

2020

Perceptions of K-12 School Principals Regarding Instructional Leadership to Support Music Teachers

Erick Cuthbert Willie
Walden University

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College of Education

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Erick Cuthbert Willie

has been found to be complete and satisfactory in all respects,
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the review committee have been made.

Review Committee

Dr. Jerry Collins, Committee Chairperson, Education Faculty
Dr. Peter Kiriakidis, Committee Member, Education Faculty
Dr. Ionut-Dorin Stanciu, University Reviewer, Education Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2020

Abstract

Perceptions of K-12 School Principals Regarding Instructional Leadership to Support

Music Teachers

by

Erick Cuthbert Willie

MA, University of the Virgin Islands, 2017

BS, University of the Virgin Islands, 2014

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

October 2020

Abstract

K-12 school principals, as instructional leaders, are critical to supporting music teachers. The problem addressed in this project study was that principals have been inconsistently applying instructional leadership to support music teachers to remain in the teaching profession. The purpose of this basic qualitative research design study was to understand how principals applied instructional leadership practices to support music teachers in order to retain them. The conceptual framework was the instructional leadership model of Hallinger and Murphy, which defines three main dimensions of instructional leadership: (a) the school mission, (b) the instructional program, and (c) the school climate. The research question was what instructional leadership practices do K-12 school principals implement regarding the retention of music teachers. The participants were 10 principals who were purposefully selected because they were state certified and employed by the school district for at least 2 years. Data were collected via semistructured interviews via Zoom using an interview protocol. Thematic analysis was used to analyze the data. The main theme revealed that principals can benefit from professional development (PD) embedded in the job functions within instructional leadership's three dimensions regarding best instructional leadership practices to support music teachers. A 3-day PD training was developed for principals to learn about the challenges of music teachers and how to support them to stay at the school district. The key recommendation was that a district-wide new teacher program could support music teachers. Implications for positive social change include strategies, found in the 3-day PD training, on how principals can implement instructional leadership practices to better support music teachers. These efforts may help principals to retain music teachers in the school district.

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Dedication

This project study is dedicated to Dr. Valrica M. M. Bryson, Ph.D. Dr. Bryson is a music teacher and professor of music at the local university for over 30 years.

Acknowledgments

This study could not be possible without the help and support from some special people. A special thanks to Dr. Peter Kiriakidis for his continuous feedback and support. Thank you to my family and friends for creating a strong foundation that I could use in hard times.

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Section 1: The Problem

The project site was an urban public high school district located in one of the U.S. territories. At the project site, school district administrators struggled to maintain music teachers (territorial director of music, personal communication, January 12, 2020). Music teachers had been leaving the school district in large numbers every academic year for the past 5 consecutive years; specifically, more than 19 of 25 music teachers left the teaching profession (territorial director of music, personal communication, January 12, 2020). Music teachers had been complaining to senior district administrators that K-12 school principals are inconsistently implementing instructional leadership practices to support them to remain in the teaching profession (senior district administrator, personal communication, January 18, 2020). Principals reported to senior district administrators that they are struggling to retain music teachers (senior district administrator, personal communication, January 18, 2020). According to the School District Board Minutes documents, music teachers complained that principals struggle as instructional leaders to retain them (Board Minutes, project study website).

Approximately a quarter of music teachers remain with the school district and three quarters left the district because, as they have stated, principals do not support them (superintendent of schools, personal communication, February 11, 2020). The music teachers who left their teaching positions had 5 or less years of teaching experience and complained that principals have been inconsistently implementing instructional leadership practices to retain them (superintendent, personal communication, February 11, 2020). According to the territorial director, K-12 school principals reported that they

are struggling to retain music teachers (superintendent, personal communication, February 11, 2020).

The problem that I addressed in this project study was that K-12 school principals have been inconsistent in applying instructional leadership practices supporting the retention of music teachers. The findings include a 3-day professional development (PD) plan for K-12 school principals to help them to better implement their instructional leadership practices to retain music teachers. Implications for positive social change include a 3-day PD plan with strategies for principals to use to retain music teachers for the benefit of students.

According to Shirk (2016), providing support to music teachers can be a challenge to school administrators. Martinez (2017) stated that administrative support could keep music teachers in the profession. Barry and Durham (2017) stated that between 40% and 50% of music teachers, who leave the profession, have no interest in returning to the classroom. Robinson (2015) stated that 40% of music teachers believed that principal instructional support during their first 5 years of teaching is needed.

Rationale

Evidence of the Problem at the Local Level

At the project site, the public school district had nine elementary, 10 middle, four high, and two alternative schools. There was one music teaching position assigned to each school in the school district (territorial director of music, personal communication, January 11, 2020). The local Department of Education posts teacher vacancies continuously throughout the school year in hope to actively recruit qualified music

teachers (director of human resources, personal communication, September 19, 2020). The majority of the newly hired teachers had no teaching experience (director of human resources, personal communication, September 19, 2020). During a 5-year period, 30 music teachers were hired to fill music teacher vacancies throughout the district and 22 of them left the school district (director of human resources, personal communication, September 19, 2020). Many of the music teacher vacancies in the school district were the result of someone leaving the district with 5 or less years of teaching experience (territorial director of music, personal communication, January 20, 2019). Music teachers were offered to be hired after a 5-year probationary period to complete all teaching certification requirements; however, in a period of 5 years, more than 19 of 25 music teachers left the teaching profession (territorial director of music, personal communication, January 20, 2019). Many music teachers left their profession and had 5 or less years of teaching experience (superintendent of schools, personal communication, September 19, 2019).

School district administrators are struggling to maintain experienced and highly qualified music teachers (territorial director of music, personal communication, January 12, 2020). K-12 school principals reported to district administrators that they are struggling to retain music teachers (territorial director, personal communication, December 30, 2019). Music teachers have been complaining to senior district administrators that K-12 school principals are inconsistently implementing instructional leadership practices to retain music teachers (superintendent, personal communication, January 16, 2020). School district administrators decided to support the instructional

leadership capacity of K-12 school principals by visiting the school sites on a monthly basis to help these principals to better apply instructional leadership practices to retain music teachers (superintendent, personal communication, January 11, 2020).

The school district senior administrators decided to create the Division of Music Education (DME) for K-12 school principals to focus on instructional leadership practices to retain teachers because teachers have been leaving the school district in large numbers (insular superintendent, personal communication, January 11, 2020). DME, in collaboration with the district leadership, formed the music educators' administrators' association to address K-12 school principals' instructional leadership practices to retain music teachers (territorial director, personal communication, September 20, 2019).

Although senior district administrators provided feedback to K-12 school principals, district directors reported to the board of education that principals continue to struggle to retain music teachers (insular superintendent, personal communication, December 19, 2019). K-12 school principals continue to report to the school superintendent that they are still struggling to retain music teachers (superintendent of schools, personal communication, January 12, 2020). Thus, the problem that I addressed in this project study was that K-12 school principals have been inconsistent in applying instructional leadership practices supporting the retention of music teachers.

Evidence From Professional Literature

There are retention issues in the teaching profession (Zhang & Zeller, 2016). Principals struggle to retain teachers (Rosenberg, 2018). Teachers need support from school principals (Eller & Eller, 2018). Scholars reported retention issues in the teaching

profession (Zhang & Zeller, 2016). School districts struggle to retain teachers (Rosenberg, 2018). Principal leadership and support influence teachers' decisions to stay in the school (Sutcher, Darling-Hammond, & Carver-Thomas, 2019). Teachers need support from school principals (Eller & Eller, 2018).

According to Martinez (2017), school administrators should support teachers to retain them. Teacher participation in mentorship programs and PD are effective practices to retain teachers (Perrine, 2016). Williams (2018) found that school training in content-based instructional leadership is crucial to teacher retention.

The school principal is the key person in creating a school vision that can be shared throughout the institution. Williams (2018) reported that principals are responsible for supporting teachers. According to Williams (2018), the principal is an instructional leader who must use instructional leadership practices to support teachers. Music teachers are vital in the growth of fine arts education (Clark, 2015). Music teachers are leaving the profession due to the contributing factor of low administrative support. Many music teachers, with 5 or less years of teaching experience, are leaving the teaching profession (Barry & Durham, 2017). Principals could lower the rate of teachers leaving the profession.

Music teachers are leaving profession to pursue other career opportunities. The continuous recruitment and hiring of music teachers can be detrimental to the sustainability of quality music education programs and having a high teacher turnover rate can hinder student academic progress. Martinez (2017) and Clark (2015) stated that music teacher retention is an issue across the continental United States. When music

teachers leave the teaching profession, their attrition affects the sustainability of a quality music programs. The purpose of this study was to examine the perceptions of K-12 school principals regarding instructional leadership practices supporting the retention of music teachers.

Definitions of Key Terms

The following key terms are defined as follows:

Instructional leadership practices: This term refers to the practices of school principals to support teachers to remain in the teaching profession. For instance, principals can support music teachers to improve their teaching practices and remain in the teaching profession. Thus, principals should support music teachers (Williams, 2018).

Professional development (PD): Music teachers need PD. A group of school personnel collaborating for the purpose of promoting school improvement through the collection, discussion, and data is called PD. Via PD music teachers can improve their teaching practices (Martinez, 2017).

Retention of music teachers: The ability to retain music teachers in the teaching profession (Clark, 2015).

Significance of the Study

This qualitative study was significant because music teachers at the project site, which was an urban public school district, have left the teaching profession. Music teachers complained to senior district administrators that K-12 school principals were inconsistently implementing instructional leadership practices to retain music teachers. K-12 school principals complained to district administrators that they struggled to retain

music teachers. School district directors reported to the board of education that principals struggled to retain music teachers.

The findings include a 3-day PD plan for K-12 school principals to help them to better implement their instructional leadership practices to retain music teachers. The content of the 3-day PD is designed to help K-12 school principals with ways to support the retention of music teachers. Also, the content of the 3-day PD should be used by K-12 school principals to use specific strategies to better implement their instructional leadership practices to retain music teachers. The findings should be used by senior school district administrators to support K-12 school principals by applying to instructional leadership practices that better support music teachers. The findings from this project study contain recommendation for researchers to conduct varied research on the subject of instructional leadership practices to retain music teacher for the benefit of students. Policy makers and professionals in the education field should use the findings to support the quest of improving instructional leadership practices of K-12 school principals by designing and implementing educational strategies via specialized training on how to support music teachers. Implications for positive social change include a 3-day PD plan with strategies for principals to use to retain music teachers for the benefit of students.

Research Question

According to Williams (2018), the principal should be committed to retain teachers. Having a high teacher turnover rate can hinder student academic progress. Martinez (2017) stated that music teachers are leaving the profession to pursue other

career opportunities. The research question that I used to guide this project study was: What instructional leadership practices do K-12 school principals implement regarding the retention of music teachers?

Review of the Literature

I undertook numerous steps to ensure that the related peer-reviewed journal articles and the research-based materials were relevant and current. I selected literature based on their relevance to this project study. I identified the current literature in the form of peer-reviewed articles, research-based strategies, and textbooks from varying Walden's Library databases such as ERIC, Google Scholar, ProQuest, and SAGE Journals Online. A search strategy comprised the following: instructional leadership of school principals, the significance of retaining music teachers, and the roles of school principals. Keywords that I used in the search strategy included *instructional leadership practices*, *K-12 school principals*, *retaining music teachers*, and *theories on teaching and instructional practices*. I found more than 500 peer-reviewed journal articles published within the past 5 years.

Conceptual Framework

The conceptual framework for this project study was the instructional leadership model developed by Hallinger and Murphy. Hallinger and Murphy (1983) developed the model called principal instructional management rating scale (PIMRS). According to Hallinger and Murphy (1983), there are 10 functions for school administrators. The functions of the instructional leadership model are developing school goals, supervising and evaluating teaching, coordinating curriculum, monitoring student progress, assuring

instructional time, maintaining learning support, providing incentives for teachers, enforcing academic standards, promoting PD, and providing incentives for learning.

The instructional leadership model includes functions that K-12 school principals should use by applying their leadership practices (Gumus, Bellibas, Esen, & Gumus, 2018). The instructional leadership model is principal-centered (Gumus et al., 2018). K-12 school principals should support teachers (Gumus et al., 2018). The instructional leadership model includes functions for educators regarding the development and implementation of expectations at the school.

According to Hallinger and Murphy (1983), principals create the school mission, coordinate curriculum, monitor student progress, and promote a positive school learning climate, which entails principals' effort to enforce academic standards. This model relates to school principals' instructional leadership practices regarding the retention of teachers. I used this model to examine principals' instructional leadership practices regarding the retention of teachers. Specifically, I used three functions for the purpose of this qualitative project study: (a) developing and promoting expectations, (b) assessing and monitoring student performance, and (c) supervising and evaluating instruction. These three functions of the instructional leadership model were relevant to this study because K-12 school principals are instructional leaders.

I used the instructional leadership model to create the interview protocol (Appendix B). I used this model to analyze the interview data for this project study. This model guided the findings of this study. I selected the instructional leadership model for this study because it relates to the instructional leadership practices of K-12 school

principals who apply the functions of this model regarding the retention of teachers.

Thus, I used the conceptual framework to examine the perceptions of K-12 school principals regarding instructional leadership practices supporting the retention of music teachers.

Review of the Broader Literature

Instructional Leadership Practices of School Principals

School principals who apply instructional leadership practices to support teachers create an environment that promotes teaching success. Sinnema, Ludlow, and Robinson (2016) examined the leadership practices of school principals. Sinnema et al. (2016) indicated that school principal leadership affects the overall success of the school. Whitehouse (2016) examined principals' instructional leadership practices and stated that their practices are guided by the goals set forth by school district administrators. According to Kos (2018), leadership in schools is reflected through the school principals' ability to promote positive change within the organization. Clark (2015) stated that effective leaders share the school vision. According to Leithwood and Riehl (2003), principals' instructional leadership practices are needed to manage a school. Liao and Campbell (2016) stated that principals could apply instructional leadership practices to improve teaching. According to Martinez (2017), effective school principals could use instructional leadership practices to motivate teachers to excel in their classrooms. The use of ongoing feedback and evaluation of practice from principals can help to improve the teacher performance (Park & Ham, 2016). Thus, principals' instructional leadership practices affect teaching practices.

School leaders are trying to explore teacher leadership potential in their schools (Ankrum, 2016). Teachers leaders who are willing to go above and beyond their general duties are the type of educators who have the potential in taking on additive responsibilities (Ankrum, 2016). Goddard, Goddard, Sook Kim, and Miller (2015) stated that principals' instructional leadership may support the degree to which teachers work together to improve instruction. Goddard et al. also stated that together leadership and teacher collaboration may contribute to school effectiveness by strengthening collective efficacy beliefs. Goddard et al. found a significant direct effect of leadership on teacher collaboration. Goddard et al. suggested that strong instructional leadership can create structures to facilitate teachers' work.

School principals are accountable for demonstrating increasing levels of instructional leadership. Gumus et al. (2018) examined the extent to which different leadership models in education are studied. Gumus et al. showed that there has been increasing interest in leadership models in educational research through time. Distributed leadership, instructional leadership, teacher leadership, and transformational leadership are the most studied leadership models in educational research (Gumus et al., 2018). Gumus et al. found that related research increasingly focuses on the effects of leaders on organizational behaviors or conditions. Gurley et al. (2016) measured the perceptions of school principals regarding the frequency with which they passed specific instructional leadership behaviors. Gurley et al. indicated that the magnitude and direction of principal-teacher differences varies among schools. According to Urick (2016), effective school leadership is the degree of influence or synergy between teachers and principals.

