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# How Do Leadership Standards Affect Motivation

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HOW DO LEADERSHIP STANDARDS AFFECT MOTIVATION

By

Susan B. Saint John

A Dissertation in Practice

Submitted in Partial Fulfillment of the Requirements for the Degree of

Doctorate in Education

Doctoral Program in Educational Leadership at Lynn University

Ross College of Education

Lynn University

2018

## **ABSTRACT**

### **SUSAN SAINT JOHN: HOW LEADERSHIP STANDARDS AFFECT MOTIVATION**

Annual evaluations of school principals are based on Leadership Standards identified by the United States Department of Education. School administrators across our nation are evaluated, annually, based on the standards their respective state assesses. The domains range from improving student achievement to instructional and organizational leadership and encompass several standards within each domain. The purpose of this study is to determine the impact of leadership standards on motivation. A mixed method research design was used to determine the impact the Florida Leadership Standards have on educator motivation.

The objectives of this study include:

- The identification of individual areas of strength and those in need of improvement on the Florida Leadership Standards which impact educator motivation as evidenced by the annual school administrator's evaluation
- An analysis of demographic and annual evaluative data and their impact on educator motivation
- The identification of strategies to strengthen the individual school administrator's evaluation results

The population involved in the study was voluntary and based on:

- Permission to conduct the study was obtained from Lynn University and a large, southeastern, urban, Florida public school district
- Permission to conduct and participate in the study was requested from 187 school principals within the large, southeastern, urban, Florida public school district
- Total anonymity was guaranteed to all school principals invited to participate in the study
- Only consenting principals were given access to the survey

The study was based upon survey results obtained from the consenting school principals. The survey questions included demographic information, a set of Likert Scale questions and open-ended questions. The questions were directly linked to the Florida Leadership Standards.

The results of the surveys indicate leadership standards do affect job motivation and school principals are in need of suggested strategies and professional development to improve the leadership standards, which they are evaluated on each year.

Order Number: \_\_\_\_\_

HOW DO LEADERSHIP STANDARDS AFFECT MOTIVATION

Saint John, Susan B., Ed.D

Lynn University, 2018

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## ACKNOWLEDGEMENTS

As a former school principal, I understand the Florida Leadership Standards and the impact I had on educator motivation. I have listened and discussed factors affecting motivation with many educators and continually observe the dwindling number of individuals entering the profession as well as the increasing number of those exiting the field of education. I felt a strong desire to help others know, understand, and realize the importance of their affect on educators, both those considering entering the field and those currently within the field of education. Thankfully, I have been blessed with a creative, caring, nurturing attitude and belief that because I have been given much, I too, must give. Therefore, I must first thank God for giving me these special gifts, always with me, guiding and leading me to success. The result of this Dissertation in Practice, the journal articles and the nursery rhyme strategy book I have written, are evidence that God is always in control, I just need to do what is asked and expected of me.

As a young child, I was taught to treat others in the manner in which I would want to be treated, to thank others, and to realize the power of my dream and believe in making wishes come true. I must acknowledge with deep gratitude, my best friend, my husband Michael, who has stood by my side since we were five years old in our Kindergarten classroom. Just as he did so many years ago, Michael has continued to be supportive and encouraging throughout this life-long wish of continuing my education and earning this doctoral degree.

There are countless others who must be acknowledged and thanked:

- all the “little stars” and those who have worked with me throughout my professional career
- my committee members and colleagues of Ross College of Education and others at Lynn University
- my family
- my cohort members in this program
- my professors who worked with me throughout this process
- the students I teach

Each of you has helped me believe in my wish. You have given me the will to succeed and achieve, the spirit to continue to help others become the best they can be, and the everlasting hope to believe in myself. ***Thank you.***

## DEDICATION

My work throughout this process began with my love for and belief that nursery rhymes play an important part in our lives. As a young child, my dad read them to me night after night, and later in life when I was married, I watched my husband read them to our girls and eventually our grandchildren, and I realized even more, the very special gifts I have been given.

With this in mind, my dissertation in practice is dedicated to:

My Daddy: thank you for reading those nursery rhymes to and with me every night in your gray rocker with gooseneck arms....is that where part of my love for “Mother Goose” came from?

My husband Michael: thank you for choosing me to live our happily ever after life with! You inspire me, motivate me, and believe in me – always!

My girls and their guys and my six little grands: thank you for giving me the smiles and the memories to put into practice a life well lived!

To all the special stars in my life: Thank you for giving me the keys to my success! Each day, you brighten my spirit, enrich my knowledge, and fuel the energy needed to continue. I am proud to help motivate you to make your dreams a reality....doing all you can, with all you have, to help others believe more, achieve more. ***Thank you!***

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## CHAPTER 1

### INTRODUCTION

#### **Background**

There are several well known leaders, poets and others, who have adapted the quote of Carl W. Buehner, “They may forget what you said – but they will never forget how you made them feel” (Evans, 1971) to a more recent version such as the one quoted by Maya Angelou, “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel” (Gallo, 2014). School leaders work with others on a daily basis and this thought might cross their minds when communicating with them.

According to a report by the Gallup Poll in 2013, cited by author, Susan Adams, twice as many employees are unhappy with their current position than those that are (Adams, 2013). Adams noted in her research, the poll surveyed 230 full and part time workers in 142 countries. The results indicate 13% of the employees are satisfied with their current positions (Adams, 2013). The poll summarizes the satisfaction rate with employees who “feel a sense of passion for their work, a deep connection with their employer and they spend their days driving innovation and moving their company forward” (Adams, 2013). Upon reflection of this, one might immediately connect this quote to their job and how their supervisor treats them. Are they working with a supervisor who motivates, challenges, and inspires them? As leaders, how do they develop, motivate, and inspire their employees? In her article, Susan Adams shares the

following recommendations for increasing job satisfaction: “communicating with workers, telling them what is expected of them, praising them when they do well, and encouraging them to move forward. Give them the tools they need and the opportunity to feel challenged. Workers need an employer that is paying attention to those questions” (Adams, 2013).

Recommendations such as the ones Adams has noted are reflected in the characteristics effective school leaders need to possess in order to improve student achievement and school success. According to research conducted by the United States Department of Education, Office of Innovation and Improvement, regarding effective leadership skills, “it takes an effective principal to make a successful school” (USDOE, 2004). This research supports the fact that leadership matters and what effective principals actually do, know, and believe about student learning have a direct impact on their effectiveness. Effective principals have a responsibility to coach, inspire, and motivate their teachers as they work with the children they serve. Many strive to do this but are caught up in the daily, mundane operations of the school and forgo the importance of what matters more – planning, communicating with, and supporting the employees with whom they work.

### **Significance of the Study/Statement of the Problem**

National and state mandates such as the No Child Left Behind Act in 2001, increases teacher accountability and demands improvement for students (USDOE, 2004). This act required schools to improve student achievement as they work towards grade

level proficiency in Reading and Math. Within this act, effective school leaders and teachers are required to create optimum learning environments to close the achievement gap and help all students succeed. The intent of the mandate is clear but how the school leader effectively brings about this change while continuing to motivate everyone is uncertain. What effective leadership domains, standards, and competencies affect motivation necessary to bring about change and successfully prepare for competency with 21<sup>st</sup> Century Skills?

According to well known author and researcher, Michael Fullan, the changes effective school leaders are faced with, involve several key elements and among them is the leadership style of the principal. In his article, “The Change Leader”, Fullan addresses five essential components: “moral purpose, an understanding of the change process, the ability to improve relationships, knowledge creating and sharing, and coherence making” (Fullan, 2002, p. 18). School principals who understand their own moral purpose and embrace the change process, focusing on sharing a vision on higher performance standards, are able to create learning cultures necessary to improve teacher motivation and increase student achievement. Effective school leaders must know and understand how the effective leadership competencies are linked to motivation.

The overarching questions for this study include:

*Q1. What school leadership standards are associated with improving educator motivation?*

*Q2. How do effective school leaders utilize the school leadership standards to impact job motivation?*

*Q3. What school leadership competencies affect motivation necessary to bring about change and prepare for successful 21<sup>st</sup> Century Skills?*

Throughout our nation, school districts struggle with hiring effective school leaders who will be successful in meeting the demands of improving our schools (USDOE, 2004). As a result, each state has developed and identified a set of respective effective leadership competencies. Various training programs have been implemented to train, attract, and develop school leaders. The programs identify a set of indicators for effective school leaders and develop their professional development and training aligned with the indicators for effective school leadership (USDOE, 2004). The Office of Innovation and Improvement within the United States Department of Education, describes several state effective school leader programs with sets of Principal Leadership Standards as a resource for states and districts to follow (USDOE, 2004).

The standards identified for this study include those from a large, southeastern state within the United States. Their Principal Leadership Standards consist of four (4) domains and ten (10) standards (FLDOE, 2011). These standards are the key expectations all school administrators are expected to abide by to be considered effective administrators. Based on research regarding school leadership, the standards focus on a set of skills and knowledge based strategies. These form the required professional development training, educator certification, and personnel evaluation systems within the state identified for this research study. The four domains are: Student Achievement,

Instructional Leadership, Organizational Leadership, and Professional and Ethical Behavior (FLDOE, 2011). Each domain has a specific standard associated with it and a general set of standards/expectations for the leader to demonstrate to be considered an effective school principal. School leaders throughout Florida are evaluated on these four domains and set of standards/expectations, annually. Their results should be reviewed carefully for leaders to understand what are their strengths and their areas of concern which may impact job motivation, for themselves as well as their faculty and staff. The standards are specific with what needs to be done but school leaders may not know *how* to develop their areas of concerns in order for them to become strengths in the following years' evaluations for them. Therefore, the significance of this study is to examine these four leadership domains and accompanying standards and how they impact educator motivation.

