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New RRB Submission

Data Entry

- Submitted 11/14/2024 6:16 AM ET by Coleman-Vines, Monique

Pertinent CPS Documentation

RRB Number	2024-2015
Study Title	Empowering Educators: Enhancing Retention with Growth and Support
Event Type	New Submission defined 11/14/2024
Schools Participating	<i>No answer provided.</i>

Submitter

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Phone:

Overview of Pertinent CPS Documentation

The RRB is composed of members representing various Central Office academic departments as well as the Law Department. The RRB meets quarterly to evaluate new proposals to conduct research. The RRB calendar and deadlines for submissions can be found on the CPS Research Website [here](#). Decisions resulting from the research review process will be communicated to the applicant of the request as well as appropriate CPS staff in accordance with the estimated timelines outlined in the respective RRB calendar. External researchers may not begin any research activities or obtain data for research purposes without first following the procedures outlined in this policy and securing the necessary approvals.

We expect all researchers to be familiar with the guidelines and policies guiding research within the district. Please verify that you have read and acknowledged the following:

External Research Study and Data Policy

✔ I have read and understood the External Research Study and Data Policy

CPS RRB Guidelines

✔ I have read and understood the CPS RRB Guidelines

CPS Equity Framework

✔ I have read and understood the CPS Equity Framework

CPS Volunteer Policy

✔ I have read and understood the CPS Volunteer Policy, including background check requirements

Study Personnel Details

Study Title

Empowering Educators:
Enhancing Retention with Growth and Support

Does your organization participate in a Research Practice Partnership (RPP) with Chicago Public Schools?

No

Primary Study Organization/University

Capella University

Principal Investigator

Coleman-Vines, Monique

Expirations:

**Background
Check
Level:**

PI Organization

Phillips High School

If the form indicates "not found" when you add the Principal Investigator, please use the link below to add the contact to the IRBManager system.

User had the option to start a different form here.

Are there any other study contacts?

No

If the person completing this form is not the Principal Investigator, it is suggested that the submitter be entered as a contact.

Is the Principal Investigator a Student?

No

Is the researcher a CPS Staff Member?

Yes

CPS Affiliation

Teacher

Are you a CPS employee? If so, please select from one of the following.

Funding and Intervention Information

Is this project contracted by the CPS Board of Education?

No

Is a funding source associated with the proposed research?

No

Select the option that applies to your study

My study will involve a selection of individual schools

Please select all potential school sites involved with this study

Wendell Phillips Academy High School

Will this research require any in-person interaction or intervention activities?

Yes

Will this research require any virtual interaction or intervention activities (Google Meets, Zoom, etc.)?

Yes

Please note that Zoom is not approved for use with CPS Students. Any virtual activities will need to be conducted via Google Meets and safe@cps.edu must be invited to Google Meet. Please adjust virtual methods accordingly. For more information on permitted interactions with students and staff, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>.

Please review CPS's Acceptable Use of Technology Guidance (AUP)



Questions about eligibility or appropriate use of communication channels should be directed to the school principal or CPS External Research department. Only CPS-approved communication channels may be used.

Please be aware that virtual interviews involving students may only be conducted via Google Meets. A CPS Staff member must be present for the entire duration of the interview. For more information on CPS' Acceptable Use of Technology policies, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>

Please check all of the following that apply to your research protocol:

Interviews

Please outline your protocol for individual interview activities, describing when, where, duration, frequency, and with whom.

Individual Interview Protocol

When: Each interview will be scheduled after the completion of the two professional development sessions. Participants will be contacted to select a mutually convenient time for the interview.

Where: Interviews will take place in the participant's classroom at Phillips High School. The door will be locked to ensure privacy and confidentiality.

Duration: Each interview is expected to last approximately 45 minutes.

Frequency: There will be one individual interview per participant following the professional development sessions. No additional follow-up interviews are planned.

With Whom: The interviews will be conducted one-on-one between the AIP Researcher and each participant, who will be a general or special education teacher at Phillips High School.

This protocol ensures a structured, private, and efficient interview process, allowing participants to share their insights in a comfortable environment.

Does this involve video, audio, or photograph recording?

Yes

Please describe the protocol for audio/video recording

Purpose of Recording: Audio recording will be used to accurately capture participants' responses during individual interviews, ensuring that all insights are documented for thorough analysis.

Device: The NekSide MP3 Audio, WAV recording device will be used to record the interviews. This device is reliable and capable of producing high-quality audio recordings.

Consent: Participants will be informed about the audio recording as part of the consent process, and they will provide written consent before any recording begins. Participants will also be reminded at the start of each interview that the session will be recorded.

Privacy and Confidentiality: The consent process will not be recorded, and participants will be instructed not to state their names or identify others during the recording. Only alpha-numeric codes (e.g., P01) will be used to label each recording file, avoiding any use of identifying information.

Data Transfer and Storage: Immediately after the interview, the audio file will be transferred to the AIP Researcher's password-protected second Mac computer, which is stored in a locked cabinet in the home office. The file will be encrypted upon transfer, and it will then be deleted from the recording device to prevent unauthorized access.

Data Security and Destruction: All audio files will be securely stored for the required seven-year retention period. After this period, both the original and back-up files will be permanently deleted using secure file deletion software to ensure complete removal.

This protocol ensures that all recordings are managed securely and confidentially, protecting participant privacy throughout the study.

Please describe how data will be captured and stored securely

Data Capture: During individual interviews, data will be captured through audio recordings using the NekSide MP3 Audio, WAV recording device. This device will record the session without including any identifying information, as participants will be assigned unique alpha-numeric codes (e.g., P01) and instructed not to mention names or identifying details during the interview.

Data Transfer and Storage: Immediately following each interview, the audio file will be transferred from the recording device to the AIP Researcher's second Mac computer, which is password-protected and located in a locked cabinet in the home office. The file will be encrypted during transfer and stored in a secure, organized manner using only participant codes, ensuring that no personal identifiers are attached to the recordings.

Separation of Identifiers: Any consent forms or documents that could link participants to their audio recordings will be kept separate from the data files. These documents will be securely stored in the same locked file cabinet but in a separate folder from the digital data to ensure that identifiers are not accessible alongside the interview data.

Data Retention and Destruction: All data, including audio recordings and back-ups, will be securely stored for the seven-year retention period as required by IRB guidelines. After this period, both the original and back-up files will be permanently deleted using secure file deletion software to ensure complete removal.

Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)

Coleman Vines Adult consent Form.docx Consent Forms
Coleman Vines Interview Procedure.docx Interview Protocols
Coleman Vines Interview Questions.docx Misc/Other

Deleted Attachments: 1 (Most Recent: Interview_Protocol_Guide.docx on 11/13/2024 5:51 AM ET)

Will this research require the use or access of existing CPS data?

No

Will this research require the use or access of existing non-CPS data?

No

Study Details

Please select all of the following that will be participating in the study?

Teachers

Has this project been reviewed by an Institutional Review Board (IRB)?

No, it has not been reviewed by an IRB

IRB of Record Name

N/A

IRB Protocol Number

N/A

Please attach all of your IRB documentation here (include approval/exemptions letters, IRB study protocol, etc.).

IRB Study Protocol.docx IRB Protocol

Deleted Attachments: 1 (Most Recent: IRB Study Protocol.docx on 11/13/2024 6:10 PM ET)

IRB of Record Primary Contact Email Address

mcolemanvines@capellauniversity.edu

Study Overview

Executive Summary or Abstract

Please provide a high-level overview of your study, including a summary of the motivation, design, and implications of the project.

This study aims to address the issue of teacher retention at Phillips High School, a Midwestern urban school facing challenges with high teacher turnover. Currently, the school's retention rate is 76.9%, which falls short of the ideal target of 90.2%. Teacher retention is crucial in urban schools, as frequent turnover disrupts student learning, strains remaining staff, and negatively impacts school culture. Research indicates that factors such as workload management, stress, and lack of support contribute significantly to teacher burnout and attrition. Motivated by these findings, this study focuses on implementing a professional development intervention designed to enhance teacher job satisfaction, reduce burnout, and foster a supportive work environment.

The intervention consists of two professional development sessions focused on workload management and stress reduction techniques, coupled with strategies for effective communication with administrators. During these sessions, teachers will learn practical tools for organizing and prioritizing tasks, setting boundaries, and managing their workload through calendar-based planning. Additionally, teachers will explore ways to constructively communicate their needs to school administrators, empowering them to advocate for the support necessary to maintain a sustainable and positive work experience. Post-intervention activities include one-on-one interviews and a follow-up survey to assess changes in teachers' perceptions of job satisfaction, stress levels, and their intentions to remain at the school.

The study's design is qualitative and utilizes a combination of surveys, interviews, and observational data from the professional development sessions to evaluate the intervention's impact. By comparing pre- and post-intervention data, this study seeks to provide actionable insights into how structured support can improve teacher satisfaction and retention in an urban school context.

