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Teachers' Job Satisfaction and Efficacy as Indicators of Intent-To-Leave Teaching

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Abstract

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MS, National University, 2007

BS, Fayetteville State University, 2002

Doctoral Study Submitted in Partial Fulfillment

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Abstract

Understanding possible contributing factors of teacher attrition is important and necessary to retain effective teachers in schools. The purpose of this project study was to investigate how teacher job satisfaction, self-efficacy, and collective efficacy were related to their intent-to-leave. Locke's definition of job satisfaction and Bandura's theory of self-efficacy and collective efficacy provided the theoretical foundations for this study. Research questions addressed the extent of the relationship between 3 independent variables---teacher job satisfaction, self-efficacy, and collective efficacy--with a single dependent variable, teacher intent-to-leave. The Job Satisfaction Survey, Teachers' Sense of Efficacy Scale, Collective Efficacy Scale, and Intent-to-Leave Questionnaire were used to collect quantitative data in this correlational predictive study. Participants consisted of 45 elementary teachers in Grades K-5, including specialty teachers, who were financially compensated using the pay-for-performance model during this project study. Statistical Package for Social Sciences was used to generate inferential and descriptive statistics from the questionnaire data. The findings of this study indicated that there was a significant relationship between the 3 independent variables and the dependent variable with multiple regression analysis showing that all 3 independent variables--teacher job satisfaction, self-efficacy, and collective efficacy--are predictors of the dependent variable, teacher intent-to-leave. Implications for positive social change included providing essential evidence that can be used in designing programs for helping individuals to remain in teaching. This study also encourages policy and practice changes that support job satisfaction, self-efficacy, and collective efficacy.

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Dedication

I dedicate my doctoral study to my supportive, loving, and understanding husband, Danny Lopez. I would not have been able to complete this journey without you by my side. You will never know how much I appreciate the countless times you made me food and coffee to keep me motivated in my times of despair, or the times you cleaned the house so that I would not miss a deadline. You are truly my savior. To my kids, Makayla and Nathaniel Lopez, I also dedicate this doctoral study. I hope that I have inspired you to follow your dreams even through the challenges you may face in life. I hope I have shown you even with failure you can have success. You will never know how much you both inspire me. You three are the motivation behind everything I do. You make me want to be the best I can in everything I do.

I cannot forget my parents, Tom Chuha and Ricki Newberry. Throughout my many adventures in life, you have supported, listened, and guided me when I needed it. Without your love and support, I would not be the person that I am today. I hope you know how much you have taught me in life.

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I would especially like to thank all the principals and teachers that participated in my project study. Without any of you, the completion of this project study would be impossible. I am forever grateful for your time and support you gave me.

Thanks go to all of those who have helped and supported me over the many years of going to school. Ann Ansardi, a special thank you for a special friend who has listened to my many rants throughout this process and whose ears and shoulders have been a life savior. My husband and kids, a very special thank you for sacrificing so much for me over the years. I promise to repay you for everything.

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Section 1: The Problem

Introduction

Schools across the world face the challenge of retaining effective teachers. Understanding why teachers intend to leave teaching may help with retention efforts by reducing quitting intentions. The purpose of this project study was to investigate how teacher job satisfaction, self-efficacy, and collective efficacy were related to their intent-to-leave. The results from this study could help school administrators understand factors that contribute to teachers' intent-to-leave teaching that in turn could be valuable knowledge in reducing the frequency of quitting intentions.

In this section, I will present a definition of the problem to provide evidence of the problem at a local and professional level. The research questions that guided the project study will follow the presentation of the evidence and analysis of the problem. In the literature review, I will critically assess the existing research studies related to each independent variable job satisfaction, self-efficacy, and collective efficacy as well as the theoretical foundation. Lastly, criteria for employing quantitative methodology will be discussed in detail.

The Local Problem

Research in the last decade confirms that the retention of teachers has been a challenge in schools worldwide, especially in prolonging their teaching tenure for more than 5 years (Martin, Sass, & Schmitt, 2012; Wang, Hall, & Rahimi, 2015). In a qualitative study conducted by Ashiedu and Scott-Ladd (2012) in Australia, teachers were asked to discuss their teaching intentions. Ashiedu and Scott-Ladd found that

among the 31 active teachers, 29% had immediate intentions of leaving the profession of instruction. Furthermore, the authors found that 77% of teachers with 5 to 10 years teaching experience and 66% of teachers with 0 to 5 years teaching experience had intentions of leaving the teaching profession within the next 5 years. The significance of quitting intentions of teachers was measured in their study by the frequency with which teachers leave a teaching position or the profession altogether. In an attempt to have a more nuanced understanding of teacher retention in Australia, Mason and Matas (2015) conducted a thematic content analysis of 20 research studies. The authors found the comparison of studies to be difficult. Inconsistencies in terminology, population, length of study, and formation of questions among studies were contributing factors to the lack of understanding and consistency in reporting between intent-to-leave and attrition (Mason & Matas, 2015).

Although this has been a worldwide problem, the retention of teachers has been lower in the United States than any other parts of the world (Mäkelä, Hirvensalo, & Whipp, 2014). The retention challenge has been particularly acute among beginning teachers. As reported by Coronado (2009) and Martin et al. (2012), approximately one-quarter of new teachers leave the profession within the first 3 years of teaching. According to Sutters and Savage (2016), 3 to 5 years has been the career span for highly effective teachers in the United States' classrooms. Equally important, in an analysis of data from the National Center for Educational Statistics (NCES) 2012-2013 Teacher Follow-Up Survey, Goldring, Taie, and Riddles (2014) reported that 28,200 teachers with 1 to 3 years teaching experience and 62,500 teachers with 4 to 9 years teaching

experience were identified as leaving the teaching profession. These departures are referred to as teacher attrition (Goldring et al., 2014) and teacher turnover (Boggan, Jayroe, & Alexander, 2016). When teachers' quitting intentions are put into action, teacher attrition and teacher turnover occur.

Clearly, the terms teacher attrition and teacher turnover have been used in research to explain the action of a teacher leaving a teaching position for various reasons. However, there was a lack of consistency between the utilization of these terms that defined when a teacher leaves and in categorizing the factors that led the teacher to leave a position or the profession. For the purposes of this project study, I treated teacher attrition and teacher turnover synonymously as both refer to teachers' leaving teaching positions for any reason.

Gersten, Keating, Yovanoff, and Harniss (2001) conducted research to analyze the relationship between intent-to-leave and leaving the teaching profession among 887 special education teachers. They found a strong relationship between intent-to-leave teaching and attrition with 69% of special education teachers with quitting intentions actually leaving their teaching positions. In contrast, in their book *Giving Up on School: Student Dropouts and Teacher Burnouts,* LeComte and Dworkin (1991) discussed findings from Dworkin's 1992 study where intentions to leave teaching were much greater than actual attrition rates and that approximately only 29% of 3,444 participants with intentions to leave teaching actually left teaching. They believed the difference in actual attrition rates of intended leavers to be due to the difference of participant size and

type within the individual studies. Of course, there could be other reasons contributing to the differences in results.

The challenge of retaining effective teachers was particularly pronounced in the site of this study, a predominately urban school district located south of a major metropolitan area in the western part of the United States that has been implementing a pay-for-performance system of teacher compensation that is based on performance evaluations and student achievement. According to a 2015-2016 school year state statistics data report, the school district in this study had a turnover rate of 26.02% among the teacher category. In a comparison against state data in the teacher category, the state's turnover rate of 17.05% was significantly lower. The state and district turnover rate for this report was calculated by dividing the number of teachers who left the school district by the number of teachers employed in the school district for the year prior. Itemized factors describing the reasons for teaching staff leaving were not provided in the report.

Teachers have given a plethora of reasons for leaving teaching positions or leaving the teaching profession. In an evaluative report on research literature pertaining to contributing factors of teacher retention, McLaurin, Smith, and Smillie (2009) listed preparedness, stress, and management skills as some reasons teachers resigned or left a teaching position. The NCES findings provided the primary reasons teachers gave for leaving the profession of instruction as (a) 38.4% personal factors; (b) 20.5% other factors (teachers did not identify reason); (c) 13.0% career factors; (d) 9.7% left teaching involuntarily (laid off, nonrenewal of contract, school closing/mergers); and (e) 6.3% school factors (Goldring et al., 2014).

Among the many factors found to contribute to teacher retention, three were notable. These were job satisfaction (Nagar, 2012); self-efficacy (Wang et al., 2015); and collective efficacy (Armour, 2012). However, scholarly research on these variables of teacher job satisfaction, self-efficacy, and collective efficacy was lacking for a pay-for-performance school environment. It was thus important for me to investigate these factors as possible indicators of intent-to-leave teaching within this unique environment.

Rationale

In this subsection, I will focus on the rationale for my problem choice for this project study. Evidence of the problem from the professional literature and purpose of this project study will be provided to further support the rationale. In addition, I will provide evidence of the problem at the local level including data and personal communications.

Evidence of the Problem from the Professional Literature

Researchers have identified low levels of job satisfaction, self-efficacy, and collective efficacy as factors related to low levels of teacher retention (Martin et al., 2012; Torres, 2016; Tsouloupas, Carson, Matthews, Grawitch, & Barber, 2010; Wang et al., 2015). Based on the findings of these researchers, I extended this line of research to a pay-for-performance environment by examining the roles that job satisfaction, self-efficacy, and collective efficacy played in relation to a measure of current teachers' intent-to-leave teaching. Identifying how teacher job satisfaction, self-efficacy, and collective efficacy were related to their intent-to-leave was necessary for developing

plans and programs that reduce the risks of teachers leaving their positions or the teaching profession altogether.

Evidence of the Problem at the Local Level

The retention of effective teachers in the classroom has been an on-going problem nationwide. The district in this study had been implementing a pay-for-performance system of teacher compensation. Data from a non-profit education news organization indicated that since the pay-for-performance model had been applied in the district in the 2010-2011 school year, the turnover rate has ranged from 29% to 35% every academic year. A 15-year veteran teacher in the school district has provided some insight into the retention problem: "I think that attrition is a problem in the school district. Every year we have three to seven new teachers in the school building." A later discussion with another experienced teacher added some thoughts on retention: "Throughout the school year, you can hear teachers discussing the want to leave either the school building, the school district, or teaching in general." A district administrator furthered this perspective saying, "High turnover rates are a problem in some of the schools. It is a problem every year with keeping effective teachers in the classrooms." The non-profit education news organization's analysis of data and perspectives of district personnel suggested that the local school district has a problem not only with the retention of teachers but with understanding indicators that lead to a teacher's intent-to-leave. In this study, my measure of teachers' intent-to-leave teaching in relation to job satisfaction, self-efficacy, and collective efficacy helped to shed light on teachers' motivations to stay or to leave.

Research was necessary to gain an understanding of factors that were contributing to a teacher's intent-to-leave teaching. The factors that have been contributing to the school district's low retention rates were not entirely understood. Moreover, understanding what factors indicated a teacher's intent-to-leave teaching in the school district was also lacking. If left unaddressed, teacher retention could continue to plummet, and the school district could be marked as having one of the highest teacher turnover rates in the state. The purpose of this project study was to investigate how teacher job satisfaction, self-efficacy, and collective efficacy were related to their intent-to-leave.

Definition of Terms

For a clear understanding of teachers' job satisfaction, self-efficacy, and collective efficacy as indicators of intent-to-leave teaching, I will define several terms to help guide the reading of this project study. By incorporating specific language and definitions, there will be a consistent understanding of how I used the terms within the project. The following terms were used throughout the project study:

Collective efficacy: Derived from the concept of self-efficacy, collective efficacy focuses on a group's perception of its ability to be effective and make changes to the environment (Goddard, Hoy, & Hoy, 2000).

Intent-to-leave: Not the actual action of quitting, but rather the expression of wanting to commit the action and research divulging factors contributing to the act of quitting (Klassen & Chiu, 2011).

Job satisfaction: Both the positive and negative attitudes towards a work environment derived from examination of experiences (Dutta & Sahney, 2016).

Pay-for-performance: In this type of system, teachers are monetarily compensated based on student, teacher, and school performance. Advancement on a salary schedule based on years of experience and education is not used to calculate a teacher's pay (Ballou, 2001).

Self-efficacy: The perception that people have control over their accomplishments and possess the ability to complete tasks effectively in any situation (Schiefele & Schaffner, 2015).

Teacher attrition/turnover: The resulting action of a teacher's intent-to-leave teaching. Attrition/turnover can refer to a variety of teacher actions ranging from leaving the current teaching position to leaving the teaching profession altogether (Adcock, 2016).

Significance of the Study

The purpose of this quantitative correlational study was to investigate how teacher job satisfaction, self-efficacy, and collective efficacy were related to their intent-to-leave. Although a vast body of research has explored teacher job satisfaction, self-efficacy, and collective efficacy as indicators of leaving the teaching field, few researchers and studies have investigated such data in a pay-for-performance environment. In this study, the school district used a pay-for-performance model and had one of the highest turnover rates in the state. Therefore, the findings of the study provided useful information for

designing programs and procedures for retaining teachers as well as for supporting policy and practice changes in the school district.

Research Questions and Hypotheses

The correlational research questions and hypotheses I developed for this project study addressed how the independent variables of teacher job satisfaction, self-efficacy, and collective efficacy were related to the dependent variable of teacher intent-to-leave. Separate research questions were developed to examine the relationship between each independent variable with the dependent variable. A final research question was developed to address the independent variables when grouped together as possible predictors of the dependent variable. The research questions and hypotheses were as follows:

1. What is the relationship between teacher job satisfaction and teacher intent-to-leave?

   $H_0 1$: There is no significant relationship between teacher job satisfaction and teacher intent-to-leave.

   $H_a 1$: There is a significant relationship between teacher job satisfaction and teacher intent-to-leave.

2. What is the relationship between teacher self-efficacy and teacher intent-to-leave?

   $H_0 2$: There is no significant relationship between teacher self-efficacy and teacher intent-to-leave.

H_a2: There is a significant relationship between teacher self-efficacy and teacher intent-to-leave.

3. What is the relationship between collective efficacy and teacher intent-to-leave?

H_03: There is no significant relationship between collective efficacy and teacher intent-to-leave.

H_a3: There is a significant relationship between collective efficacy and teacher intent-to-leave.

4. Do teacher job satisfaction, self-efficacy, and collective efficacy predict teacher intent-to-leave?

H_04: Teacher job satisfaction, self-efficacy, and collective efficacy do not significantly predict teacher intent-to-leave.

H_a4: Teacher job satisfaction, self-efficacy, and collective efficacy significantly predict teacher intent-to-leave.

Review of the Literature

In this subsection, I will present a review of relevant research pertaining to the topics of job satisfaction, self-efficacy, collective efficacy, intent-to-leave, and the theoretical foundation. My literature search focused on studies published between 2012 and 2017 that included terms such as *job satisfaction, self-efficacy, collective efficacy, intent-to-leave, quit teaching, attrition, teaching, turnover,* and *pay-for-performance*. Variations of paired terms were also used throughout the literature search. I used the Walden Library, Educational Research Information Center database, and Google Scholar

to find qualitative and quantitative peer-reviewed journal articles as sources. Literature outside of the 5-year recommended publication timeframe was included only when deemed valuable to the literature review.

Teacher Job Satisfaction

Locke's (1976) definition of job satisfaction, "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's values," is the most widely used in research on the topic (p. 1304). Job satisfaction is not merely liking or enjoying what an individual does, rather it is determining whether personal and professional needs are being satisfied by employers and clients. Mehta (2012) stated that "it is a combination of psychological and emotional experiences at work" (p. 54). Similarly, Demirtas (2010) suggested that the level of job satisfaction is an emotional response to an individual's professional experience. Furthermore, Collie, Shapka, and Perry (2012) stated, "job satisfaction refers to a sense of fulfillment, gratification, and satisfaction from working in an occupation" (p. 1190).

Spector's (1997) research to develop the Job Satisfaction Survey (JSS) exposed that an individual's job satisfaction can be assessed on an overall level and a single facet level. Spector suggested that the foundation of job satisfaction is the attitude of the employees towards their employer on many facet levels. Spector indicated that job satisfaction should not be researched using a comprehensive approach but rather a facet approach where each category could provide detailed information about the level of dissatisfaction. The nine facet subscales covered in the JSS are (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating conditions, (g)

coworkers, (h) nature of work, and (i) communication (Spector, 1997). Understanding various facets within job satisfaction as well as contributors to the lack of job satisfaction can assist in facilitating a work environment that establishes a high sense of job satisfaction (Hawks, 2016). I used this facet approach throughout this project study to examine teacher job satisfaction. By using the facet approach that Spector developed, explicit and detailed information regarding teacher satisfaction and dissatisfaction was examined as a singularity or in its entirety.

The body of research on teacher job satisfaction during the past 5 years has been extensive and has primarily been conducted using a quantitative methodology. Research has focused on gaining an understanding of teacher job satisfaction to increase teacher retention. Job satisfaction was an important variable for this study because researchers have discussed at length how it contributes to teacher retention and is a major factor in teacher turnover (Nagar, 2012; Viel-Ruma, Houchins, Jolivette, & Benson, 2010). Teachers that are satisfied and enjoy teaching are less likely to want to leave a current teaching position or the teaching profession altogether (Hughes, 2012). Results of a chi-square test and correlation analysis, conducted by Kabungaidze, Mahlatshana, and Ngirande (2013), found that turnover intentions among teachers were lower when teachers were satisfied. Moreover, low teacher satisfaction may result in unwarranted high district expenditures due to teacher illnesses, absences in the classroom, and teacher turnover (Collie et al., 2012).

Eddins (2012) reported that job satisfaction was directly linked to retention of teachers. He found that teachers that stayed rated job satisfaction higher then teachers that

left their teaching location or teaching altogether. In that study, Eddins used The Leadership Styles (Other) Survey (Bolman & Deal, 1990); Principal Leadership Qualities (Jantzi & Leithwood, 1996); and the JSS (Spector, 1994). A total of 320 certified teachers from three school districts participated in Eddins' study with each school district receiving one of the three surveys for the participants to complete. The school district that received the JSS as an instrument had 135 certified teachers answer questions about job satisfaction (Eddins). The number of responses from certified teacher participants from this school district was similar to the anticipated sample size for my study. Interestingly, while analyzing responses from approximately 200 participants, Eddins found that newer teachers had more job satisfaction than more seasoned teachers. In contrast, Mertler's (2016) comparisons concerning job satisfaction and demographical information resulted in conflicting outcomes with regards to novice teachers' satisfaction versus seasoned teachers. The discrepancy between Eddins and Mertler could be explained by the extreme difference in a number of participants. Even with conflicting results, job satisfaction was likely an important factor for retaining teachers in schools.

