumentation

The instrumentation and data collection for this study included semi-structured interviews, a document review, and field notes. Individual novice teachers participated in a full interview (See Appendix B) with specific questions in the protocol geared toward school culture. Novice teachers answered the following interview questions, which were analyzed to answer the research questions.

- How do you differentiate between your role in a school’s culture and that of the administration? Detail each role.

- How would you evaluate the support/assistance that you received in your teaching when you have a problem? If so, who provides support/assistance and what does that support/assistance look like?
- What structures within the school day, if any, help foster collaboration between your colleagues and you? Explain your answer.

The specific interview questions were based on the research about school culture and aimed to gather a wide variety of data to explore factors that were perceived to enhance the job satisfaction of novice teachers.

Principals also participated because they are the primary teacher evaluators, who facilitate school culture, and support novice teacher performance. Again, school leaders participated in a full interview (See Appendix C) with specific questions in the protocol geared toward school culture.

- How do you differentiate between your role in a school's culture and the teacher's role? Detail each role.
- What kind of support/assistance do you provide novice teachers when they have a problem? How would you evaluate the quality of that support support/assistance?
- What structures within the school day help foster collaboration between novice teachers and you? Explain your answer.
- What words do you immediately associate with school culture?

All data collected during interviews were intended to gather “holistic” and “lifelike” information (Merriam, 2009, p. 44) about the characteristics of school culture that are perceived to have the greatest influence on novice teacher job satisfaction.

A document review was part of data gathering for this study. According to Creswell (2012), documents alongside interviews can serve as a useful source of data for qualitative studies. The standard for selecting documents was rooted in the purpose of this individual study. According to Yin (2009), documents are important because they help “corroborate and augment evidence from other sources” (p. 103). Such documents included memos to faculty, the vision statement, professional development calendar, common planning time schedules, school norms, and newsletters or memos to school staff highlighting opportunities for collegial gatherings, special events, and professional development opportunities. Analyses of these documents provided an increased understanding of how school culture influences the job satisfaction of novice teachers and the role of building leaders in this process.

Finally, field notes were a third data source. Field notes were a record of ideas and feelings generated during the process of visiting a school to conduct interviews or during the process of document review (Creswell, 2012). Field notes were unplanned note taking that took place in the school, in the hallway, in the car after the interview, or even in between interviews (Mills, Durepos, & Wiebe, 2009). These notes were descriptive and designed to assist the researcher later when analyzing data. Field notes focusing on school culture included the visibility of school signs or mission/vision statements, motivational posters in the school, how staff greeted each other and the administration, what was displayed in the trophy cases, office décor of the administrator, and the overall appearance of the school.

Data Analysis

The first step in data analysis was an examination of school and district documents related to school culture. This first step in analysis helped identify themes found in the

documents and use those themes to generate codes when examining the interview transcripts. Codes such as leadership, job satisfaction, culture, vision, belonging, collaboration, beliefs, and teamwork were initially identified. This step-by-step, real time approach to data analysis is consistent with Merriam's (2009) recommendation that data analysis should be "conducted along with (not after) data collection" (p. 269). The document review and analysis were completed prior to the interview process so identified themes and codes were used to analyze interview transcripts. Data from the review of documents, interview analysis, and the examination of field notes were triangulated to assess the validity and reliability of data sources used in this study.

Research Findings

Teacher and administrator interviews were the largest source of data. Seven elementary and secondary building-based administrators, four district administrators, and eleven novice teachers were interviewed during five separate district visits. Data collection and analysis were completed concurrently within a three-month time frame. The initial phase of analysis consisted of open coding that began before interviews started. After each interview was analyzed, codes were reviewed to aid in organizing interview themes. All twenty-two interviews were transcribed, uploaded to the software program Dedoose, and coded. During the coding process study participants addressed a variety of themes related to school culture and job satisfaction. These themes were analyzed and examined for both the individual and larger group study.

Various codes were developed to analyze collected data. The coding categories were derived from the literature on school culture and job satisfaction, and aligned with the research questions. Initial parent codes consisted of: norms, beliefs, collaborative practices, traditions, diversity symbols and artifacts. I looked deeper into beliefs and collaborative practices because they were two focus areas of the study. The sub codes of vision, mission, and values were

associated with beliefs. Collaborative practice sub codes consisted of grade level meetings, common teacher planning time, and data meetings.

Various codes and themes emerged from the data to answer the research questions. School culture is not something that has a single or clear definition, and I anticipated receiving a wide variety of answers to the interview questions dependent on the perspective and stakeholder position of each individual. Surprisingly, data analysis showed interviewees expressed similar perceptions about the aspects of school culture that contribute to novice teachers' job satisfaction. These similarities allowed me to develop and streamline findings and discussion to support the study. The two themes that emerged most prominently in the analysis that influence the job satisfaction of novice teachers were the *collaborative practices* and *beliefs* of the leader (see Table 4 and Table 5 below).

Table 4
Novice Teacher Interview Participant Identified Areas Of School Culture Believed To Support Novice Teachers

Participant/Themes	Norms	Beliefs	Collaborative practices	Traditions	Diversity	Symbols & artifacts
Teacher 1	X		X			
Teacher 2	X	X	X			
Teacher 3			X			
Teacher 4		X	X			
Teacher 5			X			
Teacher 6			X			
Teacher 7			X			
Teacher 8		X	X		X	
Teacher 9	X	X	X		X	
Teacher 10			X	X		
Teacher 11		X	X			

Table 5

School and District Interview Participant Identified Areas Of School Culture Believed To Support Novice Teachers

Participant/Themes	Norms	Beliefs	Collaborative practices	Traditions	Diversity	Symbols & artifacts
Principal 1	X	X	X			
Principal 2	X	X	X			X
Principal 3		X	X	X		X
Principal 4		X	X			
Principal 5		X	X	X		
Principal 6			X			
Principal 7			X			
District Admin 1		X	X			
District Admin 2		X	X			
District Admin 3			X			
District Admin 4		X	X		X	

As interview data were collected, two additional themes arose from the analysis of the data.

When initially examining collaborative practices, the goal was to study collaboration with grade level colleagues. However, non-grade level colleagues were also identified as sources of collaborative support. Additionally, with deeper examination of leader beliefs, novice teachers spoke about individual principal values and principal visibility as two key individual values that a principal models to enhance a school culture and support novice teachers. Both themes were added as codes and examined.

Culture of Collaboration

This study was guided by two research questions: What aspects of school culture do novice teachers identify as contributing to their job satisfaction? What strategies do school leaders utilize to create a supportive school culture for novice teachers?

The primary aspects of school culture that novice teachers identified as contributing to their job satisfaction were collegial collaboration and collaborative practice. Novice teachers

identified the contributions of colleagues as the most important factor of school culture that increased their satisfaction when beginning their role in the school. Novice teachers shared concerns about possibly feeling isolated being new to a school. However, novice teachers praised actions of their principals for providing a culture that promotes collaborative opportunities with colleagues. They expressed that these activities in a school culture have enriched their teaching and removed the feeling of isolation. One elementary teacher said, “Knowing I have veteran teachers supporting me gave me the confidence to come to work everyday.” Another teacher expressed, “Seeing smiles after a tough meeting and having the feeling that we are all in this together let me know I am part of something special and it motivated me to be a better teacher.” Due to these activities and building connections with colleagues through interpersonal relationships, novice teachers’ job satisfaction in the early years of their teaching career was enhanced.

Scheduled grade level collaboration opportunities.

Novice teachers voiced that having the opportunity for grade-level common teacher time was helpful in learning the early needs of the teaching role (i.e. schedule, curriculum, school/building processes). The Columbia School District has weekly scheduled meeting times for middle/high school teachers and elementary administrators worked hard to allow for at least one common grade level time through integrated arts (i.e. PE, music, art, library). One novice elementary teacher observed:

I didn't have a background for this school since I was hired so late in the year. It was nice to have my new team to help me out and I knew I could go to them with any questions I had.

