Analysis Report

This report is structured as follows.

Contents

Sample Characterization

The table below shows the frequency of participants under each demographic variable.

The provided tables offer a detailed breakdown of the distribution of experience in years among classroom teachers and principals. In the initial dataset, the categorization of experience years for classroom teachers and K-3 classroom teachers is similar, with most individuals falling within the 6-10 years range (47.4% and 31.6% respectively). However, there is a notable difference in the distribution of experience among principals, where the largest group is those with less than 5 years of experience (42.1%).

		Count	Column N %
Years as a classroom teacher	11-15 yrs	19	14.3%
	16+ years	9	6.8%
	6-10 yrs	63	47.4%
	Less than 5 yrs	41	30.8%
	None	1	0.8%
Years as a K-3 classroom teacher	11-15 yrs	50	37.6%
	16-20 yrs	6	4.5%
	21+ yrs	3	2.3%
	6-10 yrs	42	31.6%
	Less than 5 yrs	32	24.1%
Years as a principal	11-15 yrs	25	18.8%
	16-20 yrs	10	7.5%
	21+ yrs	5	3.8%
	6-10 yrs	37	27.8%
	Less than 5 yrs	56	42.1%

Some subgroups showed small representativeness with very few respondents. So, in order to enhance the statistical power of further tests to be conducted, the variables were recoded and some categories were grouped with others. The table below shows the final groups.

		Count	Column N %
Years as a classroom teacher	11-15 yrs	19	14.3%
	16+ years	9	6.8%
	6-10 yrs	63	47.4%
	Less than 5 yrs	42	31.6%
Years as a K-3 classroom teacher	11-15 yrs	50	37.6%
	16+ yrs	9	6.8%
	6-10 yrs	42	31.6%
	Less than 5 yrs	32	24.1%
Years as a principal	11-15 yrs	25	18.8%
	16+ yrs	15	11.3%
	6-10 yrs	37	27.8%
	Less than 5 yrs	56	42.1%

Descriptive Statistics

The table below presents a reliability analysis of various self-efficacy measures and other constructs related to educational leadership and practice. The columns display the mean scores, standard error of mean, standard deviation, and Cronbach's alpha (α) for each construct. All scales had Alphas higher than 0.700, suggesting good levels of reliability.

	Mean	Standard Error of Mean	Standard Deviation	α
CAScurric17a	3.669	0.095	1.099	
CASgoals17b	3.729	0.092	1.060	
CASwkload17c	3.466	0.096	1.112	
Self-Efficacy: Creating Appropriate Structure	3.622	0.075	0.861	0.700
LMLOmotivate18a	3.722	0.094	1.090	
LMLOperf18b	3.602	0.097	1.121	
LMLOencor18c	3.722	0.090	1.032	
Self-Efficacy: Leading and Managing the Learning Organization	3.682	0.079	0.912	0.796
Self-Efficacy: School Self-Evaluation (school data) for School Improvement	3.556	0.100	1.157	NA
Self-Efficacy: Developing a Positive Climate	3.669	0.093	1.071	NA
ECPobservation21a	3.699	0.100	1.148	
ECPfeedback21b	3.774	0.088	1.012	
ECPresearch21c	3.827	0.086	0.989	
Self-Efficacy: Evaluating Classroom Practices	3.767	0.075	0.869	0.772
MLstudent22a	3.699	0.097	1.115	
MLclassprac22b	3.722	0.094	1.090	
MLsystem22c	3.624	0.099	1.145	
Self-Efficacy: Monitoring Learning	3.682	0.083	0.960	0.824
Self-Efficacy Overall Comp	3.677	0.071	0.824	0.942
PL1	3.571	0.106	1.227	
PL2	3.496	0.116	1.341	
PL3	3.526	0.115	1.323	
PL4	3.436	0.108	1.245	
Past professional learning experiences	3.508	0.088	1.010	0.796
ControlC1	3.180	0.101	1.167	
ControlC2	3.128	0.097	1.117	
Feelings of control over curriculum/assessments	3.154	0.091	1.054	0.825
Prep1	3.579	0.088	1.017	
Prep2	3.519	0.089	1.027	
Prep3	3.609	0.088	1.014	
Prep4	3.662	0.083	0.960	
Prep5	3.617	0.088	1.013	
Prep6	3.805	0.102	1.177	
Prep7	3.579	0.115	1.327	
Feeling prepared to lead various data-related tasks	3.624	0.064	0.741	0.816
MTSS Importance	3.925	0.112	1.289	NA

The scores of the items were averaged for each scale and the level of normality was assessed using Skewness and Kurtosis (table below). All levels are within the -1.5 and +1.5 range, which suggest there is no strong deviations from normality that would be of concern.