Wells (2015) corroborated these results showing low job satisfaction resulted in low retention of teachers. Wells developed a modified version of the established Job Satisfaction and Retention Survey (Perrachion, Petersen, & Rosser, 2008). The modified job satisfaction questionnaire found low job satisfaction focused on five factors: (a) lack of interest in teaching, (b) lack of leaders considering teacher input for improvements specific to teachers' wants and needs, (c) lack of comradery between teachers, (d) lack of

leaders collaborating with teachers when developing systems within the school, and (e) lack of higher education among teachers hired (Wells, 2015).

Using a similarly modest sample size, Nagar (2012) investigated reasons for reduced job satisfaction and low organizational commitment among teachers, especially in times of burnout. Nagar's findings suggested that job satisfaction was negatively related to emotional exhaustion as the regression coefficient was 0.15, $t = 2.70$, and $p < 0.05$. In addition, the author found that higher levels of job satisfaction were related to higher organizational commitment with a regression coefficient of 0.33 and a $p < 0.05$.

Canrinus, Helms-Lorenz, Beijaard, Buitink, and Hofman (2012) investigated relevant indicators of teachers' professional identity using a quantitative approach and multiple questionnaires to examine the relationship between variables. Similarly, I used multiple questionnaires in this study to examine the relationship between variables. Their findings suggested that job satisfaction pertaining to employment relationships and compensation were direct indicators of occupational commitment. In addition, they found employment relationships as a specific facet of job satisfaction were the strongest effect for a change in motivation level.

Collie et al. (2012) tested a model of the relationships among teacher stress, job satisfaction, and teaching efficacy using the Teachers' Sense of Efficacy Scale (TSES), developed by Tschannen-Moran and Woolfolk Hoy (2001), as the instrument to measure teacher efficacy. Their findings showed a positive association between perceived teaching efficacy and teacher collaboration ($\beta = .09$, $p = .047$) as well as a positive association with students' behavior and motivation ($\beta = .13$, $p = .013$). However, their

results showed that the stress teachers encounter due to students' behavior had a negative association to teacher efficacy. They also measured teacher job satisfaction using four items from the JSS developed by Spector (1997). They found that a positive association existed between job satisfaction and teacher perceptions of students' behaviors and motivation (β = .17, p = .001) and a positive association between teaching efficacy and job satisfaction (β = .33, p = .001). These findings supported research conducted by Skaalvik and Skaalvik (2014) who found that teacher self-efficacy predicted job satisfaction.

Viel-Ruma et al. (2010) analyzed the relationship between collective efficacy, teacher self-efficacy, and job satisfaction by using a different instrument to measure job satisfaction, the Brayfield-Rothe Index of Job Satisfaction developed by Brayfield and Rothe (1951). They found similar findings to Collie et al. (2012) and Skaalvik and Skaalvik (2014) that suggested that teacher self-efficacy directly impacted job satisfaction, r = .345, p = .003. Their multiple regression analysis found that teacher self-efficacy was the only significant predictor of job satisfaction. In a similar way, Ferguson, Frost, and Hall (2012) conducted a predictive analysis to determine if the indicators of anxiety, depression, and job satisfaction among teachers could be identified. These researchers explored job satisfaction through the independent variables of stress, depression, anxiety, years of teaching experience, gender, grade level of assignment, and full or part-time position. The authors concluded that stress, depression, and years of experience were noticeable predictors of teacher job satisfaction.

Research conducted by Høigaard, Giske, and Kari (2012) sought to examine influences on job satisfaction, burnout, and the intention to quit using an instrument developed by Quinn and Sheppard (1974). In contrast to Spector's (1997) research on the facet approach, the instrument used in their study employed a five-item comprehensive approach to discover the level of job satisfaction among teachers. The authors suggested that the variables of job satisfaction and teacher efficacy were positively related.

A quantitative approach was used by Canrinus et al. (2012) to examine teachers' commitment to the teaching profession. The authors found that salary satisfaction, although not the strongest, still had a significant effect on organizational commitment. On the other hand, job satisfaction has also been a problem outside of the teaching profession. Yousef (2016) used a quantitative approach to determine the relationship between organizational commitment, job satisfaction, and attitudes towards organizational change with employees at the local government departments of the Emirate of Ras Al Khaimah. The author found low satisfaction to be associated with pay and promotion. Both studies found that compensation in relation to job satisfaction were indicators of occupational commitment. Mertler (2016) confirmed this notion of compensation as a contributing factor among teachers when research analysis found that 64.9% of participants found salary as a motivator.

None of the studies I reviewed in this subsection included teachers in a pay-for-performance environment. In this study, I extended the current research on teacher job satisfaction and intent-to-leave teaching to the pay-for-performance environment using Spector's (1994) JSS. By examining teacher job satisfaction in a pay-for-performance

environment, I have contributed to a more thorough understanding of factors contributing to intent-to-leave teaching.

Teacher Self-Efficacy

Self-efficacy is grounded in Bandura's (1977, 1986, 1997) social cognition theory. According to Bandura's (2001) social cognitive theory, perceived self-efficacy affects an individual's thoughts on his or her ability to undertake a task, the effort put forth on those tasks, and the perceptions on acceptable outcomes of those tasks. Self-reflectiveness is a core feature of human agency whereby individuals evaluate their performance or purpose of actions through self-reflection (Bandura, 2001). According to Bandura, self-efficacy is a component of self-reflection where individuals evaluate their effectiveness in shaping the outcomes of events in their life. Earlier work from Bandura (1994) stated that "Perceived self-efficacy is concerned with people's beliefs in their ability to influence events that affect their lives" (p. 71). Self-efficacy is also referred to as teacher efficacy and teacher self-efficacy throughout the research studies I reviewed for this project study. All three terminologies have been used interchangeably in research to determine the perception of an individual's ability to accomplish tasks and influence their environment with effective results.

The body of research on teacher self-efficacy during the past 5 years has been extensive, and researchers have primarily used the quantitative methodology, although qualitative approaches were found to a lesser extent. Researchers have focused on gaining an understanding of teacher self-efficacy to increase teacher retention. It was important for me to include self-efficacy as a variable in this study as according to

research it has been an excellent predictor in teacher quitting intentions (Perrachione, Rosser, & Peterson, 2008). Results from Wang et al.'s (2015) study confirmed that self-efficacy was directly linked to the retention of teachers. They used the TSES short form (Tschannen-Moran & Woolfolk Hoy, 2001) with 523 teachers from two provinces in Canada. Of those 523 recruited teachers, only 492 were considered part of the sample population. They did not provide the reasoning for the discrepancy in their study. Their participants consisted of 253 primary and elementary school teachers, 209 teachers at secondary/high schools, and 30 teachers from junior colleges who completed the survey online. Wang et al. found that self-efficacy for student engagement ($\beta = .27$, $p < .001$) was a higher predictor of teacher job satisfaction, than classroom management ($\beta = .18$, $p = .003$). In addition, Wang et al. found that self-efficacy for student engagement ($\beta = -.37$, $p < .001$) and instructional strategies ($\beta = .20$, $p = .002$) were weaker predictors of intentions to quit but were still important predictors of quitting intentions.

These findings corroborated those reported by Høigaard et al. (2012) where a negative relationship was found between teacher self-efficacy and intention to quit. In addition, results from Wang et al. (2015) are consistent with empirical data collected by Klassen and Chiu (2011). Using the same measurement instrument for self-efficacy as Wang et al. (2015), Klassen and Chiu corroborated that self-efficacy was a predictor of intentions to quit. Using a cross-sectional survey design with a large sample size, 813 participants, Klassen and Chiu found that practicing teachers (25.1%) were more likely to having quitting intentions than preservice teachers (15.3%). The authors found that intentions to quit for both, preservice and practicing teachers, were directly influenced by

occupational commitment. In addition, the authors found that preservice teachers experienced higher occupational commitment when self-efficacy in either classroom management or instructional strategies increased.

In addition to reporting the experience of low retention of teachers connected to their low self-efficacy, researchers have examined other factors that contribute to low self-efficacy and could lead to such high teacher turnover. Creating a work environment where teachers have high self-efficacy has been crucial because self-efficacy contributes to so many other aspects of a teacher's job. Viel-Ruma et al. (2010) argued this statement in their research analysis confirming that self-efficacy predicted a teacher's job satisfaction level. As mentioned in the job satisfaction section of this literature review, Viel-Ruma et al.'s findings corroborated research conducted by Skaalvik and Skaalvik (2014) who found that teacher self-efficacy predicted job satisfaction. This positive relationship between self-efficacy and job satisfaction provided justification of my importance of gaining a better understanding of ways to improve self-efficacy and in turn improve job satisfaction for teachers. Both, Viel-Ruma et al.'s and Skaalvik and Skaalvik's, results contrasted with Rastegar and Moradi (2016) research where the JSS (Spector, 1994) and TSES (Tschannen-Moran & Woolfolk Hoy, 2001) were used to collect data from English language teachers ($N = 46$). Rastegar and Moradi found no relationship between self-efficacy and job satisfaction. The authors posed that the small sample size could have limited the results.

Self-efficacy influences a teacher's ability to execute classroom management, teaching strategies, and self-governance with such aspects as well-being and self-care

(Collie et al., 2012). Vaezi and Fallah (2011) found a significant negative correlation between self-efficacy and stress, $r = -.047$, $p = 0.01$. The authors found that classroom efficacy ($\beta = .32$, $t = 3.59$, $p < .01$) and organizational efficacy ($\beta = .27$, $t = 3.04$, $p < .01$) were both found to significantly contribute to teacher stress. Although the sample size was very modest resulting in 108 participants, the authors' findings contributed to the necessity of understanding the implications of self-efficacy on other teacher factors that could lead to teacher retention. Teacher stress generated from lack of self-efficacy could be a contributor that leads to teacher burnout. In their research, Aloe, Amo, and Shanahan (2014) evaluated empirical data to see if there was a relationship between burnout and teacher efficacy, and if classroom management contributed to the level of self-efficacy. Classroom management is one of the three areas covered in the TSES 12-item short form (Tschannen-Moran & Woolfolk Hoy, 2001) used in this project study. Aloe et al. found that there was a significant relationship between self-efficacy regarding classroom management and burnout of teachers. Aloe et al. contributed to the theory that teacher burnout results in lower retention rates of teachers.

Factors outside of individual teachers' control have also contributed to the level of perceived self-efficacy. Fackler and Malmberg (2016) provided this additional view on self-efficacy. These researchers conducted an analysis of perceived self-efficacy among 44,701 teachers in 2,648 schools in 14 countries. Fackler and Malmberg's findings showed that a principal's work experience and leadership style predicted the level of teacher self-efficacy. Another factor that has contributed to teacher perceived self-efficacy is student motivation (Skaalvik & Skaalvik, 2016). The authors found that

teacher self-efficacy could be affected by a teacher's personalization of student motivation as success or failure on the teacher's part.

Tzivinikou (2015) conducted a pre and post evaluation design utilizing a mixed method approach incorporating the TSES (Tschannen-Moran & Woolfolk Hoy, 2001) and an open-ended questionnaire for research investigating teacher self-efficacy. Tzivinikou used the TSES long form in his study. The participants were a small sample size consisting of 30 general and special educators at the primary level. The author's findings suggested that self-efficacy increased after being given an in-service training for 6 months. Tzivinikou confirmed the implications that understanding the factors that contributed to high turnover rates will minimize their occurrence. Through this research Tzivinikou, suggested that the implementation of a training program assisted with minimizing factors that lead to high turnover rates. Tzivinikou's data corroborated earlier qualitative research from Gebbie, Ceglowski, Taylow, and Miels (2012). Through pre and post interviews and online community interactions, Gebbie et al.'s data confirmed that all teachers, new and experienced, indicated the positive benefits of providing resources for increasing self-efficacy through continuous training and collegial interactions.

None of the studies I reviewed in this subsection included teachers in a pay-for-performance environment. In this study, I extended the current research on self-efficacy and intent-to-leave teaching to the pay-for-performance environment using Tschannen-Moran and Woolfolk Hoy's (2001) TSES. By examining self-efficacy in a pay-for-

performance environment, I have contributed to a more thorough understanding of factors contributing to intent-to-leave teaching.

Collective Efficacy

Collective efficacy is derived from self-efficacy. Collective efficacy is the perception of how the group as a whole can effectively complete a task. According to Viel-Ruma et al. (2010), "Rather than focusing on the beliefs and efforts of the individual, it focuses on the beliefs and the efforts of the group" (p. 227). Just as with self-efficacy, collective efficacy is grounded in Bandura's social cognition theory (Bandura, 1997). The concept of human agency, which is discussed with self-efficacy, is extended to cover collective efficacy. According to Bandura (1997), "People's shared beliefs in their collective power to produce desired results are a key ingredient of collective agency" (p. 75). Due to teachers having to work collectively to support students in an organization, much dependency is placed on colleagues having individual high teacher self-efficacy.

A work environment where teachers perceive high collective efficacy is vital for the development of self-efficacy. The relationship among all members of the school including administrators should be considered when thinking of collective efficacy. According to Pogodzinski, Youngs, Frank, and Belman (2012), when a teacher perceives the collaborative relationship between all members, to include administrators, as weak, teachers are more likely to have quitting intentions. Potentially, administrators are the foundation with which collective efficacy is built in their schools (Skaalvik & Skaalvik, 2010). According to Calik, Sezgin, Kavgaci, and Cagatay Kilinc (2012), the higher the

perception of collective efficacy, the more likely individual teachers exhibited positive self-efficacy traits in their classrooms especially in challenging times.

There has been an understanding that self-efficacy and collective efficacy have a reciprocal relationship, but there has also been disagreement as to which one influences the other. Armour's (2012) findings showed that higher collective efficacy influenced higher self-efficacy. Contrastingly, Zakeri, Rahmany, and Labone (2016) suggested that perceived self-efficacy was a stronger predictor of perceived collective efficacy within an organization. Both avenues of connection between collective efficacy and self-efficacy, in turn, resulted in a commitment to teaching and was a predictor of intent-to-leave teaching.

Also of interest is the impact collective efficacy has on student performance. Researchers have found that exhibiting high levels of collective efficacy in an organization could have significant outcomes for student learning as well as a direct impact on student achievement (Goddard, 2001; Goddard, Goddard, Sook Kim, & Miller, 2015). Teachers need to support each other in developing self-efficacy and collective efficacy skills. Moolenaar, Sleegers, and Daly (2012) found an association between high collective efficacy and student achievement when effective teacher networks were in place to support teachers.

The body of research on collective efficacy during the past 5 years has been sparse and has primarily used a quantitative methodology. Researchers have focused on gaining an understanding of the relationship between collective efficacy and self-efficacy and how this relationship contributes to the organization. It was important for me to

include collective efficacy as a variable in this study as there is a lack of research examining the correlation between collective efficacy with job satisfaction and intent-to-leave.

According to Viel-Ruma et al. (2010), collective efficacy had a direct impact on self-efficacy, but not job satisfaction. Stephanou, Gkavras, and Doulkeridou (2013) concurred that perceived self-efficacy directly impacted the perception of collective efficacy, but disagreed regarding the job satisfaction impact. Moreover, Stephanou et al. stated the higher the combination of self-efficacy (primary) and collective efficacy (secondary), the higher the job satisfaction. Calik et al. (2012) suggested that instructional leadership of principals significantly influenced collective efficacy; however, additional suggestions stated that this relationship is further influenced and moderated by the level of teacher self-efficacy. The authors' findings from Viel-Ruma et al., Stephanou et al., and Calik et al. confirmed a relationship between self-efficacy and collective efficacy in the teaching profession.

None of the studies I reviewed in this subsection included teachers in a pay-for-performance environment. In this study, I extended the current research on collective efficacy and intent-to-leave teaching to the pay-for-performance environment using Goddard's (2002) CES. By examining collective efficacy in a pay-for-performance environment, I have contributed to a more thorough understanding of factors contributing to intent-to-leave teaching.

Implications

Understanding factors that contribute to a teacher's intent-to-leave could help school districts with the retention of effective teachers in today's schools. Most important for the school district in this study was the identification of factors that create unsatisfactory work environments that, in turn, compel teachers to feel that quitting is the only solution. In addition, with the already low retention rates in the school district identified, the data analyzed from the independent variables in this research study could be used to reduce the frequency of factors contributing to teachers' intent-to-leave teaching and to increase retention rates. There were two goals for this project study. The first goal was to contribute positively to social change by providing essential evidence that can be used in designing programs for helping individuals remain in teaching. The second goal was to encourage necessary policy and practice changes that support job satisfaction, self-efficacy, and collective efficacy.

Summary

Research in the last decade confirms that the retention of teachers has been a challenge in schools worldwide, especially in prolonging their teaching tenure for more than 5 years (Martin, Sass, & Schmitt, 2012; Wang, Hall, & Rahimi, 2015). Furthermore, the issue of teacher attrition was particularly pronounced in the site of this study, a predominately urban school district located south of a major metropolitan area in the western part of the United States that has been implementing a pay-for-performance system of teacher compensation that is based on performance evaluations and student achievement. Researchers have identified low levels of job satisfaction, self-efficacy, and

collective efficacy as factors related to low levels of teacher retention (Martin et al., 2012; Torres, 2016; Tsouloupas, Carson, Matthews, Grawitch, & Barber, 2010; Wang et al., 2015). Understanding factors that contribute to a teacher's intent-to-leave could help school districts with the retention of effective teachers in today's schools. The purpose of this project study was to investigate how teacher job satisfaction, self-efficacy, and collective efficacy were related to their intent-to-leave. Identifying how teacher job satisfaction, self-efficacy, and collective efficacy were related to their intent-to-leave was necessary for developing plans and programs that reduce the risks of teachers leaving their positions or the teaching profession altogether.

Section 2: The Methodology

Introduction

The 2015-2016 state report indicated that the school district site in this study needed to gain a better understanding of factors contributing to teacher attrition. The state report found that the school district in this study had a teacher turnover rate of 26.02% as compared to the state's turnover rate of 17.05%. Understanding possible contributing factors of teacher attrition in this particular school district was important because it had been a struggle to retain effective teachers in the district schools. From my review of the literature, I found evidence that teacher job satisfaction, self-efficacy, and collective efficacy were some of the contributors to teacher attrition.

The purpose of this project study was to investigate how teacher job satisfaction, self-efficacy, and collective efficacy were related to their intent-to-leave. I developed separate research questions to examine the relationship of each independent variable-- teacher job satisfaction, self-efficacy, and collective efficacy-- with the dependent variable of intent-to-leave. I used the final research question to investigate the independent variables grouped together as possible predictors of the dependent variable. The research questions were as follows:

1. What is the relationship between teacher job satisfaction and teacher intent-to-leave?

2. What is the relationship between teacher self-efficacy and teacher intent-to-leave?

3. What is the relationship between collective efficacy and teacher intent-to-leave?

4. Do teacher job satisfaction, self-efficacy, and collective efficacy predict teacher intent-to-leave?

In this section, I will discuss the various methodology components necessary in the development of this project study to answer these research questions. Thorough descriptions for the design and approach, setting and sample, instruments and materials, data collection and analysis, assumptions, limitations, scope, delimitations, and participants' rights will be included to describe this project study. I will also include the data analysis results and provide conclusions of the project study in this section.