Urick further stated that principals should have influence over resources, safety, and facilities regardless of the degree of shared instructional leadership.

Transformational and Instructional Leadership

Eisner (2002) developed the transformational leadership theory. Leithwood and Riehl (2003) developed the instructional leadership philosophy. Eisner's theory of transformational leadership is used as a philosophical guide. Eisner's theory on transformational leadership focuses on the basics of educational leadership in setting a shared vision, developing the institution, and developing the culture.

Leithwood and Riehl (2003) focused on effective leaders who use their ability to provide best practices as a guide to achieve instructional objectives. Leithwood and Riehl affirmed that the practices of school principals influence the direction, development, and the overall retention of teachers. Leithwood and Riehl focused on the school leader who is able to motivate and support teachers to achieve instructional goals. Leithwood and Riehl also stated that the ability to empower students to reach goals, and to provide adequate resources for high-quality learning, requires a transformational leader. The instructional leadership philosophy focuses on the school leader's ability to lead people and to nurture learning.

School leaders should work collaboratively with all stakeholders such as parents, teachers, students, and community partners to achieve a common goal. The principal's leadership approach should include a goal to improve all areas of learning. Leithwood and Riehl (2003) stated that support is an educational component. For example, music teachers promote arts education in the lives of all students (Bledsoe, 2015). School music

education programs provide students with a sense of ownership and pride for their education (Martinez, 2017). Music programs may help students to develop social and emotional intelligence (Clark, 2015; Whitehouse, 2016). Gurley, Anast-May, O'Neal, and Dozier (2016) stated that principals' instructional leadership approach to transforming school achievement could define, describe, and shape ongoing supportive practices of a principal to augment student learning.

Student Achievement and Practices of School Principals

Leadership practices of school principals have an effect on student achievement. The role of school principals on student achievement is significant. Williams (2018) stated that instructional leadership could focus on all areas of student learning. Principals' instructional leadership practices affect student achievement. Jacob, Hill, and Corey (2017) stated that principals should support teachers. Thus, school principals need to support teachers for student achievement.

Professional Development for Music Teachers

Teachers and administrators need PD. School principals should use creative practices to retain teachers (Orr & Cleveland-Innes, 2015). Continuous PD is vital to the growth and retention of teachers and school administrators (Sinnema et al., 2016). Administrators need to improve teachers' retention. For example, a music program could support the overall growth of the school's climate culture (Clasquin-Johnson, 2016). Students in music programs develop a sense of community and pride (Park & Ham, 2016). Sense of community can permeate the school campus and cause growth in the

school climate (Clark, 2015). Through music programs, students develop self-discipline and music skills.

PD is an effective support system for teachers. Park and Ham (2016) conducted a study with former music teachers and indicated that 53% of teachers believed that PD is effective. Park and Ham revealed that 20% of teachers left the profession because they did not receive PD during their tenure. According to Clark (2015), music teachers requested more PD support. Clark (2015) stated that PD should be provided by principals as instructional leaders. School principals should support evidence-based PD for teachers (Kos, 2018). PD could help teachers to improve their pedagogical practices (Martinez, 2017). Thus, school principals should offer PD to teachers to improve their teaching practices.

Music teachers need PD. According to Clark (2015), PD could address some of the factors that affect teacher retention. According to Johnson and Matthews (2017), an effective PD should focus on content-based instruction, pedagogical practices, and differentiated strategies. Music teachers are struggling with content-based outcomes. Music teachers could benefit from PD. Aguilar and Richerme (2016) found that only 30% of public schools in the United States offered PD programs for music educators. Thus, PD for music teachers should relate to pedagogical practices and content-based knowledge.

PD for music teachers should be on real-world experiences in making music. Music teachers need PD on strategies that are unique to the music classroom (Kos, 2018). PD for music teachers on music making is vital to their growth, well-being, and

effectiveness. Shirk (2016) argued that this type of learning is essential in the field of music education. Long-term PD for music teachers must be relevant and relatable (Barry & Durham, 2017). Thus, music teachers need heads-on PD.

Teachers need training. Williams (2018) stated that PD has been effective in retaining teachers. School districts provide PD programs; however, such programs lack continuous benefits for teachers (Williams, 2018). Johnson and Matthews (2017) indicated that music teachers have little training in working with students compared with general teachers who have received extensive training. Teachers who participate in monthly PD are more likely to use and apply the knowledge learned in their classrooms (Yin, 2016). Thus, PD improves teacher retention.

PD should be based on theories of how teachers learn. Brown and Militello (2016) examined the perceptions principals have about PD and the role they play in facilitating the growth of teachers. Principals play a pivotal role in teachers' professional growth (Brown & Militello, 2016). Brown and Militello (2016) stated that all of the principals expressed a desire to take an active role in teachers' professional growth. Thus, PD can facilitate teachers' growth.

Video is increasingly used to support in-service teacher PD. According to Major and Watson (2018), advances in affordability and usability of technology mean that interest in PD is increasing. Major and Watson (2018) stated that video has an effect on teacher cognition and classroom practices. According to Major and Watson (2018), further qualitative and quantitative research is needed to identify how the use of video affects classroom practices. Thus, teachers can use videos to improve teaching practices.

PD should be designed to improve teachers' knowledge. According to Jacob et al. (2017), PD should enable teachers to elicit more reasoning during lessons. Jacob et al. examined if PD focuses on helping teachers (a) learn more mathematics, (b) understand how children learn math, (c) use formative assessment to develop insight into what specific students know and do not know, and (d) develop effective classroom instructional strategies. Participants were teachers randomly assigned within schools either to a control group or to receive PD. The training consisted of a week-long summer institute and 4 to 6 in-service days during the school year. Jacob et al. found limited evidence of positive impacts on teachers' knowledge for teaching, but no effects on instructional practice or student outcomes.

Online courses can help teachers. Biasutti, Frate, and Concina (2019) examined PD of in-service advanced music teachers as a result of their participation in a 3-year collaborative online course. Biasutti et al. used a socioconstructivist theoretical framework for designing and implementing a course for music teachers. The sample was 24 teachers enrolled in blended collaborative learning activities. Biasutti et al. used a mixed research method to assess the effect of the course on teachers' attitudes and skills. Biasutti et al. interviewed school principals to investigate perceived changes of teachers' behaviors in their music schools. Biasutti et al. highlighted the effects of the course for improving music teachers' professional skills. Attending the course was an opportunity to discuss student-centered didactic principles, teaching methods, and practices in music education (Biasutti et al., 2019). Thus, online courses can help teachers to improve their professional skills.

PD can help teachers to support students' learning. Althauser (2015) used a quantitative approach to investigate the effect of a district-wide, job-embedded mathematics PD program on elementary teachers' general and personal efficacy. Teachers' general and personal efficacies were measured using a paired *t* test analysis on the Math Teaching Efficacy Beliefs Instrument. Althauser (2015) indicated that teachers' general efficacy and student socioeconomic status predicted student achievement in mathematics, supporting the conclusion that job-embedded, sustained PD may lead to improved student achievement in mathematics.

Mentoring of Teachers and Principals' Support

Teachers need mentoring to improve their teaching practices. Mentorship is necessary for teachers (Park & Ham, 2016). Online platforms can be used for virtual mentoring (Hallinger & Chen, 2015). Mentors must be verse in pedagogical practices and interpersonal relations (Conway, 2015). Sala and Gobet (2017) stated that mentoring can have a distinct difference on teacher attrition. Sala and Gobet also stated that mentoring from colleagues could help teachers (Conway, 2015). Mentorship and support are key components in retaining teachers (Clark, 2015). Principal leadership is vital in retaining teachers. Williams (2018) claimed that mentorship can be used as a tool to address teacher interest and retention. Mentoring could help teachers to improve their instructional practices (Conway, 2015). Thus, support from school principals and mentorship can help teachers stay in the teaching profession.

Teachers need mentoring during their first years of teaching. Sinnema et al. (2016) found that teachers who received mentoring during their first 3 years of teaching

were less likely to leave the profession. Teachers who left the profession reported that they were not supported from their principals (Kos, 2018). For example, Saarelainen and Juvonen (2017) reported that mentorship programs affected teacher retention and 75% of teachers during a 5-year period remained in the teaching profession. A school district in Florida implemented a teacher mentorship program and during a 5-year period, the school district saw a teacher retention rate of 80% yearly (Park & Ham, 2016). According to Clark (2015), 17% of teachers who left the profession did not participate in a teacher mentorship program. Conway (2015) stated that a mentorship program could be used to increase teacher retention and the effectiveness of teachers. Conway reported that music teachers can benefit from working with an experienced teacher. Thus, teachers benefit from mentorship.

Music teachers need mentorship. According to Bell-Robertson (2015), some school districts use traditional mentor-mentee pairings as their primary support for music teachers; however, many factors in the professional lives of music teachers such as traveling among multiple schools or a lack of subject-specific colleagues often makes this type of mentoring problematic. Bell-Robertson suggested that mentoring could be used to support music teachers. Callahan (2016) stated that mentoring can improve retention of teachers and principals need to bridge the needs of teachers with the attributes of an effective mentoring program.

Mentoring can help teachers. Zembytska (2016) focused on mentoring as the key strategy of novice teacher induction in the United States. Zembytska analyzed the features, policies, and trends of teacher mentoring as part of induction support in the

United States. Zembytska reported that mentors are trained through different types of individual and collaborative activities: orientation sessions, presentation of available instructional materials, and resources for self-education, coaching, workshops, and reflective communication with program coordinator and school administrator. Zembytska showed that most states have adopted some state-level policies that set general requirements and rules of mentoring and induction support to be met by local school districts.

School administrators need to provide new teachers with support to become effective teachers more quickly. School administrators who use mentoring to support new teachers reach the goals of improved classroom performance as well as teacher retention. (Sowell, 2017). The mentor must forge a trusting relationship with the new teacher and support and guide the new teacher in creating a classroom environment that is supportive of learning (Sowell, 2017). The mentor must be able to support and guide the new teacher in instructional strategies appropriate to the content and context of the classroom (Sowell, 2017).

Sparks et al. (2017) examined new teacher-mentoring programs with a focus on the critical responsibility of maintaining professional supportive relationships that help avoid isolation for new teachers. Sparks et al. suggested that mentors participating in a new teacher-mentoring program encourage identified teachers to remain in the teaching profession. Sparks et al. showed that mentoring practices help novice teachers overcome pedagogical and professional challenges they are faced with in their day-to-day practices.

According to Schatz-Oppheimer (2017), in Israel, all novice teachers have to be supported and assessed by a mentor during their first year of teaching. Schatz-Oppheimer (2017) administered a questionnaire to 170 experienced teachers who had started taking mentor courses in Israel. The open-ended questions included the mentor's spheres of responsibility, content addressed in mentoring work, qualities required in mentors, professional skills required for mentoring, and indicators of successful mentoring. Training programs for mentors of novice teachers are needed (Schatz-Oppheimer, 2017).

Palmer (2018) examined music teachers and teaching strategies using a coteaching model. Relationships were built around student teachers' skill sets, personality, and work ethic. Mentoring strategies included modeling, facilitating learning opportunities, and regular discussion and reflection activities (Palmer, 2018). The type of relationships the cooperating teachers develop with their student teachers depends on the student teachers' preparation, musicianship, personality, and work ethic (Palmer, 2018). Palmer investigated the perceptions of cooperating teachers concerning their role in the student teaching experience. According to Palmer, additional studies are needed to continue developing a more detailed and nuanced understanding of cooperating teachers' service motives, the nature of their relationships with music student teachers, and the mentoring strategies they employ. Researchers should examine the perspectives of cooperating teachers in a range of music education settings, such as secondary general music, orchestra, and alternative music programs (Palmer, 2018).

Reese (2016) described music teachers' perceptions of the benefits and challenges they experienced as virtual mentors of preservice music teachers. Each mentor was assigned a cohort of preservice teachers who were enrolled in an elementary general music methods course (Reese, 2016). Cohorts observed their mentor's teaching via Skype. Mentors watched videos of their cohort field teaching. After each experience, mentors met their cohorts via Skype for feedback and reflection (Reese). Data included mentors' written reflections and interviews (Reese). Virtual experiences were valuable but different from traditional mentoring experiences (Reese). Benefits were similar to those identified by traditional mentors. Use of technology alleviated some challenges associated with face-to-face mentoring. Challenges of virtual mentoring related to limits of current technology (Reese). According to Reese, music teacher educators, administrators, and policymakers should make decisions about technology-based PD experiences and teacher evaluation programs.

Reese (2016) described interactions between preservice music teachers and experienced teachers during virtual mentoring sessions embedded in field experiences for an elementary general music methods course. Participants were preservice music teachers (mentees) and experienced teachers (mentors). Mentors showed solidarity with mentees, asked for orientation, and gave suggestions (Reese, 2016). Mentees demonstrated agreement and release of tension (Reese, 2016). According to Reese (2016), virtual mentoring provided opportunities for positive interactions with and feedback from experienced teachers.

Professional Learning Communities (PLCs) for Teachers

Teachers benefit from PLCs. Teachers who participate in PLCs bring knowledge, teaching strategies, and experiences to the fellow teachers. PLCs could be used to support to teachers (Martinez, 2017). Yuan (2015) stated that teacher growth could be achieved through the formation of PLCs. According to Yuan (2015), PLCs are a continued practice in many local school districts in the United States. Thus, PLCs could improve teacher retention when the focus is on best teaching practices.

Teachers should use PLCs. According to Johnson and Memmott (2017), PLCs are important to teachers to meet common teaching goals. According to Williams (2018), during PLCs teachers share meaningful teaching strategies because one of the goals of PLCs is to promote instructional growth. The focus of PLCs should be on providing teachers with instructional strategies.

Teachers could use virtual PLCs via software programs for online learning such as Microsoft Outlook Teams for teachers to use video conferences and to send or receive electronic and verbal messages (Williams, 2018). School principals should apply instructional leadership by allowing teachers to facilitate virtual PLCs (Johnson & Memmott, 2017). Virtual PLCs are used to support teachers regarding best teaching practices. Online meetings are used by teachers to receive support from colleagues within the same content area (Frey-Clark, 2015). During virtual PLCs, teachers interact with colleagues (Kos, 2018). Thus, teachers could benefit from virtual PLCs.

PLCs for Music Teachers

Music teachers could benefit from online learning and teaching platforms. Shirk (2016) stated that online learning could be used in order to improve collaboration among stakeholders such as teachers, principals, and parents. Music teachers need more content specific strategies and practices (Clasquin-Johnson, 2016). Online programs such as Zoom and Skype provide music teachers with opportunities to engage in meaningful PLCs (Williams, 2018). According to Kos (2018), Skype and Zoom offer a multitude of teaching and learning possibilities for teachers. For instance, teachers could address concerns with peers. Barry and Durham (2017) reported that PLCs are more effective and eventful with the use of virtual platforms such as Skype and Zoom. Barry and Durham (2017) proposed that online PLCs could be effective for teachers of all content and specialized areas such as arts, music, and physical education.

Music teachers need instructional support. According to Clark (2015), music teachers receive less instructional support than core subject area teachers. Hallinger and Chen (2015) explained the difficulty of having music teachers participate in PLCs because music teachers are often separated from the core academic areas. Barry and Durham (2017) stated that PLCs for music teachers are more challenging to facilitate. Barry and Durham (2017) stated that teacher training should include teaching strategies and practices; however, general education practices and strategies may not be adequate for a music or art classroom setting. Barry and Durham (2017) found that teachers who participate in PLCs are more likely to remain in the profession. Thus, music teachers could meet online via Zoom or Skype to share teaching strategies with colleagues.