Another teacher stated, “If I ever have questions I always feel I have five people I can go to. It's

never a burden on my colleagues to support me because I am new.” When one novice teacher was asked to describe the benefit of meeting with colleagues she explained: “When you are meeting with ... core veteran teachers ... those conversations are really important for my learning and growth because they have experience I don’t have and I can learn a lot from.”

One novice teacher described meeting as a grade level team as, “The way I feel supported and that makes me feel good.” Speaking about grade level collaboration, a different teacher voiced, “Usually I go to Pat [a grade level teammate] first.” This teacher was confident that asking a colleague would garner the information required and help build a professional relationship.

The novice teachers spoke about the benefit of a school that has a culture of collaboration and a dedicated time for collaboration, but they also noted that they met after school or at lunch to continue the conversations when needed. The novice teachers all praised teammates for their willingness to support them in their growth and were thankful to have this time to talk and listen to more veteran teammates.

Scheduled content level collaboration opportunities.

Novice teachers also spoke positively about a school culture that promotes a level of collaboration across the whole building, not just at their specific grade level. The majority of novice teachers said it was “critical to have collaboration across a building and disciplines” to develop a school culture that increases job satisfaction. One teacher said:

Everybody works as a team here. Everybody’s supportive. If we need help with something, we can go to whomever we need help from. They are always willing to go that extra step. We are here for the kids and supporting each other supports them.

With a supportive culture and this additional level of collegiality, the novice teachers felt more confident and satisfied with their job. Another teacher specifically noted, “Once a month staff

had designated time for school-wide collaboration and professional development across grade levels.” When talking about that process the teacher said, “that is great and I look forward to it and soak in the information.” Another practice noted for school-wide collaboration was visiting other classrooms. One teacher spoke about peer-to-peer observations by stating, “I got to go and watch another math teacher and then sit and talk after. I think the biggest benefit of those collaborations are the conversations that come out of it.”

Middle and high school teachers had dedicated “team” time. The novice teachers interviewed all found this was a valuable time to learn the role, learn from veteran teachers, and felt comfort in knowing the school had consistent structured time available for support. One teacher commented, “I meet with content teachers to just collaborate on our math needs, and he taught me the ins and outs on what does this school expect out of a math teacher. It was extremely helpful.” Another teacher explained:

We have a dedicated time twice a week in the morning called data dialogue with our team to talk strategies and assessments and three days of grade level teams to discuss grade level goals and PBIS. Without that time, I would have struggled my first year.

The novice teacher acknowledged the scheduled content blocks give time to content teams to learn and build curriculum and skills needed to be successful.

Unscheduled collaboration opportunities.

Collaboration was not reserved to the confines of the school schedule. Teachers interviewed indicated they also worked together to plan lessons and activities on their own time.. One teacher said, “My first year, our team met once a month after school to build lessons and have dinner. That was a more relaxed environment to work. It was a big help my first year and we still do it.” These appeared to foster a culture where intrinsic motivation to collaborate allows

teachers to share what works and does not work in their classrooms. Novice teachers noted this environment enhanced their satisfaction in their new role. One teacher in the Columbia School District said, “Each day teachers gather in hallways, lounge, or other locations to talk shop. Both novice and veterans.” These informal opportunities gave teachers a chance to talk about teaching or share instructional strategies. One teacher said, “I learned about a lesson from another teacher while chatting at lunch.” Another teacher mentioned, “During one of our morning duties we talked about using Pinterest to find ideas. I never thought to go there, but now I use it all the time.” A culture that supports the ability and willingness to share insights about one’s own classroom practice takes time to develop and requires a high degree of trust and professional respect. The novice teachers interviewed acknowledged this trust was present during scheduled meetings. One teacher said, “I feel very comfortable bringing up issues or topics because of the relationships built and trust I have felt from colleagues.” Novice teachers also acknowledged this level of confidence during unscheduled time due to the interpersonal relationships built in the school. One teacher said, “Our principal makes a point to say we are all cogs on a wheel and I feel comfortable approaching teachers not on my team with a question if I see they are free.” School systems are not always set up to encourage collaboration, and resentment may exist when content-area teachers come to perceive collaboration as “extra work” and additional responsibilities. However, the novice teachers in Columbia School District voiced having time to collaborate outside of scheduled time allowed for, as one teacher said, “A sense of belonging in a community.” Schools that can promote social and instructional relationships well beyond the classroom and individual content, support an increase in job satisfaction for novice teachers.

Reciprocal collaboration.

Developing this level of collegial collaboration also garnered reciprocal collaboration as

novice teachers gained confidence. One teacher spoke of supporting her past mentor with new ideas, “I know Chris, she’s been teaching for a very, very long time. She’s towards the end of her career, but I’ve given ideas and we collaborate.” A teacher in a different school noted that she is supporting new teachers now that she has more experience by saying, “We now have other new teachers in our school that are coming in so I try and reach out to them and make them feel comfortable.” These informal mentoring opportunities builds a lasting and ongoing growth mindset in a culture that not only support teacher improvement but job satisfaction.

Visibility

Visibility of the principal was another theme novice teachers identified as a positive aspect of school culture that contributes to their job satisfaction. All 11 teachers interviewed talked about the positive aspects of a principal being present either in classrooms and meetings, or open to conversations. One teacher stated, “My principal is super hands-on, super involved.” In the interview the teacher expressed how satisfied she was in her new district and attributed the visibility of the principal to that satisfaction. Another teacher said how “eye-opening” it was to have a principal so visible and expressed “how involved he is, in and out of our classrooms every day.”

Teachers spoke about meeting individually with principals as a positive factor in their new role. They spoke about how the meetings helped with learning curriculum as well as helping build a connection with the other grade level teachers or specialists. One teacher commented “he really just makes it feel like one big school community, everyone feeling accepted, and knows they will see the principal at some point every day, if not more than once.” Another teacher in the district said, “he talks to you face-to-face, and not just sends a mass e-mail to everyone. You get face time with the leader.” Teachers also expressed that informal and formal meetings

helped build confidence and provide an arena to ask questions in a non-threatening way. One teacher summed it up by saying:

I see my principal at staff breakfasts, greeting students/staff, and in my classroom. That makes me feel the principal is part of the school and that brings an aura of calmness. As a new teacher, having that environment is helpful – since I have enough to worry about.

Dissatisfaction

There were components of the job new teachers found frustrating. Herzberg's Two Factor Theory (1959) suggests that aspects affecting job satisfaction are distinct and unrelated to factors that may cause dissatisfaction with work. This study uncovered factors that produced job dissatisfaction, including paper work, data collection, standardized tests, and growing class sizes. Novice teachers identified these factors as “annoying” and “frustrating.” As one teacher noted “I get a high from teaching and seeing learning, then like letting air out of a balloon, I have to correct papers and/or look at data. Gets annoying sometimes.” Regardless, all the novice teachers interviewed in the Columbia School District felt satisfied with their job. The collaborative school culture and principal trust and visibility fostered the feeling that they were valued.

School Vision/Mission

The literature about school culture highlights that developing a strong vision and mission statement help stakeholders to reach a common understanding of hopes, dreams, and expectations. Research also identifies school traditions as valuable in a school culture and both teachers and administrators were directly asked about the mission of the school in their interviews.

The document review for this study showed a clear district vision/mission and beliefs. The stated vision and beliefs were visible on district websites, in school buildings, and in school

newsletters. School and district leaders in the Columbia School District identified school vision, mission, and traditions as aspects that develop and foster school culture at the building level; however, the novice teachers did not identify them as aspects that supported their job satisfaction. This discrepancy shows the need for administration to understand the specific aspects of school culture as they relate to the school and what specific characteristics support novice teachers. The mission of the school described by one principal provides the “why we are doing things” at the school.