Research Design and Approach

According to Creswell (2009), when choosing a research design the researcher should consider the research problem, personal experiences, audience, worldview, strategy, and methods used in the study. I examined these elements when choosing the methodology and design of this project study and concluded that a quantitative approach was most appropriate. In this quantitative correlational project investigation, I used a predictive correlational design with teacher intent-to-leave teaching as the only dependent variable and teacher job satisfaction, self-efficacy, and collective efficacy as the independent variables. According to Creswell (2012), the predictive correlational design is ideal to use when a researcher is trying to measure the association between two or more variables. A predictive correlational research design was selected for this study because it provided detailed information regarding associations between the variables. Examining

the degree of correlation between variables allowed me to provide school administrators and other school district stakeholders a starting point regarding levels of necessity with which to focus future professional developments. The measures of the independent variables were analyzed for their predictive power regarding the dependent variable. Creswell added that a predictive correlational design is used when a researcher wants to use variables that predict an outcome with the dependent variable. Causation was not discussed, as this is not the purpose of correlational research.

Although there are various other quantitative approaches where variables are measured to answer a problem, the details of those approaches were not sufficient to meet the needs of the purpose of this project study. Lodico, Spaulding, and Voegtle (2010) noted that in contrast to causal-comparative research, correlational research is used when a researcher wants to explore the relationship between two or more continuous variables. Experimental research was another design not chosen for this project study. My rationale for not choosing an experimental research design was that the purpose of an experimental design is to find a cause-and-effect relationship between variables, and experimental research requires researchers to control a variable (Lodico et al., 2010). I did not propose to have any variables controlled during the data collection process. Because there was more than one variable in this project study and the purpose was to investigate the relationship between these variables, a descriptive research approach was not suitable. Descriptive research describes the variables as they are from the study without analyzing causation or association between variables (Lodico et al., 2010).

I determined that a qualitative approach to the problem would not have been as effective as a quantitative process. Qualitative methods are appropriate when variables are not clearly defined, and broad questions are asked to participants using an inductive method to gain an understanding about a phenomenon (Lodico et al., 2010). Qualitative approaches, such as case study, phenomenology and grounded theory, are most often used to describe what exists, and these methods often focus on gathering a rich amount of information from a small number of participants (Creswell, 2009; Lodico et al., 2010). The intention of qualitative approaches is focused on understanding details surrounding the participants' feelings and motivations studied in their own environments and generalization of the data to the larger population is limited (Creswell, 2012). Because of the manner in which qualitative data are often collected, through interviews and observations, personal biases are likely to be more prevalent in qualitative studies and can influence research results (Lodico et al., 2010). Because a predictive analysis was at the core of this study, conducting a qualitative study would not have met the necessary components required to predict a correlation between variables.

I used a survey design to investigate how teacher job satisfaction, self-efficacy, and collective efficacy were related to their intent-to-leave. Four existing survey instruments were combined to gather information on the variables of interest in this study. A questionnaire is one type of survey design used by researchers. Questionnaires are used when a researcher wants to collect data that represents the thoughts of participants quantifiably (Creswell, 2012). Another type of survey design is interviews. I did not choose this avenue because the requirement of one-on-one interviews consumes a

considerable amount of time. With this project study having such a large sampling, it was more effective to use questionnaires to gather participants' thoughts.

This project study closely mirrored Rastegar and Moradi's (2016) study cited in the literature review. Rastegar and Moradi sought to examine the relationship between job satisfaction, self-efficacy, and spiritual sense of well-being. Rastegar and Moradi examined job satisfaction and self-efficacy with the JSS and the TSES short form, which were both used to measure the same variables in this study. In addition, this project study was similar to Wang et al.'s (2015) also cited in the literature review. Among other variables, Wang et al. sought to gain a better understanding of job satisfaction and intent-to-leave teaching in regard to the level of self-efficacy a teacher possessed. Wang et al. also used the TSES short form as the instrument for collecting participants' responses on self-efficacy. Although I did not use the same instrument for intent-to-leave teaching in this project study, Wang et al. used a similar three-item questionnaire utilizing a 5-point scale to measure leaving intentions.

Setting and Sample

The population in this study was elementary teachers from a predominately urban school district located south of a major metropolitan area in the western part of the United States that has been implementing a pay-for-performance system of teacher compensation that is based on performance evaluations and student achievement. According to a state statistics for the 2015-2016 school year, the school district educated a little under 12,000 students in 21 schools with less than 1% being American Indian or Alaska Native, 2.11% Asian, 14.96% Black or African American, 48.08% Hispanic or

Latino, 26.27% White, 1.00% Native Hawaiian or other Pacific Islander, and 6.52% two or more races. There were approximately 740 teachers in the school district with less than 1% American Indian or Alaska Native, 1.76% Asian, 5.13% Black or African-American, 4.59% Hispanic or Latino, less than 1% Native Hawaiian or other Pacific Islander, 2.43% two or more races, and 85% White. In addition, the gender breakdown of teachers in the school district was 77% female and 23% male.

Due to nonprobability being my choice as the most appropriate sampling method in this study, I chose study participants using convenience sampling. Although the most desirable form of sampling would have been to randomize the selection (see Creswell, 2012), a convenience sample was more appropriate to ensure that there were enough participants for the study. Lodico et al. (2010) noted that nonrandom sampling is used when there is a limit to resources for a researcher; however, generalization is limited in studies that use convenience sampling. Participation in the study was dependent on the teachers' availability, agreement to study requirements, and completion of the questionnaire.

Because I used a convenience sampling method in this study rather than a random sampling method for selecting participants, the sampling error formula could not be used to determine the sample size. Instead, a power analysis was conducted to determine the appropriate sample size for this project study. Four elements were considered when completing this power analysis. Population effect size (ES), significance criterion (p), statistical power (β), and sample size (N) are the four elements of a power analysis and are all codependent on one another in that each one supports the other in determining the

appropriate calculations of the other within a study (Cohen, 1992). Any of the one

elements could be calculated using the other three known elements' values (Cohen,

1992). Because the required sample size differs with each statistical test, I completed

more than one power analysis to ensure the sample size was represented in the study. In

determining the appropriate sample size for this project study, a separate power analysis

was completed using Gpower 3.1.9.2 for Pearson correlation coefficient and multiple

regression. The first power analysis was completed for the Pearson correlation

coefficient. In order to receive a medium effect size (r) = .30, p = .05, statistical power 1-

β = .80, the minimum sample size was 84 participants (see Erdfelder, Faul, & Buchner,

1996). For a multiple regression analysis with an effect size f^2 = 0.15, p = .05, statistical

power 1-β = .80, and three predictive independent variables a sample size of 77 was

required (see Erdfelder et al., 1996). The intended sample size of 300 participants for this

study far exceeded the minimum sample size requirement for the statistical tests of

Pearson correlation coefficient and multiple regression.

I adhered to strict eligibility criteria for participants in this study when selecting

them. Only elementary teachers currently teaching Grades K-5 within the school district

were invited to participate in the study. Participants must have been financially

compensated using the pay-for-performance model as defined by the school district.

Elementary teachers who were compensated financially via pay schedule or base salary

were not eligible for this study. All teaching specialties were eligible to participate.

Teaching experience was not limited to any category for participants, but participants

must have been full-time teachers. Each participant received an invitation by e-mail to

complete the voluntary survey. Understanding of the study and consent were required before starting the survey. The goal of the study was to receive a minimum of 300 completed surveys from participants. If the projected number of participants did not respond to the request of completing the survey, a second request would have been sent out as a reminder. I did not consider myself a participant in the project study.

I recruited participants via e-mail through school principals. Per the school district's stipulations for conducting research, the e-mail requesting participants to complete the questionnaires was sent from individual school principals. The questionnaire link to Survey Monkey was embedded within the e-mail sent to individual school principals. However, participants could contact me directly with any questions regarding the questionnaire and study.

The selected sample consisted of only elementary teachers who taught Grades K-5 within the school district. At the time of the survey adminstration, there were 14 elementary schools within the school district that had been implementing a pay-for-performance system of teacher compensation. Teaching categories were not limited to grade level teachers, special education teachers, interventionists, and English development teachers as this was not an exhaustive list of teacher positions in elementary schools. Both men and women were teachers at the elementary level. Not counting online, preparatory, charter, and homeschool-based schools within the district, the sample size represented 41% of the larger population of all teachers in the school district respectively.

An e-mail was sent to 14 elementary principals requesting permission to have the e-mail disseminated to all school teachers. The forwarding of the e-mails from principals to teachers was a stipulation of conducting the research in the school district. No e-mails were returned as undeliverable. It is unknown as to how many elementary principals honored the request and sent the e-mails to elementary teachers. However, out of approximately 300 elementary teachers in the school district that were potential participants dependent on principal permission, 49 responses were received. Four responses were omitted due to being incomplete. A total of 45 surveys provided data for analysis in this study. A demographic summary of participants regarding gender, race, grade level, and years of experience are provided in Table 1.

Table 1

Demographic Characteristics of Participants

Characteristics	Frequency	Percentage
Gender		
Male	6	13.3
Female	39	86.7
Total	45	100
Race		
African American	1	2.2
White, Non-Hispanic	39	86.7
Hispanic or Latino	4	8.9
Asian	1	2.2
Total	45	100
Grade Level		
K	7	15.6
1st	4	8.9
2nd	8	17.8
3rd	5	11.1
4th	5	11.1
5th	5	11.1
Multiple (two or more grades)	11	24.4
Total	45	100
Experience (Years)		
1-5	16	35.6
6-10	18	40.0
11-15	7	15.6
16-20	2	4.4
21-25	1	2.2
26-30	1	2.2
Total	45	100

Instrumentation and Materials

I used four instruments in this quantitative correlational study. These instruments were combined and administered through Survey Monkey. The names of the four instruments were JSS, TSES, CES, and Intent-to-Leave Questionnaire (ITLQ). All four instruments were predeveloped and appropriate for answering the research questions.

Teacher Job Satisfaction

Teacher job satisfaction was measured using Spector's (1994) JSS. The 36-item JSS measured the participants' satisfaction with their current job placement and employer. This scale had nine facets with four items each that measured a teacher's view on job satisfaction in a school environment. The facet subscales were: (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating conditions, (g) coworkers, (h) nature of work, and (i) communication.

Internal consistency and test-retest were both used to evaluate the scale's reliability. Internal consistency was evaluated using the coefficient alphas of each facet. Coefficient alphas for the nine facets were pay = .75, promotion = .73, supervision = .82, fringe benefits = .73, contingent rewards = .76, operating procedures = .62, coworkers = .60, nature of work = .78, communication = .71, and overall alpha = .91, respectively. Except for coworkers = .60 and operating procedures = .62, all other facets were above Cronbach's coefficient alpha acceptable minimum standard of .70 (Lodico et al., 2010). Test-retest reliability refers to the stability of participants' scores over time. The test-retest reliability ranged from .37 to .74 after 18-months. Correlation coefficients from 0.35 to 0.64 are considered acceptable (Lodico et al., 2010).

Items for this instrument included "I do not feel that the work I do is appreciated" (Item 14) and "I like doing the things I do at work" (Item 17). For each item, participants were asked to rate their responses on a 6-point scale from 1 (*disagree very much*) to 6 (*agree very much*). Positive and negative directional items were arranged throughout the survey to minimize extreme and/or acquiescent bias with participants' responses. A response of 1 represented the strongest disagreement, while 6 represented the strongest agreement with each item. Reverse scoring was required where a response of 6 represented the strongest disagreement and a 1 represented the strongest agreement with each item. Items with a negative direction were reversed scored. Negative directional questions were 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, and 36.

The sum of the responses provided the level of job satisfaction. The JSS had a score range from 36 to 216 with the higher sum representing a stronger agreement with job satisfaction. Each subscale had a score range from 4 to 24 with the higher sum representing a more robust agreement within that subscale's category. A copy of the survey was included (see Appendix C). Permission to use the survey was included (see Appendix F).

Teacher Self-Efficacy

Teacher self-efficacy was measured using Tschannen-Moran and Woolfolk Hoy's (2001) TSES short form. The 12-item short form of the TSES is derived from the TSES long form and measured the participants' perception of individual self-efficacy as a teacher. This scale had three subscales with four items each that measured a teacher's

self-efficacy. The subscales were: (a) student engagement, (b) instructional instruction, and (c) classroom management.

Internal consistency was used to evaluate the scales reliability by examining the coefficients alphas of each subscale. Coefficient alphas for the three subscales were engagement = .81, instruction = .86, management = .86, and overall alpha = .90, respectively. All coefficient alphas for the subscales were above Cronbach's coefficient alpha acceptable minimum standard of .70 (Lodico et al., 2010).

In completing the TSES, participants were asked to rate themselves on items as such "How much can you do to control disruptive behavior in the classroom?" (Item 1). "To what extent can you craft good questions for your students?" (Item 5). Participants' responses were measured using a 9-point scale from 1 (*nothing*) to 9 (*a great deal*). A response of 1 represented the lowest efficacy rating while 9 accounted for the highest efficacy rating with each item.

The sum of the responses provided the level of self-efficacy. The TSES had a score range from 12 to 108 with the higher sum representing a stronger sense of self-efficacy. Each subscale had a score range from 4 to 36 with the higher sum representing a more robust agreement within that subscale's category. A copy of the survey was included (see Appendix D). Permission to use the survey was included (see Appendix G).

Collective Efficacy

Collective efficacy and external factors were measured using Goddard's (2002) validated CES short form. The short form is derived from the CES long form developed by Goddard et al. (2000). The CES consisted of 12 items that measured the participants'

perception of their colleagues' ability to be effective and make changes to the environment, as well as external factors that were outside of the academic environment and teachers control. The subscales on the CES were (a) personal teaching efficacy, (b) faculty trust in colleagues, and (c) environmental press. The alpha coefficient for the long form was strong at a .96. Goddard (2002) confirmed that the short forms validity was equal to that of the long form and was "strongly related to the original scale" (p. 108).

In completing the CES, participants were asked to rate themselves on items as such "Teachers here don't have the skills needed to produce meaningful student learning" (Item 4) and "Students here just aren't motivated to learn" (Item 8). Participants rated their responses on a 6-point scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). Positive and negative directional questions were asked throughout the survey to minimize extreme and/or acquiescent bias with participants' responses. A response of 1 represented the lowest efficacy rating while 6 represented the highest efficacy rating with each item unless reverse scoring was required where a response of 6 represented the lowest efficacy rating and a 1 represented the highest efficacy rating. Items with a negative direction were reversed scored. Negative directional questions were 3, 4, 8, 9, 11, and 12.

The calculation of the responses provided the level of collective efficacy. The higher the calculation of the responses the higher the level of collective efficacy. A copy of the survey was included (see Appendix E). Permission to use the survey was included (see Appendix H).

Intent-To-Leave

Intent-to-leave was measured using a questionnaire adapted by Bradley (2007). The original author of the questionnaire is the University of Melbourne, Applied Psychology Research Group (1990). The ITLQ consisted of three items that measured the participants' intent-to-leave a current employment position. The three items asked in the ITLQ were (a) seeking a transfer to another school, (b) resigning from teaching, and (c) entering a new and different occupation. Participants' responses were measured using a 5-point scale from 1 (*strongly disagree*) to 5 (*strongly agree*). Reliability and validity of the questions were not reported in the study.

Participants responded to the three items with responses ranging from 1 to 5. A response of 1 represented the strongest disagreement while 5 represented the strongest agreement with each item. The higher the sum of the responses the higher the agreement with an intent-to-leave.

Data Collection and Analysis

By law, an institutional review board (IRB) is required to review and approve a study to minimize danger to participants (Creswell, 2012). Walden University's IRB reviewed the proposal to ensure there were no ethical concerns to address before the project study could be executed (see Lodico et al., 2010). Walden University's approval number for this study is 04-14-17-0455118 and it expires on April 13, 2018. Upon receiving approval for this project study from Walden University's IRB, the data to answer the research questions were collected through an online survey. The use of an online survey is an efficient method to collect direct opinions from participants (Fink,

2013). Permission was granted by the school district's research, data, and accountability officer prior to data collection (see Appendix B).

The four instruments, JSS, TSES, CES, and ITLQ, were organized and presented as a 63-item survey that was uploaded into Survey Monkey. All responses were anonymously collected and analyzed through this electronic service. All elementary teachers in the district that meet the participant criteria set for this study were asked to be participants. As a stipulation to conduct research in the school district, an e-mail containing a Survey Monkey link to the research questionnaire was sent to each elementary school principal and requested by the researcher to be disseminated down to individual elementary teachers. A Walden University e-mail address was used as a method of communication between the researcher and participants if any concerns arose. Access to the questionnaire was available for 6 weeks after the original e-mail date. The data received assisted the district in obtaining a better understanding of reasons why teachers developed an intent-to-leave teaching.

Data were analyzed using inferential and descriptive statistics. Statistical Package for Social Sciences (SPSS) was used to analyze questionnaire data using Pearson-product moment correlation coefficient and multiple regression analysis. The strength and direction of the correlations were identified using a standard guide. Correlation was significant at the 0.05 level (2-tailed). The measures of the three independent variables ranged from low to high ratings with higher levels as desirable. In contrast, for the dependent variable, intent-to-leave, high ratings were undesirable. An inverse relationship between the independent and dependent variable was desirable and occurred

when one variable increased while the other variable decreased. It was expected that

relationships between the independent variables and the dependent variable were inverse.

Multiple regression analysis was used to predict teachers' intent-to-leave.

<div align="center">**Assumptions, Limitations, Scope, and Delimitations**</div>

Assumptions

The assumptions for this study were based on the understanding that Grades K-5

elementary teachers shared their perspective on the teaching profession. An assumption

that was made in this study was that the participants represented all elementary and

secondary teachers in the school district in the study, as well as the larger population of

all teachers in the western state. Lastly, it was also assumed that all participants

voluntarily participated in this project study and answered the survey questions truthfully

and comprehensively using personal teaching experiences.

Limitations

A limitation of this study was the teachers' personal experiences that had the

potential to affect responses. Also, just 15% of the intended sample size participated.

Consequently, the low number of participants responding to the surveys was a limitation

of this study as well as the high number of survey questions and time it took to complete

the survey. Using one long questionnaire in this study was different than using a topic

questionnaire separately. Also, the timing of the completion of the survey was at the end

of the school year when state and district testing were taking place. High stakes testing

such as state and district tests take priority over all other events. The timing of the

completion of the survey was also a limitation because the teachers with intent-to-leave

were more unlikely to engage in participation in this study. The use of convenience sampling in obtaining participants for this project study limited the generalization of the results to the greater population outside of the western state.