This project has significant implications for educational leadership and policy in urban districts. If successful, the intervention model could serve as a framework for other high-need schools aiming to retain qualified and committed educators. By focusing on teacher well-being and creating a culture of support, schools may be able to improve retention rates, thereby enhancing the continuity of student learning and overall school stability.

Research Questions and Hypothesis

Please list all research questions and hypotheses associated with this project.

Research Questions

1.
How does participating in a professional development intervention focused on workload management and stress reduction affect teachers' perceptions of job satisfaction at Phillips High School?
2.
What impact does the professional development intervention have on teachers' self-reported levels of burnout and stress?
3.
How effective is the professional development intervention in empowering teachers to communicate their workload needs and advocate for support from school administrators?
4.
Does the professional development intervention contribute to an increase in teachers' intention to remain at Phillips High School in the following academic year?

Hypotheses

1.
H1: Teachers who participate in the professional development intervention will report higher levels of job satisfaction compared to their baseline levels before the intervention.
2.
H2: The intervention will lead to a measurable decrease in teachers' self-reported levels of burnout and stress.
3.
H3: Teachers will report increased confidence and effectiveness in communicating their workload needs and advocating for support from administrators after completing the intervention.
4.
H4: Participation in the professional development sessions will positively influence teachers' intentions to remain employed at Phillips High School for the following academic year, thereby contributing to improved teacher retention rates.

These research questions and hypotheses guide the study's focus on understanding how targeted professional development can impact teacher satisfaction, stress levels, communication practices, and retention intentions in an urban school setting.

Purpose and Literature Review

Please provide an overview of the existing research and literature on this subject. What is the contextual history of this subject area and how does this research build upon the body of extant knowledge?

Purpose and Literature Review

The purpose of this research is to address the critical issue of teacher retention in urban high schools, with a specific focus on implementing professional development interventions at Phillips High School to enhance job satisfaction and reduce burnout. This project builds upon existing literature on teacher retention, examining the role of leadership, professional development, and supportive environments in influencing teachers' decisions to remain in their positions. The research seeks to narrow the retention gap, improving the current rate from 76.9% closer to the ideal 90.2% by equipping teachers with practical workload management tools and fostering a supportive school culture.

Existing Research and Literature

Teacher Retention Challenges in Urban Schools

Teacher turnover remains a significant issue in urban schools, disrupting continuity in student learning and placing a strain on remaining staff. Research highlights that urban schools often face additional stressors, including limited resources and heightened behavioral challenges, which exacerbate burnout among teachers. High turnover rates affect school stability, weaken student-teacher relationships, and challenge overall school improvement efforts. This intervention aims to address these challenges by implementing strategies tailored to urban school contexts, where retaining qualified and experienced teachers is crucial.

Impact of Transformational Leadership

One of the primary influences on teacher retention, according to extensive research, is the style and quality of school leadership. Transformational leadership, which includes attributes such as inspirational motivation, intellectual stimulation, and individualized consideration, has been shown to positively impact teacher motivation, job satisfaction, and retention. Studies by Kwan (2020) and Toprak et al. (2023) demonstrate that transformational leadership fosters a positive school culture, reducing turnover intentions by promoting an environment where teachers feel valued and supported. Research indicates that when school leaders prioritize supportive and collaborative environments, teachers are more likely to feel committed to their roles. This intervention will support teachers' professional and emotional needs by incorporating elements of transformational leadership, thereby fostering an environment that encourages sustained commitment.

Professional Development as a Retention Tool

Professional development has been widely recognized as a key factor in reducing teacher burnout and enhancing retention. Studies by Flores and Shuls (2023) and Aboramadan et al. (2020) underscore the importance of targeted professional development opportunities that address the specific

needs of educators, particularly in challenging environments like urban schools. These studies indicate that when teachers are equipped with practical skills and feel supported in their professional growth, they are more likely to remain in their positions. This intervention incorporates professional development focused on workload management and stress reduction, both identified as critical areas for teachers in high-demand settings.

Workload Management and Supportive School Culture

Effective workload management is another essential factor influencing teacher retention. Research suggests that teachers who feel overwhelmed by their responsibilities are more susceptible to burnout. Studies have shown that practical strategies for organizing tasks and setting boundaries around workload can significantly improve teachers' job satisfaction and mental health. Additionally, establishing a supportive school culture where teachers can openly communicate their needs to administrators has been identified as a key strategy for retention. This intervention integrates workload management techniques with communication strategies, empowering teachers to advocate for their needs and contributing to a school culture that values their well-being.

Contribution to the Body of Knowledge

This research builds upon and contributes to the existing body of literature by specifically focusing on the intersection of transformational leadership, workload management, and professional development within an urban high school context. By addressing the unique challenges faced by teachers in these settings, this study seeks to develop a replicable model of support that can be applied across similar urban schools experiencing high turnover rates. Moreover, it extends the application of transformational leadership principles by tailoring them to the professional development needs of teachers, highlighting the role of supportive environments and workload management strategies in fostering retention.

Through this intervention, this study aims to provide actionable insights that will contribute to developing sustainable solutions for retaining teachers in high-need urban schools, ensuring a stable, committed teaching workforce that ultimately benefits the students they serve.

Research Activities and Student/Staff Involvement

Please provide an overview of all primary and secondary research activities associated with this study. Please use this space to describe, as thoroughly as possible, all that will be asked of your research subjects (e.g. surveys, focus groups, observations, etc.)

Research Activities and Staff Involvement

This study involves implementing and evaluating a professional development intervention aimed at improving teacher retention at Phillips High School, part of the Chicago Public Schools (CPS) district. The intervention is designed to support full-time general and special education teachers by providing strategies for workload management and fostering a supportive work environment. Below is a comprehensive overview of all primary and secondary research activities associated with this study, detailing what will be asked of participating teachers.

Primary Research Activities

1. Professional Development Sessions

- **Description:** Teachers will participate in two professional development sessions held in the school library, each lasting approximately one hour. Lunch will be provided to foster a comfortable and engaging environment.
- **Session Focus:**
 - **Session 1:** The first session will focus on stress management and self-care techniques. Teachers will learn practical tools to manage work-related stress and strategies to prevent burnout. Topics will include setting boundaries, establishing self-care routines, and identifying available resources for mental health support within the school or district.
 - **Session 2:** The second session will center on workload management and building a supportive school environment. Teachers will explore practical methods for organizing weekly tasks—such as lesson planning, grading, and administrative duties—using calendar-based tools. They will set specific timeframes for each task and discuss ways to structure their weekly schedule. Additionally, the session will cover effective communication strategies for expressing needs to administrators, empowering teachers to advocate for support with workload challenges.
- **Teacher Involvement:** During each session, teachers will engage in group discussions, practical exercises, and scenario-based activities to apply new strategies in real-world contexts. They will have the opportunity to share their insights and experiences with colleagues, creating a collaborative and supportive learning environment.

2.

Post-Intervention Interviews

- **Description:** Following the professional development sessions, teachers will be invited to participate in individual follow-up interviews with the AIP Researcher. These interviews will be conducted in a private, comfortable setting at the school and will last approximately 20-30 minutes.
- **Interview Focus:** The interviews will gather in-depth feedback from teachers about their experiences with the professional development sessions. Participants will discuss any observed changes in their workload management, stress levels, and overall job satisfaction. They will also be encouraged to share their thoughts on the effectiveness of the strategies provided and any additional support they feel would enhance their experience at the school.
- **Teacher Involvement:** Teachers will engage in reflective conversation, allowing them to articulate the impact of the intervention and provide feedback that will contribute to evaluating its effectiveness in promoting teacher retention.

3.

Post-Intervention Survey

- **Description:** After the sessions, a brief post-intervention survey will be administered to gather quantitative data on changes in teachers' perceptions of job satisfaction, stress management abilities, and attitudes toward retention.
- **Survey Focus:** The survey will include questions about workload management, stress levels, satisfaction with the professional development, and perceptions of administrative support. This data will provide a measurable comparison to assess the impact of the intervention on the participating teachers' experiences.
- **Teacher Involvement:** Teachers will complete the survey at their convenience, which should take approximately 10 minutes. This survey will offer additional insights into how teachers perceive the usefulness of the strategies learned in the sessions.

Secondary Research Activities

1. Data Collection and Confidentiality Measures

- **Data Collection:** The data collected will include responses from post-intervention surveys, interview feedback, and notes from the professional development sessions (no identifying information will be recorded in session notes). This data will be used to assess the impact of the intervention on teacher retention, workload management, and job satisfaction.
- **Confidentiality:** All collected data will be anonymized by assigning unique codes to each participant, ensuring that individual responses cannot be traced back to specific teachers. No identifying details will appear in reports or publications. All digital data will be securely stored on a separate, password-protected Mac computer located in the AIP Researcher's home office, while

any physical documents will be kept in a locked cabinet. Access to data will be restricted to the AIP Researcher and authorized Capella University faculty members overseeing the research.