Administrative Support

When analyzing the strategies school leaders identified as creating a school culture for novice teachers, the theme that resonated most with principals was fostering a culture where new teachers felt supported. Principals spoke very proudly about ensuring novice teachers had the support, both with materials and mentorship, to start their careers at the school. One principal was very clear that his/her first step in support is ensuring the new teachers “feel a part of the school.” Another principal expressed he/she took the time for “a lot of listening and reassuring people that this is a safe place.” Creating an environment where novice teachers feel supported resonated throughout the principal interviews. Another principal noted, “It is very hard for a new teacher to ask for help because they think you’re going to look down on them or look that they are less because of it.”

Most of the principals expressed the need to support teachers; however, very few gave concrete details. One principal said, “It wouldn’t work if I want teachers supporting each other and I do not support them. The whole supported environment has to be present.” Another principal said, “I am supporting, even when they don’t know I am.” Listening, creating schedules, organizing PD, providing educational resources, scheduling curriculum coaches’

visits, and supervision were shared as avenues leaders felt showed a teacher that he or she is supported. However, principals spoke of those supports globally and very few provided specific examples in their interviews.

Administrator Visibility

Principals, similar to novice teachers, expressed the need for a school culture that includes a visible leader in order to support novice teachers. One of the principals visits classrooms every day. He stated, “I’m a very visible principal. I’m very involved in what they do in their work because those connections are important.” Principals shared how they provide these opportunities through an “open-door policy” or giving face-to-face “positive reinforcement” or just taking the time to “get to know the teachers as people first.” One principal spoke about scaffolding visibility in supervision to increase the confidence of teachers. She said:

During my walk-throughs I try to say I’m not going to do this the first couple of weeks of school. You get your feet on the ground, I’ll be going into other people’s classes, I’m here if you need me. Then when I do go in, I try to make it like, [I’m] just here for a few minutes, keep doing what you’re doing.

When principals spoke about visibility, they equated it to a safe environment. One principal made it her initial plan to create a culture of emotional safety. She said:

It took a lot of listening and reassuring people that this is a safe place so you got to say what you have to say, don’t hold it inside... Let’s [teachers and administrators] put our cards on the table and let’s figure out how we deal with issues and where we go with it.

Principals spoke about visibility informally but also in a formal supervisory role. High levels of visibility can provide opportunities for open communication.

All principals' interviews spoke to developing a trusting culture. Articulating that collaboration cannot happen in a culture where trust (for the leader and colleagues) does not exist. Similarly, the principals spoke about a culture where teachers work together and support each other as a healthy environment to work in. Another principal used multiple visits to build trust saying, "I do a ton of walk-throughs, so I'm in the classrooms pretty frequently and can see patterns and teachers trust feedback more when it is not the first time something is seen."

Being Valued

A deeper analysis of the data showed that a common theme in the job satisfaction of novice teachers was the belief that teachers felt valued as individuals, teachers, and members of the school. When teachers were given collaborative opportunities to learn and grow or felt the principal was approachable and supported them, they felt valued in the culture and this positively enhanced job satisfaction. Novice teachers expressed that it was important to build a relationship with the principal. Believing the administrator would listen and could be approached with any problem—personal or professional—increased job satisfaction. One principal said,

I am constantly working on my listening skills because we can often multitask and make people feel like they are interrupting our work. The ability to stop and listen is an important part of my job because it can result in a happier, more positive environment.

When the novice teachers felt valued and part of the school community, they articulated their ability to better handle the demands of the job, accomplish the goals of the school, and remain enthusiastic and positive.

Discussion

School culture impacts the way that people think, feel, and act, and the novice teachers in Columbia School District consistently shared that collaborative practices and administrator

visibility positively impacted their job satisfaction. These school-based factors aligned with Dinham & Scott's (1997; 2000) research that identifies selflessness and personal growth to be the most influential intrinsic factors for job satisfaction. Novice teachers in the Columbia School District agreed that some extrinsic factors (i.e. duties, paper work, standardized tests) were present and could lead to dissatisfaction; however, the collaborative culture that seemed to be flourishing, intrinsically motivated them to improve and increased their satisfaction. In reviewing the data it seems the intrinsic factors for novice teachers outweighed the extrinsic factors when discussing positive job satisfaction. Having time, either scheduled or spontaneous time, to connect with colleagues assisted with building strong interpersonal relationships with colleagues and enhanced job satisfaction as well as contributed to their growth as teachers.

Derpak and Yarema (2002) believe that when a collaborative culture exists, individuals are motivated to work harder because they are more satisfied in their roles. This point resonated through a majority of interviews in the Columbia School District. Novice teachers stated that when they felt valued their motivation to perform and feel a sense of belonging increased and in turn satisfaction rose. In today's rigorous education field, teachers need school conditions where they are supported, opportunities to work with other teachers in professional learning communities rather than in isolation, differentiated leadership, and advancement prospects during the course of their career. DuFour (2003) suggests a school must create experiences for educator development in a positive culture to support novice educators. In interviewing the novice teachers, Columbia School District appeared to have those structures in place at the school level, supporting Dufour's claim, as they expressed appreciation for collaborative experiences and the value those experiences had on individual growth and satisfaction in the job. Novice teachers positively praised administration for valuing them by being role models and

leading by example. Administration strongly pushed novice teachers to positively praise students and acknowledge their students. One principal noted, “I write teachers a note when I hear them praising students. We want our school using praise to motivate kids. In turn, I want to praise teachers.” Another principal said, “I use morning announcements to recognize teachers so our school can hear it.” When the administrator modeled these aspects with novice teachers, they immediately felt validated and valued for the hard work it takes to launch a career in education. Observing the actions of their school leaders influenced how novice teachers responded to their new environment and coped with dissatisfaction.

A building principal has the responsibility of assuming and fulfilling the role of educational leader. Being visible and establishing a presence as an active, involved member of the daily school routines can help build relationships and in turn support the novice teacher’s job satisfaction. Fostering strong relationships with new staff members and adding trust into supervision and evaluation of novice teachers is an additional benefit of being visible and in turn creating a culture that values novice teachers.

Literature about school culture highlights developing a strong vision and mission statements to embody the school for success over a period of time (Deal & Peterson, 1999). This vision is essential for a culture; however, the novice teachers preferred more immediate support and accessibility of their experienced colleagues and their building leader to the long-term ideals of a school mission and vision. The immediacy and accessibility of support made a difference for them because it was more tangible; as they appeared and shared they were not ready to focus on the broad scope of the school when they were still learning the foundations of the job. Communicating more effectively how the school mission and vision contribute to school culture might assist novice teachers in their growth and job satisfaction. One teacher pointed out, “I just

needed to know I had someone I could go-to in that minute when I wanted a question answered or feedback on class management questions. That made me happy more than knowing our official vision.” The novice teachers noted their satisfaction was enhanced knowing they worked in an environment in which they could count on support from their colleagues and administration.

Principals wear many hats in their role and are pulled in many directions with state mandates, supervision, and day-to-day leadership and management. Novice teachers also have a large learning curve when entering the profession with the need to learn classroom management, new curriculum, data gathering, and students’ learning styles, all with the magnitude of a high level of performance. Feeling valued by their administrator and colleagues can help them make this transition smoother.

Principals shape the school culture in all of their daily interactions. Every interaction with a novice teacher is a chance to reinforce the culture. In today’s schools, a focus on accountability, test scores, daily attendance, school rankings, student proficiencies and reducing drop out rates are too often seen as the totality of a school. A school is also a culture, and has a personality of its very own. There’s no one perfect school culture, but this study’s data show that novice teachers are looking for support and a feeling of being valued as key contributors to their job satisfaction. The data from this study show that novice teachers believe a school where the administrator values them as teachers through opportunities to collaborate with colleagues and principal visibility increases job satisfaction.

This study highlights that a school leader plays an instrumental role in creating and maintaining a collaborative professional learning culture and in turn increasing novice teachers’ job satisfaction. The Colombia School District leaders should be acknowledged for their

practices and processes to develop and foster a climate that supports novice teachers.