Hallam, Smith, Hite, Hite, and Wilcox (2015) suggested ways that principals influence team members' trust. Voelkel and Chrispeels (2017) reported that PLCs enhance teacher collaboration by principals engaging and supporting teachers in PLC work. Thessin (2015) suggested that school district implement and support PLCs. According to Wilson (2016), a PLC is defined as a place which teachers and administrators of a school continuously seek and share learning. Wilson (2016) indicated that teachers have varying perceptions and experiences that both promote and hinder their growth as teacher leaders. Warwas and Helm (2016) said that the primary goal of PLCs is to support teachers. Teachers who use advanced PLC create more authentic and application-oriented learning environments (Warwas & Helm, 2016). PLCs are needed to provide timely, ongoing, job-embedded, data-driven adult learning essential to continual improvement (DuFour, 2015). According to DuFour (2015), teachers are asked to work in collaborative teams to achieve common goals for which they are mutually accountable. Thus, PLCs are used to support teacher growth and efficacy.

Music teachers should use PLCs to address PD. According to Battersby and Verdi (2015), PLCs offer an opportunity for music educators to receive pedagogy specifically tailored to their discipline. PLCs can be offered online to address teacher isolation and attrition (Battersby & Verdi, 2015). Thus, PLCs are used for teachers to improve their classroom strategies.

Music Teachers and Social Media

Social media is a dynamic tool capable of helping music teachers in various capacities (Giebelhausen, 2015). Giebelhausen (2015) said that when teachers use social

media in the music classroom, then teachers create new possibilities to engage students. Video can be used to support music teachers. Major and Watson (2018) stated that video can be used to help teachers with classroom practices. Teachers can use video for learning via video conferences (Williams, 2018).

Music Teachers Need Principals' Instructional Support

Music teachers need instructional support from school administrators. Yuan (2015) reported that music teachers need instructional support from school principals. According to Park and Ham (2016), principals should support music teachers (Park & Ham, 2016). Teaching music must be realistic and music teachers create a receptive teaching environment (Cabedo-Mas & Díaz-Gómez, 2016). Schools offer music education to students to develop music skills (Martinez, 2017). Thus, because music classes benefit students, music teachers should be supported by instructional leaders.

Retention of Music Teachers

Principals are leaders of schools, personnel, resources, public relations, and student achievement. Principals need to attract and motivate teachers to remain in the profession (Liao & Campbell, 2016). According to Clark (2015), music teachers commonly enter the teaching profession with a multitude of pre-service knowledge and skills from accredited undergraduate programs. A large percentage of music teachers are leaving the profession within the first 5 years (Kos, 2018). Kos stated that school districts must provide strong support systems for teachers in order to retain them. Whitehouse (2016) reported that school principals have a distinct role in collaborating with teachers to address teacher retention. Principals need to help to teachers by

supporting them (Johnson & Memmott, 2017; Kelley & Demorest, 2016). Principals influence teacher retention (Barry & Durham, 2017). A supportive environment is vital for teachers to remain in the teaching profession (Johnson & Matthews, 2017). Principals motivate teachers by communicating goals, providing constructive feedback, and aligning resources to meet school goals (Park & Ham, 2016). School principals are responsible for building professional relationships with music teachers who could use the help to remain in the teaching profession (Williams, 2018). According to Clark (2015), principals need to retain teachers because when support is absent, teachers are more likely to leave the profession. Thus, retention of music teachers is challenging for school principals.

Research is needed regarding music teacher retention. More research is needed on the topic of music teacher retention with a focus on school principals' perceptions and the perceptions of music teachers. Principals influence music teachers' retention. For example, music teachers need instructional support from school principals (Johnson & Matthews, 2017). Teacher-to-school principal collaboration could minimize the exodus of qualified and experienced teachers from the profession. More research is needed to examine teacher retention. Thus, school principals should support music teachers.

Teacher turnover is a challenge to staffing public schools. According to Papay, Bacher-Hicks, Page, and Marinell (2017), teacher retention is challenging. Hughes, Matt, and O'Reilly (2015) stated that teacher retention is an ongoing problem in public schools. Hughes et al. (2015) examined the relationship between principal support and retention of teachers in hard-to-staff schools. Hughes et al. (2015) used a non-experimental correlational design and principals and teachers in hard-to-staff schools

were surveyed regarding the role of principal supports in the retention of teachers.

Hughes et al. (2015) reported that support had an impact on a teacher's decision to stay or leave in hard-to-staff schools.

Thibodeaux, Labat, Lee, and Labat (2015) examined whether principal leadership behaviors and the demands of high-stakes testing had an impact on teachers' intent to remain in the teaching profession. Thibodeaux et al. (2015) reported that three things influenced teachers' decision to remain in the profession: student success, subject matter taught, and the art of teaching. When the participants were asked which factors contributed most to their leaving the profession, teachers reported lack of administrative support, teacher workload, and student discipline (Thibodeaux et al., 2015). Additional factors were excessive paperwork and pressures of state-testing (Thibodeaux et al., 2015).

Geiger and Pivovarova (2018) stated that teacher attrition is one of the driving contributors to the shortage of effective teachers internationally and in the United States. The common factors that spur teachers worldwide to leave the profession include low salaries, quality of teacher preparation programs, overwhelming workload, and poor working conditions (Geiger & Pivovarova, 2018). Geiger and Pivovarova (2018) examined teacher retention to understand the relationship between attrition patterns, perceived working conditions at their schools, and the characteristics of the schools where they were employed. Geiger and Pivovarova (2018) compared attrition rates in schools with different student demographic compositions and related these differences to working conditions as perceived by teachers in these schools. Geiger and Pivovarova (2018) found that schools where teachers rated their working conditions as more

satisfactory had lower attrition rates and also were schools with higher rates of low-income and/or minority students. These findings support the hypothesis of working conditions being a mediating factor in the interplay between school demographics and teacher attrition (Geiger & Pivovarova, 2018).

School principals need to retain high quality and qualified teachers. The retention of teachers is possible through job satisfaction (Tehseen & Ul Hadi, 2015). Tehseen and Ul Hadi (2015) reviewed the effects of intrinsic and extrinsic motivational factors to assess teacher's performance and their staying intentions. Tehseen and Ul Hadi (2015) identified working conditions, administrative support, and student behavior impacting teacher's performance and their retention.

Policy Issues Regarding Music Education

School district policies affect music education. According to Aguilar and Richerme (2016), policy issues relate to preservice music educators. Aguilar and Richerme (2016) examined music teachers' attitudes toward music education policies and found that music teachers have familiarity with state music standards. Music teachers have the least positive attitude toward school district policies on music education. According to Barry and Durham (2017), educators understand the importance of creating classroom environments that nurture aesthetic development of students via music. Students need to develop musical skills and policies should not create barriers to music instruction (Barry & Durham, 2017). Music bridges cultural boundaries (Barry & Durham, 2017). According to Bledsoe (2015), 42% of teachers who left the profession for a new occupation indicated they had better opportunities for learning from their

colleagues in their current positions because of district policies to support them. For instance, a district may implement a policy on mentoring to support teachers (Bledsoe, 2015). A district policy on how to pair new teachers with a mentor is becoming a more common and necessary practice in education, but mentors should be chosen based on work ethics, content area knowledge, and passion for the profession (Bledsoe, 2015). Thus, a district policy should be implemented to support teachers.

District administrators should design policies regarding music learning. Cabedo-Mas and Díaz-Gómez (2016) examined the models of music education and highlighted the need for music learning. Cabedo-Mas and Díaz-Gómez (2016) suggested that school administrators should provide opportunities to students for musical education. According to Cabedo-Mas and Díaz-Gómez (2016), music education could help students to recognize different musical identities, promote intercultural musical diversity, and encourage positive coexistence in and beyond the music classroom. Johnson and Memmott (2017) indicated that students in music education programs scored higher on standardized tests. Students in both exceptional music programs and deficient instrumental programs scored better than those in no music classes or deficient choral programs (Johnson & Memmott, 2017). According to Conway (2015), students demonstrate greater learning growth when their teachers have received comprehensive support that includes frequent interactions with a trained school mentor. To achieve this aforementioned goal, school administrators should use a policy to provide mentoring to music teachers in order to increase beginning teachers' confidence and comfort in the classroom, their instructional practices, and ease their transition into the profession.

Music teachers need support with decision-making processes when responding to classroom scenarios. According to Johnson and Matthews (2017), researchers should explore music teachers' decision-making processes. Music teachers reported that they are making distinct decisions during the planning, instruction, and reflection stages of teaching (Johnson & Matthews, 2017). During planning, the focus of music teachers is on developing clear goals and objectives, encouraging a life-long love of music, and fostering responsible citizenship (Johnson & Matthews, 2017).

The music education profession is facing challenges. Hughes et al. (2015) concluded that principals need to understand the effect of their support on teachers. Hughes et al. (2015) stated that the lack of district policy to support teachers is a barrier to the ability of principals to support teachers. Hughes et al. (2015) implied that principals must be able to work within the leadership policy of the institution to provide the necessary tools for their staff to succeed, and reduce the possibility of teacher attrition in hard-to-staff schools.

Policymakers need to find ways to retain teachers. According to Ronfeldt and McQueen (2017), policymakers have increasingly worked to combat teacher turnover by implementing induction programs for early-career teachers. Ronfeldt and McQueen (2017) investigated whether different kinds of induction supports predict teacher turnover among nationally representative samples of first-year teachers. Ronfeldt and McQueen (2017) found that receiving induction supports in the first year predicts less teacher migration and attrition, suggesting that using induction to reduce new teacher turnover is a promising policy trend. Ronfeldt and McQueen (2017) reported that levels of induction

support are fairly constant for different kinds of teachers and teachers in different kinds of schools. Beginning teacher induction is a process in acculturating teachers to their new careers. Effective and ongoing induction is one of the foremost practices for alleviating the pressures that teachers face early in their careers (Kearney, 2017). Induction is viewed in light of best practice (Kearney, 2017).

Policy on PD should aim to support teacher learning. Whitworth and Chiu (2015) stated that a multitude of factors influence the effectiveness of PD. School and district leaders play a significant role in the planning and implementation of PD (Whitworth & Chiu, 2015). Yoo (2016) examined the effect of online PD learning experience on teachers' self-efficacy. The sample was 148 K-12 teachers. Yoo (2016) collected both quantitative and qualitative data. Yoo (2016) indicated that teacher efficacy increased as a result of their online PD experience. Bautista, Yau, and Wong (2017) examined music-specific PD. Bautista et al. (2017) showed differences in the extent to which content focus, active learning opportunities, collective participation, duration, and coherence were exhibited in music-specific initiatives. Bautista et al. (2017) suggested ways of improving the quality of the PD offered to school music teachers.

Teacher PD has increasingly focused on developing teacher social capital by placing teachers within professional communities to collectively solve instructional problems (West, 2019). PD policy in music education is needed (West, 2019). West (2019) provided examples of principle-aligned PD policies. West (2019) argued that PD represents a new frontier in music teacher learning. Johnson et al. (2019) stated that a policy regarding PD for music teachers is needed.

Music Education and Charter Schools

Kelley and Demorest (2016) compare the extent of music offerings between charter schools and traditional public schools in the same urban district and geographic location within a city. Kelley and Demorest (2016) indicated that while all schools in the sample offered significantly less music than national averages, significantly more charter schools offered music during the school day. Charter schools were more likely to offer traditional music (e.g., band, choir, and orchestra) as electives. Schools with music programs, regardless of school type, had higher test scores and higher attendance rates even when controlling for differences in socioeconomic status between music and non-music schools.

Implications

Researching music teacher retention provided insight into how principals can improve instructional leadership practices in order to retain music teachers. The findings shed light on PD needs of K-12 school principals to retain music teachers. The findings include a 3-day PD plan for K-12 school principals to help them to better implement their instructional leadership practices to retain music teachers. I developed a 3-day PD plan for K-12 school principals in order to assist them with new information on how to retain music teachers.

The content of the 3-day PD is designed to help K-12 school principals with strategies to support the retention of music teachers. Specifically, the content of the 3-day PD should be used by K-12 school principals to apply specific strategies to better implement their instructional leadership practices to retain music teacher. Thus, the

content of the 3-day PD is instructional leadership strategies that K-12 school principals can apply in order to retain music teachers at the project site.

The findings should be used by senior school district administrators to better support K-12 school principals to retain music teachers. The findings from this project study contain recommendation for researchers to conduct further research on the instructional leadership practices of principals to retain music teacher for the benefit of students. Policymakers and professionals should use the findings to support the instructional leadership practices of K-12 school principals by designing and implementing educational strategies via specialized training on how to support music teachers. Implications for positive social change include a 3-day PD plan with strategies for principals to use to retain music teachers for the benefit of students. Thus, the findings include a 3-day PD plan for K-12 school principals to use strategies to better implement their instructional leadership practices to retain music teachers. In Appendix A, I include the PD plan for this project study.

Summary

The problem that I addressed in this project study was that K-12 school principals have been inconsistent in applying instructional leadership practices supporting the retention of music teachers. A basic qualitative research design was used. The purpose of this study was to examine the perceptions of principals under study regarding instructional leadership practices supporting the retention of music teachers. The conceptual framework was the instructional leadership model. The findings include a 3-day PD plan for K-12 school principals to help them to better implement their

instructional leadership practices to retain music teachers. Implications for positive social change include a 3-day PD plan with strategies for principals to use to retain music teachers for the benefit of students.

Administrative support and quality training have a major influence on teacher motivation through strong instructional leadership. School principals should retain teachers (Clark, 2015). Johnson and Memmott (2017) found that principals' ability to empower teachers had a positive effect on teacher retention. Kos (2018) stated that music teachers are leaving the profession for personal and professional factors.

In Section 2, a description of the methodology for this project study including data collection and analysis is presented. In Section 3, a description of the project for this study including data findings is presented. In Section 4, reflections as a learner during this project study as well as the strengths and weaknesses of the project as it addresses the problem and the implications for future research opportunities are presented.

Section 2: The Methodology

In this section, I provide a description on the research methodology, which includes the research approach and the qualitative research design. I outline the criteria for the selection of the participants. I provide an explanation for establishing a researcher-participant relationship and justify the number of participants. I discuss and justify data collection. I describe my role as a researcher and provide characteristics of the project site and the participants. Finally, I discuss the scope and limitations of the study. I use basic qualitative research design to examine the perceptions of principals under study regarding instructional leadership practices supporting the retention of music teachers.

Research Design and Approach

Description and Justification

The purpose of this project study was to examine the perceptions of K-12 school principals regarding instructional leadership practices supporting the retention of music teachers. Using a basic qualitative research design, I collected data from K-12 school principals because these participants were the focus of the research question. The research question that guided this project study was: What instructional leadership practices do K-12 school principals implement regarding the retention of music teachers?

Basic Qualitative Research Design

A basic qualitative research design is a useful tool for investigating trends and specific situations in many scientific disciplines (Yin, 2016). Research designs focus on the nature of the research problem and the research question addressed (Yin, 2016). Qualitative research is a scientific method to gather nonnumerical data, while focusing on

meaning making (Johnson & Matthews, 2017). Qualitative research approaches are employed across many academic disciplines, focusing particularly on the human elements of the social and natural sciences (Johnson & Matthews, 2017). In qualitative research, data are collected based on words from a small sample group (Ravitch & Carl, 2016). The focus of qualitative research is on understanding the perceptions of the people being studied (Clark, 2015).