Overview of Staff Involvement

All activities have been designed with respect for teachers' time and professional obligations. The professional development sessions will be held on-site at the school, minimizing disruption to teachers' daily responsibilities. Individual follow-up interviews will be scheduled at a time convenient for each participant. Participation in the study is entirely voluntary, and teachers have the right to withdraw from any activity at any point without any consequences.

IRB and CPS Considerations

To conduct this intervention within the CPS district, IRB approval from CPS is required to ensure that all research activities align with ethical and procedural standards. This intervention will fully comply with CPS policies, prioritizing the privacy, autonomy, and well-being of all participants. No data will be shared with school administrators or other school personnel without explicit permission, and any findings will be reported in aggregate form to protect individual identities.

Study Goals and Impact

This study aims to provide valuable insights into effective practices for improving teacher retention in urban school settings. By equipping teachers with practical tools for workload management, stress reduction, and supportive communication, this intervention seeks to enhance job satisfaction and reduce turnover. The findings from this research may inform future efforts to develop sustainable support systems for educators in high-need schools.

Research Methodology and Analytical Technique

Please provide an overview of your research methodology and specific analytical techniques that will be utilized as part of this study.

This study utilizes a qualitative research methodology to explore the impact of a professional development intervention on teacher retention, job satisfaction, and workload management at Phillips High School. This approach is designed to capture in-depth insights into teachers' experiences and perceptions following the intervention, which focuses on managing workload, reducing stress, and fostering better communication with school administrators. Data will be collected through surveys, individual interviews, and observational notes taken during the professional development sessions, allowing for a comprehensive understanding of the intervention's influence on teachers in an urban school context.

Research Methodology

1.

Professional Development Sessions:

The intervention includes two professional development sessions that focus on workload management, stress reduction, and communication strategies with administrators. Observational data will be collected during these sessions, capturing immediate responses, engagement levels, and any shared insights from teachers. Observational notes will focus on participant interaction, the themes emerging from group discussions, and teachers' engagement with the material.

2.

Post-Intervention Surveys:

Following the professional development sessions, teachers will complete a post-intervention survey. This survey will include Likert-scale questions and open-ended questions that assess changes in job satisfaction, perceived stress levels, effectiveness in managing workload, and intentions to remain in their teaching roles. Likert-scale responses provide quantitative data on changes in attitudes, while open-ended questions allow for personalized, qualitative feedback on the intervention's impact.

3.

One-on-One Interviews:

After the professional development sessions, individual in-depth interviews will be conducted with each participant. These interviews will explore teachers' reflections on the intervention's effectiveness, any adjustments they have made to their workload management practices, satisfaction with their roles, and improvements in their communication with administrators. Interview questions are crafted to encourage open-ended responses, allowing teachers to share detailed insights on how the intervention influenced their job experience and retention intentions.

Analytical Techniques

1.

Thematic Analysis:

Thematic analysis will be the primary technique used to analyze qualitative data from interviews, open-ended survey responses, and observational notes. This process involves coding the data to identify recurring themes and patterns related to job satisfaction, workload management, stress reduction, and intentions to stay. Coding will be conducted manually, and themes will be iteratively refined to accurately reflect participants' experiences. Anticipated themes may include practical strategies for managing stress, setting boundaries around workload, and improvements in communication with school leadership.

2.

Descriptive Statistics:

Likert-scale data from the post-intervention survey will be analyzed using descriptive statistics to provide an overall summary of job satisfaction, perceived stress, and retention intentions among the teachers. Measures such as means, medians, and standard deviations will help quantify any observed shifts in attitudes and experiences following the intervention. These summary statistics will complement the thematic analysis by offering a quantifiable perspective on the intervention's effects.

Conclusion

The use of thematic analysis and descriptive statistics provides a balanced approach to evaluating both qualitative and quantitative data from the study. This methodology is suited to capture the immediate and lasting effects of the professional development sessions on teachers' perceptions of their roles, workload management practices, and job satisfaction. By examining teachers' feedback and responses, the study aims to generate valuable insights into sustainable practices for improving teacher retention in urban school environments, offering practical guidance for school leaders and policymakers focused on supporting educators in high-need schools.

Benefits and Commitment to Equity

Benefit to CPS

Which (if any) of the CPS core values does your research support?

Continuous Learning

Equity

Please describe how your project supports each of the core values selected above.

This research project aligns with several CPS core values, specifically Continuous Learning, Equity, and Community Partnership.

1. Continuous Learning

The project's focus on professional development underscores a commitment to Continuous Learning by providing teachers with ongoing opportunities to enhance their skills and grow professionally. By investing in teacher development, the project supports a culture where educators are continually learning, adapting, and refining their practices to meet the demands of their roles more effectively. This approach not only helps improve teacher retention but also fosters a more dynamic, reflective educational environment.

2. Equity

By addressing teacher retention in a Midwestern urban high school, this project aims to promote Equity within the district. High teacher turnover often disproportionately affects urban and under-resourced schools, leading to disruptions that can impact educational quality and stability. By implementing targeted professional development to improve retention, the project seeks to create a more stable, supportive environment for teachers, which ultimately benefits students as well. This alignment with equity emphasizes the importance of providing consistent, high-quality education to all students, regardless of socioeconomic background or school location.

In summary, this project supports the CPS core values of Continuous Learning, Equity, and Community Partnership by creating a supportive, growth-oriented environment that addresses retention challenges and contributes to a more equitable and stable educational setting.

How does this project support the district broadly?

This project supports the district's mission broadly by enhancing academic standards and fostering a culture of continuous professional growth. By promoting Academic Excellence through evidence-based strategies, the project aligns with district-wide goals to elevate instructional quality and improve performance across key areas. This emphasis on rigor serves as a model for achieving high academic outcomes that prepare learners for future success. Additionally, the project's commitment to Continuous Learning encourages educators and staff to view professional development as an ongoing journey, creating a district culture that values resilience, adaptability, and proactive growth. Through these initiatives, the project supports the district's overarching goal of sustaining high standards and continuous improvement in educational practices.

Please use the table below to list all District CPS Supporters and the role they will have in your study. Use the details box to describe your

supporters' title and role in the district. List your primary supporter first.

Please click "save" after each line.

CPS Supporter Email Address

CPS Supporter Details

Link to New Contact Form

User had the option to start a different form here.

Commitment to Equity

In what ways does this project reflect/challenge/progress the district's commitment to equity?

To align with the district's equity framework, this project addresses the systemic challenges contributing to teacher retention issues at a Midwestern urban high school.

Improving teacher retention, particularly in under-resourced urban schools, is critical for fostering educational equity, as high turnover can destabilize school culture, disrupt student learning, and create inequitable educational experiences. By designing professional development that addresses the specific needs of educators in this context, the project aims to support teachers in a sustainable way, creating a more stable and effective learning environment for all students.

As an AIP researcher, it's important to recognize my own privilege and potential biases in approaching this project. For example, assuming that professional development alone can bridge the retention gap might overlook other structural issues such as workload, administrative support, or the unique challenges faced by teachers in high-poverty areas. To mitigate these biases, the project incorporates feedback from the teachers directly impacted, ensuring that their perspectives and experiences shape the professional development strategies. This approach acknowledges the importance of seeing teachers as partners in the research rather than as subjects, valuing their insights on what will genuinely support retention.

Additionally, this project challenges existing systems that may contribute to inequities in teacher support and retention. By focusing on the specific

Reflect on the district's equity framework as well as the following: As a researcher, what is my privilege / bias when it comes to this question? Am I assuming that Black and brown students will inherently perform poorly? Have I consulted those whose communities I want to research? Is the research designed with the holistic humanity of the people I am researching in mind? Do I perceive the communities I want to research as allies, or as research subjects? Am I interrogating / challenging policies and systems that may be contributing to inequities? Will this project create an undue burden on the communities I am seeking to research?

retention gap—improving from the current rate of 76.9% to an ideal rate of 90.2%—the project emphasizes targeted interventions that address local challenges rather than relying on broad, one-size-fits-all solutions. Ultimately, the project seeks not only to close the retention gap but also to establish a more supportive and equitable environment for teachers, which in turn benefits the educational experience of the entire school community without placing undue burdens on those involved. This aligns with the district's broader commitment to equity by addressing both the immediate and underlying factors affecting teacher retention.

How are your research activities accessible to individuals with disabilities?

My research activities are designed to be accessible to individuals with disabilities, ensuring inclusivity and equitable participation. Any professional development sessions, meetings, or focus groups conducted as part of the project are held in accessible locations and virtual platforms that meet ADA (Americans with Disabilities Act) standards. Materials, such as presentation slides and handouts, are provided in accessible formats, including large print and screen reader-compatible digital versions. Additionally, accommodations such as sign language interpreters, real-time captioning, and extended time for discussions or activities are available upon request to ensure that all participants can engage fully in the research process.

Are your research activities translated into languages other than English as appropriate for the community?