Scope and Delimitations

The scope of this research provided necessary information to school district personnel to assist in developing key focus areas in professional developments to assist in minimizing teacher intent-to-leave. For this study, the delimitations consisted of the timing of the survey link being sent to the participants. Because this was not a longitudinal study, participants were only required to complete the survey once for this project study. The last delimitation of this study was limiting participants to Grades K-5 certified teachers in elementary schools and excluding teachers from all other grades, as well as online, preparatory, charter, and homeschool learning environments within the school district.

<div align="center">

Protection of Participants' Rights

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Prior to the data collection process, measures were taken to protect participants' rights. Walden University's IRB provided approval of the participant consent form before participant permission was requested for this project study. Walden University's approval number for this study is 04-14-17-0455118, and it expires on April 13, 2018. Participants were provided with research specific information through e-mail. Acceptance of participant understanding was necessary before the questionnaire could be initiated in Survey Monkey. Creswell (2012) suggested providing the following information in consent forms so that participants were more likely to understand their role in the project

study and acknowledge the ethical precautions taken in executing the project study.

Informed consent provided the purpose and background of the research, risks, benefits,

and confidentiality to the participants, and my contact information, as well as additional

information necessary to the protection of the participants (Creswell, 2012).

Acknowledgment of agreement and understanding of these areas discussed were made

before a participant started the questionnaire. Participants were anonymous during this

project study to ensure confidentiality. Participants information included only the

demographic categories of gender, race, grade level, and years of experience.

Data Analysis Results

The purpose of this project study was to investigate how teacher job satisfaction,

self-efficacy, and collective efficacy were related to their intent-to-leave. Data for these

variables were collected using a 63-item computer-based survey. These data were

imported into SPSS to conduct descriptive and inferential statistical analyses for this

predictive correlational study. The data were used to test the following null hypotheses:

$H_0$1: There is no significant relationship between teacher job satisfaction and

teacher intent-to-leave.

$H_0$2: There is no significant relationship between teacher self-efficacy and teacher

intent-to-leave.

$H_0$3: There is no significant relationship between collective efficacy and teacher

intent-to-leave.

$H_0$4: Teacher job satisfaction, self-efficacy, and collective efficacy do not

significantly predict teacher intent-to-leave.

Descriptive statistics were computed for demographic data of gender, race, grade level, and years of experience. The results are displayed in Table 1. These results indicated that more females responded to the survey with males accounting for only 13.3% of participants. The majority of participants were White, Non-Hispanics (86.7%). Although teachers who taught multiple grades (two or more) represented the largest group with 11 participants for this research study, every grade level had at least four participants with at least an 8.9% representation rate. Teaching experience that ranged from 6 to 10 years was the highest with 40% representation, this was closely followed by 1 to 5 years. The two most experienced groups of 21 to 25 and 26 to 30 years of teaching experience had one participant each.

Inferential statistics were used to examine the relationships of the independent variables with the dependent variable. Pearson-product moment correlation coefficients were computed to determine the relationship between teacher job satisfaction and teacher intent-to-leave (RQ1), teacher self-efficacy and teacher intent-to-leave (RQ2), and collective efficacy and teacher intent-to-leave (RQ3). For (RQ4), a multiple regression analysis was performed to examine if the three independent variables (teacher job satisfaction, self-efficacy, and collective efficacy) together predicted the dependent variable teacher intent-to-leave. The summarization of the data analysis was compiled into the topics of teacher job satisfaction, self-efficacy, collective efficacy, and predictors of intent-to-leave.

Analysis of the Dependent Variable: Intent-to-Leave

The dependent variable, intent-to-leave teaching, was measured using three separate questions drawn from Bradley's (2007) work. Participants were asked to think about their attitude during the past month when they responded to questions regarding transfer, resigning, or changing occupation. Ensuring the calculation of intent-to-leave was a comprehensive unit aligned with the data analysis method of Bradley. Bradley measured intent-to-leave by averaging responses to each question and calculating a composite score where the higher scores represented a higher intent-to-leave. Following Bradley's treatment, I analyzed these three questions in this study using separate ratings for subsequent analyses.

Descriptive information for the intent-to-leave variable was reported as separate scores for each question and as a composite score for the three questions. The mean score and standard deviation for the separate questions were: seeking a transfer to another school ($M = 2.844$, $SD = 1.870$), resigning from teaching altogether ($M = 2.533$, $SD = 1.646$), and making a real effort to enter a new and different occupation ($M = 2.622$, $SD = 1.683$). The composite score and standard deviation of the three items together were slightly above the midpoint ($M = 2.667$, $SD = 1.49$). Pearson correlation results showed significant relationships between the three questions as shown in Table 2. The correlation between resigning from teaching altogether and making a real effort to enter a new and different occupation was very strong, $r = .952$, $p = .000$. Because of the high correlation between two of the questions, the questions on the ITLQ were treated as a combined score as well as separately. Analyzing each question separately as well as a combined

score allowed for examining the data to gain a better understanding of teacher intent-to-

leave.

Table 2

Pearson Correlations for Dependent Variable Items

Questions	1	2	3
1. Over the past month, I have seriously thought about seeking a transfer to another school.	1	.463**	.443**
2. Over the past month, I have seriously thought about resigning from teaching altogether.	.463**	1	.952**
3. Over the past month, I have seriously thought about making a real effort to enter a new and different occupation.	.443**	.952**	1

Note. $N = 45$.
** $p \leq 0.01$ (2-tailed).

Analysis of Teacher Job Satisfaction in Relation to Intent-to-Leave

In RQ1, I asked what is the relationship between teacher job satisfaction and

teacher intent-to-leave. I measured teacher job satisfaction using the JSS instrument

developed by Spector (1997). I began this section with descriptive information on

individual items and facets of the JSS. I then provided the analysis of the correlation

between teacher job satisfaction and teacher intent-to-leave. To provide a fuller picture of

the role of teacher job satisfaction in relation to teacher intent to leave, I presented

additional analyses of the JSS facets in relation to teacher intent to leave

Descriptive statistics for JSS. The overall rating for teacher job satisfaction on the JSS was in the ambivalence range (*M* = 3.583, *SD* = .789). In order to develop a better understanding of teachers' job satisfaction, it was important to not only note the composite satisfaction rating for the JSS but also note the average satisfaction rating for each item and the combined satisfaction rating for each facet on the JSS. A mean analysis after reverse scoring ranged from 1 being the lowest to 6 being the highest degree of job satisfaction perceived by teachers for both the individual items and the combined facet on the JSS. An average score of 4 or more identified satisfaction, where an average score of 3 or less identified dissatisfaction. Average scores between 3 and 4 identified ambivalence (Spector, 1997).

Analyzing the individual facet and the degree of contribution to job satisfaction as a whole coincides with the developer's philosophy of understanding what specifically contributed to job satisfaction. Spector (1997) suggested that the foundation of job satisfaction is the attitude of the employees towards their employer on many facet levels. Spector indicated that job satisfaction should not be researched using a comprehensive approach, but rather a facet approach where each category could provide detailed information about the level of dissatisfaction. The variable 'job satisfaction' can be very broad and when assessed comprehensively does not provide pinpointed areas of dissatisfaction or satisfaction. Consequently, by understanding specifically what is affecting job satisfaction, administrators could narrow down supports to mitigate the negative contributors and capitalize on the positive ones.

Descriptive statistics for the individual items on the JSS are shown in Table 3.

There were 11 items with a satisfaction rating. "I like the people I work with" (Item 7) was rated the highest ($M = 5.378$, $SD = .806$). While, "I enjoy my coworkers" (Item 25) was rated slightly lower ($M = 5.356$, $SD = .908$). Also notable was "I feel a sense of pride in doing my job" (Item 27; $M = 5.067$, $SD = .915$). Ten items scored with a dissatisfaction rating. "I have too much to do at work" (Item 24) was rated lowest ($M = 2.156$, $SD = 1.348$).

Table 3

Statistics for the JSS Items

Items	M	SD	SK
1. I feel I am being paid a fair amount for the work I do.	3.511	1.576	-.003
2. There is really too little chance for promotion on my job	3.000	1.446	.330
3. My supervisor is quite competent in doing his/her job.	4.133	1.700	-.566
4. I am not satisfied with the benefits I receive.	3.844	1.414	-.318
5. When I do a good job, I receive the recognition for it that I should receive.	3.089	1.649	.106
6. Many of our rules and procedures make doing a good job difficult.	3.000	1.523	.283
7. I like the people I work with.	5.378	.806	-1.355
8. I sometimes feel my job is meaningless.	4.689	1.505	-.989
9. Communications seem good within this organization.	2.778	1.565	.350
10. Raises are too few and far between.	2.467	1.502	.826
11. Those who do well on the job stand a fair chance of being promoted.	3.133	1.486	.109
12. My supervisor is unfair to me.	4.578	1.644	-.882
13. The benefits we receive are as good as most other organizations offer.	3.533	1.325	-.167
14. I do not feel that the work I do is appreciated.	3.378	1.696	.103
15. My efforts to do a good job are seldom blocked by red tape.	3.178	1.527	.207
16. I find I have to work harder at my job because of the incompetence of people I work with.	4.000	1.610	-.068
17. I like doing the things I do at work.	4.844	.976	-.749
18. The goals of this organization are not clear to me.	4.044	1.278	-.223
19. I feel unappreciated by the organization when I think about what they pay me.	3.200	1.618	.166
20. People get ahead as fast here as they do in other places.	2.956	1.397	.449
21. My supervisor shows too little interest in the feelings of subordinates.	3.956	1.651	-.402
22. The benefit package we have is equitable.	3.689	1.328	-.002
23. There are few rewards for those who work here.	3.022	1.500	.299
24. I have too much to do at work.	2.156	1.348	1.278
25. I enjoy my coworkers	5.356	.908	-1.547
26. I often feel that I do not know what is going on with the organization.	3.067	1.483	.493
27. I feel a sense of pride in doing my job.	5.067	.915	-.696
28. I feel satisfied with my chances for salary increases.	2.578	1.357	.428
29. There are benefits we do not have which we should have.	3.333	1.206	.127
30. I like my supervisor.	4.422	1.644	-1.011
31. I have too much paperwork.	2.489	1.502	.865
32. I don't feel my efforts are rewarded the way they should be.	2.778	1.551	.696
33. I am satisfied with my chances for promotion.	2.822	1.353	.741
34. There is too much bickering and fighting at work.	3.911	1.703	-.231
35. My job is enjoyable.	4.333	1.462	-.523
36. Work assignments are not fully explained.	3.289	1.408	.326
JSS Total Score	3.583	.789	.797

Note. N = 45

Descriptive statistics for the facets on the JSS are shown in Table 4. Each facet

had four items on the JSS: (a) pay (Items 1, 10, 19, 28); (b) promotion (Items 2, 11, 20,

33); (c) supervision (Items 3, 12, 21, 30); (d) fringe benefits (Items 4, 13, 22, 29); (e)

contingent rewards (Items 5, 14, 23, 32); (f) operating conditions (Items 6, 15, 24, 31);

(g) coworkers (Items 7, 16, 25, 34); (h) nature of work (Items 8, 17, 27, 35); and (i)

communication (Items 9, 18, 26, 36). Three facets had a satisfaction rating with nature of

work being the highest ($M = 4.733, SD = .970$). Similarly, three facets had a

dissatisfaction rating with operating conditions being the lowest ($M = 2.706, SD = 1.057$).

Table 4

Statistics for the JSS Facets

Facets	M	SD	SK
1. Pay	2.939	1.161	.484
2. Promotion	2.978	1.012	.289
3. Supervision	4.272	1.498	-.536
4. Fringe Benefits	3.600	1.040	.074
5. Contingent Rewards	3.067	1.434	.278
6. Operating Conditions	2.706	1.057	1.081
7. Coworkers	4.661	1.035	-.350
8. Nature of Work	4.733	.970	-.545
9. Communication	3.294	1.173	.521
JSS Total Score	3.583	.789	.797

Note. N = 45

Correlation between teacher job satisfaction and intent-to-leave teaching. For

RQ1, I used a Pearson product-moment correlation test to examine the null hypothesis

using the composite score for the JSS with the composite score for ITLQ. The analysis

yielded a high and significant inverse relationship between teacher job satisfaction and

intent-to-leave teaching, $r = -.778, p = .000$. Therefore, the results showed that as a

teacher's perceived job satisfaction score increased the scores for intent-to-leave teaching

decreased and vice versa. The null hypothesis, there is no significant relationship between teacher job satisfaction and teacher intent-to-leave can be rejected.

Analysis of JSS facets in relation to ITLQ. Although the JSS as a whole resulted in an inverse relationship with intent-to-leave, Table 5 provides a further breakdown of the 36-item JSS that shows that some of the nine facets were more significant than others when calculated in groups. The nine facets were: (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work, and (i) communication. A significant inverse relationship was found between the total score for the ITLQ and each of the nine facets individually either at the 0.01 level or the 0.05 level except for the facet 'fringe benefits'. Although there was still an inverse relationship between fringe benefits and intent-to-leave, the results showed that the perceived level of satisfaction did not significantly contribute to a teacher's intent-to-leave.

In addition to the nine facets of the JSS, the ITLQ had three separate questions relating to varying avenues of a teacher's intent-to-leave. Table 5 shows correlation data for each intent-to-leave question with each of the nine facets of the JSS. Pay, promotion, and fringe benefits all showed an inverse relationship with teachers seeking a transfer to another school; however, the contribution to teachers seeking a transfer to another school was not as significant as supervision, contingent rewards, operating conditions, coworkers, nature of work, and communications where a significant inverse relationship was found at the 0.01 level or the 0.05 level. The only facet that did not show a significant inverse relationship with teachers resigning from teaching altogether was

fringe benefits. All other facets showed a significant inverse relationship at the 0.01 level

or the 0.05 level. Furthermore, the facet, fringe benefits, was the only facet that did not

show a significant inverse relationship with teachers entering a new and different

occupation. All other facets showed a significant inverse relationship at the 0.01 level.

Table 5

Correlations Between the Facets of Job Satisfaction Survey and the Intent-to-Leave

Facets	1. Over the past month, I have seriously thought about seeking a transfer to another school.	2. Over the past month, I have seriously thought about resigning from teaching altogether.	3. Over the past month, I have seriously thought about making a real effort to enter a new and different occupation.	ITLQ Total Score
1. Pay	-.211	-.455**	-.434**	-.420**
2. Promotion	-.215	-.371*	-.385**	-.372*
3. Supervision	-.692**	-.496**	-.454**	-.644**
4. Fringe Benefits	-.094	-.185	-.196	-.181
5. Contingent Rewards	-.619**	-.634**	-.621**	-.727**
6. Operating Conditions	-.340*	-.535**	-.550**	-.546**
7. Coworkers	-.635**	-.415**	-.392**	-.566**
8. Nature of Work	-.581**	-.510**	-.519**	-.627**
9. Communication	-.649**	-.445**	-.403**	-.588**
JSS Total Score	-.680**	-.671**	-.652**	-.778**

Note. $N = 45$.
** $p \leq 0.01$ (2-tailed). * $p \leq 0.05$ (2-tailed).

Analysis of Teacher Self-Efficacy in Relation to Intent-to-Leave

In RQ2, I asked what is the relationship between teacher self-efficacy and teacher

intent-to-leave. I measured teacher self-efficacy using the TSES instrument developed by

Tschannen-Moran and Woolfolk Hoy (2001). I began this section with descriptive

information on individual items and subscales of the TSES. I then provided the analysis

of the correlation between teacher self-efficacy and teacher intent-to-leave. To provide a

fuller picture of the role of teacher self-efficacy in relation to teacher intent to leave, I presented additional analyses of the TSES subscales in relation to teacher intent to leave

Descriptive statistics for TSES. The overall rating for teacher self-efficacy on the TSES was above the midpoint ($M = 6.670, SD = 1.224$). In order to develop a better understanding of teachers' self-efficacy, it was important to not only note the composite self-efficacy rating for the TSES but the average self-efficacy rating for each item and the combined satisfaction rating for each subscale on the TSES. The higher the average score, the higher the perceived self-efficacy for both the individual items and the combined subscale on the TSES with 1 being the lowest score and 9 being the highest score.

Descriptive statistics for the TSES are shown in Table 6. Teachers rated "To what extent can you provide an alternative explanation or example when students are confused" (Item 10) the highest with perceived self-efficacy ($M = 7.622, SD = 1.386$). Also notable was "How well can you establish a classroom management system with each group of students" (Item 8) being rated slightly lower ($M = 7.556, SD = 1.324$). "How much can you assist families in helping their children do well in school" (Item 11) had the lowest self-efficacy rating by teachers ($M = 5.844, SD = 1.999$).

Table 6

Statistics for the TSES Items

Items	M	SD	SK
1. How much can you do to control disruptive behavior in the classroom?	5.911	2.255	-.520
2. How much can you do to motivate students who show low interest in school work?	6.044	1.745	.036
3. How much can you do to get students to believe that can do well in school work?	6.600	1.601	-.590
4. How much can you do to help your students value learning?	6.533	1.687	-.343
5. To what extent can you craft good questions for your students?	7.444	1.470	-.829
6. How much can you do to get children to follow classroom rules?	7.044	1.581	-.293
7. How much can you do to calm a student who is disruptive or noisy?	6.067	1.912	-.324
8. How well can you establish a classroom management system with each group of students?	7.556	1.324	-.710
9. How much can you use a variety of assessment strategies?	6.800	1.646	-.497
10. To what extent can you provide an alternative explanation or example when students are confused?	7.622	1.386	-.935
11. How much can you assist families in helping their children do well in school?	5.844	1.999	-.062
12. How well can you implement alternative teaching strategies in your classroom?	6.578	1.948	-1.088
TSES Total Score	6.670	1.224	-.070

Note. N = 45

Descriptive statistics for the subscales on the TSES are shown in Table 7. Each subscale has four items on the TSES: (a) student engagement (Items 2, 3, 4, 11); (b) instructional strategies (Items 5, 9, 10, 12); and (c) classroom management (Items 1, 6, 7, 8). Teachers rated self-efficacy highest with instructional strategies (*M* = 7.111*, SD* = 1.216) and lowest with student engagement (*M* = 6.256*, SD* = 1.534).

Table 7

Statistics for the TSES Subscales

Subscales	M	SD	SK
1. Student Engagement	6.256	1.534	-.199
2. Instructional Strategies	7.111	1.216	-.248
3. Classroom Management	6.644	1.432	-.341
TSES Total Score	6.670	1.224	-.070

Note. N = 45

Correlation between teacher self-efficacy and intent-to-leave teaching. For

RQ2, I used a Pearson product-moment correlation test to examine the null hypothesis

using the composite score for the TSES with the composite score for ITLQ. The analysis

yielded a low but significant inverse relationship between teacher self-efficacy and

intent-to-leave teaching, *r* = -.303, *p* = .043. Therefore, the results showed that as a

teacher's perceived self-efficacy score increased the scores for intent-to-leave teaching

decreased and vice versa. The null hypothesis, there is no significant relationship between

teacher self-efficacy and teacher intent-to-leave can be rejected.