### **Rationale of the Study**

Standards for effective school leadership have been identified by each state throughout our nation as districts strive to hire and continually train effective school leaders (USDOE, 2004). Effective school leaders must meet local, state, and national demands to increase the high school graduation rate, improve teacher morale and retention, and increase overall student achievement for all students, and more (USDOE, 2004). Leadership programs have been established to identify, develop, and continually train school leaders and teachers (USDOE, 2004). This research study is focused on

developing the continuous improvement of skills identified by most states as those needed to be considered an effective school leader. Among the programs noted by the United States Department of Education as being exemplary programs (USDOE, 2004) reviewed for this research include the Boston Principal Fellowship Program, the Expedited Certification for Educational Leadership Program in New Jersey, and New York's New Leaders for New Schools Program (USDOE, 2004). Each of these programs has identified a set of criterion for effective school leadership.

The Boston Principal Fellowship Program (USDOE, 2004) focuses on the belief that the most critical component for school success is the leadership of the school. Principals are expected to be instructional leaders with a focus on strengthening and improving their teachers. The program provides professional development to enhance teacher effectiveness and job motivation ultimately increasing the teaching and learning process to improve student achievement.

The Expedited Certification for Educational Leadership Program in New Jersey (USDOE, 2004) focuses their principal leadership skills on knowledge and readiness to be effective change agents of school improvement. Their leaders must have a clear, focused vision for school improvement which is based upon evidence and must possess skills necessary to develop a program to attain the goals identified for school success.

Overall, according to the United States Department of Education's Office of Innovation and Improvement, all school leadership programs require effective school principals to "have a passion and demonstrated commitment to academic improvement

for every student, a genuine belief that all children are intelligent and will learn and make progress, given the right circumstances” (USDOE, 2004). When considering the job satisfaction of employees, effective school leaders must have strong communication skills and work collaboratively with their staffs.

### **Theoretical Framework**

Several qualifications for effective school leaders are identified in the state of New York’s, “New Leaders for New Schools” program (USDOE, 2004). This program has identified a set of ten (10) criteria for school leaders which are:

1. “Belief in the Potential of All Children to Excel Academically
2. Commitment to Ongoing Learning
3. Communication and Listening
4. Interpersonal Skills
5. Knowledge of Teaching and Learning
6. Problem Solving
7. Project Management to Deliver Results
8. Self-Awareness
9. Team Building
10. Unyielding Focus on Goals and Results” (USDOE, 2004).

These criteria have become the foundation for various school leadership programs throughout our nation. Each program has a structured set of expectations and a professional development component to train school administrators (USDOE, 2004).

Often times, these training programs focus more on a global approach rather than targeting the specific skills most school administrators need to strengthen and improve upon. The criteria are used to evaluate the school leaders by upper level administration. Although the criterion is based on researched best practices, the basis used for the evaluation of the criteria is seemingly left to the evaluator. The criterion generally includes a set of descriptors which help guide the evaluator with the assessment. Once shared with the school principal, the school principal may agree with or challenge the assessment. If an area is challenged, effective professional development needs to be available. There needs to be a means of assisting the school principal with achieving the set criteria as well as a set of continuous improvement outcomes of the desired criterion.

### **Conceptual Framework**

According to the work of Lorilee Sandmann and Lela Vandenberg (Sandmann, et al., 1995), a conceptual framework must be established for effective school leaders. In their work, “A Framework for 21<sup>st</sup> Century Leadership”, they identify a set of principles aligned with leadership development for the 21<sup>st</sup> Century. They believe leaders must possess skills that are centered on engagement of the heart, mind, spirit, and energy. They must have a “vision that engages the spirit, learning, which stimulates the mind; and action, which compels energy” (Sandmann, et al., 1995). With this in mind, they believe leadership will be less individual centered and become more group centered. In doing so, the leader becomes more adept at developing their own leadership abilities as well as those of the group/community they lead.

A book to note which identifies what is necessary for effective instructional leadership, is, “Qualities of Effective Principals”, by James H. Stronge, Holly B. Richard and Nancy Catano. Their book explains the importance of greater accountability to meet the increasing demand to improve student achievement (Stronge, et al., 2008). They includes effective instructional leadership skills aligned with previously identified state and national programs, as well as support the work of Sandmann and Vandenburg.

This type of conceptual framework must be clearly understood in order to achieve success. School leaders must be aware of the necessary criteria for success, engage in effective professional development, and track the strategies used to model and implement the criteria. The research by Sandmann and Vandenburg (1995) focuses effective school leadership becoming a more group centered approach to leadership with its center on people and communication. They categorize this approach within four parts:

1. “ A holistic philosophy of community, vision, learning, and action
2. A relationship of these elements to seven action based values which include vision, leading, learning and acting together, building community, developing energy, and communicating
3. The role of designated leaders in promoting community action leadership
4. Applying methodological principles to these values and processes in terms of both method and content which include facilitation, learner focus, leadership focus, issue/action focus, non-prescriptive (determined with and by participants), and process as content” (Sandmann, et al., 1995).

Following this people centered/group approach will develop effective school leaders for the 21<sup>st</sup> Century. According to these authors and the work of Stronge, et al. (2008), we need leaders who are more focused on vision, action, learning, and community.

### **Purpose of the Study**

The purpose of this study may determine the impact leadership standards have on motivation. Effective leadership styles impacting motivation are based on skills needed for success in the 21<sup>st</sup> Century (USDOE, 2004). This study will examine the school administrators' Florida Department of Education leadership domains affecting job motivation. Utilizing these results and the domains, this study will include effective leadership competencies associated with a guidebook of suggested strategies for success based on nursery rhymes. The research determined the effective leadership competencies and the researcher developed the strategies to assist school leaders with increasing job motivation, not only for themselves, but for their staffs as well. The findings of this study supported the need for innovative strategies to support the leadership competencies needed for success in the 21<sup>st</sup> Century.

The researcher utilized a simultaneous mixed method design as a means of collecting and analyzing quantitative and qualitative data. The researcher chose this method based on the work of Paul D. Leedy and Jeanne Ellis Ormrod (2016) which describes this method as supporting the intent of the research, which is to identify and produce a guidebook of suggested strategies to support effective leadership competencies for the 21<sup>st</sup> Century and increase educator motivation and student achievement.

## **Research Questions**

In this study, the researcher will utilize the following questions to guide this study:

Q1: What is an effective leader?

Q2: What effective leadership competencies are needed for the 21<sup>st</sup> Century?

Q3: Which effective leadership competency criteria are believed to have the most significance on motivation?

Each of these questions was designed to provide the researcher with an adequate understanding of the effectiveness and application, for example, of the identified leadership competency standards and their effect on motivation.

## **Assumptions**

This study included the research of various effective leadership programs throughout the United States. This researcher has assumptions of what the effective leadership standards include, due to having been a school leader (principal) prior to this research study and was evaluated on the standards used for this study for several years. The data used for this study focused specifically on the Florida Leadership Competencies (FLDOE, 2011) which consisted of four domains and ten standards. The Florida Department of Education identified these four domains and accompanying standards as:

“Domain 1: Student Achievement

a. Standard 1: Student Learning Results. Effective school leaders achieve results on the school’s student learning goals.

b. Standard 2: Student Learning as a Priority. Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

Domain 2: Instructional Leadership

c. Standard 3: Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns with state standards, effective instructional practices, student learning needs and assessments.

d. Standard 4: Faculty Development. Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff.

e. Standard 5: Learning Environment. Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.

Domain 3: Organizational Leadership

f. Standard 6: Decision Making. Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.

g. Standard 7: Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization.

h. Standard 8: School Management. Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

i. Standard 9: Communication. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintain relationships with students, faculty, parents, and community.

#### Domain 4: Professional and Ethical Behavior

j. Standard 10: Professional and Ethical Behavior. Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader” (FLDOE, 2011).

This researcher is making the assumption the school leaders involved with this study are at least familiar with and/or understand these domains and standards, which are the Florida Leadership Competencies. Another associated assumption is these school leaders understand and are aware of their strengths and weaknesses in each domain area, as well as their impact on educator motivation.

#### **Scope and Limitations**

The scope of this research study was limited to school leaders who were willing to participate in the study. Although this study was offered to all 187 school principals in a large urban school district, the researcher was not able to obtain survey results from all 187 school principals. Other limitations included the annual results each principal received which identified their effective leadership competencies. Some limitations may be affected by their supervisors’ expectations for effectiveness and the school leaders’ expectations for success. Some school leaders may consider themselves as effective school leaders yet their supervisors may not. A final limitation is the selection of common leadership competencies linked to the strategy book associated with this research study. The researcher is writing this strategy book based on her own

experiences and creativity, and survey data which could also limit the effectiveness and validity of the strategies.

### **Definition of Terms**

The following definitions of terms are key concepts related to effective school leadership and used throughout the research study:

**Effective school leader:** effective school leaders possess a set of common characteristics based on vision, high expectations, and self-evaluation (USDOE, 2004).

**Florida Principal Leadership Standards:** “Standards based on contemporary research on multi-dimensional school leadership and represent skill sets and knowledge bases needed in effective schools” (FLDOE, 2011).