To make the research accessible to a linguistically diverse community, materials and communications are translated into the primary languages spoken within the school community. This includes translating professional development resources, surveys, and findings summaries into languages such as Spanish and any other languages that reflect the needs of the community. Bilingual staff or interpreters are also available during sessions to facilitate communication and ensure that language is not a barrier to participation or understanding.

How will you share your research findings with the population(s) you are studying?

The findings from this research will be shared exclusively with the Capella University Department of Education. While the research focuses on professional development to improve teacher retention at a Midwestern urban high school, all results, analyses, and conclusions will be documented and reported solely to Capella University as part of academic requirements. No external dissemination or community-based sharing will occur, ensuring that the research outcomes remain within the academic framework of Capella University's Department of Education.

Research Activities

Start Date of Recruitment

11/22/2024

End Date of Recruitment

12/02/2024

Please provide the date that you will begin primary data collection

12/09/2024

Please provide the end date of primary data collection

12/18/2024

Please provide the date that you will begin analysis

12/19/2024

Please provide the end date of analysis

12/20/2024

Please provide the approximate date that you will finalize your research report.

01/03/2025

Description of Deliverable/Final Product (i.e., academic/journal article, white paper, memo, report)

The final deliverable for this project will be a monograph submitted to the Capella University Department of Education. This monograph will provide a thorough, detailed analysis of the research findings, focusing on the impact of professional development initiatives on teacher retention rates. It will include sections on the literature review, research methodology, data analysis, and recommendations for addressing retention challenges at a Midwestern urban high school.

The monograph will adhere to academic standards and will serve as a comprehensive, standalone document that encapsulates the entirety of the research process and outcomes. While the primary purpose of the monograph is to fulfill academic requirements, it is designed to be a complete and rigorous exploration of the topic suitable for academic or professional review within the Department of Education at Capella University.

Will any portion of this research, including recruitment or consent, take place during or in any way interfere with standard activities?

No

With very few exceptions, research procedures cannot be carried out during or in any way interfere with standard activities, including instruction time or professional development sessions.

Will this study involve study subject randomization or a control group?

No

Will your research employ study-subject deception or non-disclosure?

No

Will this research involve Product Testing?

No

Will this research involve collection of biological samples or biometric data?

No

Does this research involve other research procedures not described previously?

No

Is this research tied to a standard or novel curriculum, teaching or other program, staff professional development training or program, or other non-research activity or activities?

No

Does this study involve the use of educational technology (including survey tools, video conference platforms, and third party websites. See note for add'l details)?

No

Please be aware that under The Student Online Personal Protection Act, SOPPA (105 ILCS 85/), any platform students interact with must be compliant with current data security and student privacy regulations. Please note that this definition includes online survey tools such as Qualtrics. Please use the following website to check if your proposed platform is complaint with SOPPA: <https://cps.app.learnplatform.com/new/public/tools>

Study Population

Will you be submitting a secondary Data Request?

No

RRB Protocol Number
2024-2015

*This is your assigned RRB Number.
Please reference this in any data
request associated with this study.*

Study Subject Inclusion Criteria

This research project focuses on a single study subject population: teachers at a Midwestern urban high school. The inclusion criteria for participating teachers are as follows:

If the research involves more than one study subject population (e.g. students, parents, teachers, staff), please individually detail the inclusion criteria for each.

Current Employment Status:

Teachers must be currently employed at the target high school within the district and be actively teaching during the research period. This ensures that participants have direct experience with the school's working environment and retention-related challenges.

Employment Duration: Teachers with at least one year of teaching experience at the high school are eligible to participate. This criterion ensures that participants have sufficient familiarity with the school's culture, support systems, and any retention-related factors specific to this setting.

Full-Time Status: Only full-time teachers are included in the study, as retention challenges may differ for part-time staff. This focus provides a clearer understanding of retention issues as they pertain to full-time teaching roles.

Willingness to Participate: Teachers must voluntarily consent to participate in the study. This includes agreeing to engage in any required surveys, interviews, or professional development sessions as part of the research process.

These inclusion criteria are designed to ensure that the study gathers relevant, consistent data on the factors influencing teacher retention at the high school level within this specific urban setting. No other populations, such as students, parents, or non-teaching staff, are

included in this research study.

Study Subject Exclusion Criteria

Based on the eligibility screening questions, the following exclusion criteria are established to ensure the study focuses on the appropriate teacher population for examining retention and professional development impacts at Phillips High School:

If the research involves more than one study subject population, please individually detail the inclusion criteria for each

Non-Teaching Staff: Individuals whose primary role is not that of a classroom teacher (such as paraprofessionals, administrators, or support staff) are excluded. This criterion ensures the study focuses exclusively on general education and special education classroom teachers, whose retention challenges may differ significantly from those of other staff members.

Part-Time Teachers: Teachers who are not employed full-time at Phillips High School are excluded. The study targets full-time teachers to address retention factors specific to those fully engaged in teaching responsibilities and school dynamics.

Teachers on Extended Leave: Any teacher currently on extended leave (e.g., medical or parental leave) is excluded from the study. This criterion ensures that participants are actively involved in the day-to-day environment of the school, providing relevant insights into the immediate impact of professional development initiatives on retention.

Teachers Unable to Commit to Study Activities: Teachers who are unable to attend the two required professional development sessions or participate in a follow-up interview are excluded from the study. Ensuring participants are available for all aspects of the study is crucial for gathering consistent data on the effectiveness of the professional

development activities.

Teachers must meet all eligibility requirements: answering "Yes" to being a current general or special education teacher at Phillips High School, employed full-time, and available for both the professional development sessions and follow-up interview. They must also answer "No" to being on extended leave and to having a primary role other than a classroom teacher. These exclusion criteria refine the participant pool to ensure relevant and comprehensive insights into teacher retention strategies.

Please select all special populations that may be targeted for your study

No answer provided.

Describe the potential direct and/or indirect benefits for all detailed research procedures and populations

The primary population involved in this research includes full-time general and special education teachers at Phillips High School who participate in professional development sessions and follow-up interviews. The research aims to address teacher retention issues through targeted professional development, yielding both direct and indirect benefits for participants, the school community, and potentially the broader educational system.

Direct Benefits for Teachers

Professional Growth and Skill Enhancement: Participating teachers gain access to high-quality professional development specifically designed to address the challenges they face in an urban high school environment. This training aims to enhance their instructional skills, classroom management strategies, and resilience in handling job-related stressors, contributing to their professional growth.

Increased Job Satisfaction and Retention Support: The professional development sessions may offer strategies and resources that improve teachers' day-to-day experiences, increasing their job satisfaction. By addressing factors that contribute to burnout and turnover, the project provides teachers with tools to feel more supported and fulfilled in their roles, potentially boosting retention.

Personalized Feedback and Reflection: The follow-up interviews offer an opportunity for teachers to reflect on their experiences and discuss the impact of the professional development sessions. This personalized interaction not only helps refine future sessions but also allows teachers to provide feedback that can shape additional support services tailored to their needs.

Indirect Benefits for the School Community

Improved School Stability and Student Learning Environment: By increasing teacher retention, the project contributes to greater stability within the school. Consistent staffing allows for stronger relationships between teachers, students, and staff, creating a more cohesive and supportive learning environment. This stability positively impacts school culture and contributes to better educational outcomes for students.

Enhanced Peer Collaboration and Morale: A stable, well-supported teaching staff fosters a positive work culture where teachers can collaborate, share best practices, and support one another more effectively. As retention rates improve, this sense of community among teachers strengthens, indirectly benefiting new teachers and contributing to a more unified, motivated workforce.

Insights for School Administration and Policy Development: The findings from this study provide the school administration with data-driven insights into the factors that impact teacher retention. This knowledge can guide the development of policies and practices that better support teachers, promote retention, and address systemic issues that may hinder teacher satisfaction.

and longevity.

Broader Indirect Benefits for the Educational System

Model for Addressing Teacher Retention in Urban Schools: The results of this study could serve as a model for similar urban schools struggling with teacher retention. By identifying effective professional development practices, the research may inform broader strategies that other schools and districts can adopt to reduce turnover.

Contribution to Educational Research and Policy: Documenting the challenges and successes of this retention-focused professional development can contribute to the broader field of educational research. The findings may influence future policies and funding allocations aimed at supporting teacher retention in high-need areas, potentially leading to more widespread improvements in teacher stability and educational quality.

In summary, the research offers both direct benefits to participating teachers by supporting their professional growth and job satisfaction, as well as indirect benefits to the school community through improved stability, morale, and administrative insights. Additionally, it holds potential broader implications for urban education policies and practices aimed at reducing teacher turnover and enhancing school environments.

Describe the anticipated potential risks, however minimal, associated with the detailed research procedures and subject populations

Emotional and Psychological Risks: Participating teachers may experience mild emotional or psychological discomfort during the follow-up interviews or professional development sessions, especially when discussing retention challenges or personal struggles related to job stress and satisfaction. Reflecting on these issues could lead to temporary feelings of stress or frustration.