Analysis of TSES subscales in relation to ITLQ. Although the TSES as a whole

resulted in an inverse relationship with intent-to-leave, Table 8 provides a further

breakdown of the 12-item TSES revealing that some of the three subscales were more

significant than others when calculated in groups. The three subscales were: (a) student

engagement, (b) instructional strategies, and (c) classroom management. Both, student

engagement, *r* = -.201, *p* = .186 and instructional strategies, *r* = -.249, *p* = .099 had

inverse relationships with intent-to-leave. However, student engagement was less

substantial than instructional strategies when referring to significance with intent-to-leave

comprehensively. Classroom management was the only subscale were a significant inverse relationship was found with the total score of the ITLQ, $r = -.350$, $p = .018$.

In addition to the three subscales of the TSES, the ITLQ had three separate questions relating to varying avenues of a teacher's intent-to-leave. Table 8 shows correlational data for each intent-to-leave question with each of the three subscales of the TSES. An inverse relationship was found between student engagement and all three intent-to-leave questions. Even though there was a negative correlation, the relationship was not significant at the 0.01 level or the 0.05 level. The next subscale, instructional strategies, also had an inverse relationship with all three questions. In contrast to student engagement where no significant relationship was found, instructional strategies had a significant association with teachers seeking a transfer to another school, $r = -.299$, $p = .046$. The last subscale, classroom management, not only had a significant inverse relationship with the total score for the ITLQ, $r = -.350$, $p = .018$, but a moderate and significant inverse relationship was found between classroom management and teachers seeking a transfer to another school, $r = -.522$, $p = .000$. According to the data analysis, there was no significant inverse relationship with the three subscales of the TSES or the total score of the TSES with teachers resigning from teaching altogether or teachers entering a new and different occupation. So, although there was an inverse relationship, the data show that the perceived level of self-efficacy did not significantly contribute to these two avenues of teachers' intent-to-leave.

Table 8

Correlations Between the Subscales of Teachers' Sense of Efficacy Scale and the Intent-to-Leave

Subscales	1. Over the past month, I have seriously thought about seeking a transfer to another school.	2. Over the past month, I have seriously thought about resigning from teaching altogether.	3. Over the past month, I have seriously thought about making a real effort to enter a new and different occupation.	ITLQ Total Score
1. Student Engagement	-.223	-.136	-.151	-.201
2. Instructional Strategies	-.299*	-.181	-.151	-.249
3. Classroom Management	-.522**	-.205	-.149	-.350*
TSES Total Score	-.396**	-.197	-.171	-.303*

Note. N = 45.
** $p \leq 0.01$ (2-tailed). * $p \leq 0.05$ (2-tailed).

Analysis of Collective Efficacy in Relation to Intent-to-Leave

In RQ3, I asked what is the relationship between collective efficacy and teacher intent-to-leave. I measured collective efficacy using the CES developed and validated by Goddard (2002). I began this section with descriptive information of participant responses on the CES. I then provided the analysis of the correlation between collective efficacy and teacher intent-to-leave. To provide a fuller picture of the role of collective efficacy in relation to teacher intent to leave, I presented additional analyses of the CES in relation to teacher intent to leave

Descriptive statistics for CES. The overall rating for collective efficacy on the CES was slightly above the midpoint (*M* = 3.659, *SD* = .638). To develop a better understanding of collective efficacy, it was important to not only note the composite collective efficacy rating for the CES but the average collective efficacy rating for each

item on the CES. A mean analysis after reverse scoring ranged from 1 being the lowest to 6 being the highest degree of collective efficacy perceived by teachers. The higher the average score for an item, the higher the perceived collective efficacy for that particular item.

Descriptive statistics for the CES are shown in Table 9. Teachers rated "Teachers in this school believe that every child can learn" (Item 5) with the highest collective efficacy rating ($M = 5.022$, $SD = 1.011$). Also notable was "Teachers here don't have the skills needed to produce meaningful student learning" (Item 4) having had a slightly lower collective efficacy rating ($M = 4.933$, $SD = 1.136$). Collective efficacy was rated the lowest with "Home life provides so many advantages that students here are bound to learn" (Item 7; $M = 1.800$, $SD = 1.120$).

Goddard (2002) allows for further analysis of the CES data by converting the collective efficacy composite score to a standardized score and then comparing those results to the Ohio sample. A standardized score for the CES was calculated using the formula 100 (3.6593-4.1201)/.6392+500. The collective efficacy standardized score for the school district is equal to 427. According to Goddard, a collective efficacy score of 400 is one standard deviation below the average score and had a weaker collective efficacy than 84% of the schools in the sample.

Table 9

Statistics for the CES Items

Items	M	SD	SK
1. Teachers in the school are able to get through to the most difficult students.?	3.511	1.375	.085
2. Teachers here are confident they will be able to motivate their students.?	3.933	1.053	-.229
3. If a child doesn't want to learn teachers here give up.?	4.778	1.204	-.450
4. Teachers here don't have the skills needed to produce meaningful student learning.?	4.933	1.136	-1.032
5. Teachers in this school believe that every child can learn.?	5.022	1.011	-1.151
6. These students come to school ready to learn.?	2.822	1.284	.752
7. Home life provides so many advantages that students here are bound to learn.	1.800	1.120	1.531
8. Students here just aren't motivated to learn.	3.667	1.348	-.052
9. Teachers in this school do not have the skills to deal with student disciplinary problems.	4.044	1.348	-.201
10. The opportunities in this community help ensure that these students will learn.	2.511	1.036	.097
11. Learning is more difficult at this school because students are worried about their safety.	3.844	1.429	-.056
12 Drug and alcohol abuse in the community make learning difficult for students here.	3.044	1.331	.763
CES Total Score	3.659	.638	.359

Note. N = 45

Correlation between collective efficacy and intent-to-leave teaching. For RQ3, I used a Pearson product-moment correlation test to examine the null hypothesis using the composite score for the CES with the composite score for ITLQ. The analysis yielded a moderate and significant inverse relationship between collective efficacy and intent-to-leave teaching, $r = -.507$, $p = .000$. Therefore, the results showed that as a teacher's perceived collective efficacy score increased the scores for intent-to-leave teaching decreased and vice versa. The null hypothesis, there is no significant relationship between collective efficacy and teacher intent-to-leave can be rejected.

Analysis of CES in relation to ITLQ. The ITLQ had three separate questions relating to varying avenues of a teacher's intent-to-leave. Table 10 shows correlation data

for each intent-to-leave question with the total score for the CES. A significant inverse

relationship was found between all three intent-to-leave questions and collective efficacy

at the 0.01 level.

Table 10

Correlations Between the Collective Efficacy Scale and the Intent-to-Leave

Scale	Over the past month, I have seriously thought about seeking a transfer to another school.	Over the past month, I have seriously thought about resigning from teaching altogether.	Over the past month, I have seriously thought about making a real effort to enter a new and different occupation.	ITLQ Total Score
CES Total Score	-.482**	-.409**	-.410**	-.507**

Note. $N = 45$.
** $p \leq 0.01$ (2-tailed).

Analysis of Predictor Variables in Relation to Intent-To-Leave

RQ4 asked do teacher job satisfaction, self-efficacy, and collective efficacy

predict teacher intent-to-leave. Table 11 shows the results of a multiple linear regression

analysis calculated to predict teacher intent-to-leave based on teacher job satisfaction,

teacher self-efficacy, and collective efficacy. The results of the regression indicated the

three predictors explained 58.9% of the variance ($R^2 = .617$, $F(3, 41) = 22.023$, $p = .000$).

Findings indicated that intent-to-leave was equal to 7.476 (-) -1.540 (teacher job

satisfaction) + .169 (teacher self-efficacy) + - .115 (collective efficacy), when teacher job

satisfaction was coded as 1 (*disagree very much*) to 6 (*agree very much*) and reverse

scored as 1 (*agree very much*) to 6 (*disagree very much*), teacher self-efficacy was coded

as 1 (*nothing*) to 9 (*a great deal*), and collective efficacy coded as 1 (*strongly disagree*)

to 6 (*strongly agree*) and reverse scored as 1 (*strongly agree*) and 6 (*strongly disagree*).

Therefore, the results indicated that when predictors were held constant teacher job

satisfaction, self-efficacy, and collective efficacy collectively predicted teacher intent-to-

leave. The null hypothesis, teacher job satisfaction, self-efficacy, and collective efficacy

do not significantly predict teacher intent-to-leave can be rejected.

Table 11

Regression Analysis for Predictor Variables Regarding Intent-To-Leave

Predictor Variables	B	β	t
Model 1			
Teacher Job Satisfaction	-1.540	-.816	-6.206**
Teacher Self-efficacy	.169	.139	1.151
Collective efficacy	-.115	-.049	-.356

Note. N=45.
R^2 = .617.
** $p \leq 0.01$ (2-tailed).

Conclusion

The purpose of this project study was to investigate how teacher job satisfaction,

self-efficacy, and collective efficacy were related to their intent-to-leave. Separate

research questions were developed to examine the relationship between each independent

variable, teacher job satisfaction, self-efficacy, and collective efficacy, with intent-to-

leave as the dependent variable. A final research question investigated the independent

variables considered together as possible predictors of the dependent variable. The

findings of this study indicated that there is a significant relationship between the three

independent variables---teacher job satisfaction, self-efficacy, and collective efficacy and

the dependent variable, teacher intent-to-leave. Further explanation of the results showed

that different items contribute differently, stronger or weaker, to the correlation for each

relationship between the independent and dependent variables depending on the rating of

that item. Higher ratings and levels of job satisfaction, self-efficacy, and collective efficacy suggested that teachers are less likely to think about leaving teaching. The results in my study contributed to the theories outlined in the literature review that guided my research and confirmed that teacher job satisfaction, self-efficacy, and collective efficacy are indicators of teachers intending to leave the teaching field. As such, the literature regarding indicators that contribute to teachers' quitting intentions has been extended to environments that implement a pay-for-performance system of teacher compensation.

Teacher job satisfaction was highest with items in the facets of coworkers and nature of work. Teachers enjoyed their coworkers and had pride in working. In contrast, teacher job satisfaction was lowest with items in the facet of operating conditions. Dissatisfaction was strongest with items for having large workloads.

Teacher self-efficacy was highest with items in the subscales of instructional strategies and classroom management. Teachers had high perceptions of their ability to differentiate material to assist confused students and develop an effective classroom management system in their classroom. However, teacher self-efficacy was lowest with items on the subscale of student engagement. Teachers felt that they have the least control over supporting families in assisting their children in being successful students.

Collective efficacy was highest in the belief of students achieving. Teachers believed that all students had the ability to learn in school. Additionally, collective efficacy was high with regard to teachers having the ability to provide an effective learning environment for students. Teachers possessed the skills to persistently develop meaningful and purposeful learning opportunities for all students within the school

environment, as well as dealing with disciplinary action. And yet, teacher perceived collective efficacy for elements outside of the school were scored the lowest. These areas focused on aspects of the home life and the community.

Additionally, multiple regression analysis shows that all three independent variables---teacher job satisfaction, self-efficacy, and collective efficacy when combined were predictors of the dependent variable, teacher intent-to-leave. Both, teacher self-efficacy and collective efficacy, have $p > 0.05$. As a result, teacher job satisfaction carries the weight of those results.

Having conducted this study in which I explored the significance of the relationship between each independent variable with teachers' intent-to-leave teaching, I can assist school district administrators with developing programs to guide effective teachers to continue teaching in their school district. The findings suggested that teacher retention, measured as intent-to-leave teaching was supported by positive aspects of the work environment that included teacher satisfaction with coworkers and pride in working. Based on these findings, I set forth a project that enabled the district to implement professional learning communities. These learning communities allowed school district administrators to develop teams that build on strengths, while at the same time developing plans to address needs and concerns of teachers in the school district.

Section 3: The Project

Introduction

In this section, I will provide a description of the project and its goals. In addition, I will indicate a rationale for the project genre and describe how the local problem was addressed through the content of the project. Also, I will provide a review of literature that focused on professional learning communities (PLCs) as a strategy to address factors contributing to the retention of teachers as well as supported the project in this study. I will also explain how the project was to be implemented and list the needed resources, existing supports, potential barriers, and potential solutions to barriers. I will conclude with a project evaluation plan and discuss possible social change in the local community as a result of the project.

Description and Goals

The proposed project that I developed to address the local problem of teacher attrition in this study consisted of PLCs as a means to implement effective professional development (PD) at the elementary school level. I designed the PLCs as part of an improvement plan to retain effective teachers in classrooms. I adopted ideas and materials for the PLCs from other school districts independent of the school district in this study.

There are positive benefits to teachers and students when an improvement plan involves PLCs at the school level (Servage, 2008). The purpose of the PLCs was both experiential and reflective. The focus of the experiential PLCs was to identify central themes for problems or concerns teachers saw and collectively brainstorm solutions to

enhance the learning environment. In addition, the reflective PLCs were open discussions focusing on the individual perceptions of the overall performance of the experiential PLCs and best practices with PLCs. A flipped classroom approach was used throughout the implementation of this project. This learning strategy was borrowed from basic education. According to Butt (2014), "At the heart of the flipped classroom is moving the 'delivery' of material outside of formal class time and using formal class time for students to undertake collaborative and interactive activities relevant to that material" (p. 33). Participants were given assignments to complete and bring back to the PLCs for sharing and open discussion.

A pilot PLC program was implemented at elementary schools where an administrator granted permission. The expected number of PLC participants ranged between six and 24 teachers. These participants were subsequently divided into groups of six. The actual number of PLC groups depended on respondents interested in joining this pilot PLC program. Invitations to participate in this pilot PLC program were generated from suggestions of individual school principals. School principals provided names of teachers whom they regarded as lifelong learners and who had a passion for sharing their expertise with others to collegially lead students to success. In addition, PLC participants were chosen on a voluntary basis. It was my hope that a diverse population--ethnicity, grade level, content, position, and teaching experience--of teachers wished to participate in this pilot PLC program. In order to expand the diversity of the committee members, opportunities to participate in this pilot program were extended to principals.

The primary goal of this project was to learn together and support each other through situations as a collaborative team. Expectations for participants were that they cared deeply about learning, challenged colleagues and were willing to take risks, sought to understand diverse perspectives, and sought to make a positive change in the world around them. Participants' positive attitudes and openness to collaboration are the key to a successful PLC. According to Dufour (2004), "To create a professional learning community, focus on learning rather than teaching, work collaboratively and hold yourself accountable for results" (p. 6). In addition to the primary goal, I had two other goals for this project. One goal was to increase teacher and student performance by properly aligning future PDs to meet teacher and student needs in the learning environment. The second goal was to increase collaboration between all school staff while decreasing teacher isolation and consequently decrease the number of teachers leaving the classroom.

Rationale

The local problem that I focused on during this project study was an extremely high turnover rate in a predominately urban school district located south of a major metropolitan area in the western part of the United States. This district has been implementing a pay-for-performance system of teacher compensation that is based on performance evaluations and student achievement. According to a 2015-2016 school year state statistics data report, the school district in this study had a turnover rate of 26.02% among the teacher category. In comparison to data reported on the same report for the same category, the state's turnover rate of 17.05% is significantly lower.

A transparent plan to rectify the problem of high turnover among teachers in the school district was nonexistent. I conducted my research study to identify the factors contributing to the district's high turnover rates. The findings of this study indicated that there was a significant relationship between the three independent variables of teacher job satisfaction, self-efficacy, and collective efficacy and the dependent variable of teacher intent-to-leave. Additionally, multiple regression analysis showed that all three independent variables, when combined, were predictors of the dependent variable.

The rationale of implementing PLCs drew on the significant results of my research data. During data analysis, I found that teachers had satisfaction with coworkers and pride in working. Individuals that enjoy their coworkers and had pride in what they did were able to understand and execute two of the necessary components of effective PLCs that Servage (2008) pointed out: teamwork and collaboration. Another rationale for implementing PLCs as the proposed project for this study was to allow teachers to have a voice (see Dufour & Mattos, 2013). Many times, teachers express their dissatisfaction to colleagues, but administrators rarely get the opportunity to hear these areas of concern. PLCs should provide an avenue where teachers can share their voice without judgment (see Routman, 2014). Developing a positive relationship between teachers and administrators while interacting in the official capacity as members of a PLC allowed for collaboration in finding solutions to problems. If the district and school administrators listened to teachers' concerns and when allowable made changes to policies and practices, the rating of job satisfaction, self-efficacy, and collective could be positively affected.

Lastly, implementing PLCs differed from traditional forms of PD in that the focus of the PLC was the collaboration that took place to find solutions to identified problems or concerns. It was a process where the team worked through situations together. PD sessions where teachers were passive listeners to educational ideas without professional support for implementing ideas had generally been received with negative thoughts and apprehensive sighs in the study site school district. Teachers already felt as though their workload has been made overwhelmingly high. The PLC was an environment where teachers were actively engaged to investigate and address real situations. This approach allowed teachers to feel that they were a part of the solution and that they could take ownership of employing the solutions in their classroom with enthusiasm and a sense of ownership.

Review of the Literature

In this subsection, I will present a review of relevant research on PLCs pertaining to aspects of job satisfaction, self-efficacy, collective efficacy, and intent-to-leave. My literature search focused on studies published between 2012 and 2017 that included terms such as *professional learning communities, job satisfaction, self-efficacy, collective efficacy, intent-to-leave, quit teaching, attrition, teaching, turnover, education, teachers,* and *elementary schools.* Variations of paired terms were used throughout the literature search as well. I used the Walden Library, Educational Research Information Center, and Google Scholar to find qualitative and quantitative peer-reviewed journal articles for the review. Literature outside of the 5-year recommended publication timeframe was included when deemed valuable to the current literature review.

Retaining effective teachers in their classrooms is a challenge that schools around the world have been facing. Research in the last decade has confirmed that the retention of teachers has been a challenge in schools worldwide, especially in prolonging their teaching tenure for more than 5 years (Martin et al., 2012; Wang et al., 2015). Although this is a worldwide problem, the retention of teachers has been even lower in the United States than any other parts of the world (Mäkelä et al., 2014). Factors that have contributed to teacher retention are preparedness, stress, management skills (McLaurin et al., 2009), student behaviors, paperwork, isolationism (Grant, 2017), job satisfaction (Nagar, 2012), self-efficacy (Wang et al., 2015), and collective efficacy (Armour, 2012). These themes have often led teachers to the decision of leaving the teaching force. Hord (1997) found that PLCs can have a positive effect on job satisfaction, self-efficacy, and collective efficacy.