**Motivation:** “The act or process of motivating, a motivating force, stimulus, or influence” (Merriam-Webster, 2017).

**21<sup>st</sup> Century Skills:** “A broad set of knowledge, skills, work habits, and character traits that are believed – by educators, school reformers, college professors, employers, and others – to be critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces” (Education Reform, 2016),

## **Organization of the Study**

The following outlines the organization of the study:

**Chapter 1:** The first chapter consists of the introduction to the research problem. The chapter includes the background of the study, significance of the study/statement of the problem, rationale, theoretical and conceptual frameworks, purpose of the study, research questions, rationale of the study, assumptions, questions associated with the study, the scope of the research study, scope and limitations of the study, and definitions of key terms linked to the study.

**Chapter 2:** Chapter 2 provides a review of the literature. In this chapter, the researcher reviews the literature associated with effective school leadership styles and motivation. Included within this chapter are the associated studies defining effective school leadership characteristics.

**Chapter 3:** In the third chapter, the researcher describes the methodology utilized to develop the research questions and hypothesis. It consists of defining the effective leadership characteristics and explaining the associated effective school leadership standards researched for this study. This chapter also includes the purpose of the study, the research design, questions, and hypothesis, variables, populations of those surveyed, survey instrument, the procedure and method used for data collection and data analysis, and the methodology used for evaluating the research.

**Chapter 4:** In Chapter 4, the results of the survey data are included along with a summary of the data analysis. The survey questions used for this study are also included in this chapter.

**Chapter 5:** This final chapter of this study, Chapter 5, presents the summary of the research study and recommendations for future research. Also included in Chapter 5 is a summary of the proposed book of strategies created and developed as a part of this research study. A sample of one of the nursery rhymes and strategies is also included. Additionally, an executive summary is included in this chapter.

## **Summary**

The background, intent of the research study and the initial research design, including methodology used for this study are included in Chapter 1. This chapter introduces the research study as it encompasses the purpose and reason for this study and provides a guide for understanding the intent, process, and results of the study. Chapter 1 provides the overview for this study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **IS OUR EDUCATION SYSTEM AT RISK?**

One of the more common topics often discussed amongst young families, in the political arena, and in today's news media, is the broad topic of education. Discussions revolve around the teachers, the curriculum, school grades, safety, and much more. What may begin as a simple question about the problem with education today ends up in a lengthy discussion regarding the factors individuals believe are putting our education system at risk. Several of the major factors discussed involve teachers and job satisfaction, the quality of instruction, the added stress on both teachers and students regarding the school grade and state assessments, and/or the school principal and the relationship he/she has with the staff.

For many, it seems easy to blame who is at fault in relation to any one of these factors and many may cite the number of teachers who resign each year as one of the major contributing factors. Conversations with teachers at the end of a school year will reveal a range of reasons from job satisfaction to student performance to too much paperwork as some of the reasons why they are leaving the profession. If these same teachers were asked about their jobs in August when a new school year was beginning, they most likely would be filled with excitement and a renewed sense of energy to teach again. What happens to cause

unsettled feelings, mixed emotions, and a lack of job motivation and satisfaction? The Schools and Staffing Surveys conducted by the United States Department of Education from 2003-2012, reflect 9 out of 10 teachers surveyed were satisfied with their jobs but teachers in private schools report they are more satisfied with their jobs than public school teachers (USDOE, 2016). Unfortunately, this survey data was almost five years old and similar surveys conducted by the United States Department of Education, reported several critical teacher shortage areas from 1990-2016, with specific subjects by state and by the nation. The most recent data from 2012-2016 reflected several subjects with a critical teacher shortage. Among them are: Gifted and Talented, Guidance and Counseling, Fifth and Sixth Grade Endorsement, Foreign Language, Library Media, Mathematics, and Special Education ([www2.ed.gov](http://www2.ed.gov)). If there was a positive teacher job satisfaction rate and plenty of critical shortage areas, why did 40% - 50% of teachers leave the profession within five years (Brill, et al, 2008)?

Noted researcher, Michael Fullan, believes educators have a moral imperative to take care of one another (Fullan, 2011). Are our school leaders taking care of their staffs? Do they encourage, appreciate and recognize the work they do each day? What do school administrators do to motivate their staffs? Leadership standards throughout our nation include a focus on the relationship between school administrators and their staffs. There must be an understood level of respect for one another in school centers in order to increase student achievement and job satisfaction (Fullan, 2011).

In addressing the question of teacher motivation, morale, retention, and the state of education today, a starting point may be to define what is meant by the following terms: education, teacher, and leader. The most common definition of education is found in the Merriam-Webster's Dictionary, as: "education: the action or process of educating or of being educated; also a stage of such a process; the knowledge and development resulting from an educational process; the field of study that deals mainly with methods of teaching and learning in school" (Merriam-Webster, 2017). Education is a process every individual undertakes every day, and what he/she may gain from the process is up to the individual. How the lessons are taught to them can take a wide range of forms. Lessons may be academic in nature or personal and character developing. How the individual embraces the lesson has a direct impact on their learning experiences. Once this is done, what motivates the individual to inquire, explore, and experiment with what they have learned? How does the individual continue learning? Who and what are the motivating factors? The Professional Standards for Educational Leaders identified standards to assist school leaders with continually challenging the teaching and learning experience in order to prepare for skills needed for success in the 21<sup>st</sup> Century (National Policy Board for Educational Administration, 2015). These standards focus on the human relationships the school leader has working with the teachers and the students.

Exactly how school leaders develop these relationships has been identified nationally as the Principal Leadership Standards (USDOE, 2004). Each state has

standard expectations for school leaders. One of the most common standards is linked directly to student success. Is it fair to say the driving force behind every individual's academic achievement can be credited to a teacher or the school leader? What defines a teacher? Is the teacher the leader? According to Merriam-Webster, a teacher is "one that teaches; one whose occupation is to instruct" and a leader is "the office or position of a leader; capacity to lead" (Merriam-Webster, 2017). Teachers enter the profession with the desire to do just this – help a child learn new skills and develop competencies to be successful in both academic and social skills. State mandates require teachers to adhere to strict guidelines to teach and ensure all students are given a fair and equitable education ([www2.gov.edu](http://www2.gov.edu)).

In surveys conducted by the United States Department of Education, teachers share they are losing their love for teaching because of federal mandates to improve student achievement and they no longer have the freedom to teach as this was their initial goal of entering the profession ([www2.gov.edu](http://www2.gov.edu)). School leaders are required to ensure these mandates are being adhered to through their documented assessment of the state leadership standards. The goal of this literature review is to link these together in order to develop an understanding of what are the effective leadership standards needed to motivate teachers, discover what methods and strategies are being implemented to do so, which ultimately may have an impact on improving student achievement so our education system will not be at risk.

The history of education can be traced back as far back as the beginning of the 14<sup>th</sup> Century. At that time, education was primarily provided on an individual basis or only to those who could actually afford to pay a teacher to instruct their child. Education philosophers such as John Locke, Jean Piaget, Jean Jacques Rousseau and others, laid the groundwork for child growth and development and the foundation of our education system as we know it today. The traditional one room schoolhouse of the early years was soon replaced with those we are most familiar with today, classrooms filled with children of the same age with one or more teachers instructing each level.

Over time, education has taken on many challenges and a variety of outlooks, all with the same intent, to impart particular knowledge to an individual. According to education philosopher, John Dewey, “The purpose of education has always been to everyone, in essence, the same – to give the young the things they need in order to develop in an orderly, sequential way into members of society” (Dewey, 1934). With this in mind, it is interesting to note how this historical thought may or may not have changed over time to the skills needed for success in the 21<sup>st</sup> Century. Teachers have become adept with lessons requiring hand-on learning, experimental learning, and project based assignments in order to more readily prepare our students for the demands of the 21<sup>st</sup> Century.

Preparing our students for 21<sup>st</sup> Century skills involves more than what was offered long ago and what may still be a common method of instruction today. In

preparing our students, it is important for educators to embrace the skills taught just as the one room schoolhouse teacher taught – all levels of ability, regardless of age. Our teachers today must infuse this type of differentiated instruction on a daily basis to meet the needs of all students. Teachers must align their instruction to meet the needs of all students for proper acquisition of skills and knowledge, regardless of their age and/or level of achievement. This additional need for careful planning, combined with the demands of federal mandates such as the No Child Left Behind Act (USDOE, 2001), teacher accountability, and increased demands for improving student achievement have led to a serious decline in teacher morale and job motivation (USDOE, 2016). Many fault the teachers for not doing their jobs yet teachers are not solely to blame. These federal mandates are passed to states, which in turn, pass them on to the school districts and ultimately to school leaders, who then must ensure all staff in respective schools follow these mandates. Often times, these mandates involve a change in the manner in which teachers plan and deliver instructional lessons to meet the needs of the students (SDPBC, 2016). Although the state mandates the districts implement a particular strategy, such as the 90 minute reading block or extended day, particular schools designated as Title I must meet these standards whereas other non-designated Title I schools do not (SDPBC, 2016).

Various federal mandates may have also influenced the leadership skills of school principals. All states have developed a set of standards school principals must abide by. These standards help to guide school improvement efforts and

increase student achievement. To be an effective leader during the change process implementing these standards, the leader must have “a sense of moral purpose” and be committed to developing this in all employees, according to education researcher, Michael Fullan (Fullan, 2002). Fullan shares specific guidelines in his book, “The Moral Imperative of School Leadership”. According to him, school administrators need to be more effective in handling everyday situations on their campuses as well as increase their interpersonal relationships working with their staffs. His guidelines regarding management and instruction appear to be linked to state leadership standards. The Florida Leadership Standards (FLDOE, 2011), expect school principals to manage their schools and improve instruction, among other standards of expectations. School leaders need to have a vision that they can bring about the change necessary to increase student achievement. Ultimately, if students are succeeding, teachers may be positively affected, as they will be involved in the planning and teaching of the skills. Opportunities for planning and working together for student success may increase job motivation.