Additionally, building leaders can ensure time for collaboration to occur, examine and adjust schedules, change meeting times, and/or daily responsibilities to allow for maximum colleague collaboration. Finally, school leaders can actively shape the culture by reinforcing and acknowledging the efforts of school staff that collaborate. Too often leaders wait until a culture turns toxic before working to analyze and improve it. Novice teacher satisfaction currently appears high in the Colombia School District and each year a new crop of novice teachers will enter the profession and the district. Thus continually examining the support of school leaders is recommended to sustain high job satisfaction.

CHAPTER 4⁴

Discussion and Recommendations

The purpose of this case study was to explore how leadership and school culture influence the job satisfaction of novice teachers. We grounded our research in the work of Herzberg et al. (1959) and Dinham and Scott (1997, 2000) who described the factors integral to job satisfaction. In line with Dinham and Scott, our research shows that school-based factors can and do influence the job satisfaction of teachers. Chapter 1 provides a detailed description of the conceptual framework of this study.

School leadership was the primary, school-based factor studied in this research. This is reflected both in the findings and recommendations outlined below. An additional factor that surfaced during the study was the way the work of central office also influences the job satisfaction of novice teachers, notably in the discussion of the induction program. These results support the primary findings of Dinham and Scott (1997, 2000), but also provide more elaboration as to the influence of specific school-based factors on novice teacher job satisfaction.

This chapter synthesizes the findings from six separate research studies that examined the influence of school culture and distributed, servant, social justice, instructional, and central office leadership on the job satisfaction of novice teachers. In this synthesis, we connect the research on job satisfaction to our research in this district. First, we briefly detail leadership changes and contextual factors that may have influenced the findings. Next, we describe findings related to the impact of interpersonal relations between school leaders and novice teachers that influence novice teacher job satisfaction. Then, we describe findings related to the areas where novice teachers and school leaders possess divergent perceptions on factors influential to the job

⁴ This chapter was jointly written by the authors listed and reflects the team approach of this project: Kori Becht, Elizabeth Chamberland, Bridget Gough, Matthew Joseph, Mark McManmon, and Michael Morris

satisfaction of novice teachers. Finally, the chapter provides recommendations for areas of improvement that may influence the job satisfaction of novice teachers.

District Context

The Columbia School District has recently undergone a significant transition in both school and district leadership. A majority of central office and building level leaders are either new to the district or new to their leadership role. Research indicates that organizational change often takes three to five years to occur, especially with a new administrative team and the implementation of associated initiatives (Russell, 2003; Timperley, Wilson, Barrar, & Fung, 2007). While adjusting to transitions in leadership the district is also working to meet the needs of a diverse population of students. Additionally, like many districts across the state, the Columbia School District is responding to accountability measures related to state-mandated standardized assessment outcomes. Student performance on these assessments has resulted in a Level 3 rating of the district. Therefore, the district is under increased pressure to improve student performance. Finally, it is important to note that data gathered during this research reflect both the presence of a collaborative school culture, as well as opportunities for the district to further develop initiatives that may support the job satisfaction of novice teachers.

Interpersonal Relationships

One primary theme identified across the findings of our research is the importance of positive interpersonal relationships. These relationships are often associated with a pattern of supportive and caring peer relationships in an educational setting (Wubbels & Levy, 1993) such as sharing expectations for teachers' success, listening to colleagues willingly, administrators reaching out to know teachers on an individual basis to build professional relationships and ensure ongoing support, and demonstrating concern for colleagues' personal issues. Our data

show that interpersonal relationships played an important role in the job satisfaction of novice teachers. The data illustrate the significant role school leaders and their relationships with novice teachers play in contributing to job satisfaction. Several attributes appear to contribute to positive interpersonal relationships. They include such practices as open communication, school culture, supervision and feedback, leadership visibility and accessibility, selfless leadership, valuing novice teachers, and collegial collaboration. School leaders and novice teachers found these interpersonal factors influenced novice teacher job satisfaction. Novice teachers identified interpersonal relationships with building leaders as a critical influence on their job satisfaction.

Communication

A study conducted by Marzano, Waters, and McNulty (2005) found that principals who establish strong lines of two-way communication throughout the school community support teachers more successfully. Our study found a connection between the communication of teachers and administration and the job satisfaction of novice teachers. One teacher said “my [principal and vice principal] are communicating one hundred percent of the time by speaking and listening to us.” An additional study identified that effective school principals allow teachers to play a role in decision-making and building productive relationships with colleagues (Leithwood & Riehl, 2005). On the whole, principals in the Columbia School District pay attention to the culture of the school and focus on creating a collaborative work environment. The school sites in which participants were interviewed fostered high levels of communication that seemed to enhance job satisfaction.

School Culture

Novice teachers found that positive collaborative relationships enhanced their communication with colleagues and increased job satisfaction, thus contributing to a positive

school culture. Principals interviewed spoke very proudly about ensuring that novice teachers had essential human and material supports, to begin their careers at the school successfully. One principal was very clear that her first supportive step is to ensure new teachers could communicate with colleagues and administrations and “felt a part of the school.” Another principal noted the importance of creating a culture with high levels of communication because, “It is very hard for a new teacher to ask for help because they think you’re going to look down on them or look that they are less because of it.”

Supervision and Feedback

Another major finding across our studies was the value both school leaders and novice teachers placed on supervision and feedback. School leaders and novice teachers in the Columbia School District perceived supervision and feedback to be connected to the job satisfaction of novice teachers. In line with the findings of Herzberg et al. (1959), Sergiovanni (1967), and Dinham and Scott (1997, 2000), supervision and feedback may be connected to intrinsic motivators such as personal achievement and growth, which are important elements of job satisfaction. One novice teacher observed, “From the times [the principal] has been in the classroom, there’s not a single person that has made me think about my learning process and my methodology more than her. Not a single person . . .” He went on to point out, “[The principal’s] work with me made all the difference in those first few months.”

Likewise, school leaders also perceived the supervision and feedback process to be positively connected to the job satisfaction of novice teachers. One school leader noted:

I do a ton of walk throughs, so I’m in classrooms pretty frequently and giving [novice teachers] feedback. I meet with my new faculty probably once a month just to check in. How are things going? What do you need? Is there anything I can get for you? If I see

something in their classroom that I would like them to improve on, I might talk about that, but I also will give them suggestions to go observe in another classroom.

Thus, school leaders and novice teachers in the Columbia School District perceive supervision and feedback to be positively associated with novice teacher job satisfaction.

Leadership Visibility and Accessibility

Another main finding connected to interpersonal relationships was the importance of school leadership visibility and accessibility. School leaders and novice teachers associated the visibility and accessibility of school leadership with the job satisfaction of novice teachers. All novice teachers interviewed enjoyed seeing the principal around the school, walking through classrooms, and socializing in the lobby. Visibility and accessibility may breed comfort and familiarity, and in the process potentially increase the satisfaction of novice teachers. One teacher affirmed that “I like knowing that I will see my principal at some point during the day either in the hall, lunchroom, or in my classroom.” Being visible and accessible may reduce divisions between administrators and teachers and build a more collaborative approach.

Our study found that maintaining an open office door policy, establishing regular meeting times with each novice teacher or simply visiting a teacher’s classroom during the course of the school day to check in, were seen as behaviors associated with visibility, accessibility, and novice teacher job satisfaction. One elementary teacher noted, “[The principal] frequently stops into our grade level meeting and casually asks how it is going.” This is also an opportunity for novice teachers to connect with the principal in order to ask questions that may be important to the novice teachers. One school leader shared his approach to making himself and other members of the administration available to support teachers: “it is important that at least one

administrator is available to talk throughout the day” to make school leadership accessible to teachers at all times and address questions or concerns in a timely way.