A basic qualitative research design is appropriate to engage participants in a conversation focused on questions related to the research study (Merriam & Tisdell, 2016). According to Merriam and Tisdell (2016), qualitative researchers collect data through interviews and analyze the data by identifying recurring themes. The phenomenon for this qualitative study was on the instructional leadership practices implemented by principals to support the retention of music teachers. I used a basic qualitative research design. This approach was appropriate for this project study to examine the perceptions of K-12 school principals under study regarding instructional leadership practices supporting the retention of music teachers.

Justification for Research Design

For the purpose of this project study, a basic qualitative research design was appropriate. The more the research question depends on “how” and “why,” the more relevant a basic qualitative research design is used (Kelley & Demorest, 2016). Using a basic qualitative research design, a researcher can investigate a contemporary phenomenon within a real-world context (Martinez, 2017). Using qualitative methods, researchers could explain the activities occurring in a learning setting. Studying the

perceptions of K-12 school principals regarding instructional leadership practices supporting the retention of music teachers required data about specific experiences from the viewpoint of K-12 school principals. Thus, a basic qualitative research design was appropriate to understand the thoughts and feelings of K-12 school principals.

I did not collect numerical data. There were no independent and dependent variables. A theory about the perceptions of K-12 school principals regarding instructional leadership practices supporting the retention of music teachers was not created. Ethnography was not suitable for this study because I examined a phenomenon over an extended time. I did not select an ethnographic design because the focus was not on an entire cultural group (see Creswell & Creswell, 2018). In the section, the population and sampling strategies are presented. The sources of data, instrumentation, and protocol for the interviews are discussed.

Participants

Population and Sampling

The setting for the project study was an urban public high school district located in one of the U.S. territories. The school district had approximately 12,000 students, 750 teachers, 150 paraprofessionals, and 52 principals (director of human resources, personal communication, January 19, 2020). All schools within the district were Title I and students received free and reduced meals (director of human resources, personal communication, January 19, 2020).

The following was the ethnic breakdown of students attending the schools: African American 80%, Hispanic/Latino 10%, White 5%, and Others 5%. Schools served

students who were English language learners (ELL), English second language learners (ESL), and students with exceptional needs. Approximately 65% of students performed below proficiency in mathematics and in literacy.

The sample was K-12 school principals. Purposive sampling was used to select principals. Purposeful sampling was appropriate because the participants were intentionally selected to participate in this project study. The sample size for a qualitative study varies from study to study (Creswell & Creswell, 2018).

The partner district had a total of 52 schools within the participating site. I invited all K-12 school principals from the project cite who met the selection criteria. Of the 52 K-12 principals, 15 principals met the selection criteria. Ten K-12 principals agreed to participate in the interviews. It was critical for participants to meet the selection criteria to ensure that the data collected were relevant in addressing the research question. I asked for a response from each interested individual within 7 days. The consent form served to inform potential participants of information concerning interview procedures, the voluntary nature of the study, the potential benefits of the study, the potential risk factors, and participant privacy assurances. Informed consent was accepted if the individual responded via email. I planned to send follow-up communication if there were limited responses after 7 days. Follow-up communication was not necessary because enough candidates consented to participate within the allotted time. Follow-up communication by means of email or phone occurred only to confirm or adjust meeting logistics. Thus, of the 52 school principals, the goal was to identify participants who met the selection criteria.

Criteria for Selecting Participants

According to Sargeant (2012), the central criteria to select participants is to consider those who may inform the study's research questions and objectives. According to Moser and Korstjens (2017), the most prominent selection criterion for participants is the participants' experiences with the phenomenon under study. The participants for this project study were K-12 school principals. The selection criteria included K-12 school principals who were employed by the school district for at least 2 years and were state certified.

Justification of Participants

Ames et al. (2019) pointed out the significance of the purposive sampling method in research as the approach enables researchers to collect rich data from participants. I invited all K-12 school principals and 15 met the selection criteria. Ten principals agreed to participate in the interviews. Determining the appropriate sample size is important for qualitative studies (Lewis, 2015). Data saturation was reached when there are no new data, no new codes or themes, and the study can be replicated. Data saturation occurs when the qualitative researcher no longer captures any new data. The number of participants required to reach data saturation is reliant on the situation (Amankwaa, 2016). Researchers indicated a sample size of about 10 or a minimum of six participants is sufficient (Connelly, 2016). The selected sample size for the study of principals to support saturation was justified by previous research (see Connelly, 2016). I collected enough qualitative data via interviews from 10 K-12 school principals to answer the research question.

Procedure for Gaining Access to Participants

An institution review board (IRB) is mandated to ensure that the rights and welfare of the human research subjects are protected in research studies by spelling out specific requirements that need to be adhered throughout the research process. Before I conducted this project study, I asked for permission from the school district senior administration and Walden University's IRB to interview the participants. Upon IRB approval (IRB # 06-04-20-0750123), I generated a list of emails of study participants who met the selection criteria and were K-12 school principals. In communication through emails, I shared with the participants the purpose and significance of the project study and the methodology for data collection.

Establishing a Researcher–Participant Working Relationship

During data collection, a researcher-participant working relationship between researchers and study participants often develop (Creswell & Creswell, 2018). Researchers create a rapport with study participants to ensure that they collect rich and quality data (Kaiser, 2009). Researchers, when collecting data and presenting findings, need to maintain high respondent confidentiality (Kaiser, 2009). The relationship between researchers and their research subjects can be addressed through identifying appropriate participants and subsequently securing their agreement to participate in the research.

The researcher-participant working relationship was established as follows. The participants were contacted via email. In the first email, I introduced the study and included the purpose and significance of this project study and ways to protect the

confidentiality, privacy, and anonymity of the participants. Researchers need to build trust to establish collaborative and professional relationship with the study participants (see Nyström, Karlton, Keller, & Gäre, 2018). I ensured that the participants were comfortable during the interviews and I encouraged them to ask questions for clarity. I made sure that the K-12 school principals felt comfortable to honestly share their perceptions regarding instructional leadership practices supporting the retention of music teachers.

Measures for Protecting Study Participants

Protecting study participants is essential in a research study (Creswell & Creswell, 2018). According to Hammarberg, Kirkman, and de Lacey (2016), ethical concerns must be addressed by the researcher such as anonymity, informed consent, and confidentiality when undertaking a research study. Tajir (2018) stated that research ethics must be implemented to protect the rights of participants and minimize harm.

I did not include in the interview transcripts or in the findings the name of the school district or the names of the participants. A letter was used followed by a number to refer to each participant. For example, I used letter P to refer to a school principal followed by a number to indicate which participant provided the responses to the interview questions. For instance, P1 represented the first participant. P2 represented the second participant, and so forth. I did not share the interview transcripts with school district administrators and I will keep all information on my personal computer for 5 years. Thus, for this project study to be ethical, I prioritized the participants' rights. The participants were informed that they could withdraw at any time during the research.

Participation in the study was voluntary and no participant withdrew during the data collection. Thus, all interview data were treated with confidentiality.

I served as the primary instrument for gathering data during each interview. Each participant was informed that I was using an interview protocol (see Appendix B) during the interviews to promote consistency. I explained to each participant that my role was that of a researcher. Each participant felt comfortable during each interview. I addressed each participant professionally, showed respect to every participant, and thanked each participant for his or her time, commitment, and participation in the study.

Before seeking IRB approval, I completed the training *Protecting Human Research Participants* offered by the National Institutes of Health. I emphasized to each participant that participation was voluntary. Participant protection was a priority throughout the duration of this project study. I protected the participants' right to privacy by informing each participant that the interview data that I collected are password protected. The interview data were used only for the project study. I am the only one who has access to the interviews data. Thus, I did not include the identities of the participants in the findings.

Interview transcripts are stored electronically in my house in a password-protected file on my personal computer. All files containing the interview transcripts are encrypted. All data are stored securely in a secure desk located in my home office. Data will be kept secure for 5 years, per the protocol of Walden University. After 5 years, I will destroy all interview data that I collected.

Data Collection

Justification for Data Collection Methods

A basic qualitative research design was used to examine the perceptions of K-12 school principals regarding instructional leadership practices supporting the retention of music teachers. I did not administer surveys to collect quantitative data because I was not studying the relationship among variables. I conducted interviews with the participants in order to collect qualitative data.

Qualitative Data Collection Process

For this project study, interviews were the primary means of data collection to gather qualitative data. Specifically, the data collection process consisted of semistructured one-on-one face-to-face interviews. The interviews were conducted using an interview protocol, which contained the interview questions (Appendix B). The interview protocol was used to ask the participants the interview questions during the semistructured one-on-one face-to-face interviews. The interview questions were based on the conceptual framework and literature review. I developed the interview protocol (see Appendix B), which contained 10 open-ended questions. The interview questions did not include personal or demographic information such as gender or age.

Due to the coronavirus, I used Zoom to conduct the interviews. The interviews occurred on a day and at a time that was agreed upon with each participant. I informed the participants that their names will be kept confidential to protect their anonymity and elicit open, meaningful, and honest responses. I also informed each participant that they could withdraw from the interview or refuse to answer questions that would make them

uncomfortable at any time without repercussions. The participants had the opportunity to ask questions during the interview session. Each interview was approximately 60 minutes. During the interviews, I recorded the interviews with the permission of each participant.

Systems for Keeping Track of Data

At the end of each interview, I transcribed the interview. The name of each participant is not included in the interview transcripts. I used a letter followed by a unique number to refer to a specific participant. For example, I used P1 to refer to the first K-12 school principal. Each interview transcript was treated confidentially. Thus, during this doctoral project study, the focus was on protecting the privacy and confidentiality of each participant's personal information and interview data. Each recorded session is stored on my laptop and copies are kept on a jump drive. Both the laptop and jump drive are secured by password. The jump drive is stored in a locked file cabinet.

Role of the Researcher

I am a state-certified educator in music. I was a music teacher for 10 years. For the past 5 years, I have been an assistant school principal. As a novice researcher, my current role in education did not have an effect on the data collection because I did not know the participants and, as a result, I did not have a supervisory role over the participants. I established a good working relationship with K-12 school principals during the interviews for this project study.

The participant recruitment process is strategic and involves careful planning and communication (Creswell & Creswell, 2018). I communicated with each participant and

was vigilant in ensuring that I did not solicit any former colleague as part of this project study. I made sure that the recruitment process met the expected ethical standards. Those who I recruited were versed with the subject under study. I am the only person having access to the interview transcripts and email correspondences that are saved and secured electronically. I will delete all electronic interview transcripts after 5 years of the completion of the doctoral project study. I collected and coded the interview transcripts. After I conducted the semistructured face-to-face interviews, I transcribed the interview data within 3 weeks.

Sufficiency of Data Collection

I interviewed the participants to collect qualitative data. I used interviews to collect data from K-12 school principals regarding instructional leadership practices supporting the retention of music teachers. The interviews questions were open-ended questions (Appendix B). When the participants shared with me the same responses and no new information was gleaned from the interviews, then I knew that I had reached saturation. For this project study, the sample size was 15 K-12 school principals. I believe a sample of 15 participants was sufficient to represent a rich description of the participants' responses.

Data Analysis

After transcribing and organizing the interview data, I conducted thematic analysis for emergent themes. I scheduled a follow-up meeting with each participant to review and confirm the accuracy of the interview transcripts. Once the participants acknowledged that the interview transcripts were accurate, I used axial coding to identify

common words and phrases. The codes were grouped to generate themes. During the coding procedure, I searched thoroughly the interview transcripts to identify words or phrases that represent important themes recurring in the responses of the study participants. Specifically, I charted similar terms and phrases and used axial coding to identify subcategories that emerged from similar responses. The subcategories were constructed according to a constant comparative model. I used the continual process of analyzing information to bring the data to the point of saturation (see Sutton & Austin, 2015). I aggregated the responses using axial coding to examine the participants' responses in conjunction with the literature review and conceptual framework to identify repetitive phrases and words from the semistructured face-to-face one-on-one interviews. Thus, I transcribed the interviews, organized the interview transcripts, identified common quotes, and highlighted commonalities in each response to each interview question using the interview protocol (Appendix B). I used blue color to highlight main keywords and all keywords that were highlighted were organized and reviewed many times to find common threads.

Evidence of Quality of Data

I conducted member checking for the trustworthiness of this project study. Member checking contributes to the credibility of the findings and is a way to validate the interview transcripts (Creswell & Creswell, 2018). By conducting member checking, I ensured that personal biases were not reflected in the interview transcripts but rather the interview transcripts were a true reflection of the perceptions of the participants. Thus, interviews were transcribed verbatim and member checking was conducted.

Discrepant Cases

Discrepant cases were considered. The discrepant cases could help school district administrators with decision-making processes regarding the perceptions of principals to better apply their instructional leadership practices to support the retention of music teachers. Discrepant cases could help policymakers to make decisions to support music teachers.

Assumptions, Limitations, Scope, and Delimitations

Assumptions

For this project study, the study site was an urban public school district located in a metropolitan area. I assumed that music teachers needed support from school principals to remain in the teaching profession. I assumed that each participant will provide honest responses during the semistructured face-to-face one-one-one interviews.

Limitations

This project study was limited to the responses from K-12 school principals. The participants may have responded based on their experiences with the retention of music teachers. An expanded research scope may include other school districts that may yield different results. Another limitation was that senior school district administrators were not interviewed. A final limitation was that data from music teachers were not collected.

Scope of Project Study

The project study site was one public school district. At the project site, K-12 school principals have been inconsistent in applying instructional leadership practices supporting the retention of music teachers. The scope of this project study was one urban

public school district where music teachers have been leaving the teaching profession in large numbers.

Delimitations

Participants were K-12 school principals. The interviews were limited to K-12 school principals to focus on their instructional leadership practices regarding the retention of music teachers. I diligently analyzed the data to ensure that the results of the study precisely reflected a synopsis of the participants' perspectives. The findings may be generalized or transferred to other similar public school districts based on reasonable explanations of the findings. Personal biases, preconceptions, and preferences were considered and recorded before the study was conducted to curtail any predispositions. Thus, throughout this project study, I constantly reflected to ensure personal biases did not influence the findings.

Data Analysis Results

The problem was that K-12 school principals have been inconsistent in applying instructional leadership practices supporting the retention of music teachers. The purpose of this study was to examine the perceptions of principals regarding instructional leadership practices supporting the retention of music teachers. The findings are presented in this section.

Method for Generating, Gathering, and Coding Data

Upon obtaining Institutional Review Board approval from Walden University (IRB 06-04-20-0750123), I recruited the participants for this project study. The sample was 15 K-12 school principals who met the selection criteria. This sample was sufficient

to represent a rich description of the participants' responses during the semistructured one-on-one interviews, using the open-ended interview questions. I interviewed 15 K-12 school principals for this project study. I developed the interview open-ended questions. I kept written notes on a separate journal to record my thoughts during the interviews. I audiotaped each interview with the permission of each participant.

I used Atlas.ti 7 to organize the interview data. I transcribed all interviews immediately after each interview verbatim and used a system of color coding to categorize patterns. I used this approach: (a) organizing the interview data and journal notes, (b) reading the interview data to ascertain what story the participants are telling or what meaning is being conveyed, (c) using a coding procedure with labels that describe patterns of terms used by the participants, (d) creating a description of the setting, participants, and themes for analysis using the coded words, (e) writing a narrative that depicts what the themes represent, and (f) interpreting the findings.