Fullan further defines the process of how the changes occur, as he believes it involves several key elements: the leadership style of the principal, the development of teachers’ knowledge and the core strategies principals must implement as instructional leaders. These elements are discussed in his article, “The Change Leader” as he believes instructional leadership is the first step to improving student achievement. In order to implement change, his five essential

components include: “moral purpose, an understanding of the change process, the ability to improve relationships, knowledge creating and sharing, and coherence making” (Fullan, 2002, p. 18). School principals who understand their own moral purpose and embrace the change process, focusing on sharing a vision on higher performance standards, are able to create learning cultures necessary to improve teacher morale and retention as they seek to improve student achievement.

### **PROFESSIONAL STANDARDS FOR EDUCATORS**

In 2015, the National Policy Board for Educational Administration established Professional Standards for Education Leaders (NPBEA, 2015). The standards are designed to guide school leaders as they work to meet the daily challenges they are faced with. As educators, we need to recognize the diverse communities and cultures we serve throughout our nation and be continually ready to embrace the changes and challenges. These standards offer school leaders the chance to embark on a new adventure of leadership as they inspire and motivate their staffs to new levels of achievement. School leaders must develop interactive working and learning environments, organize and manage funding sources, and continue to strengthen the human connection as they motivate all to succeed. The National Standards “suggest how practitioners can achieve the outcomes that the profession demands and the public expects” (NPBEA, 2015). Managing curriculum, providing effective Professional Development, fostering a

climate of professional ethics, embracing diverse cultures and establishing a spirit of family, whereby trust, respect, and honesty are evident, will help school leaders motivate their staffs and improve their effectiveness.

The national and state standards school leaders are expected to abide by, inspire them to meet the demands and expectations of the changing world we live in. Most states have developed these standards on the following 2015

Professional Standards for Educational Leaders:

1. “Mission, vision, and core values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement” (NPBEA, 2015)

Effective school leaders know and understand these standards. The work they do must strengthen their human relationships, increase motivation, and build safe, caring, and supportive school learning communities.

In 2006, author Nancy Protheroe stated, “Teachers want to work in schools where they have the time and opportunity to work with other professionals – and where they are supported and appreciated by their principal” (Protheroe, 2006). How do principals support and appreciate their teachers? When and how do teachers have time to work with one another and other professionals? School administrators must be mindful of the need to implement strategies to address these teacher concerns and needs in order to increase morale and teacher motivation. Working together, they can be the change agents leading to school improvement, both for teachers and students.

To support these strategies, researchers Rick Dufour and Mike Mattos believe, “The most powerful strategy for improving both teaching and learning, is not be micromanaging instruction but by creating the collaborative culture and collective responsibility of a professional learning community (PLC)” (Dufour, et al, 2013). School administrators need to invest time in establishing effective Professional Learning Communities (PLC). This will give teachers and administrators more time to work with one another, analyze data, and plan effective strategies together for school improvement.

Taking into consideration Dufour and Mattos’ PLC theory and Fullan’s essential components of change, it is important to make connections with other professions who undergo change as a necessary component for success. Many view education as a business and most educators strive to be successful, creating informative and interesting lessons for their students in order to increase student achievement. In a 2013 article published by Entrepreneur Contributors, these same connections were cited by several

Chief Executive Officers (CEO), as being critical components to their success. These leaders identified in this article encourage collaboration as they prefer to work in an energetic environment whereby ideas are shared and suggestions with strategies for improvement are at the forefront of their daily work and may be likened to what is used in most school centers, the Professional Learning Community concept (SDPBC, 2016). These CEOs also believe in acknowledging any and all accomplishments of their employees, building a team based on a positive family spirit, being empathetic and supportive of employees and continually imparting the message that anything is possible.

If successful business leaders can identify what is needed to continually improve their companies, educational researchers believe school leaders need to adapt these same or at least similar strategies to improve teacher morale, motivation, and retention and increase student achievement. If teacher motivation and retention rates continue to decline, our education system may be at risk. Perhaps it is time school administrators and staffs begin to implement change and view education as a business, the business of promoting success for all, increasing teacher morale and retention, and improving student achievement. School leaders must praise and reward their staffs often, develop a common vision for success, and continually listen and work towards accomplishing that vision for success.

Newsweek published an article in which research conducted by the Alliance for Excellent Education and written by Steven Ward, reports their focus as “13% of the

Nation's 3.4 million teachers move schools or leave the profession every year in his article, "Why Has Teacher Moral Plummeted?" (Ward, 2015). Emphasizing the effects of high stakes testing and local control of education contributing to the decline, Ward discusses the reforms that have been mandated to address the decline in teacher motivation, moral, and retention as it affects student achievement. A significant reform concept with positive results according to Ward, is likened to Dufour and Mattos' implementation of Professional Learning Communities. According to Ward, the Professional Learning Community concept is one approach to bridging the gap between administrators and teachers and bringing about change to improve teacher motivation and retention, and increase student achievement.

Despite educational reforms, federal and local district mandates, the question remains as to how to improve teacher motivation and increase student achievement. Throughout all of this, including implementing changes in leadership style and approaches, teachers need to feel appreciated for the work they do, as well as their suggestions leading to improved student achievement and improvement in job motivation. Does it significantly matter what mandates are being implemented or the results of student performance on state assessments to do this?

Former Palm Beach County School Administrator, Alison Adler believes in order for schools to succeed, they must develop a common vision, or Single School Culture (Adler, 2007) for academic and behavioral success. This same vision is included in the Florida Leadership Standards principals are held accountable for. The plan, developed by

Adler, expects all staff members to share the vision and work together. Adler's Single School Culture plan for success is "a way of organizing and running a school" (Adler, 2007). Focused on academics, behavior, and climate, the Single School Culture method increases motivation, morale, and teacher retention as staffs work together with school administrators to bring about change, improving the school environment/climate, increasing student achievement, and strengthening the relationships amongst the staff.

As school administrators and teachers become a team of learners, the focus shifts to the definitions of, "education, teacher, and leader" to the quest of continually improving teacher morale, motivation, and retention as they strive to increase student achievement together. Strategies such as Professional Learning Communities, Single School Culture for academics and behavior, and effective leadership standards are part of the driving force for success for all in education. These methods and strategies, which may or may not have evolved from the federal mandates, plan a role in teacher motivation, job satisfaction, morale, and increasing student achievement and evidenced in effective leadership standards.

In the article, "Get "Gritty" In Your Classrooms" by Jim Fornaciari (2017), teachers with high expectations and a passion and love for their subject material, will automatically instill a sense of "grit" in their students. Students will want to achieve, set and attain goals, and have a tendency to become more responsible for their own learning, according to Fornaciari. Administrators need to continually cultivate this passion most teachers possess, as they know they have the courage and resolve, a strong sense of

character, and a moral fiber and will to help students succeed. Is this not what most educators strive to strengthen in their students? Do educators need the support and mentoring needed to keep them inspired, motivated, and focused? School leaders must develop “grit” in their staffs as they become effective school leaders as demonstrated on the state leadership competencies.

### **CONCLUSION**

As many researchers in the field of education have discovered, there is a need to keep the passion for teaching and learning and achievement fueled for success. Administrators can do this by recognizing and rewarding teachers, working alongside them when planning, analyzing data, and attentively listening to their suggestions, discussing questions and recommendations for school improvement. Everyone needs to continually encourage, inspire, and motivate one another to make progress, achieve, and excel. Researcher Roland Barth believes, “The nature of relationships among the adults within a school has a great influence on the character and quality of that school and on student accomplishment than anything else” (Barth, 2006). School leaders must possess the necessary skills to make connections with their staffs, share knowledge, and discuss strategies for improvement. They must also work on the human relationships, and mentor teachers to become future leaders in our schools.

Professional Learning Community meetings provide the time needed for teachers and school administrators to plan effectively, discuss openly, recognize and reward

achievements, and engage in conversations with enthusiasm needed to motivate and help everyone succeed. Our education system is only at risk if we do not give that is needed to maintain it, address the issues when they happen, to change what is needed and when it is necessary, and to motivate everyone to excel.

## **CHAPTER 3**

### **METHODOLOGY**

#### **INTRODUCTION**

The purpose of this study is to understand and apply leadership standards as they relate to motivation, particularly educator motivation. The central focus of the study specifically addresses school leadership standards as they impact the motivation of teachers. The study will utilize a mixed method approach, qualitative and quantitative research, incorporating both in synchronous phases (Jaworski, 1998). Questions related to qualitative data such as the degree of agreement/disagreement and why, regarding the school leader's evaluation results for each Florida Leadership Standard, and quantitative data addressing school grade and years of experience will be included. This study will utilize the Professional Standards for Education Leaders such as equity and cultural responsiveness (National Policy Board for Educational Administration, 2015), Florida School Leadership Standards (FLDOE, 2011) and other leadership styles that are universal such as, "directive, participative, empowering, charismatic, and celebrity" in nature (Mills, 2005). The intent of the study is to understand the identified effective school leader standards as they relate to educator motivation.