With an extensive analysis of the findings in this study and a thorough review of the extant literature in the field, I concluded that PLCs were the most effective approach to addressing and supporting the three predictor variables of intent-to-leave--teacher job satisfaction, self-efficacy, and collective efficacy--for the school district in this study. According to Pedretti and Bellomo (2013), "PLCs provide a supportive environment for exploring new ideas and practices" (p.415). PLCs capitalize on the positive aspects of my research findings. Implementing PLCs rather than PD as the project for this study aligned with Stewart's (2014) thoughts that PLCs were more effective than PD in schools, due to the collaboration component. PLCs are continually evolving processes that are student-centered rather than PDs where a teacher is lectured regarding a skill or procedure that is

to be used in the classroom (Dufour, Dufour, & Eaker, 2008). With the collection of data and research, PLCs could help to bring positive social change by providing essential evidence that can be used in designing programs for helping individuals remain in teaching. In addition, PLCs can assist with collaboratively identifying factors contributing to teachers' intent-to-leave as well as encouraging necessary policy and practice changes that support job satisfaction, self-efficacy, and collective efficacy.

Conceptual and Theoretical Framework

Hord's (1997, 2004) research on PLCs guided the conceptual framework for this project study. The term PLC refers to a group of individuals with a collaborative mindset that creates solutions to improve practice (McConnell, Parker, Eberhardt, Koehler, & Lundeberg, 2013). Five essential components must be present in the development of PLCs: (a) supported and shared leadership, (b) collective learning and application of learning, (c) shared values and vision, (d) supportive conditions, and (e) shared personal practices (Hord, 1998). PLCs are also grounded in Vygotsky's (1978) social constructivist view where the interactions between the participants in a PLC are essential in the construction of new ideas and practices.

Administrators as Facilitators

A study conducted by Park and Ham (2016) found that teachers were more likely to collaborate with colleagues when perceptions of leadership efforts were similar. Findings from my research indicated that teachers were satisfied with their supervisors' leadership efforts within their school. In addition, an inverse relationship between

supervision and intent-to-leave was found in my study. Thus, when teachers were satisfied with their supervisors their intent-to-leave decreased.

Additional findings from my research study indicated teachers were dissatisfied with pay, promotion, and operating conditions; had low levels of self-efficacy with student engagement; and had perceived low collective efficacy with teachers supporting students outside of the school environment. These findings suggested that teachers wanted administrators to address and help remedy these areas of concern.

Administrators throughout the school district could address teachers' concerns and implement supports to minimize teachers' quitting intentions in their school district. Administrators played a significant role in a teacher's decision to leave teaching. Therefore, school administrators could positively influence a teacher's decisions by providing support in areas of concern. A PLC could be a support for administrators and teachers alike. Typically, school district level administrators have initiated the implementation of the PLCs. In turn school level administrators carry out the PLCs. Balancing teacher concerns and district demands has not been an easy task for school administrators. Due to this overwhelming expectation, it has been essential that school administrators become aware of teacher concerns and elicit feedback from school staff. PLCs could provide this forum for school administrators and teachers.

Teachers as Facilitators

Similar to my research findings regarding satisfaction with supervisory roles, results of my research indicated that teachers were satisfied with working with their colleagues. In addition, data indicated an inverse relationship was also found between

coworkers and intent-to-leave teaching. That is to say, when teachers were satisfied with

their coworkers their intent-to-leave decreased. Just like administrators, coworkers played

an important role in influencing a teacher's intent-to-leave teaching by providing

collegial support. Interestingly, findings indicated that teachers felt ambivalence with

regard to communication in their organization. The ambivalence level scores were

significantly low and .294 away from being at the dissatisfaction level. This ambivalence

could be a result of teacher isolation. According to Ostovar-Nameghi and Sheikhahmadi

(2016), teacher isolation could take on different forms such as physical or psychological

and could be caused by different factors such personality, environment, and time

constraints. No matter the form of isolation, communication is limited when in isolation.

Battersby and Verdi (2015) found that PLCs were ideal for teachers who felt they were in

isolation from their colleagues. The positive influence of PLCs is not limited to face-to-

face opportunities. Tseng and Kuo (2014) found that online-professional communities

provided opportunities for effective collaboration. No matter the environment, PLCs

provide the forum for open communication and teamwork among teachers that

encourages a collaboratively supportive environment.

Student Achievement

The research literature referencing the impact PLCs have on student achievement

is extensive. Horton and Martin (2013) found that the collaboration in professional

learning communities had a positive influence on student achievement and staff

perspectives. Similarly, through their research Mintzes, Marcum, Messerschmidt-Yates,

and Mark (2013) found that teachers had positive perceptions regarding the influence of professional learning in communities on student achievement.

William (2013) reported on the reading portion of a larger study that spanned over 5 years. The setting of this study was an urban school district that wished to determine if professional learning communities positively affected student achievement. Over 200 teachers were participants in the larger study; however purposeful and stratified sampling was used to determine the 35 participants for the focus-group interviews for this smaller study. Findings showed an increase in student achievement during teachers' involvement with PLCs. The time span of 5 years in William's study reiterated that PLCs cannot produces effective results overnight, rather they take time. Members of the PLC must be dedicated to the cause and time expectations must be established.

Expectations for PLCs

When implementing PLCs, expectations must be established to provide the basis of effectiveness. Datnow, Park, and Kennedy-Lewis (2013) found that committee members had a more favorable outlook when expectations for the PLC were established. Cultural barriers, diverse participants, understanding of collaboration, time, goals and vision should be established before PLCs are officially started.

PLCs are being considered all over the world as an intervention in reducing teacher attrition. Zhang and Pang (2016) conducted a mixed-method study to gain a better understanding of PLCs in Chinese schools. It was found that culture barriers played a part in the ineffectiveness of PLCs. In many cultures it is perceived as disrespectful to disagree with supervisors or complain about dislikes. These cultural barriers should be

addressed in the PLCs' expectations for the committee members. In the same way, Kennedy and Smith (2013) found that if teachers were reprimanded for input in PLCs a detachment could be developed between the teacher and self-efficacy. A level of intimidation may be experienced in a group where administrators are part of the team. Time and attention to potential barriers are necessary to build effective and responsive professional learning communities (Zhang & Pang, 2016). A level of trust must be built for PLCs. Administrators must create trust with committee members through establishing structures of a PLC (Gray, Kruse, & Tarter, 2016). All members should feel comfortable in sharing ideas, concerns, and suggestions without repercussions.

The development of an effective PLC in a school should not be taken lightly. Time is needed to make professional communities work for an organization. A hasty implementation is not effective (Horton & Martin, 2013) and the benefits of the professional learning community may not be seen for some time even years (Battersby & Verdi, 2015; Williams, 2013). In their experimental study of 116 elementary school teachers, it took Mintzes et al. (2013) 3 years to find that PLCs positively influenced self-efficacy.

Dedication is a characteristic that administrators and teachers must possess when participating on a PLC (Battersby & Verdi, 2015). However, for individuals to be dedicated to something, the PLC must be meaningful and purposeful. Kruse and Johnson (2017) suggested that PLCs can become dead ends if facilitators are not mindful of establishing goals or providing purposeful meaning to the meetings. Pedrotti and Bello (2013) added that collaboration between members of PLCs need to be goal-oriented.

McConnel et al. (2013) took it a step further and suggested that mutual values and a vision provide a purposeful meaning and is of utmost importance when developing a PLC. However, Watson (2014) disagreed with establishing a vision when developing a PLC and debated the effectiveness of the PLC due to the narrowing of participants' thoughts solely to that single vision.

In order for a PLC to be effective, a diverse population of individuals needs to participate as recommended by Pedrotti and Bello (2013). In their study, Pedrotti and Bello participants consisted of 19 elementary school teachers, three school board facilitators, five outdoor education teachers, and four university facilitators. When individuals of varied knowledge, background, experience, and expertise collaborate, a wider range of understanding and voice emerges from the group which enhances the outcomes of that PLC.

Teachers were found to have satisfaction with coworkers and supervisors and pride in working. Since collaboration is an essential component of PLCs, it is important that the participants have a willingness to work together. These findings indicated that the collaboration component of PLCs would be a great foundation for this project. However, if teachers do not already possess the skill to collaborate, the skill of collaboration will have to be reviewed. The full understanding of collaboration is essential to a PLC producing effective results (Hoaglund, Birkenfeld, & Box, 2014).

Being an active participant on a PLC is the expectation. Active participation is not just being present at the meeting but listening intently as well as verbally and materialistically contributing to the PLC. In their study of 227 beginning teachers, De

Neve, Devos, and Tuytens (2015) found that cogitative discussion during PLCs positively affected a teacher's ability to modify teaching practices in the classroom. Similar findings were found in a much smaller study of 30 participants (Baricaua Gutierez, 2016). Baricaua Gutierez (2016) found that teachers believed that their involvement with PLCs made them better teachers. All members of the team must be engaged during PLCs. Any member not fully contributing to the committee jeopardizes the effectiveness of the PLC. In their study of 408 professional learning teams in Singapore schools, Ning, Lee, and Lee (2016) found highly engaged professional learning communities consisted of members that had agreement on four measures: (a) collective focus on student learning, (b) collaborative learning, (c) reflective dialogue, and (d) shared values and vision. Findings showed that the different levels of engagement depended on the level of self-governing skills and a desire for collaborative opportunities and outlined organizational expectations. Highly engaged PLCs had the highest levels of self-governing skills and a desire for collaborative opportunities and outlined organizational expectations; while the less engaged PLCs had the lowest levels.

Implementation

I designed a systematic plan where PLCs drove the effectiveness of PD at the elementary school level. As presented (see Appendix A), PLCs consisted of both experiential and reflective components running from January 2018 through May 2018. Five 2-hour experiential sessions took place on the first Monday of each month, except for January which took place on the second Monday. Also, five 3-hour reflective sessions

utilizing a flipped classroom approach were held on the third Monday of each month, except for January and February which took place on the fourth Monday.

Needed Resources and Existing Supports

Current supports in place at the elementary level assisted with a smooth implementation of PLCs. The school district calendar allowed for regular meetings of PD throughout the school year. Mondays were early release days for all elementary schools. Teachers were prescheduled for district required PDs that were delivered through individual school principal's guidance. Therefore, the school district administration and individual school principals were strong existing supports in implementing PD in schools within the district. Some resources that were needed for the PLCs was a meeting room or classroom, Smartboard to use for projection, and refreshments for participants.

Potential Barriers

A potential barrier to this project was that principals already had PDs scheduled for the school year and allowance for teachers to participate would be limited for this project. A possible solution was for me to set up a meeting with individual school principals and district administrators to secure my PLCs on the district and individual school training calendar. By having my PLCs added to the district and individual school training calendar, I could minimize the likelihood of teachers not being able to participate in the project.

Another potential barrier was generating the groups for the individual PLCs. Teachers may have felt that implementing PLCs would result in the same outcomes as other PD in the past. In these cases, a minimum number of attendances to PDs were

required by the school district. This process has been perceived as a checking the block formality where the process was not taken seriously and was often felt by teachers as an unnecessary demand of their time with no personal gain for themselves or their students. A possible solution to this barrier was ensuring that a clear purpose was presented along with establishing expectations for both the teachers and administrators. I established a meaningful and purposeful PLC by presenting the importance and rationale behind implementing the PLCs. Lastly, being transparent with the results by celebrating the successes and discussing the setbacks was essential for stakeholder buy-in. Teachers and administrators needed to see the benefits of their hard work. An end of school year progress report was sent out to participants showing them that the district was listening to their voice and making necessary changes. Additional stakeholders were also sent this report.

Proposal for Implementation and Timetable

The implementation of this proposed project took place during the second semester of the school year. In order to secure that my project was notated on the school district calendar for the second semester of the school year, I needed to gain approval before the end of the first semester of the school year. In order to make sure this occurred, I needed to schedule multiple meetings before the end of the first semester school year.

I scheduled a meeting with individual school principals to discuss my project. Following their approval and recommendations for potential participants, I recruited teachers from their elementary school. Principals were also encouraged to participate to

ensure diversity on the PLCs. Besides gaining the individual school principal's approval, I also needed to acquire the district administration's approval. Upon receiving this approval, I requested that my project be added to the school district calendar for the second semester of the school year. I then contacted the individual teachers involved with my project and advised them of the PLC schedule. I then was able to carry out my proposed project.

Roles and Responsibilities of Participants and Others

I was the person responsible for the implementation of this project. I developed the project, materials, and evaluation plan for this project. I took the role of facilitator of learning for all PLCs that took place throughout the second semester of school year. I checked in with administrators and ensured that all other roles and responsibilities were being adhered to at both the school and district level. I filtered feedback from school and district members to adjust the systematic plan, if necessary. Lastly, I was responsible for administering an end of PLC program evaluation and compiling the data for presentation to school and district administration.

Teachers needed to be active participants in their PLCs. Active participation expectations were listening with an open mind to other members, willingness to collaborate with members, and providing constructive input regarding areas of concern and possible solutions. Teachers need to have a logical understanding when presented solutions were not feasible for the district to implement and assume that all intent was positive and focused on social change with the student at the center of the decision.

School and district administrators had roles and responsibilities for this project. District administrators had the responsibility of ensuring principals were able to provide the time for the professional learning communities at their schools, as well as the time to join these meetings if they chose to be a participant. With the compliance of these responsibilities by district administrators, school principals had a responsibility to ensure that teachers were given the opportunity to attend the PLCs. Lastly, administrators had the responsibility not to intimidate teachers and in contrast to present oneself as a nonjudgmental member of a PLC.

Project Evaluation Plan

The project evaluation plan for the PLCs allowed stakeholders to examine the effectiveness of the collaboration among school staff. The overall goal of this project study's evaluation plan was to answer the overarching question: With the implementation of PLCs, did teachers feel that their concerns were being listened to and supported through this collaboration thus reducing teacher intent-to-leave? The evaluation plan was both formative and summative. Formative evaluations were ongoing during the reflective PLC sessions throughout the second semester of the school year. All reflective PLC sessions began with reflection questions. These reflections guided the discussions throughout the reflective PLC sessions. The summative evaluation took place at the end of the project study. The summative evaluation form consisted of a survey that rated components of an effective PLC to adapt the program going forward. Both formative and summative evaluations are included (see Appendix A).

Project Implications

The project study was designed to benefit the local school district through placing a high emphasis on teacher learning during the implementation of the PLCs. Teacher collaboration has become the focus of policies for making gains in student performance. Gradual implementation of the PLCs built on teacher knowledge and skills through the process to develop a working continuousness improvement plan. The school district could make gains in student performance with improved instructional practices through data-drive decisions.

Local Community

This project promoted positive social change at the local level by improving the effectiveness of PLCs at the elementary school level thus affecting the school's culture. In addition, both experiential and reflective PLCs provided an opportunity for school staff members to gain a better understanding of effectively working on a collaborative team. By having the members of the PLCs participate in routine reflective PLC sessions, the experiential PLCs focused on teacher and student learning outcomes and adhered to the established expectations of participation. The improved school culture positively affected teacher retention.

Larger Context

This project study could serve as a guide for other school districts on the improvement of PLCs affecting positive social change in their schools. PLCs could be an effective form of PD in organizations outside the school setting. For example, school districts could use this same process to involve a committee when changing district

policies. In addition, this project study added to the existing body of research regarding the implementation of PLCs in the learning environment.

Conclusion

The proposed project developed to address the local problem of teacher attrition in this study consisted of PLCs as a means to implement effective PD at the elementary school level. PLCs were implemented as part of an improvement plan to retain effective teachers in classrooms. The purpose of the PLCs was both experiential and reflective. The primary goal of this project was to learn together and support each other through situations as a collaborative team. The rationale of implementing PLCs drew on the positive results of my research data. School district administration and individual school principals were strong existing supports in implementing PD in schools within the district. Potential barriers for this project were principals not allowing teachers to participate in the PLCs and difficulty in generating the groups due to lack of teachers' buy into the project. The evaluation plan was both formative and summative. Formative evaluations were ongoing during the reflective PLC sessions. The summative evaluation took place at the end of the project study. Lastly, an implication of this project in the local community was improving the effectiveness of PLCs at the elementary school level thus affecting the school's culture. An implication of this project to the larger community was to serve as a guide for other school districts on the improvement of PLCs affecting positive social change in their schools.

Section 4: Reflections and Conclusions

In this section, I will review the project's strengths and limitations in addressing the problem of teacher attrition as well as provide my recommendations for alternative approaches to this project. Next, I will present a brief reflective analysis of my research processes as a scholar, practitioner, and project developer in the areas of scholarship, project development, and leadership and change. Then, I will reflect on the importance of the work and what I learned throughout the research process. Lastly, I will describe the potential implications and applications for social change and close with directions for future research.

Project Strengths and Limitations

A major strength of this project was that I drew on the positive aspects of my research findings. Teachers were found to have satisfaction with coworkers and pride in working. Since collaboration has been an essential component of PLCs, it was important that the participants had a willingness to work together. This positive collegial relationship was a strength that provided a strong foundation from which to build on. The collaboration of teachers in PLCs brought detailed descriptions of the strengths, needs, and concerns of elementary school teachers.

Furthermore, an added strength of the project existed within the continuous recommendations for improvement and celebrations of successes through the reflective PLC sessions. Used as check-ins, the reflective PLCs guided the experiential PLCs in their effectiveness as well as provided feedback to school and district administrators. In contrast to typical lecture PDs where teachers passively hear about a skill or procedure

that is to be used in the classroom (Dufour et al., 2008), a flipped classroom approach was a strength of this project because participants were given assignments to complete beforehand allowing for capitalization of discussions during meetings times to further collaboration experiences. These recommendations had the potential to positively impact a teacher's intent-to-leave through increased teacher job satisfaction, self-efficacy, and collective efficacy.

Although many strengths were identified, I also found limitations to the project in the development stage. Due to the data collection timeframe, one limitation of the project was the timing of the implementation of the PLCs. The data collection period began right after spring break in the later part of the school year and concluded on the last day of school in May. The project was implemented during the second semester of the next school year. The teachers that expressed quitting intentions due to low job satisfaction, self-efficacy, or collective efficacy could have acted on those intentions and left the school district in this study. As a result, those teachers were not provided with an opportunity to participate in the PLCs. This limitation could be addressed by requesting the completion of the survey during the beginning of the school year to allow for a speedier implementation of the PLCs and the opportunity for teachers completing the survey to participate in a PLC.

The data collection timeframe also contributed to another limitation to this project. Due to the low number of participants in this study, the project could be a limitation in that it did not provide a solution to the problem because the problem was not truly identified with the findings of the research. Again, the data collection period began

right after spring break and concluded on the last day of school in May. State and district testing were both being administered in all elementary schools within the school district in this study. State and district testing have been components of the pay-for-performance system of teacher compensation. Due to the focus of students, teachers, and administrators on tests, a limited number of participants responded to my surveys. The project of this study was based on the findings; however, if the survey was administered at a different time and more responses were collected, the findings could have resulted in a different project being chosen. Thus, the project chosen could be a limitation in that it does not truly support a solution to the real problem contributing to a teacher's intent-to-leave. Similarly, this limitation could be addressed by requesting the completion of the survey during the beginning of the school year to allow for more participants to complete the survey and participate in the project.