While school leaders felt visibility and accessibility were important, our research found novice teachers also found the visibility and accessibility of school leadership to be important as well. Many novice teachers pointed out the positive influence accessibility to school leadership had on their experience as a novice teacher. Whether it entailed a spur of the moment decision to stop in the hallway to spend time with a novice teacher or a more systematic practice of checking in with novice teachers each day, the findings of our study suggest visibility and accessibility positively influences the job satisfaction of novice teachers.

Selfless Leadership

A fourth major finding related to interpersonal relationships was the significance of selfless leadership. School leaders and novice teachers perceived the selfless behavior of school leaders to be associated with the job satisfaction of novice teachers. This finding is consistent with work of Dinham and Scott (1997, 2000) that highlights the importance of school-based factors in increasing the job satisfaction of teachers. In particular, both novice teachers and school leaders associated the willingness of school leaders to place the good of followers ahead of their own needs, whether it be helping to clean up in the cafeteria, shifting money in the budget, or serving as a substitute paraprofessional teacher, to be connected to novice teacher job satisfaction. As one school leader observed, “There’s not a hierarchy or anything [at the school]. There’s no job that I don’t do, that I wouldn’t do. If somebody got sick, I’ll clean it up. I mean that’s the reality of the job.” He goes on further to note, “If I was a teacher, I would want to know that anything I was asked to do, [school leaders] would be willing to do . . .”

A different school leader also discussed the importance of selfless leadership as it applied to the school district budget. She pointed out:

I'll never ask for something if I know that somebody else needs something ahead of me.

If someone says, 'I really want to participate in this opportunity,' we will shift money around appropriately to make sure that person can take advantage of it.

Novice teachers also perceived the influence of selfless leadership on job satisfaction. For example, one novice teacher observed how school leaders improved his school day by helping him at lunchtime with students with special needs. From his perspective, the selflessness of school leadership positively influenced his experience as a teacher. He noted:

[The principal and vice principal] are technically supposed to have administrative responsibilities during lunch and recess but they help us out. They come here and they work with her so we can have lunch. They are taking time to step out of their administrative roles and really essentially work as a one-to-one with this girl . . . [It] has been huge.

Thus, our findings suggest that school leaders and novice teachers perceive the willingness of school leaders to place the needs of others first and accept tasks that might normally be considered beneath their role to positively influence the job satisfaction of novice teachers.

Valuing Novice Teachers

A final finding noted across our studies was the importance of valuing novice teachers, another factor of servant leadership. School leaders and novice teachers perceived being valued as important to the job satisfaction of novice teachers. This finding is not only consistent with the research of Dinham and Scott (1997, 2000), who found that school-based factors such as school

leadership and school climate play an important role in the job satisfaction of novice teachers, but it is also consistent with the research supporting servant leadership. Building on the work of the two-factor theory of job satisfaction (Herzberg et al., 1959), Dinham and Scott (1997, 2000) found that teachers' job satisfaction is not solely based on intrinsic motivators and hygiene factors. Instead, they found school-based factors such as "school leadership, climate and decision making, school reputation, and school infrastructure" (2000, p. 16) to be a third set of factors that can contribute to both job satisfaction and dissatisfaction. The findings of our research support the conclusions of Dinham and Scott and highlight the importance of school leadership in making novice teachers feel valued in their schools. While other intrinsic motivators or hygiene factors may play a role in the job satisfaction of novice teachers, our findings suggest feeling valued by school leadership to be an important contributing factor to novice teacher job satisfaction.

School leaders made novice teachers feel valued by making a deliberate effort to get to know them. Novice teachers consistently discussed the significance of being recognized. Surprisingly, novice teachers connected being known by their first names to their job satisfaction. For example, one novice teacher noted:

I've had [members of the central office] in my room and I've always gotten positive feedback. What I like is [they] know my name. And it sounds weird but they know your name, and it's like "Okay, they know me. They at least care to know my name."

This account highlights how a simple action like knowing a teacher's name can have a positive influence on the experience of a novice teacher. While it may appear to be a small gesture, it was perceived to be an important action by this novice teacher. These data also indicate that at least some central office administrators have relationships with some novice teachers.

A different novice teacher highlighted a similar sentiment with regard to the importance of feeling valued by school leadership. He observed:

I feel [school leaders] have gone out of their way to just personalize it with me, check in, or come down to my office like, ‘What’s going on? How is everything going?’ . . . It means a lot to me if someone comes to my office and says, ‘Hey, can we eat lunch together today? I just want to hear how it’s going for you.’

In the view of this novice teacher, school leadership was able to enhance his experience at the school by taking the time to make him feel valued. Like the previous novice teacher, this novice teacher perceived this minor gesture of school leadership to play an important role in making him feel like a valued member of the school community. These novice teachers’ accounts highlight how school leadership can influence the job satisfaction of novice teachers by helping them feel valued. Whether it is knowing a teacher’s name or setting aside time to check in, novice teachers perceived being valued to be positively associated with job satisfaction.

Collegial Collaboration

In addition to the positive influence of formal leaders, novice teachers identified collegial collaborations that included strategy-specific learning and sharing, increased their knowledge about students and enhanced their professional growth. Frequent and consistent collegial collaboration within the schools of the Columbia School District was identified as an important factor in novice teacher job satisfaction. This collaboration may be borne out of the challenges that come with being a novice teacher; as one stated, “You can’t just do everything on your own.” Hence, this concept stresses the importance of having multiple avenues of collegial collaboration, with both novice and veteran teachers, in order to provide access to information, knowledge and expertise and build a positive school culture. Building leaders noted they work to

ensure time for collegial collaboration by adjusting schedules, changing meeting times if necessary, and/or coordinating common daily responsibilities to allow for maximum colleague collaboration. In addition, the mentor program provided positive collegial relationships among staff. Research by Rodriguez (2007) identified the components of an effective mentoring program. Several of these components were reflected in the Columbia Public School District where mentors took time to answer questions, consistently visited the mentees' classrooms, and also provided sustained support. As one novice teacher noted,

She . . . would come in and observe me [in my first year]. I would go into her room and observe her. That first year, we were meeting on a daily basis writing curriculum, doing our plans together, really trying to get on the same page. That was very, very helpful.

Novice teachers indicated a high level of support through the mentor program, which ultimately led to increased job satisfaction.

Divergent Perceptions

As our study indicates, the extent to which school leaders provide useful supervision and feedback, are visible and accessible, exercise selfless leadership, and value people can influence the job satisfaction of novice teachers. Although these factors were clearly evident in the district, there were several discrepancies between the perceptions of leaders and novice teachers on other school-based factors that influence the job satisfaction of novice teachers. These discrepant school-based factors included the induction program, teaching grounded in social justice, educator evaluation and teacher leadership opportunities. In each of these areas, the perceptions of school and district leadership were inconsistent with that of novice teachers.

Induction

Leaders and novice teachers held differing views of the district's induction program. All district leaders reflected positively about the program and stated that it was the primary support provided to novice teachers. One central office administrator indicated that, "The greatest support that we offer is the new teacher induction program." District leaders also noted the induction program empowered novice teachers. However, the majority of novice teachers either felt neutral about the induction program or stated that the program did little to empower them. Seven out of eleven novice teachers indicated there was a lack of application to classroom practice. Novice teachers also felt this training had a one-size-fits-all focus and lacked differentiation related to the diverse experiences and needs of novice teachers and their classrooms. For example, one novice teacher noted, "I personally did not find it beneficial. It was very off topic. There were too many grade levels in there to make it specific to each. It was just all over the place." As a result, the current induction program, as described by novice teachers, may not have a positive influence on their job satisfaction.