The researcher's intent in conducting this study is to develop strategies to increase effectiveness for school leaders as they work to achieve the standards and increase motivation. All school based administrators from a large, urban school district in a southeastern state of the United States will be invited to participate in the study. At this

stage of the study before the research, the universal expectation is that all school administrators understand the state's effective leadership standards and strategies identified by the Florida Principal Leadership Standards (FLDOE, 2011). After the research study, the researcher will analyze the school leaders' responses in relationship to the standards and develop strategies for all school leaders to increase their effectiveness as a school leader and increase job motivation, not only of their staffs, but for themselves as well.

Within Chapter 3, a description of the research methodology utilized in this study is described in detail. The overarching research questions are included, along with the context of the study, the population surveyed, and the survey plan. Chapter 3 also includes a description of the research design, a mixed method design study, the data collection procedures, ethical and professional considerations, and the quality of the data before, as well as after, the delimitations.

### **Research Questions**

The research questions used to begin this study include the following:

*Q1. What school leadership standards are associated with improving educator motivation?*

*Q2. How do school leaders utilize the school leadership standards to impact job motivation?*

*Q3. What leadership competencies affect motivation necessary to bring about change and prepare for successful 21<sup>st</sup> Century Competency skills?*

These questions are associated with the Florida's Principal Leadership Standards (FLDOE, 2011) school leaders are annually evaluated on, as well as the Professional

Standards for Educational Leaders, 2015 (USDOE, 2015). This study will research the impact of the leadership standards on the job motivation of teachers and may include the principals' motivation as well.

### **Context of the Study**

This study will be conducted with school leaders in a large, urban, southeast Florida public school district. The district consists of 187 school leaders eligible to participate in this study. The basis of this research study is to determine which Florida Principal Leadership Standards, if any, affect job motivation. The study will also address the Professional Standards for Educational Leaders, 2015, identified by the National Policy Board for Educational Administration (USDOE, 2015).

### **Description of Population and Sampling Plan**

This study will be comprised of those school leaders in 187 public schools who choose to participate of various races and ethnicities, school levels, years of experience, and current school grade. In order to not be restrictive, all levels of the school leaders' educational experiences will be included. The principals will be identified only by school level, E for elementary, and S for secondary. All participants are employed by a large, urban southeast, public school district in the state of Florida. All participants in the study are evaluated annually by their supervisors using the Florida Leadership Standards (FLDOE, 2011). The researcher will utilize a sampling of elementary and secondary school leaders in various schools within this large, urban, southeast, public school district in the state of Florida for this study.

## **Sample Population**

After approval for this study from the Lynn University Internal Review Board, the researcher will contact the large, urban, southeast Florida public school district Internal Review Approval Manager and Committee, which are part of this district's Research and Evaluation Department, for permission to conduct the survey in their district (Appendix A) including their required forms with this appendix. Upon receiving approval, the researcher will contact this same district's manager of the Human Resources Department with a public records request for the email address listing of school principals assigned to the 187 schools in this district eligible for this study (Appendix B). The researcher's sample population will consist of these 187 school based administrators, principals only, of the 187 public schools in this district. All will be contacted via an email explaining the approval granted to conduct the study in a voluntary consent form (Appendix C) explaining the purpose and intent of the study. Prior to participating in the study, all participants will be asked to consent to participate in the study by selecting, "yes" which opens the survey on SurveyMonkey™. SurveyMonkey™ is the online survey software which will be used for the intent of collecting the data needed for this research. Using both qualitative and quantitative research methods, the researcher will survey the consenting participants for this study, utilizing the synchronous method. The survey will ask quantitative and qualitative Likert Scale questions and demographic information, as well as several open-ended questions (Appendix D).

## **Research Design**

The research design will consist of one survey in the SurveyMonkey™ software design and taken online by consenting participants. The online survey may be completed in one sitting or the administrator may stop the survey and come back to it or opt out completely if the administrator so chooses. All participants will receive directions to access the online survey through SurveyMonkey™. This software will provide a data analysis by each question for the researcher was the survey window is closed.

Initially, an email (Appendix C) will be sent to each participant from the public records email list request generated by the Department of Human Resources regarding the research study. Participants will choose to decline or participate in the research study. Those granting permission will have immediate access to the survey via SurveyMonkey™. The demographic survey questions will include: race/ethnicity, school level – elementary or secondary, years of experience in the current position, and school grade. The remaining survey questions include qualitative questions, including Likert Scale and open-ended questions. The researcher will collect data pertinent to the Florida Leadership Standards from participants involved in this study. The participants will be assured of anonymity prior to completing the surveys. The study will include individual viewpoints regarding the validity and impact on job motivation while maintaining total anonymity.

### **Independent Variables**

As this researcher is conducting this study, it is important to note the impact of variables. In the book, “Practical Research” by Paul D. Leedy and Jeanne Ellis Ormrod, an independent variable is defined as, “a variable that the researcher studies as a possible cause of something else” (Leedy, et al., 2016, p.41). In this research study, the primary independent variable is the annual Florida Leadership Standards which school leaders are evaluated on. This consists of four domains and ten standards (FLDOE, 2011). The survey results will be analyzed by the researcher for each participant’s understanding of the standards and the application of each as they relate to motivation.

### **Dependent Variables**

Throughout the study, the researcher must be mindful of the impact of the dependent variables. Paul D. Leedy and Jeanne Ellis Ormrod define dependent variables as, “a variable that is potentially caused or influenced by the independent variable” (Leedy, et al., 2016, p. 41). The dependent variable will be measured to determine the effect of the independent variable. The dependent variables will be identified within this study by the participants’ responses to their effectiveness as rated on the Florida Leadership Standards and intent of this study. Their responses regarding impact on job motivation will be quantified by response levels in each category: knowledge of the competencies and their impact on job motivation, availability of and participation in professional development, and agreement with their most recent annual assessment/evaluation of the Florida Leadership Standards. Qualitative data regarding

each Florida Leadership Standard will be analyzed for annual assessment/evaluation results in relation to the school letter grade and possible effect on motivation.

### **Data Collection**

The online software, SurveyMonkey™ will be used to collect the data. Demographic information will be obtained in the form of a quantitative study design. Since this online data software will be utilized to design and administer the password protected online survey, the researcher will also use the data collection and analysis component included within the SurveyMonkey™ program. Utilizing the list of school principals obtained by the public records request from the Human Resource Manager of this large, urban school district identified for this study, the researcher will send an email to all 187 school leaders. The email (Appendix C) will include a description of the study, approval acknowledgement from the Internal Review Boards from Lynn University and the school district (involved in this study) to conduct the study, a request for them to participate in the study, and assurance of confidentiality regarding their participation in the study.

Once permission to participate is received, procedures to access the link to the SurveyMonkey™ utilized for this study will be hyperlinked to the participant's response. The anticipated timeline for the demographic information is less than five (5) minutes to complete. The remaining questions in the survey should take no longer than thirty (30) minutes to complete. All participants will be given a time frame to complete the survey

during a survey window of not more than four weeks to participate in the study. All survey results will be compiled by the independent data management system, SurveyMonkey™ and results will be reported in Table 1. This software program will tabulate results of the survey and generate reports for the researcher to analyze for the purpose of this study.

The qualitative data collection procedure will begin when consenting participants click on the “yes” response which will then provide a hyperlink to the study survey in SurveyMonkey™, the online software program used for this study. The participants will complete the survey online as they respond to questions associated with the Florida Leadership Standards and their impact on job motivation (Appendix D). The questions are designed in a Likert Scale format with open-ended questions regarding the standards and their impact on job motivation are also included. Such questions include the leadership style and knowledge of standards to the availability of and participation in professional development, and agreement with annual assessment/evaluation of the Florida Leadership Standards as they impact job motivation. The results will be compiled in an independent data management system, available via SurveyMonkey™ for the purpose of the study. This program will tabulate results of the survey and generate reports for the researcher to analyze for the purpose of this study.

## Survey Instruments

In this study, the researcher will utilize a demographic and mixed method survey for a means of collecting data. The surveys will be created by the researcher in order to collect quantitative, as well as qualitative data regarding the impact of the Florida Leadership Standards on job motivation. The survey will include quantitative demographic information, as well as quantitative and qualitative information from the consenting participants identified for this study. Questions address their viewpoints and perceptions of their knowledge of the competencies and impact on job motivation, availability of and participation in professional development regarding the competencies, and results of their annual assessment/evaluation of the Florida Leadership Standards as they impact job motivation. The demographic questions ask: Race, School Level, Years of Experience, and Current School Grade. Some example Likert Scale questions with responses ranging from *Strongly Agree, Agree, Disagree, or Strongly Disagree* include: *Instructional Leadership impacts educator motivation, Professional and Ethical Behavior impacts educator motivation, and The Professional Development I participate in impacts my effectiveness to motivate others.* Sample open-ended questions include: *What do you believe impacts teacher motivation? What do you believe your strengths are as you work with teachers?*

The survey will ensure participant confidentiality as agreed to in the consent document (Appendix C). The researcher anticipates the timeline to complete the survey

to be less than thirty (30) minutes to complete online. Total anonymity will be assured to all participants for this research study.

### **Demographic Survey and Questions**

The demographic section of the survey will include four (4) questions which will be designed by the researcher to compile data pertaining to the basic characteristics of each participant. These demographic questions will be included in the survey and used to describe the population involved and determine any variables impacting the Florida Leadership Standards impacting job motivation for this study. The following variables will be surveyed from participants in this study:

- Race/ethnicity: W (White), B (Black), H (Hispanic), O (Other)
- School Level: Elementary or Secondary
- Years of Experience as a school principal: 0-3, 4-8, 9-12, 12+
- School Grade: A, B, C, D, F

### **Mixed Methodology Survey Questions**

Likert Scale type questions and open-ended method survey response questions will be asked of all consenting participants. The questions will focus on the following:

- Knowledge of the Florida Leadership Standards
- Impact of the Florida Leadership Standards on job motivation
- Availability and participation in Professional Development regarding the Florida Leadership Standards

- Results of their annual evaluation on the Florida Leadership Standards impacting job motivation

All participants will be given the opportunity to comment on the impact of the Florida Leadership Standards as evaluated/assessed by their supervisors and their impression of the impact on job motivation while maintaining anonymity at all times.