Teachers already felt as though they have too much work and adding another task with additional responsibilities could be perceived with negative responses. The limitation of teachers buying into the philosophy of PLCs as an effective avenue to finding solutions was important to report. Lencioni (2002) suggested that the limitations to PLCs were in attention to results, avoidance of accountability, lack of commitment, fear of conflict, and absence of trust. Initializing the PLCs with a clear purpose and expectations could assist with captivating the teacher's sense of pride and mitigating the feeling of being overwhelmed. Ensuring that the purpose of the PLCs was not to create more work but to develop a way to work more efficiently where everyone benefits. With

this purpose in mind, this pilot project included teachers who were recommend lifelong learners rather than teachers who might be inclined to leave teaching.

Recommendations for Alternative Approaches

An alternative approach to address the problem would be to focus on the concerns that were found during data analysis and to provide resources in the form of workshops or lecture-type PDs without implementing the PLCs. This would eliminate the collaboration and ownership components of the project and request teachers to attend training organized by administrators to address teacher concerns. With PD, teachers are given opportunities to receive information regarding particular areas of focus and subsequently implement recommendations within their classroom. An example would be to develop a system of PD that addressed the concern of daily workload. This systematic schedule of PD would provide emphasis on areas such as organization, planning, and time management. Teachers would be required to attend a minimum number of PDs within the school year addressing the identified concerns and document feedback regarding use and effectiveness of resources within the classroom.

Scholarship

When I first embarked on my doctoral journey with Walden University, I was naïve to the amount of dedication it was going to take to master the necessary skills to complete my doctoral study. I was a novice in my ability to maneuver academic databases and retrieve peer-reviewed articles that not only met the university's scholarly criteria but ones that also met my research topic. My knowledge of how to write a scholarly paper was minimal, if nonexistent. With guidance from instructors, patience

from family members, and personal determination, I have learned the importance of research and the impact I can have with social change in my community. As an understanding of the process of writing a literature review emerged for me, I began to see and appreciated the work that goes into creating scholarly literature reviews. Harnessing the skill of reading and synthesizing research focused on job satisfaction, self-efficacy, collective efficacy, and intent-to-leave teaching allowed me to gather information in a way that enables me to be a resource for other teachers.

Project Development

Prior to this project study, my experience as a project developer for this type of project was very limited. As a teacher, I have developed projects in the form of interventions and extensions of academic lessons for my students to do on a weekly basis. These projects were based on content standards and student data that were collected on academic tasks. I had to alter the environment with which I applied the evaluation process, but evaluating a project to ensure that it addressed the research problem was not an entirely new concept for me. I have done this process many times throughout my teaching career in my classroom. Deciding on the appropriate project for this study was challenging for me. Many times, I became overwhelmed with all the possibilities of projects that could be used in this project study. Reminding myself of the research problem, data results, and audience of the project was of utmost importance. I found that as I gained a greater understanding of the project study requirements, my development of an effective project that answered the research problem was discovered. Through this

project study, I have been able to gain a solid understanding of how the researcher is also a project developer that discovers an approach to a problem where a project can be built.

Leadership and Change

A good leader reflects on his or her work and makes changes when necessary. After a long and careful reflection of this project study, if I were asked to conduct this project study again I would make some changes and approach the design quite differently. I would have used a mixed-method approach to include qualitative data with interviews. I would like to be able to gain a better understanding of the participants' feelings and motivations behind their responses.

Reflection on Importance of the Work

In this quantitative correlational study, I investigated how teacher job satisfaction, self-efficacy, and collective efficacy were related to their intent-to-leave. This project study took place in a predominately urban school district located south of a major metropolitan area in the western part of the United States that has been implementing a pay-for-performance system of teacher compensation that is based on performance evaluations and student achievement. It was important to gain an understanding of why teachers were leaving the classroom. Throughout my 9 years of teaching, I have seen a handful of good and effective teachers either leave a school to go somewhere else to teach or leave teaching altogether. The findings of this study indicated that there was a significant relationship between the three independent variables---teacher job satisfaction, self-efficacy, and collective efficacy--and the dependent variable of teacher intent-to-

leave. My multiple regression analysis showed that all three independent variables were predictors of the dependent variable.

This project study has reminded me of the impact an individual can have on society. Reflecting on this project study reminded me of the importance of research in developing solutions to problems. I have also learned about the importance of implementing effective PLCs, and when implemented correctly, the impact they can have on developing solutions to a teacher's intent-to-leave teaching through improved job satisfaction, self-efficacy, and collective efficacy.

Implications and Applications

The findings in this study showed that there are low ratings of perceived teacher job satisfaction, self-efficacy, and collective efficacy that were contributing to teacher intent-to-leave. On the other hand, the findings also showed that there were many areas of teacher job satisfaction, self-efficacy, and collective efficacy with high ratings. PLCs provided the teachers in the school district with avenues to express their thoughts on the areas of concern and provided the school district an opportunity to develop future programs to proactively mitigate teacher attrition. Through the implementation of the project, I was able to examine how the school district responded to suggested solutions to areas of concern impacting teachers' job satisfaction, self-efficacy, and collective efficacy, and consequently, teachers' intent-to-leave.

The implications for positive social change did not stop at the local level with this project. The study's findings provided insight for other school districts that have been experiencing a similar high turnover rate with teachers. The project implemented in this

study provided a sample design that other school districts could utilize to involve stakeholders in reducing teacher attrition.

Directions for Future Research

In terms of future research, I would recommend including all grade levels as well as teachers located at online, preparatory, charter, and homeschool-based schools within the district. By conducting research involving all teachers within the school district, stakeholders would gain a fuller picture of the perceptions of teacher job satisfaction, self-efficacy, and collective efficacy in a pay-for-performance system of teacher compensation. Furthermore, comparisons between grade levels, environment, and teaching category could be analyzed thereby gaining a better understanding of the varying needs of teachers throughout the school district.

Conclusion

Schools across the world face the challenge of retaining effective teachers. Understanding why teachers intend to leave teaching may help with retention efforts. Although teachers gave a plethora of reasons for leaving teaching positions or leaving the teaching profession, three factors that support teachers to stay in education were my focus in this study: job satisfaction, self-efficacy, and collective efficacy. The approach I developed to mitigate these factors consisted of PLCs as a means to implement effective PD at the elementary school level. In this project, I drew on the positive aspects of my research data. Teachers were found to have satisfaction with coworkers and pride in working which aligns with the necessary components of effective PLCs: teamwork and collaboration. An evaluation system was developed for this project study to allow

stakeholders to examine the effectiveness of the collaboration between school staff. The overall goal of the evaluation plan of this project study was to answer the overarching question: With the implementation of PLCs, did teachers feel that their concerns were being listened to and supported through this collaboration thus reducing teacher intent-to-leave? Although the benefits of PLCs may not be seen for years, teachers and students both positively benefit from effective PLCs. Further research on administrators' roles in the development of PLCs could provide essential information to improve the effectiveness of PLCs and their contribution to reducing teachers' intent-to-leave teaching.

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Appendix A: The Project

Professional Development Training

Overarching Purpose:
The purpose of the PLCs was both experiential and reflective. The focus of the experiential PLCs were to identify central themes for problems or concerns teachers saw and collectively brainstorm solutions to enhance the learning environment.

Overall PD Goals:
Learn together and support each other though situations as a collaborative team.
Increase teacher and student performance by properly aligning future professional developments to meet teacher and student needs in the learning environment.
Increase collaboration between all school staff while decreasing teacher isolation and consequently decrease the number of teachers leaving the classroom.

Target Audience:
A pilot PLC program was implemented at elementary schools where individual administrator permission was granted. The expected quantity of PLC participants ranged between six and 24 teachers who subsequently were divided into groups of six.

Professional Learning Community Presentations

PLC
Facilitator: Vinessa Lopez
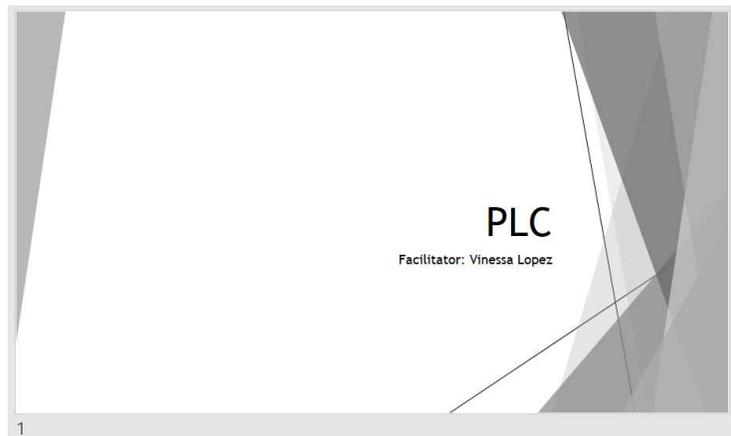
Getting Started (1-8-2018)

- Facilitator-Sign up
  - Different person each month
- Recorder-Sign up
  - Different person each month
- Establish norms
- Discuss dates and times for PLCs
- PLC planning form (see handout)
- Agenda for today's PLC (see handout)

2

Expectations

- Expectations for participants will be that they care deeply about learning, challenge colleagues and are willing to take risks, seek to understand diverse perspectives, and seek to make a positive change in the world around them. Positivity and collaboration are the key.
- PLC teams will meet twice a month,
  - Experiential
  - Reflective

3

Expectations Continued

- PLC teams create SMART goals and action plans based on students needs that align with building and district goals.
- PLC teams focus on improving achievement for all students. PLCs use student work, formative assessments, and summative assessments and standardized achievement data as evidence of student learning.
- PLC teams will report progress made towards their goals at the end of the school year to Vinessa Lopez.
- PLC teams will report progress by submitting meeting agendas and minutes to Vinessa Lopez

4

Norms

► Effective teams generally have a set of norms that govern individual behavior, facilitate the work of the group, and enable the group to accomplish its task. Abiding by norms is especially important for PLC teams for various reasons:

  ► Norms help teams to be productive and effective.

  ► Norms ensure that all members have the opportunity to contribute to the process.

  ► Norms help to keep dialogue open and respectful, even when members disagree.

► Please, establish your PLC team's norms and record them on Norms Agreement form, as well as post them on the poster paper for all to see.

  ► Key Questions for Establishing Norms (handout as a guide)

5

Setting SMART Goals

► Rationale: SMART goals set the direction for educators to improve student achievement in a targeted area.

► Definition: A SMART goal clarifies exactly what students should learn, the standard of learning expected and the measure used to determine if students have achieved the standard. Goals should focus on the results rathe

► Examples:

  ► SMART goal: All 5th grade students will increase their score on the spatial sense, geometry, and measurement strand to at least 80% proficiency on the 2017 Math MCA-III.

  ► Not a SMART goal: We will train teachers in PLCs during the 2017 - 2018 school year.

  ► The teacher training goal focuses on a process rather than on results; the goal could be achieved and student achievement could actually decline

6

Data Review

► Two different purposes

  ► define the greatest area of need for students and focus for its work

  ► provide immediate feedback to inform real-time instruction and improve student learning.

► Possible data sources to consider

  ► Formative assessments

  ► Summative assessments

  ► Attendance

  ► Grade distributions

  ► Students affect surveys

  ► Classroom observations

7

Identifying Concerns/Problems

- Three sticky notes each team member
- Record one concern/problem on each sticky note.
- Hang on poster paper when you are done
- Facilitator will record and number all statements on additional poster paper
- When all concerns/problems are written down the facilitator will read each one aloud.
- Team members will combine like termed/written concerns though open discussion.
- Team members will individually pick three problems that are of most concern.
- From those three, one concern will be chosen to be the focus of the PLC.

8

Final Thoughts

- For next month's PLC
  - Research resources for solution to identified problem/concern
- Develop agenda for next meeting
- First reflective PLC is 1-22-2018

9

Reflective PLC (1-22-2018)

- Facilitator-Vinessa Lopez
- Recorder-Sign up
  - Different person each month
- Establish norms
- Discuss dates and times for PLCs
- Agenda for reflective PLCs

10

Reflective Thoughts

▶ Answer the following questions:
  ▶ "What is it exactly that we're supposed to do together?"
  ▶ "What would be helpful to improve your PLC work?"
▶ Discuss individual responses

11

12

13

Question 1: What do we want all students to learn?

▶ The PLC should first review the course/grade level essential learnings, state standards and state/ national test specification documents.

▶ The discussion that occurs in the PLC regarding these documents will build shared knowledge and understanding of what the PLC wants all students to learn.

▶ As the PLC determines its focus, it is important to answer the focus question based on their area of greatest need.

14

- Take a moment and identify by circling where your PLC is at this stage.
- As a table discuss what you circled for your PLC.
- Individuals share out, whole group discussion

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http://isd194.org/download/communications_master/upper_nav./staff/teaching_and_learning/PLC_Handbook.pdf

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Final Thoughts

▶ For next month's PLC

  ▶ Research resources for supporting solutions to increasing mastery according to Question 1 Rubric.

▶ Second experiential PLC is 2-5-2018

16

Experiential PLC (2-5-2018)

- ▶ Review norms
- ▶ Review PLC planning form (see handout)
- ▶ Review agenda for today's PLC (see handout)

17

Resources

- ▶ Each team member will present on resources found and how it provides a solution to the identified concern/problem.
- ▶ Open discussion on resources
- ▶ PLC team picks one that is appropriate to use.

18

Final Thoughts

- ▶ For next month's PLC
  - ▶ Research assessment resources
- ▶ Develop agenda for next meeting
- ▶ Second reflective PLC is 2-26-2018

19

Reflective PLC (2-26-2018)

- ► Facilitator-Vinessa Lopez
- ► Review norms
- ► Review agenda for reflective PLCs

20

Reflective Thoughts

- ► Answer the following questions:
  - ► "What does mastery look like?"
  - ► "What would be helpful to improve your PLC work?"
- ► Discuss individual responses
- ► Discuss research resources for supporting solutions to increasing mastery according to Question 1 Rubric.

21

Adopted from
http://isd194.org/download/communications_master/upper_nav./staff/teaching_and_learning/PLC_Handbook.pdf

22

23

24

25

Final Thoughts

- For next month's PLC
  - Research resources for supporting solutions to increasing mastery according to Question 2 Rubric.
- Third experiential PLC is 3-5-2018
  - Complete and bring Road Map Survey

26

PLC Roadmap
Are We There Yet?

Complete this survey to assess the shifts your PLC has made in both thinking and doing. This survey should be completed at the beginning of the school year, as well as one or more times during the school year in order to assess the work of your PLC.

A Shift in Fundamental Purpose

We focus on teaching.	1——2——3——4	We focus on learning.
We emphasize what is taught.	1——2——3——4	We emphasize what students learned.
We expect coverage of content.	1——2——3——4	We expect demonstration of proficiency.
We provide individual teachers with curriculum documents (state standards and essential learnings).	1——2——3——4	We engage in collaborative discussions to build shared knowledge regarding the essential curriculum.

A Shift in Use of Assessments

We use infrequent summative assessments.	1——2——3——4	We use frequent common formative assessments.
We use assessments to determine which students failed to learn by a deadline.	1——2——3——4	We use assessments to identify students who need additional time and support.
We use assessments to reward and punish students.	1——2——3——4	We use assessments to inform and motivate students.
We assess many things infrequently.	1——2——3——4	We assess a few things frequently.
We use individual teacher assessments.	1——2——3——4	We use assessments developed jointly by collaborative teams.

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We have teachers determining the criteria to be used in assessing student work.	1——2——3——4	We have collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work.
We over-rely on one kind of assessment.	1——2——3——4	We have balanced assessments.
We focus on average scores.	1——2——3——4	We monitor each student's proficiency in every essential skill.

A Shift in Response When Student's Don't Learn

We have teachers determining the appropriate response.	1——2——3——4	We use a systematic response that ensures support for ever student.
We have a fixed amount of time and support for student learning.	1——2——3——4	We are flexible with time and support for student learning.
We use remediation.	1——2——3——4	We use intervention.
We invite students to attend sessions for support outside the school day.	1——2——3——4	We embed instructional support within the school day. Student participation is required.
We use one opportunity to demonstrate learning.	1——2——3——4	We use multiple opportunities to demonstrate learning.

A Shift in the Work of Teachers

We work in isolation.	1——2——3——4	We collaborate.
We have teachers clarifying what students must learn.	1——2——3——4	We have collaborative teams building shared knowledge and understanding about essential learning.

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Slide 29

	1—2—3—4	
We have teachers assigning priority to different standards.	1—2—3—4	We have collaborative teams establishing priority of respective learning standards.
We have teachers determining the pacing of the curriculum.	1—2—3—4	We have collaborative teams of teachers agreeing on common pacing.
We have individual teachers attempting to discover new ways to improve results.	1—2—3—4	We have collaborative teams attempting to discover new ways to improve results.
We have privatization of practice.	1—2—3—4	We have open sharing of practice.
We make decisions on the basis of individual preferences.	1—2—3—4	We make decisions collectively by building shared knowledge of best practice.
We are "collaboration lite" on matters unrelated to student achievement.	1—2—3—4	We have collaboration explicitly focused on issues and questions that most impact student achievement.
We believe that these are "my kids, those are "your kids".	1—2—3—4	We believe that these are "our kids".

A Shift in Focus

	1—2—3—4	
We have an external focus on issues outside of the school.	1—2—3—4	We have an internal focus on steps the staff can take to improve the school.
We focus on inputs.	1—2—3—4	We focus on results.
We have goals related to completion of project activities.	1—2—3—4	We have SMART goals demanding evidence of student learning.

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Slide 30

	1—2—3—4	
We have teachers gathering data from their individually constructed tests in order to assign grades.	1—2—3—4	We have collaborative teams acquiring information from common assessments in order to 1) inform their individual and collective practice, and 2) respond to students who need additional time and support.

A Shift in School Culture

	1—2—3—4	
We work independently.	1—2—3—4	We are interdependent.
We have a language of complaint.	1—2—3—4	We have a language of commitment.
We only have a long-term strategic plan.	1—2—3—4	We plan for short-term wins.
We have infrequent generic recognition.	1—2—3—4	We have frequent specific recognition and culture of celebration that creates many winners.

A Shift in Professional Development

	1—2—3—4	
We have external training (workshops and courses).	1—2—3—4	We have job-embedded learning.
We have the expectation that learning occurs infrequently (on the few days devoted to professional development).	1—2—3—4	We have the expectation that learning is ongoing and occurs as part of routine work practice.
We have presentations to entire faculties.	1—2—3—4	We have team-based action research.
We learn by listening.	1—2—3—4	We learn by doing.