Descriptive Statistics

	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Self-Efficacy: Creating Appropriate Structure	-0.019	0.210	-0.643	0.417
Self-Efficacy: Leading and Managing the Learning Organization	-0.312	0.210	-0.516	0.417
Self-Efficacy: Evaluating Classroom Practices	-0.299	0.210	-0.643	0.417
Self-Efficacy: School Self-Evaluation (school data) for School Improvement	-0.437	0.210	-0.733	0.417
Self-Efficacy: Developing a Positive Climate	-0.544	0.210	-0.118	0.417
Self-Efficacy: Monitoring Learning	-0.295	0.210	-0.790	0.417
Self-Efficacy Overall Comp	-0.062	0.210	-0.888	0.417
Past professional learning experiences	-0.310	0.210	-0.685	0.417
Feelings of control over curriculum/assessments	-0.233	0.210	-0.784	0.417
TeamComp	-0.522	0.210	-0.191	0.417
PrepComp	-0.379	0.210	-0.711	0.417
Feeling prepared to lead various data-related tasks	-0.231	0.210	-0.697	0.417
MTSS Importance	-1.367	0.210	1.420	0.417
MTSS Knowledge & Familiarity	0.169	0.210	-1.218	0.417

Statistical Comparisons

The tables below present results from a one-way ANOVA with pairwise comparisons to assess the impact of the number of years served as a principal or teacher on various self-efficacy measures and other educational leadership constructs.

The first table shows the results of the tests comparing years as classroom teacher.

	Years as a classroom teacher				F	p
	Less than 5 yrs	6-10 yrs	11-15 yrs	16+ years		
	Mean	Mean	Mean	Mean		
Self-Efficacy: School Self-Evaluation (school data) for School Improvement	3.690_{a}	3.397_{a}	3.526_{a}	4.111_{a}	1.289	0.281
Self-Efficacy: Developing a Positive Climate	$3.786_{a,b}$	3.429_{b}	$3.789_{a,b}$	4.556_{a}	3.555	0.016
Self-Efficacy: Creating Appropriate Structure	$3.714_{a,b}$	3.439_{b}	$3.702_{a,b}$	4.296_{a}	3.146	0.027
Self-Efficacy: Leading and Managing the Learning Organization	3.841_{a}	3.450_{a}	3.807_{a}	4.296_{a}	3.453	0.019
Self-Efficacy: Evaluating Classroom Practices	$3.849_{a,b}$	3.534_{b}	$4.070_{a,b}$	4.370_{a}	4.116	0.008
Self-Efficacy: Monitoring Learning	$3.778_{a,b}$	3.460_{b}	$3.860_{a,b}$	4.407_{a}	3.357	0.021
Self-Efficacy Overall Comp	$3.787_{a,b}$	3.463_{b}	$3.831_{a,b}$	4.341_{a}	4.115	0.008
Past professional learning experiences	3.655_{a}	3.302_{a}	3.711_{a}	3.833_{a}	1.768	0.157
Feelings of control over curriculum/assessments	3.262_{a}	2.889_{a}	3.184_{a}	4.444_{b}	6.763	0.000
TeamComp	$3.524_{b,c}$	3.405_{b}	$3.658_{a,b}$	4.444_{a}	3.967	0.010
PrepComp	3.671_{a}	3.562_{a}	3.684_{a}	4.156_{a}	1.539	0.208
Feeling prepared to lead various data-related tasks	$3.629_{a,b}$	3.517_{b}	$3.677_{a,b}$	4.238_{a}	2.628	0.053
MTSS Importance	4.238_{a}	3.698_{a}	3.947_{a}	4.000_{a}	1.505	0.216
MTSS Knowledge & Familiarity	2.262_{a}	2.492_{a}	3.053_{a}	2.556_{a}	0.952	0.418

Note: Values in the same row and subtable not sharing the same subscript are significantly different at p< ,05 in the two-sided test of equality for column means. Cells with no subscript are not included in the test. Tests assume equal variances.[1]

In the domain of 'Self-Efficacy: Developing a Positive Climate', a significant difference was found across years of experience, F(3, 132) = 3.555, p = .016. Teachers with 16+ years of experience (M = 4.556) rated their self-efficacy higher compared to those with 6-10 years (M = 3.429). A similar pattern emerged in 'Self-Efficacy: Creating Appropriate Structure', with significant differences, F(3, 132) = 3.146, p = .027, and the highest mean self-efficacy reported by teachers with 16+ years (M = 4.296).