Privacy and Confidentiality Risks: There is a minimal risk to privacy and confidentiality, as teachers will be sharing personal insights and experiences about their roles and the school environment. While all data will be anonymized, there remains a slight chance that teachers may worry about their responses being identifiable, especially in a close-knit school setting.

Time Commitment and Fatigue: Teachers are already engaged in demanding schedules, and the time required for the professional development sessions and follow-up interviews may contribute to a sense of fatigue. Balancing research participation with regular responsibilities could add to their workload, potentially causing mild physical or mental strain.

Risk of Unrealized Expectations: Some teachers might anticipate immediate improvements or changes based on their participation in the study. If retention-related challenges persist despite the professional development sessions, participants may feel a sense of disappointment or frustration, which could impact their morale.

Each of these risks will be managed with careful planning, confidentiality measures, and support options to minimize any adverse effects on participants.

How will the identified risks for all research procedures and subject populations be minimized and/or mitigated to the greatest extent possible?

Managing Emotional and Psychological Risks: To minimize potential emotional discomfort, participants will be informed in advance about the nature of the questions and the reflective nature of the follow-up interviews. They will be reminded that they may skip any questions that feel uncomfortable. Additionally, a supportive and empathetic environment will be maintained during discussions, and participants will be provided with information on counseling or support resources if needed.

Protecting Privacy and Confidentiality: To protect participant privacy, all collected data will be anonymized and securely stored. Identifying information will be removed, and responses will be coded to ensure confidentiality. Only the researcher and relevant Capella University faculty will have access to the raw data. Furthermore, participants will be reassured that their individual responses will not be shared with school administrators or other staff members.

Addressing Time Commitment and Fatigue: To reduce the risk of fatigue, the professional development sessions and interviews will be scheduled at times that are convenient for teachers, with flexibility to accommodate their busy schedules. Sessions will be kept brief and focused to minimize time demands. Participants will also have the option to take breaks or reschedule if they find the time commitment challenging.

Setting Realistic Expectations: Participants will be given clear information on the study's scope and potential impact, emphasizing that the research aims to gather insights for future improvements rather than promising immediate changes. This transparency will help manage expectations, reducing the likelihood of frustration or disappointment if retention issues persist despite the study's efforts. By setting realistic expectations, the project aims to maintain positive morale among participants.

What procedures will you use in the event that research questions/processes produce observable stress/distress in subjects?

If any participant displays observable signs of stress or distress during the research process, the following procedures will be implemented to ensure their well-being:

Pause and Check-In: If a teacher appears visibly distressed, the interview or session will be paused immediately. I will conduct a brief, supportive check-in with the participant to assess their comfort level and offer them the opportunity to take a break or step away if needed.

Offer to Skip Questions or End Participation: Participants will be reminded that they are free to skip any questions or withdraw from the session without any negative consequences. This reassurance will help participants feel in control of their involvement, allowing them to engage only to the extent that feels comfortable.

Provide Resources: If distress continues or if a participant wishes to discuss their feelings further, they will be provided with information on available support resources, such as counseling services through the school or local mental health support options. This information will be readily available at each session as a proactive measure.

Follow-Up: If appropriate, a brief follow-up will be conducted after the session to ensure the participant is feeling better and to offer additional support if needed. This follow-up demonstrates ongoing care and consideration for their well-being.

These procedures are in place to prioritize the emotional safety of participants, ensuring they feel supported throughout their involvement in the research.

Will you compensate study subjects?

Yes

Detail the proposed compensation (monetary and/or non-monetary) for each research procedure and population

For participating in the research procedures, each teacher will receive a non-monetary compensation in the form of lunch provided during the professional development sessions. This gesture acknowledges their time and contribution without exceeding the district's compensation guidelines. No additional monetary compensation will be offered, ensuring compliance with the district's policy limiting staff incentives to \$50 or less annually.

Student incentives must be appropriate, equitable, and reasonable in amount. All staff incentives are limited to \$50 or less in a given year. Any amount in excess will require the secondary employment form to be completed by staff participants, or otherwise have the amount allocated to the school.

By providing lunch, the project aims to show appreciation in a way that is both appropriate and convenient for participants, minimizing any potential financial or procedural complications associated with additional compensation. This non-monetary incentive is intended to enhance the experience of the professional development sessions, making them more enjoyable and encouraging engagement.

Describe when and where study subjects will be compensated and detail the mechanisms that will be in place to ensure study subject privacy when distributing compensation.

The non-monetary compensation (lunch) will be served in the school library during each professional development session. Providing lunch directly at the session location ensures convenience and easy access for all participants.

To maintain privacy, lunch will be offered without any special sign-in or identification process. All teachers attending the session can access lunch without any additional tracking. This setup keeps the compensation process discreet, ensuring participants' involvement remains confidential.

Describe the compensation schedule for participants that withdraw from the research or that are withdrawn from the research by the study team.

Compensation for Participants Who Withdraw

Participants who choose to withdraw from the study partway through will

receive lunch only for the sessions they attended. No further compensation will be provided for sessions they do not participate in, as the non-monetary compensation is tied directly to each session's attendance.

Compensation for Participants Withdrawn by the Study Team

If a participant is withdrawn from the study by the research team, they will also receive lunch only for the sessions they attended. This ensures that all participants, regardless of withdrawal status, are compensated fairly based on actual participation.

This compensation schedule maintains equity and aligns with the study's policy of providing non-monetary benefits on a per-session basis.

Study Recruitment

Outline every aspect of the recruitment process for teacher participants.

The recruitment process for teacher participants begins with an initial contact via email. The AIP Researcher will send an introductory email to all eligible teachers at the school, providing an overview of the study's purpose, goals, and the potential benefits of participation. This email will outline basic eligibility requirements and include the AIP Researcher's contact information, encouraging teachers to reach out with any questions or for further details about the study.

Within the introductory email, a set of brief screening questions will be included to determine eligibility. These questions verify criteria such as full-time employment status, primary role as a classroom teacher, and availability for the required professional development sessions and follow-up interview. Teachers are asked to respond directly to the AIP Researcher with their answers to these questions, ensuring privacy and confidentiality in the screening process.

Once responses are received, the AIP Researcher will review them to ensure that each interested teacher meets the study's inclusion criteria. Teachers who fulfill all requirements will receive a formal invitation to participate in the study, while those who do not meet the criteria will be thanked for their interest and informed that they do not meet the current eligibility requirements.

For teachers who are eligible, the AIP Researcher will send a follow-up email to confirm their participation and outline the next steps. This confirmation email will provide details on the professional development session schedule, location, and expectations, including information on the follow-up interview.

Finally, the AIP Researcher will maintain ongoing communication with participants by sending reminder emails before each professional development session. These reminders will include session times, locations, and any other necessary details to facilitate smooth attendance and engagement. Throughout this process, privacy is a priority, with all communications managed directly between the AIP Researcher and individual teachers to ensure confidentiality and clarity.

Please attach all recruitment materials not attached elsewhere (Optional).

Coleman Vines Interview Procedure.docx	Recruitment Materials
Coleman Vines Interview Questions.docx	Recruitment Materials
Email to participate.docx	Recruitment Materials
Screening Questions for Study Eligibility.docx	Recruitment Materials

Please attach all consent/assent forms associated with this study not already attached elsewhere (Optional).

No answer provided.

Identify study team members who will recruit subjects.

Recruitment for the study will be conducted via email communication to teachers. The AIP Researcher will send an initial recruitment email to all eligible teachers at the school, outlining the purpose of the study, participation requirements, and contact information for further inquiries. Teachers interested in participating will respond directly to the AIP Researcher via email, allowing them to express interest confidentially.

This email-based recruitment process ensures that all eligible teachers receive the same information and can respond privately. Only the AIP Researcher will have access to responses, which helps maintain privacy and a consistent approach to recruitment.

Will this research involve screening procedures

Yes

Please provide a description of your screening procedure.

The screening procedure involves an initial email sent by the AIP Researcher to eligible teachers, along with a brief set of screening questions. Teachers will be asked to confirm specific criteria, such as full-time employment status, current teaching role, and availability for the professional development sessions and follow-up interview. Responses will be reviewed by the AIP Researcher to ensure that only those who meet the inclusion criteria are invited to participate. This streamlined process helps identify suitable participants efficiently while maintaining confidentiality.

Attach all instruments, including, but not limited to, questionnaires, surveys, assessments, etc, that will be used for screening procedures.

Screening Questions for Study Eligibility.docx Contract/Agreement

Compliance

FERPA

For more information on FERPA, click here.

Is any aspect of this research subject to FERPA?

No

ISSRA

For more information on ISSRA, click here.

Is any aspect of this research subject to ISSRA?

No

PPRA

For more information on PPRA, click here.

Is any aspect of this research subject to PPRA?