Social Justice

The research indicated a discrepancy in the perceptions between school leaders and novice teachers with regard to professional development focused on social justice. While the majority of leaders stated they provided opportunities for novice teachers to reflect on their understanding and knowledge of diverse populations, less than half of novice teachers indicated that they actually engaged in critical self-reflection about diversity and issues of social justice. Similarly, although leaders stated they provided professional development to novice teachers designed to meet the needs of diverse learners, novice teachers did not perceive receiving this type of support. As a result, many novice teachers voiced a need for culturally relevant pedagogy

in order to practice culturally responsive teaching. One teacher commented, “I’m not getting as much help as I could . . . I look at it as, how am I going to figure this out? I like the diversity, but sometimes I feel like I need a bit more support in some areas.” Another teacher recognized that leaders offered professional development to assist with teaching ELLs and provided feedback on student learning needs. Although she received this support, this novice teacher conveyed her first experience working in a diverse classroom:

I came in and had no idea what to expect. I didn’t know what cultures I had . . . what languages I had. You kind of take the bull by the horn and you have to learn. This was my first experience being completely thrown into kids who don’t speak English, the different cultures, the different traditions. I’m learning.

While leaders acknowledged providing supports for novice teachers, they also recognized the importance of additional training and continued dialogue about social justice. Without the appropriate training, novice teachers may not feel equipped to meet the needs of their students, which may impact their job satisfaction (Dinham & Scott, 1997, 2000). It is also critical that novice teachers identify their own biases and beliefs about diversity.

Educator Evaluation

Despite the positive influence of supervision on novice educators, school leaders and novice teachers did not have consistent perceptions of the evaluation process. In general, evaluation was typically viewed as a summative feedback process designed to rate the performance of a teacher. Recent state and district mandates have precipitated the implementation of evaluation systems in all school districts comprised of a cycle that includes self reflection, goal setting, analysis of student progress and ongoing observations by building leaders. School leaders in the Columbia School District described the self-reflection and

goal-setting process as critical to the development and job satisfaction of novice teachers. The leaders described this process as “empowering” for the novice teachers and thus, as described by Blase (2001), teachers who feel empowered are more likely to be satisfied with their job.

In contrast, none of the eleven novice teachers interviewed connected the evaluation process to job satisfaction. Novice teachers did not provide any connections between goal setting and self-reflection to job satisfaction. Novice teachers described evaluation as “written feedback and lacking a conversation” or as an opportunity for a “gotcha moment” where the building leader provides negative feedback. This may indicate that novice teachers perceive written feedback as negative because it can be used to rate their performance. Noticeably absent from the interview data with novice teachers is any reference to receiving guidance on the evaluation process. As a result, the evaluation process does not seem to have a positive influence on the job satisfaction of novice teachers. This is problematic, as the evaluation process will determine the retention or dismissal of the novice teacher.

Teacher Leadership Opportunities

This research discovered inconsistent availability of leadership opportunities for novice teachers. While district administrators and supporting district documents illustrated a commitment to teacher leadership opportunities, this research found disparities between how this was enacted in the schools. Some building leaders acted with intentionality in communicating teacher leadership opportunities to novice teachers to encourage their participation. Several leaders initiated conversations with novice teachers, encouraging them to take on leadership roles. Teachers in these schools stated that this experience had a positive impact on their job satisfaction. Leaders also recognized that a leadership role could overburden a novice teacher. Therefore, these opportunities were individualized to those novice teachers who expressed

interest. Novice teachers provided interview data demonstrating the value they placed on leadership opportunities. One novice teacher noted the satisfaction she gained serving as a member of her school's Outreach Committee designed to support students at risk in her school. She pointed out:

I think it makes [my job] even more worthwhile because a lot of the [students] are from refugee families who [are] learning what the culture is like here . . . They want what is best for their kids . . . They just [need] a little more support.

However, other school leaders appeared more passive in their approach toward novice teachers in leadership roles. In these schools, leaders did not report providing direct encouragement to teachers. As a result, all teachers in the district did not receive the same opportunities to participate in teacher leadership roles. This disparity may have impacted their job satisfaction based on the positive response by novice teachers to participation in leadership roles, even if the commitment was relatively minor. Having cited the areas in which the perception of leaders was inconsistent with that of novice teachers, the chapter now turns to a discussion of recommendations that will help strengthen practices supporting novice teachers in the district.

Recommendations

Research states that a learning organization is a place where all the members of the organization, as individual persons, are continually learning, and the organization itself is highly adaptable. The organization is able to routinely modify its shared knowledge and practices in accord with experience and need. Honig (2008) posits that, when functioning as a learning organization, central office administration becomes proficient in mining for evidence to inform teaching practices, discriminates to identify the priorities that will impact teaching and learning,

and serves as a “boundary spanner” to link new priorities to new action through collaboration and relationship building. This is consistent with findings from Dinham and Scott (1997, 2000) where they note the important influence of leadership, communication, and decision-making on the job satisfaction of teachers. Based on our findings, it would be beneficial for this district to continue to develop itself as a learning organization to support the job satisfaction of novice teachers and potentially create a more fruitful learning environment for all staff members.

In line with Honig’s research (2008) where the district serves as a “boundary spanner,” there is evidence that this district would benefit from enhancing the link between district policy and practice regarding teacher evaluation. For instance, the negotiated teacher contract provides a detailed description of the educator evaluation process. However, discrepancies related to the implementation and understanding of the teacher evaluation process exists between novice teachers and building leaders. District and school leaders should provide clear direction and guidance on the application of policies such as educator evaluation to school-based practice. Additionally, a method for monitoring the implementation of such initiatives would allow leadership to be responsive to questions and concerns related to the initiative. Doing so may enhance the consistency and coherence of practices within and between each school in the district.

Induction

One recommendation serves to suggest promising improvements to the induction program. Most districts struggle to create and implement induction programs that are tailored to novice teachers each year. This is due in part to the ever-changing professional needs and roles of the novice teachers who are hired. However, some of these suggestions may serve to guide the future thinking of the district as they develop their induction programming. First, the induction

program for teachers should be designed to meet the needs for each teacher learner. Dinham and Scott (1997, 2000) note that job satisfaction can be negatively impacted when teachers feel overwhelmed or underprepared in their role. This means that the instruction provided during the initial induction session should include only what they need to start the year. The information presented during this initial session may include overall information needed by all staff members and should be carefully selected to ensure that teachers are not overwhelmed with new learning. Subsequent induction sessions should be constructed in a similar manner ensuring that the content presented is tailored to the needs of the novice teachers. Many induction programs try to deliver too much information at once (Sweeny, 2008). Pacing and volume of content must be carefully considered.

The induction program should be designed to reflect the same approach to teaching that is applied in the teaching of diverse learners in the classroom. It should meet the needs of novice teachers from a variety of educational levels, types of experiences and content knowledge (Sweeny, 2008). Whole group activities should be utilized for concepts clearly connected to all members of the group. These activities should be followed by small group work that is tailored to the needs of the learner. For instance, induction should address culturally responsive teaching tailored to the diverse needs of each school. Novice teachers should continually be surveyed for needs that extend beyond the planned induction activities as well to evaluate the induction program itself. Inclusion of principals in the planning and implementation of the induction program would ensure the integration of induction concepts at the school level. Finally, consideration should be given to the creation of an induction program that extends beyond the common practice of one year. Ingersoll and Strong (2011) note that induction programs that are longer than one year and provide a greater depth of instruction can positively impact the

experience of the novice teacher. In this way, the district will demonstrate that they are responsive to the needs of novice teachers while also taking a proactive stance toward professional development needs.

Professional Development

The district has a diverse student population. Research indicates that whether or not novice teachers feel they can meet student needs plays a major role in job satisfaction and their attrition rate (Johnson & Birkeland, 2003). The research of Dinham and Scott (1997, 2000) further supports that teachers who feel prepared and able to meet the needs of their students are more satisfied with their job. The data gathered from this district reflects similar results. Professional development needs were identified both for novice teachers and for the administrators who support development. The following paragraphs include the recommendations related to professional development in this district.