'Self-Efficacy: Leading and Managing the Learning Organization' also showed a significant effect, F(3, 132) = 3.453, p = .019, with more experienced teachers (16+ years) reporting higher self-efficacy (M = 4.296). For 'Self-Efficacy: Evaluating Classroom Practices', the analysis yielded significant

differences, F(3, 132) = 4.116, p = .008, again with teachers in the 16+ years category (M = 4.370) showing higher self-efficacy.

The overall composite score for self-efficacy (Self-Efficacy Overall Comp) reported significant differences as well, F(3, 132) = 4.115, p = .008, with the highest mean score observed for teachers with 16+ years of experience (M = 4.341).

A particularly strong difference was found in 'Feelings of control over curriculum/assessments', F(3, 132) = 6.763, p < .001. Teachers with 16+ years of experience (M = 4.444) rated their feelings of control significantly higher than those with less experience. 'TeamComp' also exhibited significant differences, F(3, 132) = 3.967, p = .010, with the highest ratings from teachers with 16+ years (M = 4.444).

The next table shows the same results for K-3 classroom teacher experience.

	Years as a K-3 classroom teacher				F	p
	Less than 5 yrs	6-10 yrs	11-15 yrs	16+ yrs		
	Mean	Mean	Mean	Mean		
Self-Efficacy: School Self-Evaluation (school data) for School Improvement	3.688_{a}	3.714_{a}	3.280_{a}	3.889_{a}	1.618	0.188
Self-Efficacy: Developing a Positive Climate	$3.938_{a,b}$	$3.667_{a,b}$	3.360_{a}	4.444_{b}	3.866	0.011
Self-Efficacy: Creating Appropriate Structure	3.781_{a}	3.730_{a}	3.360_{a}	4.000_{a}	2.816	0.042
Self-Efficacy: Leading and Managing the Learning Organization	3.792_{a}	3.762_{a}	3.473_{a}	4.074_{a}	1.717	0.167
Self-Efficacy: Evaluating Classroom Practices	3.990_{a}	3.786_{a}	3.580_{a}	3.926_{a}	1.598	0.193
Self-Efficacy: Monitoring Learning	$3.792_{a,b}$	3.905_{b}	3.327_{a}	$4.222_{a,b}$	4.446	0.005
Self-Efficacy Overall Comp	3.835_{a}	3.781_{a}	3.419_{a}	4.071_{a}	3.078	0.030
Past professional learning experiences	3.281_{a}	3.762_{a}	3.320_{a}	4.167_{a}	3.456	0.018
Feelings of control over curriculum/assessments	2.937_{a}	3.429_{a}	3.000_{a}	3.500_{a}	2.134	0.099
TeamComp	3.484_{a}	3.583_{a}	3.470_{a}	4.056_{a}	1.193	0.315
PrepComp	3.569_{a}	3.852_{a}	3.460_{a}	4.111_{a}	3.187	0.026
Feeling prepared to lead various data-related tasks	3.545_{a}	3.776_{a}	3.463_{a}	4.095_{a}	2.825	0.041
MTSS Importance	4.219_{a}	4.167_{a}	3.520_{a}	4.000_{a}	2.814	0.042
MTSS Knowledge & Familiarity	3.906_{b}	2.071_{a}	2.000_{a}	2.333_{a}	12.186	0.000

Note: Values in the same row and subtable not sharing the same subscript are significantly different at p< ,05 in the two-sided test of equality for column means. Cells with no subscript are not included in the test. Tests assume equal variances.[1]

'Self-Efficacy: Developing a Positive Climate' showed a significant difference across the years of experience, F(3, 132) = 3.866, p = .011, with teachers having 16+ years of experience (M = 4.444) reporting higher self-efficacy compared to those with 11-15 years (M = 3.360). 'Self-Efficacy:

Creating Appropriate Structure' also revealed significant differences, F(3, 132) = 2.816, p = .042, with the most experienced teachers again showing higher self-efficacy (M = 4.000).

For 'Self-Efficacy: Monitoring Learning', the ANOVA results were significant, F(3, 132) = 4.446, p = .005, highlighting a difference in self-efficacy levels with the highest reported by those with 16+ years (M = 4.222). The overall composite score for self-efficacy (Self-Efficacy Overall Comp) also indicated significant differences, F(3, 132) = 3.078, p = .030, with the highest mean score for teachers with 16+ years of experience (M = 4.071).