### **Ethical Considerations**

The following ethical considerations and basic timeline will be made by the researcher to effectively and ethically conduct this study:

1. The researcher will submit the application for the study to the Lynn University Instructional Review Board (IRB).
2. The researcher will submit the application for the study to the Instructional Review Board (IRB) of the large, urban, southeast, public Florida school district for permission to conduct research on the Florida Leadership Standards. The district's IRB includes the manager of the Department of Research and Evaluation.
3. Upon approval from Lynn University and the large, urban, southeast, public Florida school district, the researcher will submit a public records request for the email address listing of school leaders and their accompanying emails for the 187 public schools in the district from the manager of the district's Human Resource Department.

4. Upon approval and receipt of requested information, the researcher will begin the data collection process as described previously in Chapter 3. The researcher will send an email to all eligible participants on the list provided by the manager of the Human Resource Department with the large, urban, southeast, public school district for consent to participate.
5. Participants' identities will remain confidential throughout the study and each participant will be assigned a number by the online software company, SurveyMonkey™ once they begin the survey to ensure anonymity.
6. The data and all related analysis will be stored confidentially in a locked safe and will be destroyed after five years.
7. Upon completion of the study, the researcher will notify the IRBs of both Lynn University and the large, urban, southeast, Florida public school district of the researcher's study completion, if requested.
8. Results of the study will be made available by the researcher for all participants and IRBs, if requested.

### **Quality of the Data**

The researcher believes the quality of the data will be accurate as each participant will have an option to participate or not, and will be guaranteed confidentiality and anonymity. At no point in this study will the names of any of the participants appear. The study will be done in a totally anonymous manner and confidentiality will be assured at all times.

## Data Analysis

The researcher will analyze the results of the survey using the data management system provided in the online program, SurveyMonkey™. The demographic information will identify the basic information of consenting participants using descriptive statistics calculating mean, mode, and median. Open-ended questions will be coded with themes which will ask more specific information as it relates to the Florida Leadership Competencies and their impact on job motivation. Verification and clarification needed for any response will be requested of the participants, if necessary.

The demographic questions for participating school leaders are:

Q22: Race/ethnicity: White, Black, Hispanic, Other

Q23: School Level: Elementary: PreK or K-6, Secondary: Grades 6-12

Q24: Years of Experience: 1-3, 4-8, 9-12, 12+

Q25: Current School Grade: A, B, C, D, F

Likert Scale Questions will be asked of the participants with responses ranging from *Strongly Agree, Agree, Disagree, Strongly Agree* and are:

Q3: I am aware of each criterion assessed on the Florida Leadership Standards

Q4: The Professional Development I participate in impacts my effectiveness to motivate others

Q5: Student Achievement impacts educator motivation

Q6: Instructional Leadership impacts educator motivation

Q7: Organizational Leadership impacts educator motivation

Q8: Professional and Ethical Behavior impacts educator motivation

Q12: The school grade impacts my Florida Leadership Assessment

Q13: The school letter grade impacts teacher motivation

Q14: I am aware of and use a variety of strategies to motivate my teachers.

Q15: I am interested in learning about other methods and strategies to motivate my teachers.

Q16: I agree with my most recent annual evaluation regarding the Florida Leadership Standards

Q17: The Florida Leadership Standards impact motivation.

Q18: My performance as measured on the Florida Leadership Standards has an impact on educator motivation

The remaining questions involve responses linking the participants' annual assessment with the domains of the Florida Leadership Standards. The responses to choose from are the domains: Student Achievement, Instructional Leadership, Organizational Leadership, and Professional and Ethical Behavior. The questions are:

Q9: Of the four domains, which do you believe is MOST CRITICAL for 21<sup>st</sup> Century Skills?

Q10: Of the four domains, which has the greatest impact on job motivation?

Q11: Of the four domains, which is the most critical for SUCCESS in the 21<sup>st</sup> Century?

The open-ended questions allow the participants to respond to:

Q20: What do you believe impacts teacher motivation?

Q21: What do you believe your strengths are as you work with teachers?

### **Delimitations**

The delimitations of this study which may impact the results include:

- Only site based school principals will be involved with the study
- No other administrators at the district level or area offices will be included
- Honest responses of each participant
- Annual evaluation results of each participant as noted by supervisors and perceived by participants
- The recommended strategies created by the researcher which are based on survey data and experiences as an effective and/or highly effective school principal and included in a book of strategies linking leadership styles and motivation

### **Summary**

The methodology and procedures for this study described in detail within Chapter 3, will utilize a qualitative and quantitative approach (Leedy, et al., 2016). The context of this study will involve several school-based administrators in public schools throughout

the large, urban, southeast Florida public school district. The basis of this study will focus on the Professional Standards for Educational Leaders (National Policy Board for Educational Administration, 2015) and the Florida Leadership Standards (FLDOE, 2011).

Upon receiving permission to conduct the research through the Internal Review Boards from Lynn University and the large, urban, southeast Florida public school district, the researcher will utilize a mixed method of quantitative and qualitative approaches. The researcher will collect and analyze the data from the survey using the online software SurveyMonkey™ program. The analysis of the data will generate themes for the researcher to develop strategies in a guidebook for school leaders to successfully implement as they relate to the Florida Leadership Standards and job motivation.

## CHAPTER 4

### RESULTS

The results of this study reflect the impact of the school leader on teacher motivation. The data collected focused on the annual evaluation of school principals based on the Florida Leadership Competencies and their impact on educator motivation. SurveyMonkey™ was used to distribute the survey and analyze the data collected. The open-ended questions were analyzed by the researcher as data trends did not apply to these questions.

Upon approval from both Lynn University and the large, urban, southeast Florida public school district, an email was sent to the principals in this Florida school district inviting them to participate in the survey. Although this researcher sent the survey to 187 school principals, 16 were returned for various reasons, such as an invalid email address. It is unknown how many emails were considered “spam”, which may have caused several principals not to be able to respond to the survey at all. One principal personally emailed the researcher to report she was not able to access the survey. The survey link was sent to this principal two additional times and she still was not able to access it. Overall, 62 principals did respond to the survey and their results are reported and included as part of this study. The survey window was open from November 6, 2017 through November 30, 2017.

## Summary of Analyses

The analyses of the survey results indicate at least 62 principals participated in this study (Table 1). The data indicated more elementary principals than secondary principals responded with a total of fifty-six (56) principals responding and six (6) agreeing to participate but chose to not respond to the majority of the research survey questions. Although the eleven (11) secondary principals and forty-five (45) elementary principals responded to the survey questions, the survey questions had a range of fifty-six (56) to sixty-two (62) principals responding, overall. The survey analysis reflected participants were more likely to complete the survey in one sitting on a Tuesday or a Wednesday during the survey period. The most participants responding in one day was sixteen (16), who responded on the Wednesday before the Thanksgiving holiday and five (5) more responded the following day. A total of four more responded in the final week of the survey window. Although the survey window was open for four weeks, fifty-seven responded prior to the Thanksgiving vacation and five responded during the holiday vacation week, for a total of 62 principals who chose to participate in this survey. An important fact to note is although 62 agreed to participate, each question was responded to by fifty-six (56) principals and six (6) chose not to respond. It is not known why these 6 principals chose to participate in the survey but did not respond to any questions. They may have been interested in the survey but for unknown reasons chose not to respond or answer the questions.

Although this data does not appear to have significant relevance to the research, the analysis indicates school leaders are interested in the study and may be seeking means to motivate educators. School leaders are required to focus on school improvement goals such as increasing student achievement and many may need strategies and time to focus on motivating and inspiring staff to meet the goals. The analysis of the timeline in completing the survey indicates most surveys were completed the first two days of the survey window and the week prior to the Thanksgiving holiday vacation. This data appears to indicate there are school leaders who chose to immediately complete the given task, did so, with twenty-six (26) of the respondents completing the survey within the first two days of the survey window. Twenty six (26) other school principals chose to participate in the survey during the week prior to a school holiday vacation when there are not as many critical responsibilities occurring in the school center such as diagnostic testing, parent conferencing, or observations of teachers. The remaining ten (10) school principals randomly chose to respond at other points during the survey window.

**TABLE 1***Total school principal participation by day during the survey window*


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<u>Survey Window Week</u>	<u>NUMBER OF PARTICIPANTS</u>
Week 1: November 6-11	30
Week 2: November 12-19	27
Week 3: November 20-25	2
Week 4: November 26-30	3
<b>TOTAL NUMBER OF RESPONSE PARTICIPANTS: 62</b>	

---

**Summary Analysis of Survey Data**

An analysis of the survey data is compiled in several data analysis tables and charts of this information. The analysis reflects demographic information of the participants to include various elements the researcher believed were relevant to the purpose and intent of this research study. The demographic information included race, school level, years of experience as a school principal and current school grade. The summary analysis of demographic information, revealed all sixty-two (62) principals who chose to participate, answered the questions.

An analysis of the demographic information regarding the race of the school principal did not appear to have any significant impact on the survey participation nor results.