District-wide planning. In order for a learning organization to be effective, a cohesive communication strategy is essential (Honig, 2008; Dinham & Scott, 1997, 2000). It is important for the communication strategy to be structured in a way that allows central office, building leaders and novice teachers to consistently collaborate about supervision, evaluation, leadership opportunities, and meeting the needs of diverse populations. The district should determine an effective method for the dissemination of information to ensure consistency and the cohesive implementation of new initiatives within the district. The district might consider the development of a teacher and building leader survey to determine professional development needs. Looking forward, central office, along with the district-wide professional development team, could create a plan to be proactive in seeking out promising professional development activities to further enhance the instructional skills of novice teachers. Finally, central office and the professional

development team, including novice teachers, could establish processes for sustainability of professional development initiatives in response to future staffing changes in schools and in central office. Efforts related to our recommendations for professional development are already underway in the district. The Superintendent's District Improvement Plan that was approved by the School Committee at the time of this research emphasizes professional development initiatives. The first improvement plan objective notes the need for a district-wide professional development team. The second objective is the development of a district-wide professional development plan. Therefore, while it is evident that the district has already identified some of the recommendations noted in this research, our findings may also serve as a tool to further develop the professional development agenda already in progress.

Self-Reflection. Professional development should guide teachers and administrators through the self-reflection process to examine personal practices and beliefs that may impact the learning opportunities they present to students. The first step in developing culturally responsive teaching is to help all teachers and leaders develop ideological clarity. The professional development should be designed to help teachers explore their own ideas and attitudes about diversity, identify the learning needs of a diverse population and be coupled with specific tools and strategies targeted to those needs. As with the induction program, building leaders and teachers should be regularly surveyed for professional development needs beyond what was planned. The district should also be prepared to provide support to teachers of students who arrive after the start of the school year who present with needs or challenges outside of those for which training had been provided.

Additionally, there is evidence from the district that there are pockets of highly effective practice related to students with diverse learning needs. This is most evident in those schools

with highly diverse student populations. In those schools, novice teachers stated that their ability to meet the needs of their students contributed to their job satisfaction. The district should utilize the expertise of teachers and principals from these schools to share best practices across the district. Since there is district-based expertise, opportunities for peer observation could be very powerful.

Evaluation. State, local and district policy has elevated the emphasis placed on educator evaluation. This emphasis requires that building leaders and novice teachers become intimately aware of the usefulness of the evaluation process to develop and refine novice teachers' skills and understandings. This is grounded in the collaborative, trusting, coaching relationships that are present in the district between building leaders and novice teachers discussed earlier. The research of Dinham and Scott (1997, 2000) clearly supports that these characteristics each contribute to the job satisfaction of teachers. These characteristics are the foundation upon which a powerful evaluation process can be built. Targeted, timely and appropriately paced professional development should be provided for new teachers and building administrators on the district objectives and processes around educator evaluation. This professional development should be timed throughout the school year so that novice teachers are not overwhelmed by the many requirements of the process. A brief reference document could be created from the 46-page contract addendum to make the process easily understood by novice teachers.

Principals and teachers should receive training that connects classroom supervision and feedback to the evaluation process. Engaging in this work will connect the already strong supervision and feedback cycle to the overall evaluation process given that there are clear professional communities of inquiry and practice present in the district. The connection between supervision and evaluation is most easily accomplished when emphasis is placed on student

outcomes in contrast to teaching practices. The teachers should be included in the conversation about student outcomes and subsequent plans to improve student performance. Platt and Tripp (2014) found that when the teacher is included in the decision making process related to the outcomes of students and the accompanying teaching practices, the evaluation process is enhanced. Conley et al. (2006) further the importance of including novice teachers in the decision-making process identifying this as a contributing factor to teacher autonomy, which has been shown to influence job satisfaction and higher levels of reflective judgment. As a result, a process of constant improvement embedded in a climate of trust, feedback and self-reflection will become common practice and teacher job satisfaction will be enhanced.

Teacher Leadership

There is a significant body of research that shows distributed leadership opportunities can positively influence the job satisfaction of novice teachers (Angelle, 2006; Hulpia et al. 2009). Novice teachers are often overwhelmed by the preparation time required during the first years of teaching. It is helpful to find leadership opportunities that require a limited time commitment for novice teachers and connect them to other teachers, such as serving on committees that inform school policy, like one on parent outreach. The principal must play an active role in the cultivation of teacher leaders. Given a leadership role, novice teachers should be guided throughout the leadership process to avoid ineffectiveness. Novice teachers should be viewed as an untapped resource of enthusiasm, engagement and knowledge that can be harnessed to influence the culture and abilities of the school. However, the work of teacher leaders must be connected to school and district goals. If the leader ensures a connection to school and district goals while providing guidance and supervision of the leadership process, there is great potential

in the leadership capabilities of novice teachers. As a result, the job satisfaction of novice teachers may be enhanced.

Implications for Future Practice

Finally, while our research focused on the job satisfaction of novice teachers, there may be implications beyond this particular population of teachers. Each of the areas discussed above may have implications for veteran staff as well. Our research raises questions for district consideration:

- Would veteran teachers benefit from additional professional development on social justice?
- Would veteran teachers benefit from additional professional development on the process and objective of the process of evaluation?
- Would veteran teachers benefit from the inclusion of novice teachers in building-based leadership opportunities?

District consideration to each of these questions could potentially serve to improve the job satisfaction of all staff members.

Limitations

Although there are many strengths of case study research, there are also weaknesses. One limit to a case study is that it relies on the “researcher [as] the primary instrument of data collection and analysis” (Merriam, 2009, p. 52). Therefore, if a researcher felt unsupported during his first years as a novice teacher then he/she may have a bias in favor of the novice teachers participating in the study. On the other hand, a researcher with a background in administration may have a bias in favor of other administrators being interviewed in the study.

The research team through group conversations about data and team coding addressed this potential bias.

A second limitation is the reliability of the data collected from novice teachers. Given they have yet to complete the probationary period of employment, novice teachers may not share their complete or honest opinions about their job satisfaction. If some participants are unsatisfied with their jobs, they may be reluctant to attribute their dissatisfaction to school and district leadership for fear of repercussions, which might include the possibility of losing employment.

The third limitation is the use of self-reported data. School leaders and novice teachers shared with the research team their perceptions. Therefore, novice teachers' lack of experience and high stress levels may influence how they perceive the school and district. They may lack an understanding of the history and scope of school and district work. They are also novice teachers, so perhaps they are concerned with their job security and therefore tend to paint a rosier picture. The school leaders may perceive an incentive in positively reporting their work and the work in their school.

While the study provided a cross section of leaders and novice teachers from different schools and central office settings, one school in the district, which contained a large number of low-income students and had a low accountability rating from the state, did not participate in the study. This may have been due to the leader's availability or the possibility that there were not any novice teachers at this particular school. Nevertheless, comparing interview responses from this school with the data from other schools with greater student diversity may have increased the study's generalizability.

The time frame of this study was another limitation. Several leaders were new to the district and although they may have prioritized several aspects of school and district leadership,

effective change usually occurs within three to five years. The sample of novice teachers for this study ranged in years taught in the district and educational background. Although we did not report on teacher preparation programs, a few novice teachers self reported these data. One novice teacher was in the first year in the district with previous experience while all other novice teachers were in the second or third year in the district with a total ranging from two to six years in the profession. As a result, their responses may not have reflected current practice provided to novice teachers within the school district, especially given the leadership transitions in the previous few years at both the school and district level. Revisiting novice teachers and leaders near the end of the school year and then again at the end of a three-year period would have increased the validity and reliability of this study.

The final limitation of this study is the generalizability of the findings. Since case study research focuses on a single unit of analysis, which in this case is one suburban Massachusetts school district, the results of the study may be limited to other school systems in Massachusetts or the United States with similar characteristics and may not be applicable to school districts with different demographics, achievement levels, and geographic contexts. Therefore, this may limit the generalizability of the study, but does not mean a research study focused on one district cannot provide insight or a better understanding of how leadership influences the job satisfaction of novice teachers. In fact, Merriam (2009) points out that “It is the reader, not the researcher, who determines what can apply to his or her context” (p. 51). Related to sample size, however, one has to be careful about extrapolating the findings to other novice teachers and school leaders. In a different school or district, we could find school leaders and novice teachers had different experiences. We also cannot make causal connections as there may be other explanations or factors involved. Future research could further illuminate the school-based factors that influence

the job satisfaction of novice teachers. In conclusion, although this research has some limitations, this research accomplished its goal.