'Past professional learning experiences' was another construct showing significant differences, F(3, 132) = 3.456, p = .018, where teachers with 16+ years reported a higher mean score (M = 4.167). 'PrepComp' and 'Feeling prepared to lead various data-related tasks' both indicated significant differences, F(3, 132) = 3.187, p = .026 and F(3, 132) = 2.825, p = .041, respectively, with the most experienced teachers reporting higher preparedness (M = 4.111 and M = 4.095, respectively).

A notable finding was in 'MTSS Knowledge & Familiarity', which showed a highly significant difference, F(3, 132) = 12.186, p < .001. Teachers with less than 5 years of experience reported the highest self-efficacy (M = 3.906), which is distinct from the trend observed in other constructs.

Significant differences were found across several self-efficacy constructs with respect to years of experience as a principal (table below).

	Years as a principal				F	p
	Less than 5 yrs	6-10 yrs	11-15 yrs	16+ yrs		
	Mean	Mean	Mean	Mean		
Self-Efficacy: School Self-Evaluation (school data) for School Improvement	3.964_{b}	3.243_{a}	3.040_{a}	$3.667_{a,b}$	5.420	0.002
Self-Efficacy: Developing a Positive Climate	4.018_{b}	3.378_{a}	2.920_{a}	4.333_{b}	10.882	0.000
Self-Efficacy: Creating Appropriate Structure	3.863_{b}	$3.432_{a,b}$	3.240_{a}	$3.822_{a,b}$	4.263	0.007
Self-Efficacy: Leading and Managing the Learning Organization	4.006_{c}	$3.405_{a,b}$	3.160_{a}	$4.022_{b,c}$	8.022	0.000
Self-Efficacy: Evaluating Classroom Practices	4.065_{b}	3.532_{a}	3.307_{a}	$4.000_{a,b}$	6.529	0.000
Self-Efficacy: Monitoring Learning	4.042_{c}	$3.505_{a,b}$	2.960_{a}	$3.978_{b,c}$	9.884	0.000
Self-Efficacy Overall Comp	3.994_{c}	$3.446_{a,b}$	3.140_{a}	$3.962_{b,c}$	9.354	0.000
Past professional learning experiences	3.808_{b}	3.243_{a}	3.090_{a}	$3.733_{a,b}$	4.500	0.005
Feelings of control over curriculum/assessments	3.268_{a}	3.068_{a}	2.960_{a}	3.267_{a}	0.635	0.594
TeamComp	3.679_{a}	3.351_{a}	3.400_{a}	3.800_{a}	1.670	0.177
PrepComp	3.861_{b}	$3.503_{a,b}$	3.336_{a}	$3.787_{a,b}$	3.421	0.019
Feeling prepared to lead various data-related tasks	3.809_{a}	3.459_{a}	3.354_{a}	3.790_{a}	3.291	0.023

MTSS Importance	4.393_{b}	$3.784_{a,b}$	3.280_{a}	$3.600_{a,b}$	5.529	0.001
MTSS Knowledge & Familiarity	$2.821_{b,c}$	2.703_{b}	1.520_{a}	$2.467_{a,b}$	3.872	0.011

Note: Values in the same row and subtable not sharing the same subscript are significantly different at p< ,05 in the two-sided test of equality for column means. Cells with no subscript are not included in the test. Tests assume equal variances.[1]

For 'Self-Efficacy: School Self-Evaluation for School Improvement', a significant effect of experience was observed, $F(3, 132) = 5.420$, $p = .002$, with those having less than 5 years ($M = 3.964$, $p < .05$) and more than 16 years ($M = 3.667$, $p < .05$) reporting higher self-evaluation scores compared to those with 6-10 years ($M = 3.243$) and 11-15 years ($M = 3.040$).

A notable effect was also seen in 'Self-Efficacy: Developing a Positive Climate', with the ANOVA yielding $F(3, 132) = 10.882$, $p < .001$. Principals with more than 16 years of experience ($M = 4.333$, $p < .001$) and those with less than 5 years ($M = 4.018$, $p < .05$) rated their self-efficacy higher compared to their counterparts with 6-10 years ($M = 3.378$) and 11-15 years ($M = 2.920$) of experience.