No

Permission, Confidentiality, and Security

Attach a draft of the permission letter that will be sent to school Principals

Principal Draft
Letter.docx

Support
Letters

Please note that Principals have final authority over what happens in their schools.

How will you protect the privacy of prospective research subjects? Please detail how study subject privacy will be protected during recruitment, screening, consent, and all research procedures. Provide an accounting for all applicable research procedures and study populations.

To protect the privacy of prospective research subjects throughout all stages of the study—recruitment, screening, consent, and data collection—several measures will be implemented to ensure confidentiality and respect for each participant's privacy.

Recruitment

During recruitment, prospective participants (full-time general and special education teachers) will be contacted via individual email sent directly by the AIP Researcher. This email will contain information about the study purpose, eligibility requirements, and contact details for the AIP Researcher. Teachers will respond individually and directly to the AIP Researcher if they are interested in participating. This one-on-one communication minimizes the risk of revealing participation interest to others and maintains privacy.

Screening

Screening will be conducted through responses to brief screening questions included in the recruitment email. Teachers will send their responses directly to the AIP Researcher via email, ensuring that only the AIP Researcher has access to the screening responses. This process ensures that individual eligibility information remains confidential. The screening data will be securely stored, and only eligible participants will proceed to the next stage, protecting the identity and privacy of those who do not qualify.

Consent

Informed consent will be obtained from eligible participants through a private process. Consent forms will be distributed and collected electronically, with instructions for participants to return the signed forms directly to the AIP Researcher. This direct, secure exchange prevents other staff members or administrators from knowing who has agreed to participate, maintaining confidentiality. Signed consent forms will be securely stored in password-protected digital files accessible only to the AIP Researcher and authorized Capella University faculty, ensuring that privacy is protected.

Research Procedures

All research procedures, including the professional development sessions and follow-up interviews, will be conducted with privacy in mind. During professional development sessions, participants will not be identified as study subjects in any way that would distinguish them from other attending teachers. No identifying information will be publicly shared or displayed during sessions. Follow-up interviews will be scheduled individually with each participant in a private setting to maintain confidentiality.

Data Collection and Storage

All collected data, including interview responses, will be anonymized and securely stored in password-protected files. Personal identifiers will be

removed, and data will be coded to ensure that individual responses cannot be linked back to specific participants. Only the AIP Researcher and authorized Capella University faculty will have access to the raw data. When reporting findings, any identifying details will be excluded to prevent participants from being recognized.

Reporting Results

In reporting the research results, only aggregated data and generalized findings will be presented. Any descriptions or quotes used in the final report will be carefully reviewed to ensure they do not reveal individual identities or personal information. This approach maintains anonymity and protects the privacy of all participants involved in the study.

By implementing these privacy protections throughout recruitment, screening, consent, and research procedures, the study will uphold high standards of confidentiality, ensuring that all participants feel safe and respected throughout the research process.

Describe the data confidentiality or security provisions that will be in place for all research data.

Data Anonymization

To protect participant confidentiality, all collected data—including interview responses and survey results—will be anonymized. Personal identifiers will be removed, and each participant will be assigned a unique code. This anonymized data ensures that individual responses cannot be linked back to specific teachers, maintaining privacy throughout the research. Only coded, anonymized data will be used in reports and analyses, preventing any identifying information from being disclosed.

Secure Storage

All digital data, including screening responses, consent forms, interview recordings, and notes, will be stored on a separate, password-protected Mac computer located in the AIP Researcher's home office. This dedicated device is accessible only to the AIP Researcher, providing an additional layer of security. Sensitive files will be encrypted to further safeguard confidentiality. Any physical documents, if required, will be securely stored in a locked cabinet within the home office, ensuring that only the AIP Researcher has access.

Limited Access

Access to all research data will be restricted to the AIP Researcher and authorized Capella University faculty overseeing the research project. No school staff, administrators, or other personnel will have access to the data. This limited access policy protects participant confidentiality by ensuring that only those directly involved in the research have the ability to view the information.

Data Transmission

To prevent unauthorized access, all electronic transmissions of sensitive data, such as consent forms and interview transcripts, will be sent through secure, encrypted channels. Participants will be instructed to return completed consent forms directly to the AIP Researcher via email, reducing the risk of unintentional disclosure and ensuring that all data remains private throughout the transmission process.

Controlled Data Reporting

When reporting research findings, only aggregated data and generalized insights will be shared. Any specific quotes or participant responses included in reports will be reviewed carefully and anonymized to ensure that no individual is identifiable. This approach maintains the confidentiality of individual contributions, ensuring that participants' privacy is upheld even in published results.

Data Retention and Disposal

Research data will be retained only for the minimum required period as specified by Capella University's research guidelines. After this retention period, all digital data will be permanently deleted from the Mac computer, and any physical documents will be shredded. This careful data disposal process ensures that participant information is fully removed, providing

complete confidentiality beyond the study's conclusion.

These data confidentiality and security measures are designed to protect participant privacy rigorously, ensuring that all aspects of data handling—from collection to disposal—prioritize the security and confidentiality of individual responses.

How will you store participant data?

Without any identifiers or codes

These details must be included in all applicable consent forms

Explain how data will be de-identified. What information will be contained on the record such that re-identification is impossible?

Data De-Identification Process

To ensure that participants' privacy is fully protected, all research data will be de-identified following a systematic process that removes any information that could be used to re-identify individual teachers. Here's how the de-identification will be conducted:

Assignment of Unique Codes: Each participant will be assigned a unique, randomly generated code. This code will replace any personal identifiers in all data records, including interview transcripts, survey responses, and consent-related documentation. No personal names, job titles, or specific demographic details will be associated with this code, making it impossible to trace the data back to any individual teacher.

Removal of Identifying Information: All directly identifying information, such as names, contact information, and specific school-related details, will be stripped from the data. For example, references to specific classes, grade levels, or department affiliations will be generalized or removed entirely. This step ensures that no identifiable characteristics remain in the dataset.

Aggregation of Data for Reporting: When reporting on the findings, responses will be aggregated to avoid referencing individual responses. For example, responses will be analyzed and presented in group formats (e.g., trends among all participants) rather than highlighting any single teacher's experiences. Aggregation makes re-identification from the reported data virtually impossible.

Storage of the Code Key: The key linking participant identities to their unique codes will be stored separately on a secure, password-protected file. This file will only be accessible to the AIP Researcher and will be destroyed after data analysis is complete and findings have been finalized. By separating the code key from the main dataset, re-identification becomes impossible once the key is destroyed.

Use of Generalized Descriptions: In any qualitative data (e.g., interview responses), specific details that could reveal an individual's identity will be generalized. For example, instead of "a 10th-grade English teacher," a participant might simply be described as "a high school teacher." This further obscures identifying information, adding an additional layer of anonymity.

These measures ensure that all data remains de-identified throughout the study and beyond, making it impossible to re-identify participants from the records. Only generalized, anonymous data will be included in any reports or publications, ensuring complete confidentiality for all research subjects.

Will you keep participants' contact information on file after the data have been collected?

Yes

How long will you store participant contact information?

7 years

Explain the purpose for which participant contact information will be retained, such as recruitment for future studies or other follow-up study completion

These details must be included in all applicable consent forms

Data Retention and Destruction Procedures

All research data will be retained for seven years in accordance with Capella University's policy. After this mandatory retention period, all participant contact information, recordings, documents, and digital files will be permanently destroyed using thorough and secure methods to ensure that no identifiable information remains.

Destruction of Physical Documents:

Any physical documents, such as printed consent forms or notes, will be shredded thoroughly. This process ensures that all paper records are rendered completely unreadable and unrecoverable.

Destruction of Digital Audio

Recordings: Digital recordings from interviews or sessions will be deleted permanently from the Mac computer. To ensure complete destruction, the files will first be erased using secure deletion software that overwrites the data multiple times. As an additional step, the storage device itself (hard drive or SSD) will be physically destroyed using a hammer to prevent any possibility of data recovery.

Deletion of All Digital Files: All digital files, including consent forms, de-identified datasets, and any other research-related files stored on the

separate Mac computer, will be deleted using secure data-erasure software. This software overwrites each file multiple times, ensuring that the data cannot be recovered by any digital means. After the deletion process, the Mac will be thoroughly inspected to confirm that no research files remain on the device.

Destruction of the Code Key: The code key linking participant identities to unique codes will be stored separately during the retention period and will be securely deleted at the same time as other files. This will be done using the same secure deletion methods described above, ensuring that no re-identification of participants is possible.

These comprehensive procedures guarantee that all forms of research data—whether digital, audio, or paper—are permanently destroyed after the retention period. This approach prioritizes participant confidentiality and ensures compliance with Capella University's policies while eliminating any risk of data recovery or re-identification.

Will you share individual-level data with other researchers or practitioners beyond the designated key research personnel?

No

What will you do with the data once the research has been completed (choose all that apply)?

Retain data for three years or longer post-completion, then destroy it

Please note that the district discourages storing study data for longer than three years after study completion.