Coding Procedure

I conducted thematic analysis for emergent themes. I used axial coding to identify common words and phrases. I highlighted main keywords and all keywords that were highlighted were organized and reviewed many times to find common threads. All codes were assigned a number and entered into a spreadsheet. I color categorized interview data and created a coding tree, which provided details under each of the themes. I identified patterns were highlighted using color code for each set and categorized by a label. Thus, my coding procedure consisted of assigning colors to common responses. I color categorized interview data and created a coding tree, which provided details under each

of the themes. The details or sub-categories contained statements or responses that were similar in nature.

Research Question

The research question that guided this project study was:

What instructional leadership practices do K-12 school principals implement regarding the retention of music teachers?

Themes and Descriptions

Thematic analysis was used for emergent themes. Four themes emerged. The themes are presented below.

Theme 1: Each K-12 School is Unique and School Principals Face Different

Challenges

Data were collected about the characteristics of the K-12 schools. P1 said that the school population was 400 students of which 75% live in a public housing community and that administration aimed at high student academic achievement. P2 reported that the school population is 383 students and that administration focused on building community partnerships for the academic benefit of the students. P3 stated that the school served a unique population of 50 students who have severe behavioral or emotional challenges and the students received individualized behavioral interventions. P4 was the principal at a school serving 535 students who are identified as English Second Language (ESL) learners. P4 focused on setting high standards for academic excellence and ESL learners had the highest proficiency rate in English language arts (ELA) and mathematics. P4 also focused on student success. P5 was the principal at a school serving 343 students. P5

focused on school improvement because students' state scores are below proficiency. P5 focused on "working collaboratively with teachers to develop common routines and practices that could be used school-wide."

P6 said that the school population is 888 students and teachers used several programs such as "a teacher mentorship program, a behavior intervention program, and a school leadership team." P7 was the principal at a school serving 340 students who "follow routines and procedures in the classroom and outside of the classroom." P7 added, "Students are encouraged in both academic and social activities in order to improve student achievement." P8 did not provide the number of students attending school; however, stated that the "population is very diverse and students are from low income public housing communities." P8 emphasized that "forming a leadership team to focus on shared governance as a means of creating a strong school culture is needed." P9 was the principal of a school serving 402 students who "reside in 5 low income public housing communities. P9 stated, "The school culture is heavily influenced by the implementation of Positive Behavior Intervention Supports (PBIS) system to "reduce students' behavioral issues". P9 reported that since the implementation of PBIS, "the school is known for having minimum discipline issues because of shared leadership." P10 said, "The school is the top school in the school district." P10 considered the school as "a blue-ribbon school because students excel in standardized assessments in mathematics and literacy." P10 reported that the school population is 398 students and "the school is still growing and positive as there is room for improvement."

P11 said the school population was 800 students who “participate in academic and vocational coursework. Specifically, P11 said that the school is known for “the award-winning music program.” P11 set “high expectations for student discipline and academic instruction.” P11 focused on student success and “all students receive academic intervention in an effort to have yearly growth in mathematics and literacy.” P12 said that the school population is 303 students and “the school culture needs major improvement” because “the school culture is severely impacted by the retention of school principals. For example, in 4 years, seven principals requested transfer to other schools.” P13 said, “The school culture has taken a positive shift with the implementation of the student council” and “The school population is 550 students.” P14 said, “Building relationships with teachers and students is a pertinent factor in shaping the school culture.” P14 also said “Peer-to-peer counseling program can help students who are experiences challenges emotionally or socially.” P15 said that the school population is 315 students. P15 strove to create “a school culture where expectations for student achievement is set high” by implementing “more academic intervention programs to improve student achievement.”

Most of the students live in public housing communities. Some students have severe behavioral or emotional challenges and different behavioral intervention programs have been implemented such as teacher mentorship programs, behavior intervention programs, student council programs, and school leadership team programs. The school culture is influenced by the implementation of these programs to reduce students’ behavioral issues or to help students improve their academic achievement. Based on the responses from the participants, each school serves less than 550 students. Most of the

school principals face different challenges from student discipline to student achievement. All participants strove for the academic benefit of all students.

Theme 2: School Principals Need Professional Development Regarding Their Instructional Leadership Practices to Support and Retain Music Teachers

K-12 school principals need PD to improve their instructional leadership practices to retain teachers. P1 stated that principals need PD to improve their instructional leadership practices to know how to retain teachers. P1 emphasized that with better instructional leadership practices “teachers may be motivated to stay in the profession.” In order to improve instructional leadership practices, P1 reported, “PD is the key to retaining teachers. I need more training on strategies to know how to improve instructional leadership practices to support music teachers.” P1 expressed the need to know how to motivate music teachers in order to maintain them at the school. Thus, P1 needed PD to improve leadership strategies to know how to improve instructional leadership practices to support music teachers to remain in the teaching profession.

P2 reported that time is allocated to “deal with non-instructional duties such as building maintenance and student discipline.” P2 implied that one of the factors influencing the application of principals’ instructional leadership practices to retain teachers is time. P2 reported that the focus was on the academic achievement of the 383 students at the school and another goal was to build community partnerships for the academic benefit of the students. “I hardly have time to provide instructional leadership or support to teachers” (P2). P2 said, “More professional development is needed for school principals.” Specifically, P2 mentioned that “professional development sessions

should focus on music teachers given the retention problems and the content during the professional development should be associated with strategies on how to support music teachers.” P2 acknowledged that retention of music teachers is an existing problem at the school. P2 also admitted that they do not know how to support music teachers. As a school principal, “I need professional development to improve instructional leadership practices to retain teachers” (P2). “The school district spends most of the funding on training tailored to English language arts and mathematics because the state scores are below proficiency” (P2). Similar to P1, P2 needed professional development to improve leadership strategies to know how to improve instructional leadership practices to support music teachers to remain in the teaching profession. P2 also reported that time and funding are factors influencing instructional leadership practices to support and retain music teachers.

P3 said, “I struggle to support and retain teachers because I don’t understand the art of music.” According to P3, “Many school administrators don’t see music as an important subject.” Although P3 reported that it is a challenge to understand the needs of music teachers, P3 said, “It is time for us as principals to recognize the benefits of exposing our students to the arts.” However, district administrators emphasize the main goal is to raise academic achievement. P3 stated, “Superintendents in the district are more concerned with reading and math test scores and not with music curriculum.” When the main district goal is for students to do well on state exams in literacy and mathematics then “I believe principals should have more professional development that highlights ways we can incorporate music into the core subject areas and ways to retain music

teachers” stated P3. Similar to the responses from P1 and P2, P3 struggled to support and retain teachers, recognized the benefits of teaching arts to students and that the main goal of the district is to raise academic achievement. As a result, P3 stated that more PD is needed to know how to retain music teachers.

P4 said that principals need to know how to apply their instructional leadership practices not only to support much teachers but also how to retain them. The explanation given by P4 is that the district’s policies are applied mainly for state scores to be improved. The district’s emphasis is on mathematics and literacy. As a result, music is considered a secondary subject such as an elective. P4 stated that most of the time is spent on how to support mathematics and literacy teachers for students to increase their proficiency in those two subjects. Another areas P4 focused is on student discipline giving the characteristics of the local community. Thus, P4 followed the district’s mandates about student achievement and discipline. PD is needed for school principals (P4). P4 stated numerous times, “I struggle to support music teachers. The majority of my time is spent on student achievement and discipline.” P4 revealed that they do not know how to support and retain music teachers. Thus, P4 stated that PD is needed to know how to support and retain music teachers.

P5 said that principals need to know how to apply their instructional leadership practices to support and retain much teachers. The explanation P5 gave was that applying the instructional leadership practices to support music teachers is challenging because of the lack of financial resources needed to support the music programs at the school. With yearly budget cuts, principals are forced to provide almost all of the resources into core

subject areas such as literacy and mathematics. P5 reported, “I need to know how to apply instructional leadership practices not only to support much teachers but also how to retain these wonderful teachers. P5 also stated, “Music teachers do so much for our students by teaching them not only music and arts in general but also how to be productive members of the local community.” This participant repeated a plethora of times that “principals need to know how to support music teachers.” P5 recommended “professional development for principals to need to know how to apply their instructional leadership practices to support and retain much teachers.” P5 believed that professional development would be ideal to know how to apply instructional leadership practices to retain music teachers. P5 added, “professional development would give us an opportunity to learn how we can improve our support for the arts.” Thus, P5 stated that PD is needed to know how to apply their instructional leadership practices not only to support much teachers but also how to retain them.

Principals are struggling to “implement instructional leadership practice to support teachers (P6). P6 focused on applying instructional leadership practices to support teachers teaching core academic subjects. “Music teachers receive less of my support because these teachers teach the arts and not subjects that are tested at the state level” (P6). P6 said, “I do not know how to apply instructional leadership practices to support much teachers.” The focus of P6 is to take an interdisciplinary approach with music education and on student discipline and academic achievement. Thus, P6 stated that PD is needed to know how to apply their instructional leadership practices to support and retain music teachers.

According to P7, principals as instructional leaders have seen their role changed significantly because of accountability measures. Specifically, principals focus on student achievement and discipline. “Principals do not know how to apply instructional leadership practices to support and retain teachers in particular music teachers” (P7). P7 stated, “I spent more time dealing with non-instructional duties and feel that I fail music teachers when it comes to support.” P7 admitted that “music teachers need support and guidance.” Specifically, P7 reported, “Professional development will be beneficial for us to know how to apply instructional leadership practices to support and retain teachers. Thus, P7 said that PD is needed to know how to apply instructional leadership practices to support and retain music teachers.

P8 said that in general principals are struggling because they lack the necessary training to support music teachers. P8 requested, “Professional development to know how to apply instructional leadership practices to support and retain music teachers.” P8 added, “The content of the professional development should be examples and discussions on how to support and retain music teachers.” Thus, P8 reported that PD is needed to know how to apply their instructional leadership practices to support and retain music teachers.

P9 reported that support is needed from administration. P9 said, “I need regular training from the territorial director of music.” P9 also added, “The division of curriculum and instruction also needs to provide more professional development for principals that focuses on instructional leadership practices.” Similar to P9, P10 said, “Principals are struggling with supporting music teachers because they do not know how

to support music teachers.” P10 added, “I believe that principals can improve their practice by working collaboratively with the district leadership to share best practices and strategies. P11 reported, “Principals are struggling because they have less time to provide instructional feedback and support to music teachers.” P11 also said that “professional growth is lacking in the school district because principals do not have the opportunity to participate in professional development.” Specifically, P11 stated that PD should be offered to school principals to know how to support music teachers. P12 provided similar phrases like P1-P11 that “principals are struggling to implement instructional leadership practices due to the lack of training.” P12 recommended PD for school principals to improve their instructional leadership practices. Thus, P9-12 requested PD in order to know how to apply their instructional leadership practices to support and retain music teachers.

P13 said, “Principals are struggling to meet all the demands set by district officials.” P14 reported that principals need more guidance in ways they can support music teachers. “Music teachers are often left to run a program without financial resources” (P13). According to P13, “Music teachers felt disappointed because they did not receive support from either school or district administrators.” P13 reported, “I think it is time for us as principals to use our voices to advocate for more support for music programs and music teachers.” P13 also added, “Principals need to understand the benefits of music and its impact on student performance.” P15 said, “Principals are struggling to support music teachers because the district has placed a large focus on student achievement in mathematics and reading.” Specifically, “principals are held to

responsible for student growth in reading and mathematics” (P15). P15 said, “Professional development on supportive practices to retain music teachers is needed.” Thus, all participants stated that PD is needed to know how to apply their instructional leadership practices to support and retain music teachers.

Theme 3: Professional Development Content for School Principals to Support Music Teachers

P1 said that the PD content should “focus on best instructional leadership practices that relate to music teachers or music content.” P1 also stated that “music teachers need to be supported.” P1 reported “specific strategies are needed to know how to retain music teachers in the district.” P2 said, “The professional development content should focus on how to apply our instructional leadership practices to retain music teachers in the district. P3, P4, and P5 used the exact same phrase and request PD content regarding “special initiatives to retain music teachers.” P6 and P7 said that there are no policies or procedures in place at the school district that promote teacher retention. P6 and P7 recommended specific strategies to encourage teachers to remain in the teaching profession. P7 used an example such as “a teacher sunshine committee to be created to appreciate and value teachers.” P7 said that the content for PD should include strategies to create committees to recognize teachers’ work. P8 reported that PD content should include strategies to apply best instructional leadership practices to support and retain music teachers because there are no special programs or initiatives implemented at the school district. P9 and P10 said that the district has not implemented a program to help principals to retain music teachers. P11, P12, and P13 also expressed the need for PD to

include strategies regarding best instructional leadership practices to be applied to support and retain music teachers. P14 and P15 also said that the school district needs a program to address music teacher retention.

Theme 4: School Principals Recommended New Teachers Induction Program to Support and Retain Music Teachers

All participants recommended district-wide new teacher programs to be implemented to support music teachers. P1 said that a teacher induction program could help music teachers to interact with school principals. P1 reported, “Music teachers need to be supported by administrators.” P1 added, “Music teachers feel overwhelmed and need support.” Using an induction program for music teachers could be beneficial to these teachers not only to feel supported but also to “feel less overwhelmed” (P1). P1 explained that music teachers are often faced with “running a program with little to no support.” P1 emphasized that that “the major benefit of a teacher induction program is the opportunity for principals and music teachers to collaborate to improve their teaching practices.” Like P1, P2 also stated that a new teacher induction program for “music teachers is not implemented at the school district” and “such a program could provide the necessary mentorship to support music teachers.” P3 stated, “New teacher induction program” many times during the interview to emphasize the importance of “providing opportunities to music teachers to improve the teaching practices in order to support and retain music teacher.” P3 also reported that music teachers “do not get support from principals.” P4 said that there are many benefits to “a new teacher induction program.” According to P4, “A district-wide induction program for music teachers could provide an

avenue where music teachers can be supported by principals regarding their instructional practices.” “A district-wide induction program for music teachers with 5 years or less of experience can “help these teachers get the support they need from school principals.”

P5 said that a new teacher induction program should be implemented at the school. According to P5, “I do believe that an induction program would be very beneficial to music teachers.” An induction program could help music teachers “to keep music teachers in teaching profession.” The main goal of an induction program should be to “support music teachers to improve their teaching practices” (P5). According to P5, “As educators, we all need to support music teachers.” P6 mentioned that an induction program “will benefit music teachers and school principals must ensure that music teachers participate in an induction program.” P7 reported, “One major benefit of an induction program is the needed support that music teachers can receive.” An induction program “provides an opportunity to music teachers to benefit from the instructional leadership practices of principals.” According to P8, “A new teacher induction program should be implemented in the school district.” P9 said, “An induction program could be the first step in supporting music teachers.” P9 also said, “We must move in a direction where music teachers can be supported to stay in teaching profession.” The major benefit of an induction program could be to “retain music teachers in the profession” (P10). P11 reported a similar phrase that “a new induction program could help music teachers throughout the district for principals to retain music teachers in the teaching profession.” P12 and P13 believed that a new induction program needs to be implanted for the upcoming school year. P14 and P15 said that an induction program “must be

implemented at the school district because they believed that this program could help teachers with their teaching practices. Thus, all participants reported that music teachers could benefit from a new teacher induction program and such a program should be implemented in the school district.

Discrepant Cases

All discrepant cases were considered. The discrepant cases were used in the final project study. These discrepant cases could help K-12 school principals and district administrators with decision-making processes regarding the support and retention of music teachers.

Evidence of Quality

I conducted member checking, which is a qualitative process to check the accuracy of the interview transcripts (Creswell & Creswell, 2018). All participants reviewed their interview transcripts for accuracy. Thus, in order to ensure the quality and validity of the interview transcripts, I conducted member checking with the participants. No inaccuracies were reported by the participants. The participants reported that the transcription of their responses was accurate.