'Self-Efficacy: Creating Appropriate Structure' showed significant differences as well, $F(3, 132) = 4.263$, $p = .007$, indicating that experience as a principal contributes to variability in this self-efficacy measure. Similar significant results were found in the self-efficacy constructs for leading and managing the learning organization, evaluating classroom practices, and monitoring learning, all showing higher means for principals with less than 5 years and more than 16 years of experience, indicating a U-shaped relationship between years of experience and self-efficacy levels.

The overall composite score for self-efficacy (Self-Efficacy Overall Comp) also indicated significant differences, $F(3, 132) = 9.354$, $p < .001$, suggesting that this broader self-efficacy measure is sensitive to the years of experience as a principal.

On the other hand, 'Feelings of control over curriculum/assessments' and 'TeamComp' did not show significant differences across the years of experience, $F(3, 132) = 0.635$, $p = .594$ and $F(3, 132) = 1.670$, $p = .177$, respectively, implying that these feelings of control and team competence perceptions are stable regardless of how long one has served as a principal.

Regression Models

This section presents the results of multiple regression models. The first model was used to assess the influence of demographic variable, MTSS Knowledge and Past professional learning on Self-Efficacy.

The model was significant, $F(11) = 13.143$, $p < 0.001$, $R^2 = 0.503$. The table below shows the model coefficients.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.225	0.272		8.185	0.000
	Years as a K-3 classroom teacher 16+	-0.293	0.252	-0.090	-1.163	0.247
	Years as a K-3 classroom teacher 11-15	-0.259	0.154	-0.153	-1.680	0.095
	Years as a K-3 classroom teacher 6-10	-0.200	0.156	-0.113	-1.284	0.202
	Years as a classroom teacher 16+	0.581	0.239	0.178	2.430	0.017
	Years as a classroom teacher 11-15	0.165	0.182	0.070	0.906	0.367
	Years as a classroom teacher 6-10	0.030	0.131	0.018	0.231	0.818
	Years as a principal 16+	-0.100	0.195	-0.038	-0.509	0.611
	Years as a principal 11-15	-0.445	0.168	-0.212	-2.642	0.009
	Years as a principal 6-10	-0.297	0.137	-0.162	-2.166	0.032
	MTSS Knowledge & Familiarity	0.011	0.036	0.023	0.305	0.761
	Past professional learning experiences	0.486	0.056	0.596	8.735	0.000

a. Dependent Variable: Self-Efficacy Overall Comp

In terms of unstandardized coefficients, 'Years as a classroom teacher 16+' showed a significant positive effect on self-efficacy ($B = 0.581$, $SE = 0.239$, $p = 0.017$), indicating that teachers with more than 16 years of experience have higher self-efficacy scores compared to those with less than 5 years. This finding aligns with the notion that extensive classroom experience enhances self-efficacy.

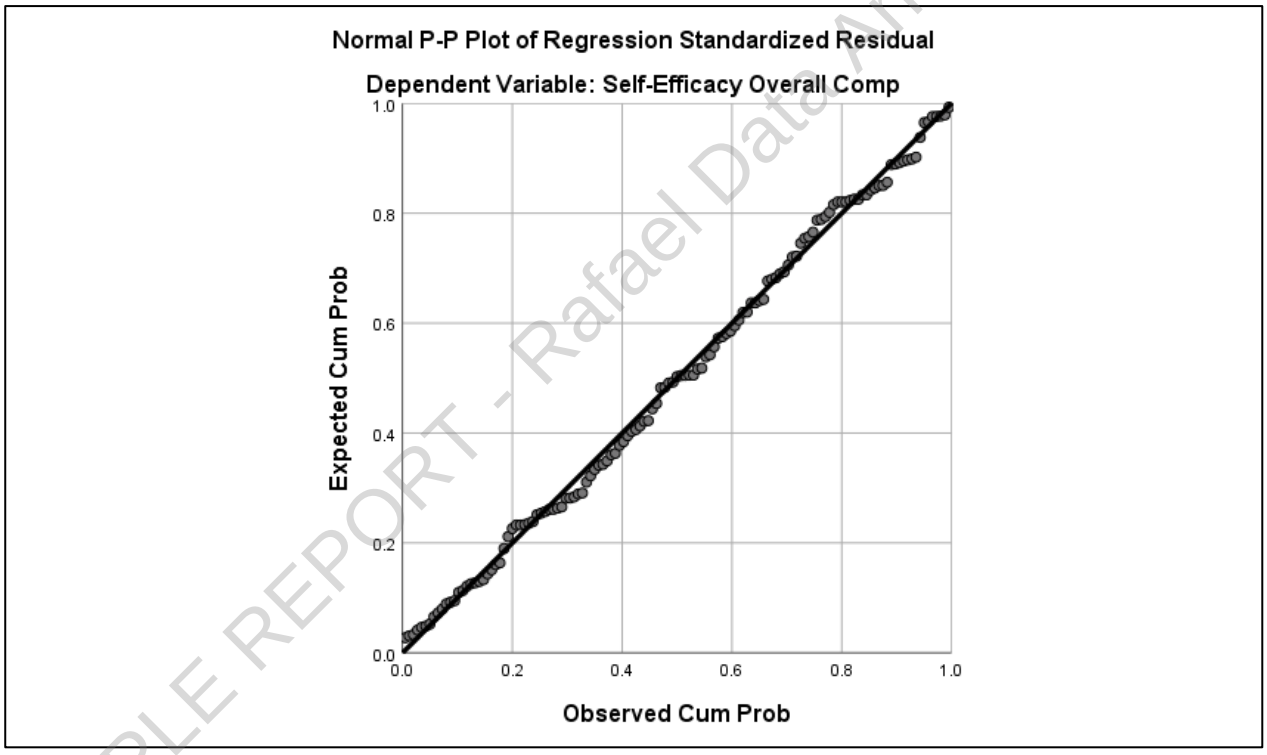
'Past professional learning experiences' also emerged as a strong positive predictor ($B = 0.486$, $SE = 0.056$, $p < 0.001$), affirming the influential role of professional development in fostering self-efficacy.