Please describe the purpose for which you will be storing data after the conclusion of the study. Also, explain the planned duration (i.e. how long) you will retain data

After the conclusion of the study, data will be stored solely to comply with Capella University's policy, which mandates that research data be retained for a period of seven years. This storage serves no additional purpose beyond fulfilling institutional requirements. During this retention period, data will remain securely stored and inaccessible to unauthorized individuals.

The stored data will not be used for further analysis, follow-up studies, or recruitment for future research. At the end of the seven-year retention period, all data—including digital files, paper documents, and audio recordings—will be permanently destroyed using thorough methods to ensure participant confidentiality. This planned data retention aligns strictly with Capella's requirements while prioritizing the privacy and security of all research participants.

Attachments

Please attach all miscellaneous attachments

No answer provided.

If you are resubmitting your protocol following initial review, please attach your response letter here.

Are there any additional finalized contracts or agreements associated with this research that have not been attached elsewhere as part of this application (e.g. CPS Data Authorization Agreements)?

No

Are there any pending (i.e. not yet signed by both parties) contracts or agreements associated with this research that have not been attached elsewhere as part of this application?

No

Acknowledgements

Acknowledgements

Please acknowledge the following:

- ✓ All parts of this submission are accurate, complete, consistent, and clear.
- ✓ I have accurately and completely described all intended human subjects research procedures and the populations with whom they will be carried out.
- ✓ I have attached all study materials, including, but not limited to, all materials that will be given to, sent to, read to, or otherwise used with all prospective study subject populations.
- ✓ This submission adhere to all CPS policies and guidance as outlined in the link below
<https://www.cps.edu/about/district-data/conduct-primary-research/>
- ✓ I have accurately identified all personnel who will be involved in this study.
- ✓ I acknowledge that any/all changes required by the CPS RRB in the course of its review of this submission will be reported to my IRB of record during the entire lifetime of this study.
- ✓ I attest that I will work with my IRB of record to address any concerns raised in the review of this submission.
- ✓ I attest that all of the research procedures detailed in this submission have been carried out with prospective IRB review and approval.
- ✓ I agree to comply with all background check and volunteer procedures required of my study, per the official CPS Volunteer Policy (link provided below):
<https://policy.cps.edu/download.aspx?ID=272>

Submission Date

08/22/2024

All RRB new submissions, modifications, continuing reviews require a \$50 processing fee. Please click on the following link to access our payment system. You will need to reference your assigned RRB number listed below:

CPS RRB/Data Request ePay System

Once you navigate to the Illinois E-Pay Site, please click on the blue text "RRB / Data Request Payment Option " to display the appropriate payment options. Once selected, your total will be displayed. Do not attempt to type in your total manually.

RRB Protocol #

2024-2015

Payment Confirmation Number

20000385

Load Initial Submission into IRBManager
- Submitted 11/14/2024 6:16 AM ET by System, The

Research Office Pre-Review
- Submitted 11/15/2024 4:34 PM ET by Corson, Adam

Pre-Review

RRB Number

2024-2015

Ready for Review

Ready for Review

Type of Review

Administrative

Primary Reviewer

Corson, Adam

Review Due Date

11/29/2024

Comments for Reviewer

n/a

Supplementary Site Output

609727 - Wendell Phillips Academy High School

School Contacts

G Sullivan, Matthew

Email: mgsullivan@cps.edu

Phone:

Administrative Processor

Corson, Adam

Email: ACorson1@cps.edu

Phone:

Please select your primary area of research from the following:

Teachers

Secondary Study Subject(s)

School Structure/Functions

Payment Received

Yes

Current associated projects

N/A

Associated Projects

No answer provided.

Please enter the record number of any data request or projects associated with this project. Each record number will need to be provided with a link to the project screen using the Hyperlink Manager icon.

Administrative / Ad-Hoc Review
- Submitted 11/21/2024 12:18 PM ET by Corson, Adam

Administrative / Ad-Hoc Review

Review Outcome					
Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Corson, Adam		11/15/2024	11/29/2024	

Reviewer Notes					

Post-Administrative / Ad-Hoc Processing
- Submitted 11/21/2024 12:25 PM ET by Corson, Adam

Office Processing

Verify Reviewer Determination

Approve

Follow-up Required?

Follow-up Not Required

Administrative Approval

Conditional Approval

Conditions / Recommendations

Please Submit Capella IRB Approval or
Exemption Once Received

*Please note: the text you enter here
will appear in communications sent
to the researcher. Please make sure
your feedback is clear, complete,
and correct (complete sentences,
appropriate grammar, etc.).*

Approval Date

11/21/2024

Approval Period (in number of months)

12

Notes for Letter

.

Background Check Determination

Reviewer Background Check Recommendation

N/A

Display Proposed Study Participants

Teachers

Display Study Interventions

Interviews

Display Study Contacts

**Please select the level of background check required for researchers
involved with primary data collection.**

CPS Staff Background Check

Justification for Background Check

No Add'l Background Check Required

Determination Letter Finalization

- Submitted 11/21/2024 12:27 PM ET by Corson, Adam

Review Generated Letter and Confirm Before Sending

RRB #

2024-2015

Study Title

Empowering Educators: Enhancing Retention with Growth and Support

Principal Investigator

Coleman-Vines, Monique

Email: mcoleman-vi@cps.edu

Phone:

Redisplayed Board Determination

Determination Letter

In some cases you may see other determination letters attached by the submitter. However, only the generated determination letter will be sent in the decision email.

Name	Type	Date	
RRB#2024-2015-Monique Coleman-Vines 2024-11-21.docx	Determination Letter	11/21/2024	<i>This determination letter will be automatically attached to an email being sent to the principal investigator.</i>

Please use the link below, click on the Attachments link on the left side of the page if you need to upload an edited version of the above letter.

New Submission defined 11/14/2024

Output Background Check Level

N/A

Additional Attachments to Decision Email

No answer provided.

Notes for Determination Email

No answer provided.

Study Site Contact Background Check Expirations

Name	Role	Background Check Expiration
Coleman-Vines, Monique	Principal Investigator	Missing

Please use the text box above to indicate the background check level required or any other pertinent information.

CPS Staff Background Check

Background Check Level Justification

No Add'l Background Check Required

Other Notes in Letter

.

RRB Meeting Date for Acknowledgment of Final Determination

12/06/2024

Please select the next meeting date of the RRB.

Please enter the date by which the coordinator should submit the Data Use Agreement. Automatic notifications will be sent out based upon this date.

12/06/2024

INFORMED CONSENT FORM

Study Title: Empowering Educators: Enhancing Retention with Growth and Support

Researcher: Monique Coleman-Vines

Capella Email Address and Telephone Number: mcolemanvines@capellauniversity.edu

Research Supervisor: Dr. Lynn Riskedal, Ph.D

Capella Email Address: Lynn.Riskedal@capella.edu

INTRODUCTION

I invite you to participate in a research study. I am a doctoral learner at Capella University in the School of Education. I am conducting this research to complete my degree. I will write a paper about the research findings. This form will help you decide if you want to participate in my research. Participation in this research is voluntary.

If you have questions about the research, please ask me. Please let me know if you would like more time to think about your participation. You may also want to discuss your participation with people close to you.

WHAT IS THIS STUDY ABOUT?

I want to learn about the impact of regular professional development sessions and enhanced mental health support services on teacher well-being and instructional effectiveness in an urban high school setting. The research questions focus on how these interventions influence teacher satisfaction, retention, and the overall school environment, aiming to foster a more supportive and sustainable teaching culture.

WHY WOULD YOU WANT TO PARTICIPATE?

You might want to participate because it provides an opportunity to contribute directly to initiatives aimed at improving teacher support, well-being, and professional growth. Participants may also find value in having their voices heard regarding professional development and mental health resources, potentially influencing meaningful, positive changes within their school environment.

WILL PARTICIPATION HELP YOU OR OTHERS?

Participation in this study will not directly help you. Information from this study might help researchers or others in the future.

WHY WOULD YOU NOT WANT TO PARTICIPATE?

You might not want to participate because you have concerns about time constraints or added responsibilities that could interfere with your current workload. Additionally, some participants may feel

Study Title: Empowering Educators: Enhancing Retention with Growth and Support

Participant Initials: _____ Researcher Initials: _____

apprehensive about sharing personal or professional feedback related to mental health and job satisfaction, even with assurances of confidentiality.

ARE THERE RISKS TO YOU IF YOU PARTICIPATE?

This is a minimal risk study. Any discomfort should not be greater than discomfort you experience in daily life or in routine tests. You can stop participation at any time.

ARE YOU ELIGIBLE FOR THE STUDY?

You can participate in the study if you:

- **Teacher**
- **[inclusion criterion]**

About **6** participants will be in this study.

WHAT WILL HAPPEN DURING THIS STUDY?

If you participate, you will complete the following activities:

- **Professional Development 1** will take **30** minutes.
- **Professional Development 2** will take **30** minutes.
- **Teacher Interviews** will take **45** minutes.