Discussion of the Findings in Relation to Literature Review

Reese (2016) reported that music teachers and school administrators should make decisions about PD. Gisbert, Helma, Meijer, and Verloop (2016) reported that PD should include activities to support practical knowledge. Schatz-Oppenheimer (2017) focused on the planning of training programs for novice teachers. Langdon and Ward (2015) reported that PD is essential to support teachers. New teacher induction programs should

be used to help teachers to develop teaching skills. Bastian and Marks (2017) stated that those teachers who participated in the program were more likely to return to the same school.

According to Irby, Lynch, Boswell, and Hewitt (2017), mentoring is part of PD programs. Irby et al. (2017) reported that mentoring can be used to retain teachers in the schools. Draves (2017) reported that mentoring can focus on professional knowledge. Gumus et al. (2018) indicated that the more principals take part in PD the more often they engage in instructional leadership practices. Desimone and Pak (2017) stated that the content for PD should be focused on active learning and collective participation. Derrington and Campbell (2018) stated that PD should include instructional growth. According to Li, Hallinger, and Ko (2016) stated that principal leadership impacts teaching and learning. Principal practices shape teacher PD.

Project Deliverable

The project outcome is a 3-day PD for K-12 school principals based on the themes that emerged. This 3-day PD was developed to help K-12 school principals to support and retain music teachers. K-12 school principals who will attend the PD will learn: (a) about the challenges music teachers face in the teaching profession, (b) how to support music teachers, (c) how to retain music teachers, (d) how to improve instructional leadership practices, (e) about mentors and mentees, (f) strategies to create better teaching environment, and (g) strategies to help music teachers' instructional practices. School and district administrators could support music teachers by encouraging them to attend the PD sessions.

Summary

The research problem addressed in this project study was that K-12 school principals have been inconsistent in applying instructional leadership practices supporting the retention of music teachers. The purpose of this basic qualitative research design study was to examine the perceptions of principals regarding instructional leadership practices supporting the retention of music teachers. The conceptual framework was the instructional leadership model.

The sample was 15 K-12 school principals who met the selection criteria. Data were collected via interviews. Thematic analysis was used for emergent themes. The first theme was that K-12 principals face different challenges because each school is a unique setting. Most of the students live in public housing communities. Some students have severe behavioral or emotional challenges and different behavioral intervention programs have been implemented such as teacher mentorship programs, behavior intervention programs, student council programs, and school leadership team programs. The second theme was that K-12 principals need PD regarding their instructional leadership practices to support and retain music teachers. Specifically, all participants needed to know how to apply their instructional leadership practices to support and retain music teachers. The third theme was recommendations for the content of the PD for K-12 principals. PD content should focus on best instructional leadership practices that relate to music teachers and on how to apply instructional leadership practices to retain music teachers in the district. Also, strategies regarding best instructional leadership practices to be applied to support and retain music teachers are needed. The fourth theme was the need for the

implementation of a new teacher induction program. All participants recommended district-wide new teacher programs to be implemented to support music teachers. All participants reported that music teachers could benefit from a new teacher induction program and such a program should be implemented in the school district. The project deliverable includes a 3-day PD plan for K-12 school principals to help them to better implement their instructional leadership practices to retain music teachers. In Section 3, a project based on the study findings is presented. Section 4 is an outline of reflections and conclusions of this doctoral project study.

Section 3: The Project

Introduction

The problem that I addressed in this project study was that K-12 school principals have been inconsistent in applying instructional leadership practices supporting the retention of music teachers. The purpose of this basic qualitative research design study was to examine the perceptions of principals regarding instructional leadership practices supporting the retention of music teachers. The conceptual framework was the instructional leadership model. Data were collected via interviews. Thematic analysis was used for emergent themes. Four themes emerged.

Theme 1 was that each K-12 school is unique and school principals face different challenges. Most of the students lived in public housing communities and some of them have severe behavioral or emotional challenges. K-12 principals use different behavioral intervention programs to reduce students' behavioral issues or to help students improve their academic achievement. Each school serves fewer than 550 students and most of the school principals face different challenges that range from student discipline to student achievement; however, all participants strove for the academic benefit of all students.

Theme 2 was that school principals need PD regarding their instructional leadership practices to support and retain music teachers. All participants stated that they need PD to improve their instructional leadership practices to retain music teachers. The participants reported that they need more guidance to support music teachers. All participants stated that PD is needed to know how to apply their instructional leadership practices to support and retain music teachers.

Theme 3 was that PD content for school principals should focus on ways to support music teachers. The participants requested PD content on (a) best instructional leadership practices that relate to music teachers, (b) specific strategies to know how to retain music teachers; (c) how to apply instructional leadership practices to retain music teachers; (d) special initiatives to retain music teachers, (e) strategies to encourage teachers to remain in the teaching profession; (f) strategies to create committees to recognize teachers' work.

Theme 4 was that school principals recommended new teachers induction program to support and retain music teachers. All participants recommended district-wide new teacher programs to be implemented to support music teachers. The participants agreed that (a) a new teacher induction program could help music teachers to interact with school principals, (b) music teachers need to be supported by administrators, (c) principals and music teachers to collaborate to improve their teaching practices, and (d) music teachers can improve their teaching practices.

Project Purpose

The project includes a 3-day PD plan for K-12 school principals to help them to better implement their instructional leadership practices to retain music teachers. The project is designed for K-12 school principals as an intensified support at the project site within a public school district. The 3-day PD plan is based on the aforementioned themes that emerged from interviews with K-12 school principals.

I created the project as a supplemental support for K-12 school principals to be offered during the school year (see Appendix A). The goal of the PD project is to provide

an intensified support for K-12 school principals who have been inconsistent in applying instructional leadership practices supporting the retention of music teachers. The PD project is designed for K-12 school principals to improve their instructional leadership practices to support and retain music teachers. Specifically, PD session topics include strategies on how to (a) use different behavioral intervention programs to reduce students' behavioral issues or to help students improve their academic achievement; (b) apply instructional leadership practices to support and retain music teachers; (c) support music teachers such as (i) best instructional leadership practices that relate to music teachers, (ii) specific strategies to know how to retain music teachers, (iii) how to apply instructional leadership practices to retain music teachers, (iv) special initiatives to retain music teachers, (v) strategies to encourage teachers to remain in the teaching profession, and (vi) strategies to create committees to recognize teachers' work; and (d) create a new teacher induction program to support music teachers to interact with school principals, to be supported by administrators and to improve their teaching practices.

Project Outcomes

The project outcomes of the 3-day PD are the following. K-12 school principals will receive hands-on training using specific strategies on how to apply instructional leadership practices to support and retain music teachers. The first outcome is that K-12 school principals will learn how to use different behavioral intervention programs to reduce students' behavioral issues or to help students improve their academic achievement. The second outcome is that K-12 school principals who will attend the PD sessions will learn strategies on how to apply instructional leadership practices to support

and retain music teachers such as strategies to support music teachers, apply best instructional leadership practices that relate to music teachers, retain music teachers, use initiatives to retain music teachers, encourage teachers to remain in the teaching profession, and create committees to recognize teachers' work. The third outcome is that K-12 school principals who will attend the PD sessions will learn how to create a new teacher induction program to support music teachers by interacting with school principals to improve their teaching practices.

Project Outline

The PD plan will consist of three sessions scheduled in the course of 3 school days. The intended target audience for the PD will be K-12 school principals. The sessions will occur in the following sequence:

Session 1: Ways to successfully use different behavioral intervention programs to reduce students' behavioral issues or to help students improve their academic achievement. Information on instructional leadership practices to support and retain music teachers.

Session 2: PD content on (a) best instructional leadership practices that relate to music teachers, (b) specific strategies to know how to retain music teachers, (c) how to apply instructional leadership practices to retain music teachers; (d) special initiatives to retain music teachers, (e) strategies to encourage teachers to remain in the teaching profession, and (f) strategies to create committees to recognize teachers' work.

Session 3: A district-wide new teacher induction programs to be implemented to support music teachers. Strategies for music teachers to interact with school principals

and ways for principals and music teachers to collaborate for music teachers to improve their teaching practices.

Project Implementation

Funding is needed to support the PD sessions. I will conduct senior district administrators for human and capital support to secure the PD sessions. I will request PD materials for the PowerPoint Presentations to include chart paper, markers, and handouts. I will also request permission to use classrooms for the PD sessions. PD implementation will occur in the district.

Rationale

The PD will consist of 3 days of discussions based on the aforementioned themes. PD will also consist of review of evidence-based best instructional leadership practices to know how to support and retain music teachers. Senior school district leaders responsible for PD will implement, monitor, and evaluate the PD sessions. School district administrators should promote the 3-day PD for school principals to attend. Senior district administrators should promote in other school districts the 3-day PD for school administrators. After the 3-day PD is offered for 3 academic years, a program evaluation will assist K-12 school principals and senior school district administrators in making decisions regarding the support for this kind of extra intensified PD for all K-12 school principals.

Reese (2016) concluded that music teachers and school administrators need PD. Gisbert et al. (2016) stated that during PD sessions mentors should support mentees. Mentoring is essential to support novice teacher (Langdon & Ward, 2015). Schatz-

Oppenheimer (2017) reported that mentors should optimize the professional abilities of mentees. Mentors and mentees can work together through mentoring (Schatz-Oppenheimer, 2017). Irby et al. (2017) reported that mentoring is a PD in schools. Mentees use mentoring to reflect on their professional growth (Abramo & Campbell, 2019). Mentoring is helping mentees to expand their professional knowledge (Draves, 2017).

Bastian and Marks (2017) stated that teachers who participated in induction programs were more likely to return to the same school. Bellibas and Liu (2017) found a significant and positive relationship between principals perceived instructional leadership practice and teachers' self-efficacy. Urick (2016) stated that principals' instructional leadership practices influence the relationship between teachers and principals. Park and Ham (2016) stated that principals' instructional leadership practices impede progress toward a school organizational condition conducive to collaborative teacher interactions.

According to Berkovich (2016), school leaders could implement transformational leadership toward PD. PD should be research-based (Desimone & Pak, 2017). Derrington and Campbell (2018) recommended PD to include instructional growth components into principals' leadership practices. Li et al. (2016) indicated that principal leadership affects teacher professional learning. Kouali (2017) recommended an examination of school principals' instructional role and its effects on teachers' job satisfaction.

Review of the Literature

Mentors and Mentees

Reese (2016) examined music teachers' perceptions of the benefits and challenges they experienced as virtual mentors of preservice music teachers. In Reese's study, each mentor was assigned a cohort of preservice teachers who were enrolled in an elementary general music methods course. Cohorts observed their mentor's teaching via Skype and watched video of their cohort field teaching. Data included mentors' written reflections and interviews. Reese reported that virtual experiences were valuable but different from traditional mentoring experiences. Reese stated that the usage of technology alleviated some challenges associated with face-to-face mentoring and challenges of virtual mentoring related to limits of current technology. Reese concluded that music teachers and school administrators should make decisions about technology-based PD experiences.

Mena, García, Clarke, and Barkatsas (2016) examined three different approaches to student teacher mentoring and their effects on knowledge generation in practicum settings. Mena et al. stated that mentoring in teacher education is a key component in the PD of student teachers. Mena et al. focused on dialogue journaling, regular conferences, and stimulated-recall conferences. Mena et al. reported four types of knowledge: recalls, appraisals, rules, and artefacts. Mena et al. indicated that dialogue journaling demonstrated more appraisals of practice and regular conferences. Mena et al. emphasized mentoring in generating post-lesson mentoring conferences.

Teacher mentoring affects novice teachers. Gisbert et al. (2016) reported that being adaptive to the individual novice teacher is considered a condition for effective teacher mentoring. Gisbert et al. explored mentoring activities through which mentors

intend to adapt to the individual novice teacher. Gisbert et al. also explored the characteristics of adaptive mentors. Data were collected through onsite, postmentoring conversation interviews with 18 mentors from different teacher education programs in the Netherlands. Gisbert et al. reported adaptive mentoring activities. The first mentoring activity was aligning mutual expectations about the mentoring process. Adaptive mentors were more likely to mention activities intended to support construction of personal practical knowledge. Mentors are adjusting to the novices' emotional state and adapt the mentoring conversation to match the reflective capacity of the novice teacher. Also, mentors build tasks from simple to complex relative to the novices' competence level and are less likely to mention activities intended to create a favorable context for novice teacher learning. Gisbert et al. suggested that mentors should support mentees. Thus, mentors and mentees can work together to support novice teachers

Mentors should strive to optimize the professional abilities of mentees. Schatz-Oppenheimer (2017) examined mentors' conception of professional mentoring as a basis for developing mentor training courses. Schatz-Oppenheimer administered a questionnaire to 170 experienced teachers who had started taking mentor courses in Israel. The open-ended questions included mentor's responsibility, mentoring work, qualities of mentors, professional skills required for mentoring, and indicators of successful mentoring. The findings provided insight into the planning of training programs for mentors of novice teachers. Schatz-Oppenheimer stated that mentors should optimize the training process and the professional abilities of mentees. Thus, mentors should use professional mentoring as a basis for developing mentor training courses.

Mentoring is considered an induction for mentoring programs. Langdon and Ward (2015) examined educative mentoring because mentoring is essential to support novice teachers. New teacher induction programs include mentoring as an important component to teach novice teachers teaching skills. Few studies investigated how mentors learn. Langdon and Ward focused on understanding the knowledge, attitudes, and skills required by mentors to simultaneously focus on their own learning, new teachers' learning, and student learning. A 2-year PD intervention was used to help 22 participant mentors. Langdon and Ward documented the mentors' practices. Data were collected through learning conversations, action research documentation, and reflections. Langdon and Ward reported that mentoring has changed to inquiry into knowledge-of-practice. Thus, mentors and mentees can work together through mentoring.

Mentoring is considered PD. Mentoring is focused on PD and should be used in schools. Mentoring is used at universities and especially in companies. Irby et al. (2017) stated that mentoring can become an important part of PD programs. For instance, mentoring as PD could be done via face-to-face or videoconferencing. The mentor communicates with the mentee for the mentor to support the mentee. Mentoring is used to “provides a way to ensure that human capacity is built in schools or companies among their employees and that programs are improved” (Irby et al., 2017, para 3). Irby et al. (2017) reported that “mentoring as professional development in schools can: (a) retain teachers in the programs/schools, (b) improve productivity and performance of the teachers, (c) increase commitment to and comfort with the program, and (d) effectively integrate new teachers into a program” (para 4). Irby et al. concluded that the use of

mentors can help with inducting teachers into working within a new program. For example, in a school setting a mentor can be a music teacher with many years of teaching experience to support a novice music teacher. Another example is that a music teacher could be a coteacher with a novice music teacher. Thus, a school district could use mentors as instructional specialists.

Educative mentoring is a term that refers to cooperating teachers learning from their mentors. Abramo and Campbell (2019) examined educative mentoring by studying cooperating music teachers' experiences and strategies of serving as mentors to student teachers. Abramo and Campbell (2019) used a survey, focus groups, and individual interviews to collect qualitative data. Abramo and Campbell (2019) reported that cooperating teachers use narratives when communicating with their mentors. Cooperating teachers benefit from the mentors because they are looking for more guidance from their mentors. Cooperating teachers (e.g., mentees) use educative mentoring to reflect on their professional growth. For example, cooperating teachers are learning from their mentors how to teach in "specific contexts versus preparation that transfers to teaching music in all settings" (Abramo & Campbell, 2019, p. 9). Music teachers as mentees see mentors are experts in specific teaching contexts. Thus, educative mentoring can be used among seasoned and novice music teachers with ways for cooperating teachers to support novice teachers' educational growth.