**Table 2**

***Demographic Information by Race***

- *Question 22: What is your race?*

---

<b>Race</b>	<b>Number of Participants</b>
<b>White</b>	<b>41</b>
<b>Black</b>	<b>7</b>
<b>Hispanic</b>	<b>8</b>
<b>Other</b>	<b>0</b>
<b>No Response</b>	<b>6</b>
<b>Total Number of Participants</b>	<b>62</b>

---

An analysis of the research survey question 23, asked the school principal to indicate the level of their school they currently serve. There are more elementary schools

in the district chosen for this survey so the analysis supports more elementary school principals participated in this survey than secondary.

**Table 3**

*Demographic Information by school level*

- *Question 23: What is your school level?*

---

<b>Elementary</b>	<b>Secondary</b>	<b>No Response</b>
45	11	6

---

Demographic information regarding the school leader's years of experience was analyzed for reporting in Table 4. The data was reported by years of experience as a school principal and did not include additional demographic information such as school level.

**Table 4***Demographic information of years of experience as a school principal*

- *Question 24: How many years of experience do you have as a school principal?*

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<b>Years of Experience</b>	<b>Number of School Principals</b>
0-3 Years	14
4-8 Years	23
9-12 Years	11
12 or more Years	8
No Response	6
<b>Total Number of School Principals Participating:</b>	<b>62</b>

---

The basic demographic questions included in this research survey involved the school grade. Within the survey, school principals were asked if they thought the school grade impacted their motivation and if it impacted their teachers' motivation thus the demographic school grade data was included in the study. The data analyzed for Table 5 addresses the overall school grade range for all school principals who participated in the research study. The analysis revealed six (6) school principals who agreed to participate in the study, did not respond to what their school grade was. There was an even number responding to their school as either a B or a C graded school, and almost half of the respondents working in A graded schools and a small amount in a D rated school. No school principals leading an F rated school were included, although the No Response

school principals may have been working in an F rated school, as this is inconclusive due to the lack of six school principals responding to this question.

**Table 5**

*Demographic information of current school letter grade*

- Question 25: What is your current school letter grade?

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School Grade	Number of School Principal Responses
A	25
B	13
C	13
D	5
F	0
No Response	6
Total Number of School Grades	62

---

Additional analysis of the survey questions focused on the Florida Leadership Standards and the school principals' responses to the impact the standards have on educator motivation. These questions are based on the factors gleaned from the literature review completed prior to this research study. Work completed by Susan Adams and compiled by the Gallup Poll in 2013, indicate twice as many employees are unhappy with their current position that those that are (Adams, 2013). The Gallup Poll of 2013, indicates 13% of employees are satisfied with their current positions stating, "employees

who feel a sense of passion for their work, a deep connection with their employer and they spend their days driving innovation and moving their company forward” (Adams, 2013). The qualitative questions included in this section of the analysis are based on the Florida Leadership Standards and the principals’ implementation of these standards. Overall, the principals strongly agree the domains of Instructional Leadership (N=49) and Organizational Leadership (N=45) are the key domains necessary to impact educator motivation (Table 6).

**TABLE 6**

*Florida Leadership Standards Impact on Educator Motivation*

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Standard Response	Strongly Agree	Agree	Disagree	Strongly Disagree	No Res
Student Achievement	35	21	0	0	6
Instructional Leadership	49	6	0	1	6
Organizational Leadership	45	10	1	0	6
Professional/Ethical Behavior	38	18	0	0	6

---

More than half of the surveyed principals strongly agree they implement various strategies to motivate their staffs (Question 14: 75%). All fifty-six (56) principal participants agree they are interested in learning about new strategies to motivate educators (Question 15: 100%). Data revealed school principals agree the school grade

has less of an impact on principal motivation than it does on educator motivation. Thirty-two (32) principals strongly agreed the school letter grade impacts their motivation (Question 12: 57.14%) and thirty-nine (39) principals strongly agree (Question 13: 69.64%), the school grade impacts teacher motivation.

When analyzing the results of the open-ended questions, Questions 20 and 21, a range of responses with various themes were shared by the fifty-six (56) principals who responded. National and state mandates such as the No Child Left Behind Act in 2001, increased teacher accountability and student achievement. These mandates require school leaders and teachers to create optimum learning environments to close the achievement gap and help all students succeed. In the book, “The Change Leader”, author Michael Fullan addresses five essential components all school leaders must possess to address these needs: “moral purpose, an understanding of the change process, the ability to improve relationships, knowledge creating and sharing, and coherence making” (Fullan, 2002, p.18). School principals must understand their own moral purpose and embrace the change process focusing on sharing a vision on higher performance standards and creating learning cultures necessary to improve teacher motivation and increase student achievement. The responses included in Chart 1 address this as principals shared what they believe impacts teacher motivation (Question 20) and shared their strengths working with their teachers (Question 21). Common themes such as instructional leadership, communication, and a positive culture strongly impact teacher motivation. One principal shared he/she believed the school grade impacts motivation but believed it has a negative impact more than a positive one.

## **CHART 1**

### ***OPEN-ENDED QUESTIONS***

The analysis of the open-ended questions resulted in several common themes and responses and has been noted as such. These questions and results are:

#### **Question 20: What do you believe impacts teacher motivation?**

- Student engagement
- Leadership and being respected and recognized by principals
- Positive culture, high student achievement, support for their work and their colleagues
- School grades strongly impact motivation (*\*however it has a negative impact rather than positive. People who become teachers do it because they are intrinsically motivated and are motivated to help people, not to achieve a school grade.*) \*Direct response from one school principal on this survey question

#### **Question 21: What do you believe your strengths are as you work with teachers?**

- Motivating teachers, trust, collaboration, mentoring and supporting, coaching and building a culture of family with compassion and empathy – listening, feedback, care, support, love, empower them to grow
- Creating a positive culture, recognizing staff for great things they do
- Interpersonal skills; building relationships – supportive, positive, solution focused relationships, openness and concern for staff
- Organizational ability to use resources to maximize time
- Curriculum and instructional leadership – knowledge
- Professional Development and Professional Learning Communities
- School-based decision making
- Helping teachers set realistic goals and understanding student current levels
- Transparency and high expectations
- The ability to implement curriculum and instructional designs to maximize educators' strengths while ensuring student achievement and rigor within that design.

### Summary of the Analyses of the Research Study

The analyses of the research study concluded that there are significant similarities amongst all principals regarding how leadership motivates educators. As principals responded directly about the leadership domains (Student Achievement, Instructional Leadership, Organizational Leadership, and Professional and Ethical Leadership), the primary domain focused on Instructional Leadership as having the most impact (Q.6 strongly agree) on educator motivation (87.50%), followed by Organizational Leadership (Q7: 80.36%), Professional and Ethical Behavior (Q8: 67.86%) and lastly, Student Achievement (Q.5: 62.50%). The Florida Leadership Domain school principals responded that had the greatest impact on job motivation was more evenly distributed amongst all four domains with 36% in agreement with Instructional Leadership, followed by Organizational Leadership (25%), Student Achievement (21%) and Professional and Ethical Behavior with 18% (Q. 10).

The leadership domain impacting the most critical skills for the 21<sup>st</sup> Century Skills was also Instructional Leadership (Q.9) with 73.21% strongly agreeing. When asked of the four domains, which one is the *most critical for success* in the 21<sup>st</sup> Century, 82% of the Principals were in agreement with the Instructional Leadership Domain, 32% agreed on Student Achievement, 11% on Organizational Leadership, and 7.14% on Professional and Ethical Behavior (Q.11). Interesting to note that approximately 23% more principals believed Instructional Leadership is needed for the 21<sup>st</sup> Century but not critical for success.

The overall data analysis of this research study indicates a strong agreement with instructional leadership (Q.6: 88%), the school letter grade (Q.13: 70%), and student achievement (Q. 5: 62%) as significant factors impacting educator motivation. Although most principals strongly agree they are aware of and use a variety of strategies to motivate teachers (Q. 14: 75%), an additional 73.21% (Q.15) are interested in learning about other methods and strategies to motivate teachers. Professional Development strongly impacts 34% (Q. 4) of the principals and school principals agree the school letter grade impacts the principals' Florida Leadership Assessment by 95% (Q. 12) with 84% in agreement the assessment impacts school principals' motivation (Q.18). School principals agree *Student Achievement* impacts educator motivation by 100% (Q. 5). Overall, school principals agree (Q. 19) the *school grade* impacts their motivation by 91% and teacher motivation by 97% (Q. 13).

The Florida Leadership Standards include four domains that 96% of school principals are in agreement they are aware of each criterion included within the standards (Q.3) Most school principals agree (89%) with their most recent annual evaluations regarding the Florida Leadership Standards (Q.16). When asked if the Florida Leadership Standards impact motivation (Q. 17), 80% agreed it does with 2% in strong disagreement that the standards have no impact on motivation. School principals agree they impact teacher motivation as they strive to build a community of learners and achievers, working together to increase student achievement (Q.20 and Q 21). Basic themes of support, coaching, guidance and mentoring are all skills most school principals listed as their strengths working with teachers to increase motivation.

## CHAPTER 5

### SUMMARY OF RESULTS

Throughout this research study, school principals participating in the survey, identified leadership skills such as communication, trust, and coaching directly impacting teacher motivation. When school leaders work directly with their staff, as instructional leaders to increase student achievement, this impacts educator motivation the most. School leaders are most interested in seeking additional strategies and techniques to motivate educators and continue to increase student achievement.