However, 'Years as a principal' with 11-15 years (B = -0.445, SE = 0.168, p = 0.009) and 6-10 years (B = -0.297, SE = 0.137, p = 0.032) were associated with lower self-efficacy compared to the reference group, which may suggest that mid-range experience in a principal role does not necessarily translate to higher self-efficacy in overall competencies.

Notably, none of the coefficients for 'Years as a K-3 classroom teacher' across various experience levels reached statistical significance, indicating that within this model, the number of years in a K-3 teaching role does not significantly predict self-efficacy when compared to the baseline of less than 5 years of experience.

'MTSS Knowledge & Familiarity' did not yield a significant prediction (B = 0.011, SE = 0.036, p = 0.761), suggesting that knowledge and familiarity with the MTSS framework, as measured here, does not have a strong association with self-efficacy.

The figure below is a Q-Q plot of residuals. The diagonal pattern of residuals in the Q-Q plot suggest that no violations were present on the assumptions around regression errors.



The second model evaluated the effect of past professional learning experience on MTSS Knowledge and Familiarity. The model was significant, $F(10) = 5.673$, $p < 0.001$, $R^2 = 0.317$ (table below).

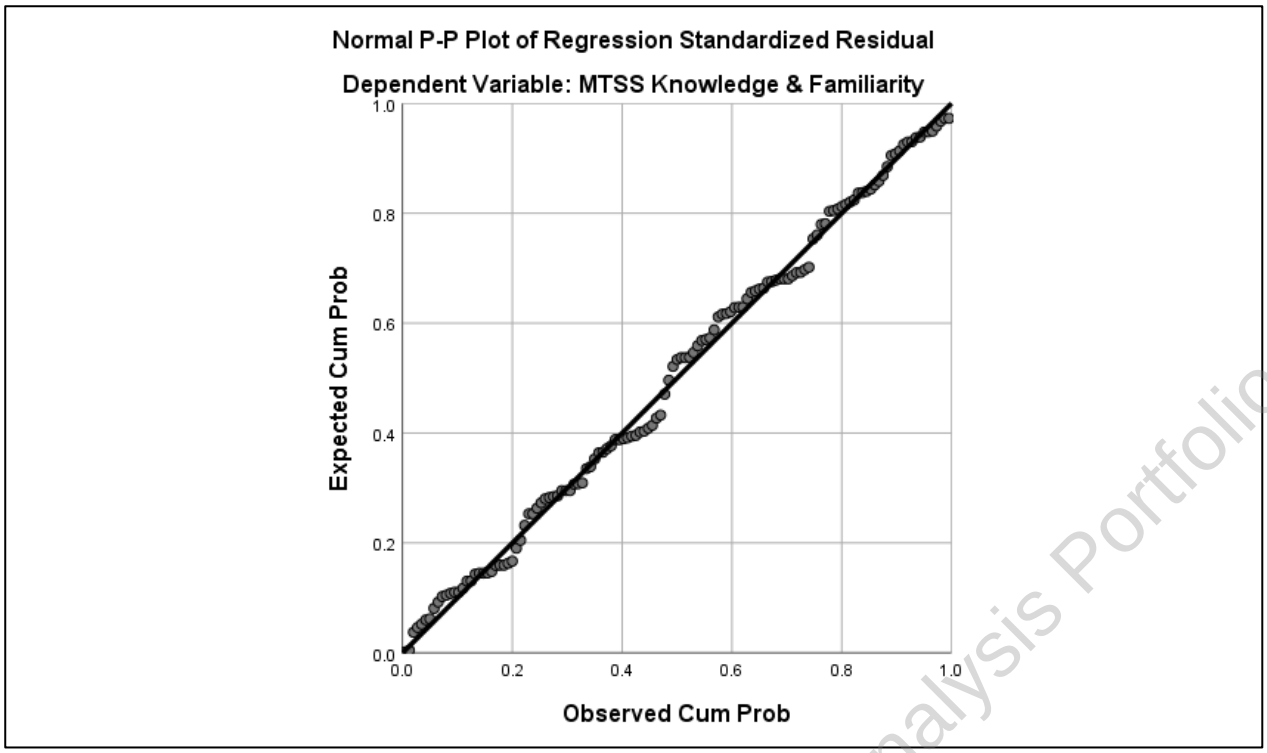
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.849	0.534		5.335	0.000
	Past professional learning experiences	-0.098	0.146	-0.059	-0.672	0.503
2	(Constant)	3.939	0.581		6.779	0.000
	Past professional learning experiences	-0.092	0.139	-0.055	-0.660	0.510
	Years as a K-3 classroom teacher 11-15	-1.747	0.353	-0.501	-4.946	0.000
	Years as a K-3 classroom teacher 16+	-1.544	0.616	-0.230	-2.506	0.014
	Years as a K-3 classroom teacher 6-10	-1.695	0.359	-0.466	-4.719	0.000
	Years as a classroom teacher 11-15	1.106	0.444	0.229	2.488	0.014
	Years as a classroom teacher 16+	0.457	0.598	0.068	0.764	0.447
	Years as a classroom teacher 6-10	0.719	0.321	0.213	2.241	0.027
	Years as a principal 11-15	-1.296	0.405	-0.300	-3.197	0.002
	Years as a principal 16+	-0.459	0.488	-0.086	-0.940	0.349
	Years as a principal 6-10	-0.181	0.343	-0.048	-0.528	0.599

a. Dependent Variable: MTSS Knowledge & Familiarity

Two models were tested, one with only past experience as predictor and a second controlling for demographic variables. In either of the models Past Experience was a significant predictor of MTSS Knowledge whatsoever ($p > 0.05$).

The residual plot suggest that residuals are normally distributed.



A third model evaluated the effect of Past Experience on MTSS perceived importance, $F(10) = 3.625$, $p < 0.001$, $R^2 = 0.166$. In contrast to the previous model. Past experience has a significant effect on MTSS Importance ($B = 0.476$, $p < 0.001$), even when controlling by demographic variables. This means that higher levels of experience positively impact on the perceived importance given to MTSS.