Collaboration Between Principals and Teachers

Collaboration between principals and teachers can be considered a strategy to promote professional growth. For instance, music student teachers can collaborate with

peer mentors to share teaching ideas. Draves (2017) explored the experiences of music student teachers who were engaged in peer mentoring by using a case study. Draves (2017) focused on a peer-mentoring program and collected data via reflections on peer-mentoring activities and individual and focus group interviews. Draves (2017) reported that mentoring is helping mentees to expand their professional knowledge. Specifically, a mentor can support a mentee with contextual awareness. For example, mentees experience “professional growth through sharing ideas” with their mentor (Draves, 2017, p. 2). In Draves’ (2017) study, the participants reported that they received support from their mentors and the support they received was valuable to them as mentees. For example, Draves (2017) stated, “They became aware of the saliency of context within their teaching situations and appreciated the opportunity to learn from multiple individuals as part of the experience” (p. 13). Draves (2017) concluded, “Music teacher educators may want to consider promoting collaborative peer relationships through their preparation programs” (p. 13). Thus, school district administrators and principals can promote collaboration between music teachers and principals for music teachers to grow professionally.

Instructional Leadership Practices and Teachers

Bastian and Marks (2017) reported on the attrition of novice teachers who participated in a teacher support program as “an induction model developed and implemented by the state’s public university system and targeted at low-performing schools” (p. 2). Bastian and Marks (2017) assessed the associations between participation in the teacher support program and the performance and retention of novice teachers.

Bastian and Marks (2017) stated that those teachers who participated in the program were more likely to return to the same school. The teacher support program has positive performance and retention results for teachers receiving more coaching. Bastian and Marks (2017) concluded that the findings contribute to efforts to develop and retain teachers.

Bellibas and Liu (2017) investigated the extent to which principals' instructional leadership predicts teacher self-efficacy. Specifically, Bellibas and Liu (2017) aimed to identify whether a relationship existed between principals perceived instructional leadership practices and teachers perceived self-efficacy in classroom management, instruction, and student engagement. Bellibas and Liu (2017) found a significant and positive relationship between principals perceived instructional leadership practice and teachers' self-efficacy. Instructional Leadership Practices and Student Achievement

Dutta and Sahney (2016) examined school leadership and its impact on student achievement. Specifically, Dutta and Sahney (2016) examined the role of teacher job satisfaction and principals' instructional leadership practices on student outcomes. Dutta and Sahney (2016) reported that principals' instructional leadership practices were not associated with either teacher job satisfaction or student achievement. Urick (2016) stated that principals' instructional leadership practices influence the relationship between teachers and principals. For example, school principals influence school resources, safety, and facilities regardless of shared instructional leadership. Principal-directed tasks influence the school mission and instruction. According to Park and Ham (2016), principals' instructional leadership practices impede progress toward a school

organizational condition conducive to collaborative teacher interactions. Park and Ham (2016) stated that “the degree to which a principal's self-evaluation of her/his instructional leadership diverges from teachers' perception of the leadership is likely to negatively influence teachers' engagement in collaborative activities and collegial interactions” (p. 3).

Instructional Leadership Practices and Professional Development for Principals

PD is associated with principals' instructional leadership practices. Gumus et al. (2018) investigated the extent to which PD predicts principals' instructional leadership. Gumus et al. (2018) examined the relationship between principals' participation in PD and their perceived practice of instructional leadership. Gumus et al. (2018) indicated that the more principals take part in contemporary PD activities such as professional networking, mentoring and research activities, the more often they engage in instructional leadership practices. Gumus et al. (2018) found no relationship between the more traditional types of PD activities (e.g., courses, conferences) and principals' instructional leadership. Gumus et al. (2018) concluded that PD should be designed for principals to get involved in more instructional leadership practices via PD activities.

According to Berkovich (2016), school leaders could implement transformational leadership toward PD as schools change. Desimone and Pak (2017) stated that PD content should be research-based. Instructional coaches are frequently utilized as providers of PD. Desimone and Pak (2017) stated that the content for PD should be focused on active learning and collective participation. Desimone and Pak (2017) also stated that PD should be used as a tool for improving teacher knowledge, skills, and

practice. Desimone and Pak (2017) concluded that coaching should be used to leverage professional learning.

Derrington and Campbell (2018) recommended PD to include instructional growth components into principals' leadership practices. Sebastian, Allensworth, Wiedermann, Hochbein, and Cunningham (2019) concluded that principals view themselves as either strong or weak on instructional leadership and organizational management skills simultaneously.

Instructional Leadership Practices and Teaching and Learning

Li, Hallinger, and Ko (2016) stated that principal leadership impacts teaching and learning. Principal practices shape teacher PD. Li et al. (2016) indicated that principal leadership affects teacher professional learning. Li et al. (2016) concluded that the presence of cooperation, trust, and communication in schools also affected teacher professional learning.

According to Harris, Jones, Cheah, Devadason, and Adams (2017), principals strive to improve their instructional practices. Principals outlined ways in which they actively monitored the quality of teaching and learning in their schools. The duties and activities associated with being a principal are congruent with instructional leadership practices. Carraway and Young (2015) showed that content knowledge, preexisting knowledge, structural conditions, social interactions, meaningfulness, and positive feelings influenced principals' instructional practices via PD. Kouali (2017) recommended an examination of school principals' instructional role and its effects on teachers' job satisfaction.

Gawlik (2018) examined principals' instructional leadership practices and found that developing a school mission, managing curriculum and instruction, and promoting school climate and culture were the main instructional leadership practices. Principals encounter barriers related to budgeting and staffing. Alsaleh (2019) found that principals faced challenges with building their capacity. Alsaleh (2019) also found that regarding instructional leadership, principals struggle with defining the school's mission, managing the instructional programs, and creating a positive climate for teaching and learning.

Instructional Leadership Practices and Principals' Challenges

Professional learning of school leaders is considered a key to educational change (Aas, 2017). Aas (2017) reported that "professional development designed for a variety of opportunities for individual and collective reflections supports leaders to become learners with the capacity to make changes in their leadership practice, as well as in their school" (p. 5). According to Riveros, Verret, and Wei (2016), there are challenges between standards and leadership practices in schools.

Campbell, Chaseling, Boyd, and Shipway (2019) examined school principals' insights into effective instructional leadership. Specifically, Campbell et al. (2019) explored the principals' perceptions of effective instructional leadership and professional learning in their schools. Campbell et al. (2019) found that "instructional leadership could be considered effective in improving student outcomes by improving teacher practice, developing purposeful professional learning, and building strong relationships across the school" (para 2). Zheng, Yin, and Li (2019) explored the relationships among instructional leadership, professional learning community components, and teacher self-

efficacy. Zheng et al. (2019) showed that instructional leadership had significant effects on professional learning community components and teacher self-efficacy.

Project Description

The PD plan will be offered to K-12 school principals over 3 school days. Session 1 is about ways to successfully use different behavioral intervention programs to reduce students' behavioral issues or to help students improve their academic achievement. Session 2 is about: (a) best instructional leadership practices that relate to music teachers, (b) specific strategies to know how to retain music teachers; (c) how to apply instructional leadership practices to retain music teachers; (d) special initiatives to retain music teachers, (e) strategies to encourage teachers to remain in the teaching profession; (f) strategies to create committees to recognize teachers' work. Session 3 is about a district-wide new teacher induction programs to be implemented to support music teachers.

Needed Resources, Existing Supports, Barriers, and Solutions

Funding is needed to support the PD sessions and senior district administrators will be asked for human and capital resources for the PD sessions. K-12 school principals will have to commit to 3 days of PD. Materials will be needed for the PowerPoint Presentations, chart paper, markers, and handouts.

Project Implementation and Timetable

I developed the project for K-12 school principals. The PD content is based on the themes. I will ask senior district administrators for permission to present the project at the school district. I will also ask for project resources such as human and capital resources.

The attendees will be K-12 school principals. At the end of the 3-day sessions, I will ask the attendees to fill out the evaluation forms and return to me. I will return to the district all the equipment I will borrow. The project timetable (see Table 1) includes strategies to support and retain music teachers. The PD will be implemented as an intensified support based on the themes that emerged from interviews with K-12 school principals. The content will be delivered during the school year to K-12 school principals. For the project to be implemented, funding is needed. I will conduct senior district administrators for human and capital resources needed to deliver the PD sessions.

Table 1

3-Day Schedule for Professional Development for Teachers and School Administrators

Time	Day 1	Day 2	Day 3
8:30-9:00 a.m.	Activity 1: Behavioral intervention strategies (Turn & Talk)	Activity 1: Turn & Talk- Best Instructional Leadership practices to retain music teachers.	Activity 1: Classroom activities- Introducing new teacher induction programs
9:00-10:00 a.m.	Activity 2: Implementing Multi-tiered System of Supports	Activity 2: Table talk—What are some strategies that can be used to retain music teachers?	Activity 2: Intense projects- Draft an educative mentoring program for the district
10:20-12:00 p.m.	Activity 3: Using SW-PBIS to Reduce Problem Behavior	Activity 3: Explanation and discussion of the instructional leadership practices used by K-12 school Principals	Activity 3: Table talk— Explanation and discussion on implementing educative mentoring
12:00-1:00 p.m.	Lunch	Lunch	Lunch
1:00-2:30 p.m.	Activity 4: Develop School- Wide Expectations & Norms for Student Success	Activity 4: Table Talk—What makes K- 12 school principals effective?	Activity 4: Discussion—policy recommendations to policymakers on educative mentoring
2:30-3:30 p.m.	Activity 5: Behavioral Intervention & Music Teacher Retention	Activity 5: Group reflection and recommendations to the policymakers to support school leaders with the creation of committees to recognize teachers’ work.	Activity 5: Group reflection and recommendations to the policymakers to support school leaders with implementing new teacher induction programs.
3:30-4:00p.m.	Activity 6: Evaluation	Activity 6: Evaluation	Activity 6: Evaluation

Roles and Responsibilities

K-12 school principals at the project site will be invited to participate in the 3-day PD sessions. I will send emails to all K-12 school principals to inform them of the purpose and content of the PD sessions. I will also have ongoing discussions with senior district administrators regarding the benefits of this project.

The roles and responsibilities of K-12 school principals will be to attend the PD sessions to learn new strategies to better apply their instructional leadership practices to support and retain music teachers. The roles and responsibilities of senior district administrators will be to support K-12 school principals with PD resources that will include PowerPoint Presentations, chart paper, markers, and handouts. My responsibility as a researcher will be to meet with senior district administrators to present the findings of this project study and to ask for permission to schedule and facilitate the 3-day PD sessions. Also, my responsibility will be to organize and present the PD sessions. I will prepare all materials for the PD sessions.

Project Evaluation Plan

I will meet with senior district administrators to request human and capital resources to present the findings of this project study to K-12 school principals. Also, I will present the 3-day PD sessions to K-12 school principals. Based on action plans that will be created, I will conduct an evaluation of this project. Outcome-based evaluation will be used to measure the impact of PD project implementation. Short and long-term PD goals will be evaluated by me. The attendees, who will be K-12 school principals, will be asked to provide written feedback by completing an evaluation form (see

Appendix C). Feedback from the PD evaluations will be shared with K-12 school principals and senior district administrators.

Project Implications

At the project site, K-12 school principals have been inconsistent in applying instructional leadership practices supporting the retention of music teachers. The findings of this project study are included in 3-day PD. K-12 school principals will benefit from the 3-day PD sessions. K-12 school principals will learn how to better implement their instructional leadership practices to support and retain music teachers. PD hands-on activities will help K-12 school principals to know how to support and retain music teachers at the project site. Hands-on activities include ways to

- successfully use different behavioral intervention programs to reduce students' behavioral issues,
- better apply instructional leadership practices that relate to music teachers
- use strategies to retain music teachers
- use special initiatives to retain music teachers
- encourage teachers to remain in the teaching profession
- create committees to recognize teachers' work.
- create a district-wide new teacher induction program to support music teachers
- interact with music teachers
- collaborate with music teachers to improve their teaching practices.

The project should be used by school district administrators for decision-making processes to support music teachers. Senior school district administrators should offer more PD opportunities for K-12 school principals to support all teachers for the benefit of the students. Implications for positive social change include a 3-day PD plan with strategies for K-12 school principals to use to support and retain music teachers for the benefit of students.

Direction for Future Research

Future scholars, willing to replicate this project study, should interview more K-12 school principals. I interviewed 15 K-12 school principals in different locations within one public school district using an interview protocol. Scholars should interview senior district administrators to identify ways to support K-12 school principals to better implement their instructional leadership practices to support and retain music teachers. Scholars should also interview music teachers to identify factors influencing their decisions to remain in the teaching profession.

Summary

The project is a 3-day PD plan for K-12 school principals. The goal of the project is to help K-12 school principals to better implement their instructional leadership practices to support and retain music teachers. I created the project as a supplemental support for K-12 school principals to be offered during the school year (see Appendix A). The PD project is designed for K-12 school principals to improve their instructional leadership practices to support and retain music teachers. Specifically, PD session topics include strategies on how to (a) how to use different behavioral intervention programs to

reduce students' behavioral issues or to help students improve their academic achievement; (b) strategies on how to apply instructional leadership practices to support and retain music teachers; (c) strategies to support music teachers such as (i) best instructional leadership practices that relate to music teachers, (ii) specific strategies to know how to retain music teachers; (iii) how to apply instructional leadership practices to retain music teachers; (iv) special initiatives to retain music teachers, (v) strategies to encourage teachers to remain in the teaching profession; (vi) strategies to create committees to recognize teachers' work; and (d) how to create a new teacher induction program to support music teachers to interact with school principals, to be supported by administrators and to improve their teaching practices. The PD plan will consist of three sessions:

Session 1: Ways to successfully use different behavioral intervention programs to reduce students' behavioral issues or to help students improve their academic achievement. Information on instructional leadership practices to support and retain music teachers.

Session 2: PD content on: (a) best instructional leadership practices that relate to music teachers, (b) specific strategies to know how to retain music teachers; (c) how to apply instructional leadership practices to retain music teachers; (d) special initiatives to retain music teachers, (e) strategies to encourage teachers to remain in the teaching profession; (f) strategies to create committees to recognize teachers' work.

Session 3: A district-wide new teacher induction programs to be implemented to support music teachers. Strategies for music teachers to interact with school principals

and ways for principals and music teachers to collaborate in order for music teachers to improve their teaching practices.

I will meet with senior district administrators to request human and capital resources to present the findings of this project study to K-12 school principals. Also, I will present the 3-day PD sessions to K-12 school principals. The project should be used by school district administrators for decision-making processes to support music teachers. Scholars should also interview music teachers to identify factors influencing their decisions to remain in the teaching profession. In Section 4, the project's strengths and limitation, as well as alternative considerations, are presented. Also, in Section 4, I include reflections on scholarship, project development and evaluation, and leadership and change.

Section 4: Reflections and Conclusions

In this section, I write about my reflections and conclusions. Also, in this section, I discuss the project's strengths and limitations and present recommendations for further research. Based on the findings, a 3-day PD could be implemented as a solution to the research problem at the project site.

Project Strengths and Limitations

The PD project study has several strengths and limitations. One of the strengths of this project study is that it involves K-12 school principals and senior school district administrators. The content of the PD project study will be presented to K-12 school principals to gain a deeper understanding of the importance of supporting music teachers to stay in the teaching profession. Another strength of this project study is the sharing of the findings with K-12 school principals and senior school district administrators to not only support music teachers, but also to retain them at the school district. The PD sessions will help both K-12 school principals and senior school district administrators to work together to support music teachers.