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Slide 31

	1—2—3—4	
We learn individually through courses and workshops.	1—2—3—4	We learn collectively by working together.
We assess impact on the basis of teacher satisfaction. ("Did you like it?")	1—2—3—4	We assess impact on the basis of evidence of improved student learning.
We use short-term exposure to multiple concepts and practices.	1—2—3—4	We sustain commitment to limited, focused initiatives.

Adapted from Learning by Doing, Dufour, Dufour, Eaker and Many, 2006

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Experiential PLC (3-5-2018)

- ▶ Review norms
- ▶ Review PLC planning form (see handout)
- ▶ Review agenda for today's PLC (see handout)

32

Resources

- ▶ Each team member will present on assessment resources.
- ▶ Open discussion on resources
- ▶ PLC team picks one that is appropriate to use.

33

Final Thoughts

- ▶ For next month's PLC
  - ▶ Research resources to adjusting teaching if students are not responding
- ▶ Develop agenda for next meeting
- ▶ Third reflective PLC is 3-19-2018

34

Reflective PLC (3-19-2018)

- ▶ Facilitator-Vinessa Lopez
- ▶ Review norms
- ▶ Review agenda for reflective PLCs

35

Reflective Thoughts

- ▶ Answer the following questions:
  - ▶ "Are students learning what they are supposed to be learning?"
  - ▶ "What would be helpful to improve your PLC work?"
- ▶ Discuss individual responses
- ▶ Discuss research resources for supporting solutions to increasing mastery according to Question 2 Rubric.

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Teaching and Learning Progression

Adopted from
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Question 3: What will we do if they do not learn it?

▶ The PLC uses the results of the common assessments to determine which students need additional time and support in learning the essential skills.

▶ Collectively, the team develops a plan to support those students who are not making progress toward the goal.

39

- Take a moment and identify by circling where your PLC is at this stage.
- As a table discuss what you circled for your PLC.
- Individuals share out, whole group discussion

Adopted from
http://isd194.org/download/communications_master/upper_nav./staff/teaching_and_learning/PLC_Handbook.pdf

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Final Thoughts

- For next month's PLC
  - Research resources for supporting solutions to increasing mastery according to Question 3 Rubric.
- Fourth experiential PLC is 4-2-2018

41

Experiential PLC (4-2-2018)

- Review norms
- Review PLC planning form (see handout)
- Review agenda for today's PLC (see handout)

42

Resources

- Each team member will present on resources to assist when students aren't learning.
- Open discussion on resources
- PLC team picks one that is appropriate to use.

43

Final Thoughts

- For next month's PLC
  - Research resources to adjusting teaching if students already know the material
- Develop agenda for next meeting
- Fourth reflective PLC is 4-16-2018

44

Reflective PLC (4-16-2018)

- Facilitator-Vinessa Lopez
- Review norms
- Review agenda for reflective PLCs

45

Reflective Thoughts

- Answer the following questions:
  - "What instructional practices are most effective with our students?"
  - "What would be helpful to improve your PLC work?"
- Discuss individual responses
- Discuss research resources for supporting solutions to increasing mastery according to Question 3 Rubric.

46
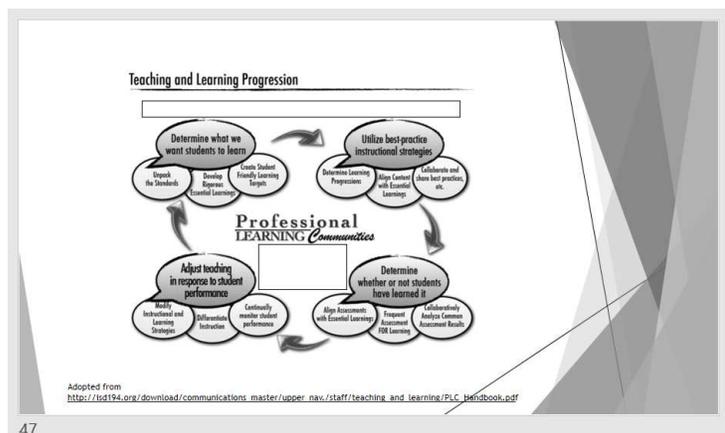
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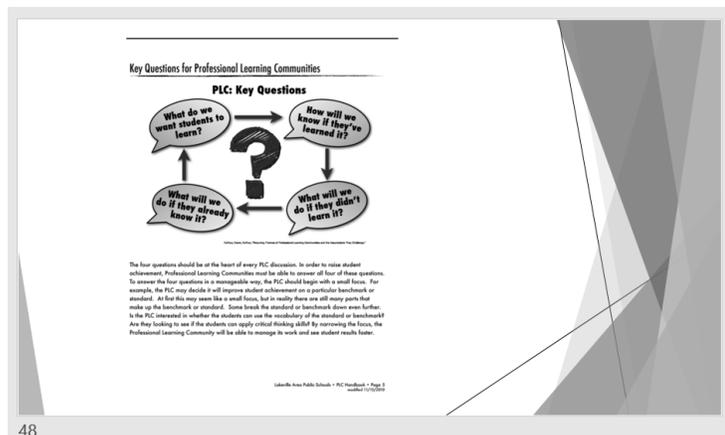
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Question 4: What will we do it they already know it?

▶ The PLC will use results of the common assessments to determine which students need an extension of the learning.

▶ Just as the PLC provides additional time and support for those not learning the material, the PLC needs to engage the top students as well.

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- Take a moment and identify by circling where your PLC is at this stage.
- As a table discuss what you circled for your PLC.
- Individuals share out, whole group discussion

Adopted from
http://isd194.org/download/communications_master/upper_nav./staff/teaching_and_learning/PLC_Handbook.pdf

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Final Thoughts

▶ For next month's PLC
  ▶ Research resources for supporting solutions to increasing mastery according to Question 4 Rubric.
▶ Fifth experiential PLC is 5-7-2018

51

Experiential PLC (5-7-2018)

▶ Review norms
▶ Review PLC planning form (see handout)
▶ Review agenda for today's PLC (see handout)

52

Resources

▶ Each team member will present on resources to assist when students already know the material
▶ Open discussion on resources
▶ PLC team picks one that is appropriate to use.

53

Final Thoughts

▶ Fifth reflective PLC is 5-14-2018
  ▶ Bring data to evaluate individual PLC teams' SMART goal

54

Reflective PLC (5-14-2018)

▶ Facilitator-Vinessa Lopez
▶ Review norms
▶ Review agenda for reflective PLCs

55

Reflective Thoughts

- Discuss research resources for supporting solutions to increasing mastery according to Question 4 Rubric.
- Complete the PLC Survey
- Individual PLC teams evaluate individual PLC teams' SMART goal.
  - Review PLC planning form
  - Review PLC SMART goal form

56

Please indicate the extent to which each of the statements below is true by circling one of the four numbers using the following scale:

1 = Very true   2 = True   3 = Somewhat true   4 = Not true

Statement				
We have an agreed-upon set of meeting norms in our PLC team (for example, expectations for participant behaviors during meetings).	1	2	3	4
We follow our meeting norms consistently at PLC meetings.	1	2	3	4
Our norms help us to have productive, effective conversations.	1	2	3	4
We have clear tasks to perform at our PLC meetings.	1	2	3	4
Our tasks relate directly to student learning goals.	1	2	3	4
Our tasks are determined by consensus among our team members.	1	2	3	4
A large majority of our PLC time (80 percent or more) is spent on tasks related to student learning goals.	1	2	3	4
During PLC conversations, team members sometimes disagree about ideas or practices.	1	2	3	4
When team members disagree about ideas or practices, we tend to discuss those disagreements in depth.	1	2	3	4
When I disagree with something a member of my PLC has said, I almost always voice that disagreement.	1	2	3	4
Within PLC meetings, we try to avoid emotionally charged or difficult topics or conversations.	1	2	3	4
I feel a strong sense of attachment to my team.	1	2	3	4
If we were given the option of no longer meeting as a PLC, I would still want to continue the meetings.	1	2	3	4
I have improved as a classroom teacher as a result of the conversations and work we have done in our PLC.	1	2	3	4
I have made changes to my teaching practices as a result of the work that we have done as a PLC.	1	2	3	4

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Team Based Collaboration: Teaching and Learning Tasks

Please indicate the extent to which each of the statements below is true by circling one of the four numbers using the following scale:

1 = Very true   2 = True   3 = Somewhat true   4 = Not true

Statement				
My PLC team has worked to define the most important student learning goals in our content areas.	1	2	3	4
If you were to ask each of the members of my PLC team to list the most important student learning goals in our content areas independently, we would all come up with nearly identical lists.	1	2	3	4
I could explain to a parent, in simple language, the most important grade-level learning goals for his or her child in the content areas I teach.	1	2	3	4
In my PLC team, we regularly (at least monthly) administer common assessments to our students (in other words, all students complete the same assessment).	1	2	3	4
In my PLC team, we regularly use rubrics to score students' common assessments.	1	2	3	4
In my PLC team, we have developed our own rubrics to help us score students' common assessments.	1	2	3	4
As a PLC team, we regularly (at least monthly) assess student work samples as a team.	1	2	3	4
As a PLC team, we regularly (at least monthly) analyze data from students' common assessments.	1	2	3	4
I adjust the instructional practices in my classroom based on my students' performance on common assessments.	1	2	3	4
As a PLC team, we regularly (at least monthly) make adjustments to our instructional practices across all classrooms based on students' performance on common assessments.	1	2	3	4
Over the course of this year, I have implemented numerous academic interventions in my classroom for struggling students.	1	2	3	4
As an individual teacher, I regularly think about how my specific instructional practices affect student learning and how changes in my instructional practices might lead to changes in student learning.	1	2	3	4
As a PLC team, we regularly discuss how our specific instructional practices affect student learning and how changes in our instructional practices might lead to changes in student learning.	1	2	3	4

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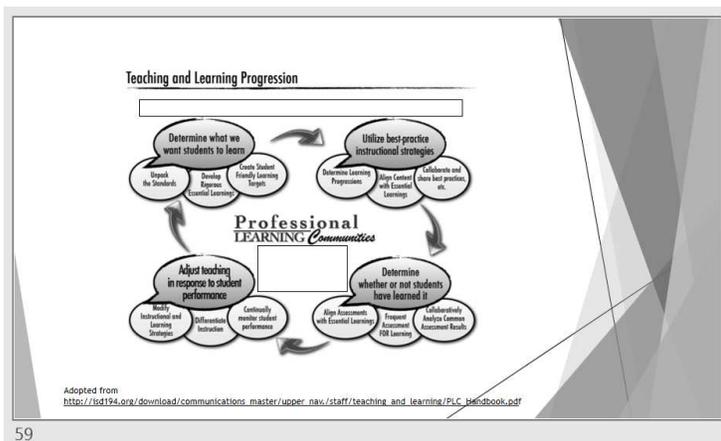
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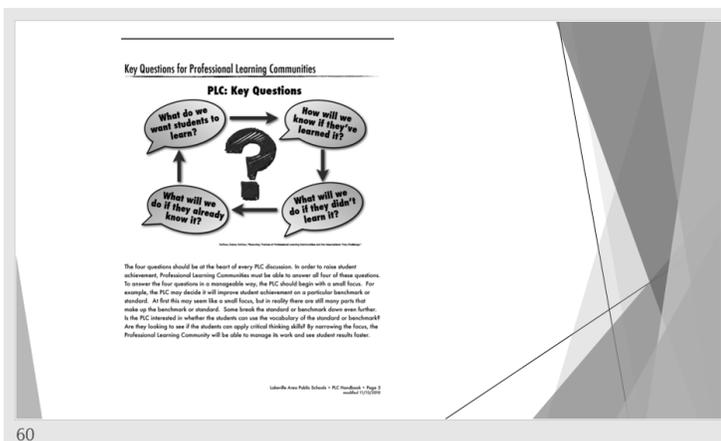
60

Final Thoughts

- What are your take always from participating on your PLC?
- How can we make this a sustaining process within our schools?
- Any additional comments?
- Thank you so much for being a part of your PLC.

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References

- Lakeville Area Public Schools (November 15, 2010). PLC Handbook: Creating and Sustaining a Professional Learning Community. Retrieved from http://isd194.org/download/communications_master/upper_nav./staff/teaching_and _learning/PLC_Handbook.pdf

- Riverview School District (n.d.). Professional Learning Community Reflection. Retrieved from http://www.riverview.wednet.edu/departments/teaching/plc/PLC%20reflection.pdf

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Appendix B: District Approval Letter

August 10, 2016

Vinessa Lopez

███████████████

Dear Ms. Lopez:

████████████████████████ is pleased to approve the Research Study "Teachers' Job Satisfaction, Self-Efficacy, and Collective Efficacy as Indicators of Intent-To-Leave Teaching." The research is being conducted in partial fulfillment of doctoral degree requirements at Walden University. ████ is providing permission to survey elementary school teachers using their district emails to send an online survey link. The projected date of completion is December 2018.

Approval to conduct the study in ████ is contingent upon the requirement set forth in the Research Request form provided and on meeting the following conditions:

- Principal grants permission to forward an email with an online survey link to teachers at his/her campus.
- Voluntary consent is required of teachers who participate in the survey.
- The researcher must follow the guidelines of ████ and Walden University regarding the protection of human subjects and confidentiality of data.
- The ████ Research, Data and Accountability (RDA) Department will monitor this study to ensure compliance to ethical conduct guidelines established by the Department of Health and Human Services, Office for Human Research Protection (OHRP) as well as disclosure of student records outlined in the Family Educational Rights and Privacy Act (FERPA).
- In order to eliminate potential risks to study participants, the reporting of proposed changes in the research activities must be promptly submitted to the ████ Research, Data and Accountability Department for approval prior to implementing changes. Non-compliance to this guideline could impact the approval of future research studies with ████.
- Additional permission to present the results to the district personnel and building administrators is required. A snapshot of the results, along with recommendations and suggestions to the district, and presentation materials must be submitted to the ████ Research, Data and Accountability Department.
- The final report of findings must be submitted to the ████ Research, Data and Accountability Department within 60 days of completion.
- All reports and/or publications that are prepared using the collected data should be provided to ████ for review prior to release.

Any other changes or modifications to the current proposal must be submitted to the Research, Data and Accountability Department for approval. Should you need additional information or have any questions concerning the process, please call ██████████████████████ ██████.

Sincerely,

Research, Data and Accountability Officer

Appendix C: Job Satisfaction Survey

	JOB SATISFACTION SURVEY Paul E. Spector Department of Psychology University of South Florida Copyright Paul E. Spector 1994, All rights reserved.	
	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	Disagree very much Disagree moderately Disagree slightly Agree slightly Agree moderately Agree very much
1	I feel I am being paid a fair amount for the work I do.	1 2 3 4 5 6
2	There is really too little chance for promotion on my job.	1 2 3 4 5 6
3	My supervisor is quite competent in doing his/her job.	1 2 3 4 5 6
4	I am not satisfied with the benefits I receive.	1 2 3 4 5 6
5	When I do a good job, I receive the recognition for it that I should receive.	1 2 3 4 5 6
6	Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6
7	I like the people I work with.	1 2 3 4 5 6
8	I sometimes feel my job is meaningless.	1 2 3 4 5 6
9	Communications seem good within this organization.	1 2 3 4 5 6
10	Raises are too few and far between.	1 2 3 4 5 6
11	Those who do well on the job stand a fair chance of being promoted.	1 2 3 4 5 6
12	My supervisor is unfair to me.	1 2 3 4 5 6
13	The benefits we receive are as good as most other organizations offer.	1 2 3 4 5 6
14	I do not feel that the work I do is appreciated.	1 2 3 4 5 6
15	My efforts to do a good job are seldom blocked by red tape.	1 2 3 4 5 6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1 2 3 4 5 6
17	I like doing the things I do at work.	1 2 3 4 5 6
18	The goals of this organization are not clear to me.	1 2 3 4 5 6

	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT. Copyright Paul E. Spector 1994, All rights reserved.	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22	The benefit package we have is equitable.	1	2	3	4	5	6
23	There are few rewards for those who work here.	1	2	3	4	5	6
24	I have too much to do at work.	1	2	3	4	5	6
25	I enjoy my coworkers.	1	2	3	4	5	6
26	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my supervisor.	1	2	3	4	5	6
31	I have too much paperwork.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6

Appendix D: Teachers' Sense of Efficacy Scale (Short Form)

Teacher Beliefs	How much can you do?								
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
1. How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Appendix E: Collective Efficacy Scale (Short Form)

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Directions: Please indicate your level of agreement with each of the following statements about your school from **strongly disagree** to **strongly agree**. Your answers are confidential.						
1. Teachers in the school are able to get through to the most difficult students.	①	②	③	④	⑤	⑥
2. Teachers here are confident they will be able to motivate their students.	①	②	③	④	⑤	⑥
3. If a child doesn't want to learn teachers here give up.	①	②	③	④	⑤	⑥
4. Teachers here don't have the skills needed to produce meaningful student learning.	①	②	③	④	⑤	⑥
5. Teachers in this school believe that every child can learn.	①	②	③	④	⑤	⑥
6. These students come to school ready to learn.	①	②	③	④	⑤	⑥
7. Home life provides so many advantages that students here are bound to learn.	①	②	③	④	⑤	⑥
8. Students here just aren't motivated to learn.	①	②	③	④	⑤	⑥
9. Teachers in this school do not have the skills to deal with student disciplinary problems.	①	②	③	④	⑤	⑥
10. The opportunities in this community help ensure that these students will learn.	①	②	③	④	⑤	⑥
11. Learning is more difficult at this school because students are worried about their safety.	①	②	③	④	⑤	⑥
12. Drug and alcohol abuse in the community make learning difficult for students here.	①	②	③	④	⑤	⑥

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Appendix F: Job Satisfaction Survey Permission Letter

Dear Vinessa:

You have my permission for non-commercial research/teaching use of the JSS. You can find copies of the scale in the original English and several other languages, as well as details about the scale's development and norms in the Scales section of my website (link below). I allow free use for non-commercial research and teaching purposes in return for sharing of results. This includes student theses and dissertations, as well as other student research projects. Copies of the scale can be reproduced in a thesis or dissertation as long as the copyright notice is included, "Copyright Paul E. Spector 1994, All rights reserved." Results can be shared by providing an e-copy of a published or unpublished research report (e.g., a dissertation). You also have permission to translate the JSS into another language under the same conditions in addition to sharing a copy of the translation with me. Be sure to include the copyright statement, as well as credit the person who did the translation with the year.

Thank you for your interest in the JSS, and good luck with your research.

Best,

Paul Spector, Distinguished Professor

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Appendix G: Teachers' Sense of Efficacy Scale Permission Letter

You are welcome to use the TSES in your research. This website might be useful:

http://u.osu.edu/hoy.17/research/instruments/

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Appendix H: Collective Efficacy Scale Permission Letter

Dear Vinessa-

You have my permission to use our collective efficacy scale in your research.

You can find further information about the scale on my web page [**www.waynekhoy.com**]. Remember that the scale is designed to measure the **collective** efficacy of schools.

Wayne

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