Conclusion

There is broad consensus that having talented and skilled teachers in our nation's classrooms are of critical importance to the educational attainment of students (Rivkin, Hanushek, & Kain, 2005; Wright, Horn, & Sanders, 1997). Retaining teachers in schools has long been a priority because experienced teachers tend to contribute to student achievement at a higher level than their novice counterparts (Kane, Rockoff, & Staiger, 2008). Teacher quality and retention issues are not equally distributed across schools; as Johnson (2004) writes, "If schools fail to attract and retain a strong, committed cohort of new teachers in the coming years, students will be severely penalized, and those in low income communities will be likely to pay the greatest price" (p. 329).

Furthermore, the importance of novice teacher retention has grown increasingly more important in recent years as the pool of applicants entering teacher preparation programs and teachers entering the job market have diminished (Sawchuk, 2014; Westervelt, 2015). As Mary Vixie Sandy, the executive director of the California Commission on Teaching Credentials, states, "We are going to see it play out in this year and in the coming year with an increase in demand, and a not very deep pool of teachers to fulfill that demand" (Sawchuk, 2014, p. 1). Furthermore, this trend of a reduction in the number of applications received by teacher preparation programs does not appear to be a fad; Bill McDiarmid, the dean of the University of North Carolina School of Education, recently stated that, "The erosion is steady. That's a steady downward line on a graph. And there's no sign that it's being turned around" (Westervelt, 2015, p. 1). Given these trends, retaining and developing novice teachers should be a high priority for schools and districts to ensure there are enough high quality teachers to fill their classrooms.

Job satisfaction is a primary factor in the retention of novice teachers (Boyd et al., 2011; Ladd, 2011). Our research confirms the findings of Dinham and Scott (1998): leadership can influence the job satisfaction of novice teachers. The leaders and novice teachers in the Columbia Public School District value interpersonal relationships, and as a result, this has contributed to the job satisfaction of novice teachers. Looking forward, the district could continue to enhance the experience of novice teachers. An ongoing commitment by school and district leadership to enhance professional development in the areas of induction, self reflection, evaluation, and teacher leadership, will allow school and district leadership to further elevate the job satisfaction of novice teachers. Furthermore, the many strengths already present within the district coupled with a commitment to ongoing growth in these areas, could serve to benefit the practice and job satisfaction of all teachers.

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Appendix A

Study Timeline

Start Date	End Date	Research Task
March 2015	May 2015	Begin researching districts that fit the profile of participants needed to complete a robust study of novice teachers. Sample size must have 20 novice teachers, 10 teacher mentors, 10 building based administrators, and a central office cabinet.
May 2015	May 2015	Defend group research study proposal.
May 2015	June 2015	Select district and contact district leadership to make initial introductions and presentation of proposed study.
June 2015	August 2015	Complete initial study of research group's individual district profile.
August 2015	October 2015	Begin data analysis process and identification of themes, document inferences, and findings.
September 2015		Schedule perspective interviews with available personnel. Complete initial interviews and collect initial data and artifacts.
November 2015	January 2016	Data Analysis
December 2015	January 2016	Continue with data analysis and identification of themes, document inferences and findings to write up findings.
March 2016		Defend Dissertation
April 1, 2016		Submit Dissertation in Practice

Appendix B

Novice Teacher Interview

Introduction

- Greet and introduce yourself and your role and explain to the teacher the purpose of the study - to gather data and to explore how leadership influences the job satisfaction of novice teachers
- Go over the disclosure statement and highlight the informed consent and confidentiality. Remind the participant that they are not required to participate in the interview. They may choose not to answer a certain question or all questions. They may stop the interview at any time
- State that the interview will begin with an inquiry into their educational history

Leadership

1. What has the principal directly or indirectly done to impact your initial years in the profession?
2. How does your principal influence you as a novice teacher?

Job Satisfaction

3. Describe the factors of your school that influence your job satisfaction.
4. Describe the aspects of your teaching position you find to be rewarding and frustrating.

School Culture

5. How do you differentiate between your role in a school's culture and that of the administration? Detail each role.
6. Do you feel you get support/assistance in your teaching when you have a problem? If so, from who and what does that support/assistance look like?

7. Are there structures within the school day that help foster collaboration between you and your colleagues? Explain your answer.

Distributed Leadership

8. In what ways do teachers have opportunities to take on leadership roles in the school?
How does seeing other teachers in leadership roles influence your experience?
9. Have you been involved in any teacher leadership activities? How has that affected your experience at the school?

Servant Leadership

10. Do school and district leaders empower novice teachers? Can you offer some specific examples?
11. Do you feel valued by school and district leadership? Can you provide some specific examples?
12. How does school leadership respond to feedback from teachers? Is leadership open to different views? Can you provide some specific examples?

Central Office

13. How does central office support you as a novice teacher? Please identify the direct or indirect support provided by central office.
14. Describe your mentoring and induction experience?
15. In what ways does policy affect you as a novice educator?

Social Justice Leadership

16. Describe your experiences teaching a diverse population of students (special education, ELL, low-income, ethnicity)

17. What district or building supports are available to help you meet the needs of all students?
18. Have you been encouraged to reflect on your understanding and ability to teach diverse student populations? If so, how?

Instructional Leadership

19. What evaluation feedback do you find most helpful to you as a novice teacher? Please explain your choice(s) to me.
20. Does your principal connect feedback to student achievement and if so, how?
21. Does your principal provide supervision that influences your practice and if so, how?

Appendix C

School and District Leader Interview

Introduction

- Greet and introduce yourself and your role and explain to the teacher the purpose of the study - to gather data and to explore how leadership influences the job satisfaction of novice teachers
- Go over the disclosure statement and highlight the informed consent and confidentiality. Remind the participant that they are not required to participate in the interview. They may choose not to answer a certain question or all questions. They may stop the interview at any time
- State that the interview will begin with an inquiry into their educational history

Job Satisfaction

1. Do you believe novice teachers are satisfied with their jobs? How do you know?
2. What elements of the school or district do you believe influence the job satisfaction of your novice teachers?

School Culture

3. How do you differentiate between your role in a school's culture and that of the teacher? Detail each role.
4. How do you feel you give support/assistance to your novice teachers when they have a problem? If so, what does that support/assistance look like?
5. Are there structures within the school day that help foster collaboration between you and the novice teachers? Explain your answer.
6. What words do you immediately associate with school culture?

Distributive Leadership

7. In what ways do teachers have opportunities to take on leadership roles in the school?

How do you let go of your authority to promote this practice?

8. Are novice teachers able to take on leadership roles? How do you promote those with less experience being connected to leadership opportunities?

Servant Leadership

9. How do you empower novice teachers? Can you offer some specific examples?

10. How do you make novice teachers feel valued? Can you provide some specific examples?

11. How do you respond to feedback from teachers? Are you open to different views? Can you provide some specific examples?

Central Office

12. What district supports are provided to novice teachers?

13. Is there a direct impact from central office to novice teachers? How do you measure that?

Social Justice Leadership

14. What district or building supports are available for novice teachers to meet the needs of all students?

15. How have you provided opportunities for teachers to reflect on their understanding and knowledge of diverse populations?

16. Is there a cultural mismatch between novice teachers and student populations? If so, how do you address this?

Instructional Leadership

17. What evaluation feedback do you believe is most helpful to a novice teacher? Please explain your choice(s) to me.
18. Do you provide feedback to the novice teacher that connects to student achievement and if so, how?
19. Do you provide supervision to the novice teacher that influences their practice? If so, can you provide examples?