#### **Conclusions**

As school districts across our nation struggle with the retention of teachers, the decline in those entering the teaching profession, and the increased focus on student achievement, they must find a means of motivating educators. Teaching is a “work of heart” that must be nurtured, strengthened, and continually nourished to have the greatest impact on the future of America, our children. School leaders have a responsibility to mentor teachers, coach them and guide them to continued success. This success will be reflected in their daily teaching lessons, the academic success of the students with whom they instruct and learn with, and ultimately, impact motivation, not only for the teacher, but for the student and the school leader as well.

The purpose of this research study was to determine the impact of the leader on educator motivation. The research explored the relationship between the school

principals' Florida Leadership Standards and educator motivation. This research documents the importance and relevance of the school leader having an impact on educator motivation. Strategies, methods, and skills are needed by school leaders to increase their effectiveness in motivating educators.

### **Review of Methods and Variables**

A mixed-method design was used to determine the impact of the school leadership skills and educator motivation. Participants of the study included sixty-two principals from a large, urban Florida school district who responded to the survey consisting of Likert scale type questions and several open-ended questions linked to the Florida Leadership Standards. Results from the survey were analyzed and interpreted based on the intent and context of the research study. The data collected from the survey were presented in tables and charts with a brief synopsis of overall domains of agreement amongst the participants.

### **Summary of Results**

The results of the survey indicate that the leadership domains of Instructional Leadership and Student Achievement are critical for educator motivation. As a former school principal, this researcher agrees with most school principals who believe motivating teachers involves coaching, guidance, and effective communication. Many are seeking other methods to motivate teachers in order to increase student achievement. The domains of the Florida Leadership Standards are critical to motivating educators and

school leaders agree the school letter grade is not the only factor that influences motivation.

### **Limitations**

The conclusions of this study were based on the survey input from those who actually participated in the survey. Although sixty-two (62) school principals agreed to participate, only fifty-six (56) actually answered all questions. Other limitations included those who were not able to access the survey for unknown reasons and the unknown number of those who may never have received the survey. This researcher was granted the public records request which supplied the email addresses for all 187 principals in the district, yet during the process of sending the email to participate in the survey, some were returned as “undeliverable”. The survey window was open during what would be a less demanding time of the year, November, which should have afforded principals optimum time to participate. The researcher did not contact senior staff to promote participation of school principals and with a fairly recent change in upper level administration throughout the district, many principals may have been hesitant to complete the survey.

### **Recommendations for Future Research**

Leadership standards are common throughout the world but how they are linked to educator motivation is often left to the individual. At the time of this research study, the Florida Leadership domains (FLDOE, 2011) specifically addressed strategies needed to work with staff, students, and the community. The results of this research study

support a need to provide school leaders with additional strategies, techniques, and skills to increase motivation (Question 15). When asked if they would be interested in learning other methods and strategies to motivate teachers, all 56 respondents agreed with 41 of them in strong agreement.

The results of this study indicate 50% of the participants agree there is a need to focus on skills needed for success in the 21<sup>st</sup> Century and 73.21% believe Instructional Leadership is the most critical skill they must possess as school leaders. School leaders are interested in learning about other methods and strategies to motivate others to focus on these skills (Questions 15: 73.21%). Principals use strategies to increase teacher motivation (Question 14 = 75%) but overall 100% agree they are interested in learning new ideas to motivate their teachers (Question 15). School principals focus on communication, working with others, coaching, guiding, and mentoring them and are interested in learning new ways to continue to do so (Questions 20 and 21).

As school leaders work to implement the Professional Standards for Education Leaders (NPBEA, 2015), they must provide a mission, vision, and core values. Professional Learning Communities must focus on equity, cultural responsiveness, curriculum, instruction, and assessment, which will encourage all to want to achieve more, together, in order to increase student achievement (NPBEA, 2015). Motivation must begin within one's self in order to motivate others. One "motivating moment" on any given day, in any situation, may make the difference needed to increase student achievement and improve educator motivation and success. As Rick Dufour and Mike

Mattos believe, “the most powerful strategy for improving both teaching and learning, is not by micromanaging instruction but by creating the collaborative culture and collective responsibility of a professional learning community (PLC)” (Dufour, et al, 2013).

### **Summary**

The beginnings of this research study began with the thought, “People may forget what you said – but they will never forget how you made them feel” (Evans, 1971) with a more recent version quoted by poet, Maya Angelou, “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel” (Gallo, 2014). Across our nation, educators seek job satisfaction (Gallup, 2013). They want to “feel a sense of passion for their work, a deep connection with their employer” (Adams, 2013). One might agree with TED Talk speaker, Dan Pink as he shares the importance of praising teachers (TED Conferences, 2009). He believes if we focus on providing frequent feedback and compliments of proficiency, we will increase and inspire them to achieve more and do more. Motivation inspires others to feel the excitement of a new challenge, the belief in themselves they can do anything they set their minds to do. Johnson, Rochkind, & Doble believe “principal transformers had a vision of what their schools might be like” and “focus on creating a culture in which each child can learn. Giving up is not an option.”(Johnson, et al. 2008, p.3). School leaders must not let this fade. They work with teachers and children who do not come with a barcode of price tag attached but they do come with an attitude of hope, a willingness and

an eagerness to learn, and with a dream that needs to be discovered, nurtured, and loved. Without them, school leaders cannot make their dreams a reality...they simply do what they can, with all they have, with each one with whom they work. They strive to help them discover, believe in themselves and achieve more. As instructional leaders, school principals believe they can motivate teachers to help children succeed, achieve, and do all they can as they teach, guide, coach, and live in the world of today in order to build a better tomorrow (Chart 1: Questions 20 and 21).

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**APPENDIX A – Request for IRB Approval**

To Whom It May Concern:

I am a doctoral candidate at Lynn University conducting a study on the leadership standards school principals are evaluated on each year and their effects on educator motivation. I have received approval from the Instructional Review Board at Lynn University to conduct the study and am respectfully requesting the same from your district.

Attached, please find your district's completed IRB forms. I am available for questions and concerns via phone, 561 XXX-XXXX or email ssaintjohn@XXXXXXXX.

Thank you for your time and consideration.

Sincerely,

Susan Saint John

Lynn University Doctoral Candidate

**APPENDIX B Public Records Request**

## Public Records Request

I am a doctoral student at Lynn University and have secured approval from both Instructional Review Boards of Lynn University and your school district to conduct my study. I am respectfully requesting the email addresses of all 187 public school principals in order that I may send them an email explaining the survey and requesting their permission to participate.

I am available to personally retrieve the listing or you may send it to ssaintjohn@XXXXXXXXX or Susan Saint John, XXX XXXXXXXX XXXXX, West Palm Beach, FL

Please let me know if you have any questions or concerns. I look forward to your prompt response.

Thank you.

Sincerely,

Susan Saint John

Lynn University Doctoral Candidate

## **APPENDIX C Consent Request**

### **INFORMED CONSENT/PURPOSE OF THE RESEARCH**

The purpose of this research is to investigate the link between leadership competencies and educator motivation. Specific Procedures for your participation in this study will assist in learning how leadership competencies impact educator motivation. You will be asked to answer a series of Likert Scale questions, share your opinions about motivation and the Florida Leadership Standards, and a few demographic information inquiries.

The total duration of your participation should be approximately 30 minutes to complete the survey. There will be no compensation for your participation. This online survey is strictly voluntary and no penalty will be imposed for non-participation. There are minimal risks in participating in the survey. However, if you feel uncomfortable at any point in the survey, you may press the “X” button in the upper right-hand corner of the survey and exit out of the survey.

There are no benefits for answering the survey questions, however, you may enjoy sharing your knowledge, expertise, and thoughts as they relate to educator motivation and the Florida Leadership competencies.

I give my OK as consent to participate in the survey.

## APPENDIX D – Survey Questions

Q1. I am aware of each criterion assessed on the Florida Leadership Standards.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q2. I believe my performance as measured on the Florida Leadership standards has an influence on job motivation.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q3. The Professional Development I participate in impacts my effectiveness to motivate others as measured on the Florida Leadership Standards.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q4. I believe the Florida Leadership Standards impact job motivation among educators.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q5. I believe the school grade impacts my Florida leadership Assessment.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q6. I believe the school grade impacts my motivation.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q7. I believe the school letter grade impacts teacher motivation.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q8. I am aware of and use a variety of strategies to motivate my teachers.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q9. I am interested in learning about other methods and strategies to motivate my teachers.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q10. I agree with my most recent annual evaluation regarding the Florida Leadership Standards.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q11. I participate in Professional Development to enhance my effectiveness as measured on the Florida Leadership Standards.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q12. I believe STUDENT ACHIEVEMENT impacts educator motivation.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q13. I believe INSTRUCTIONAL LEADERSHIP impacts educator motivation.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q14. I believe ORGANIZATIONAL LEADERSHIP impacts educator motivation.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q15. I believe PROFESSIONAL AND ETHICAL BEHAVIOR impacts educator motivation.

*Strongly Agree*      *Agree*      *Disagree*      *Strongly Disagree*

Q16. Of the four domains, which one do you believe is *most critical for success* for 21st Century Skills?

\_\_\_\_\_ *Student Achievement*                      \_\_\_\_\_ *Instructional Leadership*

\_\_\_\_\_ *Organizational Leadership*                      \_\_\_\_\_ *Professional and Ethical Behavior*

Q17. What do you believe impacts educator motivation the most?

Q18. Do you believe the Florida Leadership Standards impact educator motivation? Explain why or why not.

Q19. What do you perceive your strengths are as you work with educators?