The 3-day PD timeframe of this project could be a limitation. I believe that the PD is meaningful and timely. The timeframe for this PD may limit the access of K-12 school principals and senior school district administrators; however, I believe that both K-12 school principals and senior school district administrators will have meaningful discussions during the 3-day PD sessions and will use the findings to support music teachers. Another strength of the PD is that it includes specific strategies for K-12 school

principals to help them to better implement their instructional leadership practices to retain music teachers.

Recommendations for Alternative Approaches

The project deliverable is a 3-day PD for K-12 school principals to use to better implement their instructional leadership practices to support and retain music teachers. A 3-day PD is the project, alternative ways to address the research problem could include policy recommendations for both K-12 school principals and senior school district administrators to support and retain music teachers. PD policy should include ways to support music teachers and both K-12 school principals and senior school district administrators. Senior school district administrators should allocate human and capital resources to support music teachers. Other alternative approaches could include the following:

1. Ways to successfully use different behavioral intervention programs to reduce students' behavioral issues or to help students improve their academic achievement. Information on instructional leadership practices to support and retain music teachers.
2. PD content on (a) best instructional leadership practices that relate to music teachers, (b) specific strategies to know how to retain music teachers, (c) how to apply instructional leadership practices to retain music teachers, (d) special initiatives to retain music teachers, (e) strategies to encourage teachers to remain in the teaching profession, and (f) strategies to create committees to recognize teachers' work.

3. A district-wide new teacher induction programs to be implemented to support music teachers. Strategies for music teachers to interact with school principals and ways for principals and music teachers to collaborate for music teachers to improve their teaching practices.

Scholarship, Project Development and Evaluation, and Leadership and Change

I conducted this qualitative study and collected data from K-12 school principals. I applied research knowledge to conduct a basic qualitative research. During this project study, I learned how to collect interview data and to analyze interview transcripts. By conducting this project study, I gained valuable insight on how to conduct basic qualitative research. I will use this positive experience in my professional role as a research practitioner.

I developed the 3-day PD sessions. I will deliver the PD content to K-12 school principals. Feedback from the PD evaluations will be shared with both K-12 school principals and senior school district administrators, and policy makers, at the project site. The feedback from the attendees could help me in making necessary adjustments to the PD content. I will conduct an evaluation of this project. Outcome-based evaluation will be used to measure the impact of PD project implementation. I will evaluate short and long-term PD goals.

I am a state-certified educator in music. I was a music teacher for 10 years. For the past 5 years, I have been an assistant school principal. As a novice researcher, I will use the findings of this project study to have meetings with colleagues and senior school district administrators to discuss research-based practices to help principals to support

music teachers. I will mentor colleagues to share my instructional leadership practices to successfully retain music teachers. I aim to use the findings of this project to make change to school districts. As a novice researcher but experienced educator, I have a clear vision of how to apply the 3-day PD to local educational settings.

Reflection on Importance of the Work

I enjoyed conducting this qualitative project study because I learned about basic qualitative research. I gained valuable insight how to conduct basic qualitative study. I applied knowledge to collect, code, and analyze interview transcripts. I also learned from K-12 school principals about their instructional leadership practices. I developed the 3-day PD project, which took a substantial amount of planning and time. With investing time into conducting research, lots of patience, reviewing current peer-reviewed articles, and scholarship, my dream of earning an EdD degree is within reach. Thus, this doctoral journey has been very rewarding and has had a positive effect on my career as a school administrator.

Implications, Applications, and Directions for Future Research

Researching music teacher retention provided insight into how principals can improve instructional leadership practices to retain music teachers. I developed a 3-day PD plan for K-12 school principals in order to assist them with new information on how to retain music teachers. Specifically, the content of the 3-day PD should be used by K-12 school principals to apply specific strategies to better implement their instructional leadership practices to retain music teacher. PD hands-on activities will help K-12 school principals to know how to support and retain music teachers at the project site. Hands-on

activities include ways to successfully use different behavioral intervention programs to reduce students' behavioral issues, better apply instructional leadership practices that relate to music teachers, use strategies to retain music teachers, use special initiatives to retain music teachers, encourage teachers to remain in the teaching profession, create committees to recognize teachers' work, create a district-wide new teacher induction program to support music teachers, interact with music teachers, and collaborate with music teachers to improve their teaching practices.

The project should be used by school district administrators for decision-making processes to support music teachers. Senior school district administrators should offer more PD opportunities for K-12 school principals to support all teachers for the benefit of the students. Implications for positive social change include a 3-day PD plan with strategies for K-12 school principals to use to support and retain music teachers for the benefit of students.

I recommend to K-12 school principals and senior school district administrators to apply the findings of this project study to support and retain music teachers. Future scholars who are willing to replicate this project study should interview more K-12 school principals, senior school district administrators, and music teachers. Scholars should interview senior district administrators to identify ways to support K-12 school principals to better implement their instructional leadership practices to support and retain music teachers. Scholars should also interview music teachers to identify factors influencing their decisions to remain in the teaching profession. I also recommend to researchers to expand on this project study by using a quantitative study to examine the

effect of the 3-day PD by comparing the retention of music teachers before and after the implementation of the PD. Recommendations for future research could include the comparison of other PD programs for school administrators to retain music teachers.

Conclusion

In this section, a description of the reflections and conclusions was presented. The strengths of the findings of this project study were also presented. By conducting this qualitative research, I understood the importance of scholarly writing. I learned to become resilient and goal oriented. I became a scholar of change. I have found joy in sharing the wealth of information I gained from this project study.

The result of this project study is the development of a 3-day PD training. The presentation of the project will provide positive social change by allowing new and aspiring school leaders to become more successful in their roles to support music teachers. The presentation of the PD will also create positive social change by helping administrators to retain teachers. The attendees of the 3-day PD will benefit from the following: (a) ways to successfully use different behavioral intervention programs to reduce students' behavioral issues or to help students improve their academic achievement; (b) information on instructional leadership practices to support and retain music teachers; (c) best instructional leadership practices that relate to music teachers, specific strategies to know how to retain music teachers, how to apply instructional leadership practices to retain music teachers, special initiatives to retain music teachers, strategies to encourage teachers to remain in the teaching profession, and strategies to

create committees to recognize teachers' work; and (d) a district-wide new teacher induction programs to be implemented to support music teachers.

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Appendix A: The Project

Professional Development

Erick C. Willie

Purpose & Goal of the Professional Development

- The project includes a 3-day plan for K-12 school principals to help them to better implement their instructional leadership practices to retain music teachers.
- The goal of the PD project is to provide an intensified support for K-12 school principals who have been inconsistent in applying instructional leadership practices supporting music teachers

Targeted Audience

- The project is designed for K-12 school principals as an intensified support at the project site within a public school district

Session 1

- Strategies to reduce students' behavioral issues.
- Implementing Multi-tiered System of Supports
- Using SW-PBIS to Reduce Problem Behavior
- Strategies to improve Music Teacher Retention

Behavior Intervention Strategies

- Evidence-based practices to reduce problem behavior.
- Establish classroom routines and procedures that are enforced on a daily basis.
- Use hand signals and attention grabbers to help with classroom control.

Strategies to Reduce Behavioral Issues

- Introduction to School-Wide Multi-tiered System of Supports to reduce problem behavior.
- Draft 4-5 Behavior Expectations Matrix.
- Table Talk about possible behavior Expectations.
- Example: Be Respectful, Be Safe, Be Kind

Hands-on Activities

- Turn & Talk about Behavior Strategies used in your classroom.
- Identify Behavioral Expectations for all Students.
- Share some behavior strategies with your colleagues.

Implementing Multi-tiered Systems of Supports

- MTSS is a framework that provides behavioral strategies for students with various needs
- Two intervention-based frameworks: Positive Behavior Intervention & Supports and Response to Intervention

SW-PBIS to Reduce Problem Behavior

- Action Plan strategies to implement PBIS with fidelity.
- Plan school-wide roll-out activities for each classroom.
- Create PBIS team to provide targeted intervention to students in Tier 2 and Tier 3.

SW-PBIS to Reduce Problem Behavior

- Collect data using Office Disciplinary Referral Forms (ODR) to track hotspots.
- Provide professional development for teachers on evidence-based practices.
- Progress monitor implementation to determine program progress.

Music Teacher Retention

- Turn to your neighbor and discuss teacher attrition in the district
- Share 3 reasons why teacher leave the profession
- Draft an action plan with strategies to decrease teacher attrition.

Music Teacher Retention-Local Attrition

- 30 vacant music teacher positions in the local district during the 2019-2020 school year.
- 10 music teachers did not return to the local school district.
- School principals are struggling to apply instructional leadership practices to retain music teachers.

Strategies to Improve Music Teacher Retention

- Improve instructional leadership through teacher collaboration.
- Promote new teacher induction programs.
- Peer music teachers with mentors.
- Facilitate professional development sessions that focus on music content knowledge (Reese, 2016).

Evaluation

- Group reflection
- Policy recommendations to policymakers
- Session 1 Evaluation

Session 2

- Best instructional leadership practices that relate to music teachers
- Strategies to know how to retain music teachers.
- How to apply instructional leadership practices to retain music teachers.

Session 2 Continued

- Initiatives to retain music teachers.
- Strategies to encourage teachers to remain in the teaching profession.
- Strategies to create committees to recognize teachers' work.

Activity 1: Instructional Leadership Practices

- Turn & Talk- Best Instructional Leadership Practices to retain music teachers.
- Share best practices with colleagues.

Best Instructional Leadership Practices

- Set SMART goals with all teachers.
- Provide instructional feedback continuously.
- Reflect and plan as a team.
- Facilitate professional development sessions.
- Sit in classrooms more frequently.

Best Instructional Leadership Practices

- Encourage culturally-responsive teaching.
- Implement peer coaching and mentoring.
- Provide data to support practice.
- Support music concerts and other extra-curricular activities.

Activity 2: Retention of Music Teachers

- Table Talk- What are some strategies that can be used to retain music teachers?
- Select a group leader to report the group findings.

Strategies to Retain Music Teachers

- Create a supportive school environment.
- Apply best practices in instructional leadership.
- Establish an educative mentoring program to support teachers.

Strategies to Retain Music Teachers

- Collaborate with community partners to support the school's mission and vision.
- Provide leadership opportunities for music teachers.
- Support music concerts and other student performances (Martinez, 2017).

Activity 3: Instructional Leadership Practices

- Explanation and Discussion of the instructional leadership practices used by K-12 school principals.
- Share feedback with the group.

How to Apply Instructional Leadership Practices

- Work collaboratively with music teachers to meet their needs.
- Promote collaboration between principals and teachers for professional growth.
- Provide opportunities to promote professional growth.

Activity 4: Principal Effectiveness

- Table Talk-What makes K-12 school principals effective?
- Share your individual experiences with the group.

Ways to be an Effective Principal

- Build relationships with the school and community.
- Promote culturally responsive teaching.
- Create a positive school climate and culture.
- Create an environment that promotes shared governance.

Initiatives to Retain Music Teachers

- Collaborate with music teachers to improve their teaching practices.
- Implement Mentorship programs with fellow music teachers in the district.
- Recruit music teachers from the local universities.
- Have music teachers facilitate professional development.

Activity 5: Group Reflections & Policy Recommendations

- Group reflection and recommendations to the policymakers to support school leaders with the creation of committees to recognize teachers' work.
- Share recommendations and concerns with the group.

Strategies to Create Committees to Recognize Teachers

- Collaborate with teachers to create a social committee.
- Offer incentives to teachers throughout the school year.
- Ask for input regarding employee recognition events.

Evaluation

- Policy Recommendation for Music Teacher Support
- Questions & Concerns
- Session 2 Evaluation

Session 3

- District-wide new teacher induction programs
- Strategies for music teachers to interact with school principals
- Policy Recommendations and Reflections

Activity 1: New Teacher Induction Program

- Classroom activity- Discuss new teacher induction programs and the importance of these programs in the schools.
- Share your responses with everyone.

District-wide New Teacher Induction Program

- New Teacher induction programs can help to increase teacher retention (Martinez, 2017).
- Music teachers must participate in the district-wide induction program.
- New Teacher Induction Program will focus on music teacher mentorship.

Educative Mentoring

- The idea of Educative Mentoring was first coined by Feiman-Nemser (2001).
- Educative mentoring is a comprehensive mentoring program that focuses on teacher professional growth through cultivating a disposition of inquiry.
- Mentors and mentees spend time reflecting on best practices for teaching.

Educative Mentoring for Music Teachers

- Novice music teachers are paired with experienced music teachers.
- School principals work with the Mentor and Mentee to ensure that knowledge and best practices are shared.
- Novice music teachers engage in professional development that focuses on pedagogical knowledge and curriculum.

Activity 2: Educative Mentoring Program

- Intense Project- Draft an outline of an educative mentoring program for the district.
- Share your individual plans with the group.

Strategies to Improve Music Teacher & Principal Interaction

- Have Principals work with mentors to provide viable feedback.
- Hold meetings throughout the school year to assess the music teacher needs.
- Invite the Principal to be a special guest at concerts and other student performances.

Activity 3: Implementing Educative Mentoring

- Table Talk- Explanation and discussion on implementing educative mentoring for music teachers.
- Share your thoughts and plan with the group.

Activity 4: School Administrators' Policy Recommendation

- Discussion- School administrators' policy recommendations to policymakers on educative mentoring.
- Open floor discussion!

Activity 5: Reflection & Recommendations

- Group Reflection and recommendations to the policymakers to support school leaders with implementing new teacher induction programs.
- Share policy recommendations with your colleagues.

References

- Feiman-Nemser, S. (2001). Helping novices learn to teach: Lessons from exemplary support teacher. *Journal of Teacher Education*, 52(1), 17-30. doi:10.1177/00224871010520001003
- Martinez, S. (2017). Perceptions of a suburban school district's high new music teacher attrition rate (Order No. 10254222). Available from Dissertations & Theses @ Walden University; ProQuest Dissertations & Theses Global. (1857440527). Retrieved from [https://ezp.waldenulibrary.org/login?qurl=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F1857440527%](https://ezp.waldenulibrary.org/login?qurl=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F1857440527%2F)
- Reese, J. (2016). Virtual Mentoring of Preservice Teachers: Mentors' Perceptions. *Journal of Music Teacher Education*, 25(3), 39–52. doi:10.1177/1057083715577793

Appendix B: Interview Protocol

Interview Questions based on the conceptual framework:

1. Tell me about the population and culture of your school.
2. Tell me why principals are struggling to implement instructional leadership practices to retain music teachers?
3. Tell me the benefits and/or drawbacks of your school district's new teacher induction program regarding new music teachers.
4. Tell me how are mentors selected for music teachers? What do you know about their interactions?
5. Tell me what professional development opportunities are available for music teachers? What content-based strategies are covered?
6. Tell me what programs or initiatives have been successful in retaining teachers in the district?
7. Tell me how do you measure success in your music teachers?
8. Tell me what has been successful for the retention of music teachers?
9. Tell me what is needed for the retention of music teachers?
10. Tell me any other relevant information pertaining to this project that have not been addressed or that you would like to add.

Appendix C: Professional Development Evaluation

Participant's Name (optional): _____

Date: _____

Name of Facilitator(s): _____

Please write your statement to answer the following questions:

- How do you feel about the overall quality of this professional development?

- What impact will the content of this professional development have on your work?