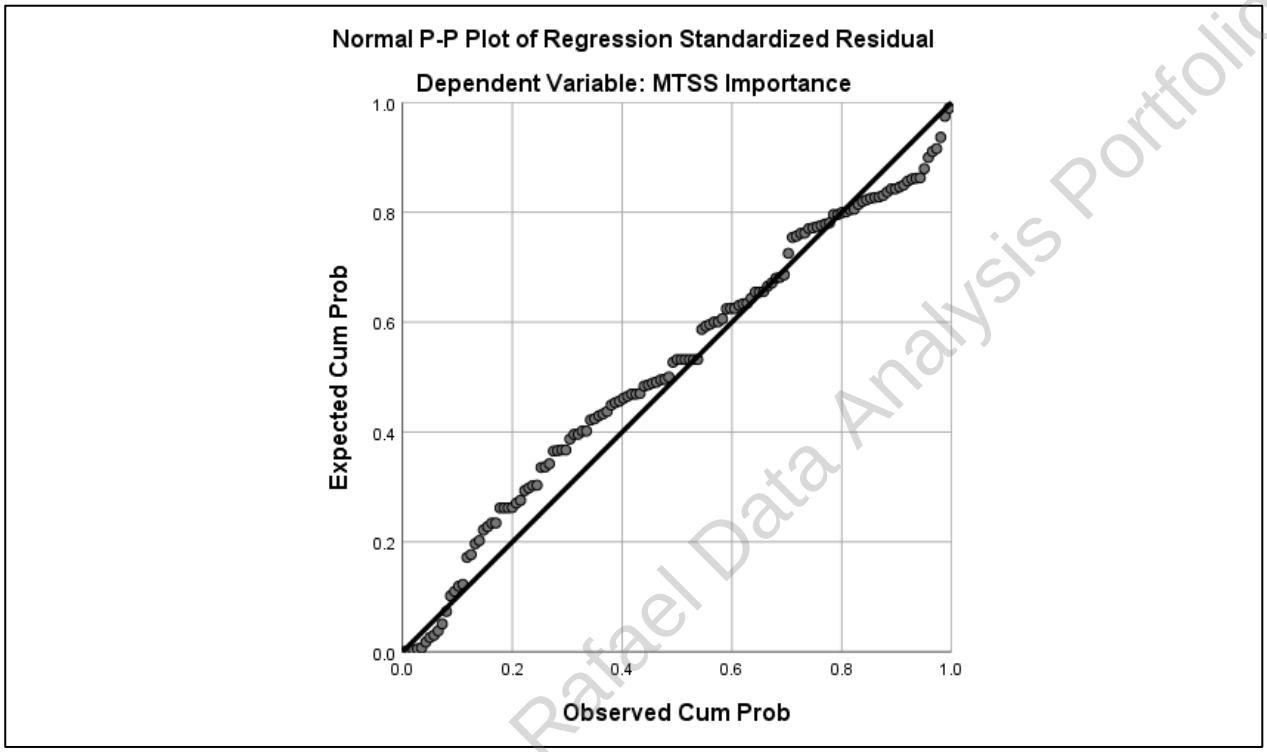
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.257	0.377		5.980	0.000
	Past professional learning experiences	0.476	0.103	0.373	4.598	0.000
2	(Constant)	3.108	0.470		6.619	0.000
	Past professional learning experiences	0.409	0.113	0.320	3.631	0.000
	Years as a K-3 classroom teacher 11-15	-0.526	0.285	-0.198	-1.842	0.068
	Years as a K-3 classroom teacher 16+	-0.253	0.498	-0.050	-0.509	0.612
	Years as a K-3 classroom teacher 6-10	-0.245	0.290	-0.089	-0.845	0.400
	Years as a classroom teacher 11-15	0.005	0.359	0.001	0.015	0.988
	Years as a classroom teacher 16+	-0.032	0.483	-0.006	-0.067	0.947

Years as a classroom teacher 6-10	-0.093	0.259	-0.036	-0.360	0.720
Years as a principal 11-15	-0.608	0.328	-0.185	-1.856	0.066
Years as a principal 16+	-0.684	0.395	-0.168	-1.733	0.086
Years as a principal 6-10	-0.312	0.277	-0.109	-1.126	0.263

a. Dependent Variable: MTSS Importance

The residual plot does not suggest strong violations of normality.



Lastly, a regression model tested the effect of Feelings of control over curriculum/assessments on Feeling prepared to lead various data-related tasks, $F(10) = 5.022$, $p < 0.001$, $R^2 = 0.292$. The influence of feelings of control is positive and significant ($B = 0.321$, $p < 0.001$), meaning that the higher the control, the higher the expected preparedness to lead data-related tasks.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.613	0.182		14.387	0.000
	Feelings of control over curriculum/assessments	0.321	0.055	0.456	5.867	0.000
2	(Constant)	2.775	0.228		12.153	0.000
	Feelings of control over curriculum/assessments	0.268	0.059	0.382	4.518	0.000

Years as a K-3 classroom teacher 11-15	0.005	0.158	0.003	0.030	0.976
Years as a K-3 classroom teacher 16+	0.387	0.269	0.132	1.437	0.153
Years as a K-3 classroom teacher 6-10	0.173	0.159	0.109	1.091	0.277
Years as a classroom teacher 11-15	0.219	0.197	0.104	1.111	0.269
Years as a classroom teacher 16+	0.355	0.279	0.121	1.271	0.206
Years as a classroom teacher 6-10	0.162	0.143	0.110	1.130	0.261
Years as a principal 11-15	-0.423	0.176	-0.224	-2.401	0.018
Years as a principal 16+	-0.210	0.217	-0.090	-0.967	0.335
Years as a principal 6-10	-0.391	0.148	-0.237	-2.644	0.009

a. Dependent Variable: Feeling prepared to lead various data-related tasks

Similar to the results of all previous plots, the Q-Q plot suggests that model residuals are normal.