WHAT KINDS OF PERSONAL DATA WILL I COLLECT FROM YOU? *None*

ARE THERE OTHER PROCEDURES THAT MIGHT HELP YOU?

There are no alternative procedures relevant to the study.

HOW LONG WILL YOU BE IN THE STUDY?

If you decide to be in this study, your total participation will last **105 minutes**.

WILL YOU GET PAID?

If you participate, you will receive **lunch**. This will be given to you **during the two professional developments**

IS PARTICIPATION VOLUNTARY?

Your participation in this study is voluntary. You can say no or stop participation at any time. There will be no penalty to you. You will not lose benefits or services to which you are otherwise entitled. If you want to stop participation, please **[procedures]**.

ARE THERE ANY COSTS TO YOU IF YOU PARTICIPATE?

There are no additional costs to you if you participate.

WHEN WILL I REMOVE YOU FROM THE STUDY?

I can remove you from the study if any of the following occur:

- I believe participation is causing you undue discomfort or stress.
- You are unable to complete activities as required.
- You no longer meet the inclusion criteria to participate.
- You request to be removed.

Study Title: Empowering Educators: Enhancing Retention with Growth and Support

Participant Initials: _____ Researcher Initials: _____

WILL YOU BE RECORDED?

I will audio record use NekSide MP3 Audio, WAV recorder for the **teacher interview**. The recording will be used to assist with an accurate summary of findings. The recording will be kept for seven years and then destroyed. You cannot participate if you decline to be audio recorded.

The recording will be secured by Mac using FileVault, which provides full-disk encryption to protect sensitive data. The recording may be heard by a transcriptionist. The transcriptionist will not maintain a copy of the recording once it has been transcribed.

HOW WILL I PROTECT YOUR PRIVACY AND CONFIDENTIALITY?

The information you provide for this research will be securely stored on my secondary Mac, which is encrypted with FileVault to ensure confidentiality. This device is kept in a locked cabinet in my office for added security. Please note that the internet and computers are never fully secure.

Please note possible risks from electronic transfer of your information to school reviewers who live in different places with different data privacy laws.

In any written reports or publications, I will not use your name. If I collect information that uniquely describes you, I will write or present it in a way that eliminates others' ability to identify you.

I, my research supervisor, and my doctoral committee will have access to your study data. Additionally, Capella University's IRB, and the Research Compliance Committee (RCC) and its designees may review your research records.

All information you provide for the research will be securely maintained for seven years. If you leave the study early, I will not use the data I have collected from you.

When the study is over, information that identifies you will be separated from your other data. This information will be stored in a separate place. No data collected in this study will be given to another researcher for use in future research.

Audio recordings will remain intact for seven years. Recordings can identify you to people who know you. I will follow the security procedures listed above. No recordings will be given to another researcher for use in future research.

You have the right to ask questions about how your data will be handled. If you leave the study, you can ask for your data to be removed from analyses and destroyed. If this is not an anonymous study, you can request a copy of your data. You can request a correction if anything is wrong or incomplete.

In my study, I plan to quote parts of your interview. These quotes will not include your name. However, it is possible that use of multiple quotes may make you identifiable to people who know you.

ARE THERE LIMITS TO CONFIDENTIALITY?

I cannot keep things you tell me confidential if:

Study Title: Empowering Educators: Enhancing Retention with Growth and Support

Participant Initials: _____ Researcher Initials: _____

- I believe a child or vulnerable adult has been abused
- I believe you plan to hurt yourself
- I believe you plan to hurt someone else

There are laws that require many professionals to alert a state agency or law enforcement if they think a person is at risk for suicide, homicide, or if a child or adult is being abused. Please ask any questions you may have about this issue before you agree to participate. It is important that you do not feel betrayed if I cannot keep something confidential.

WHO CAN YOU TALK TO ABOUT THIS STUDY?

You can talk to family members, friends, professionals, or anyone who supports you. It is important that you feel comfortable with your participation. You can ask me questions about the study. You can ask my research supervisor questions about the study. You can contact me using the contact information listed on page 1 of this form.

Capella University's Institutional Review Board (IRB) has been established to protect the rights and welfare of human research participants. Contact the IRB at 1-888-227-3552, extension 7839 or at irb@capella.edu for any of the following reasons:

- You have questions about your rights as a research participant.
- You have experienced a research-related injury.
- You wish to discuss problems or concerns.
- You have suggestions to improve the participant experience.
- You do not feel comfortable talking with the researcher.

You may contact the IRB without giving your name. To ensure safe conduct of the research, the IRB may need to reveal the information you provide to the researcher, supervisor, or appropriate authority.

Study Title: Empowering Educators: Enhancing Retention with Growth and Support

Participant Initials: _____ Researcher Initials: _____

DO YOU WANT TO BE IN THIS STUDY?

Your signature below shows you have read this form. You have had time to ask questions about this study. I have answered your questions. You voluntarily agree to be in this study. You understand that you can stop participation at any time. You will get a copy of this consent form for your records.

Printed Name of Participant

Date

Signature of Participant

Date

I confirm that the participant named above was given time to consider this information. The participant had an opportunity to ask questions. To the best of my knowledge, the participant voluntarily agrees to be in this study.

Printed Name of the Researcher

Date

Signature of Researcher

Date

Study Title: Empowering Educators: Enhancing Retention with Growth and Support

Participant Initials: _____ Researcher Initials: _____

The in-person interview procedures are as follows:

1. **Scheduling and Location:** Once a participant confirms their interest, I will schedule a convenient time for the interview. Interviews will be conducted in the teacher's classroom with the door locked to ensure privacy.
2. **Consent Confirmation:** At the beginning of the interview, I will review the main points of the consent form, answer any final questions, and confirm the participant's understanding.
3. **Introduction and Purpose:** I will begin by briefly reiterating the purpose of the study and the goals of the interview, ensuring the participant feels comfortable and informed.
4. **Interview Questions:** For approximately 45 minutes, I will ask the participant a series of questions regarding their experiences with the professional development sessions. I will audio record the interview to ensure accuracy in capturing their responses. I may also ask follow-up questions to clarify or expand on their answers as needed. The recording will be stored securely to maintain confidentiality.
5. **Closing the Interview:** Once all questions have been addressed, I will thank the participant for their time and valuable insights. I will remind them that their responses are confidential and that they may reach out with any additional thoughts or concerns after the interview.
6. **Follow-up and Confidentiality:** After the interview, I will securely store any notes and recordings to ensure confidentiality. Participants will also be provided with my contact information and the IRB contact information should they have further questions.

Interview Questions

Demographic Questions

1. What is your primary teaching role? (General Education or Special Education)
2. How many years have you been teaching?
3. How long have you been teaching at Phillips High School?

Process Interview Questions

1. How did the professional development session prepare you to implement strategies aimed at improving teacher retention?
2. What specific skills or strategies did you gain from the professional development that you feel are applicable to your role?
3. How comfortable did you feel applying the strategies learned during the professional development in your classroom or work environment?
4. What aspects of the professional development session helped you feel confident in your ability to manage workload and mental health challenges?
5. Were the materials and resources provided during the professional development session helpful in supporting your learning and application of strategies?
6. How did the format of the professional development session (e.g., workshops, discussions) influence your engagement and learning experience?
7. To what extent did the session provide you with actionable steps to take in your daily practice to enhance teacher retention?
8. Did the professional development session include opportunities for reflection, and if so, how did these impact your understanding of the strategies discussed?
9. What barriers, if any, do you anticipate in applying the strategies discussed during the professional development session in your work environment?
10. How well did the session align with your specific needs or the challenges you face in your role as an educator?

Outcome Interview Questions

1. In what ways have you implemented the strategies presented during the professional development in your classroom or work environment?
2. What changes have you observed in your teaching experience or workload management since implementing these strategies?
3. How effective do you feel the professional development was in addressing the challenges you face as an educator?
4. What parts of the professional development did you find most beneficial for improving your retention and job satisfaction?
5. What improvements or additional support would you recommend for future professional development sessions to better meet your needs as a teacher?
6. Can you provide an example of a specific instance where you successfully applied a strategy learned from the professional development session.
7. To what extent have the strategies from the professional development session impacted your overall job satisfaction?
8. How have the strategies influenced your ability to manage stress and workload effectively?
9. In your opinion, how sustainable are the changes you have made based on the strategies learned in the professional development session?
10. How likely are you to recommend this professional development session to other educators based on the impact it has had on your practice?

IRB Study Protocol

Project Title: Empowering Educators:
Enhancing Retention with Growth and Support

AIP Researcher:

Monique Coleman Vines
Academic Improvement Plan (AIP) Researcher
Capella University
mcolemanvines@capellauniversity.edu

Date:

November 13, 2024

Study Purpose and Objectives

The purpose of this study is to investigate the impact of targeted professional development on teacher retention at a Phillips High School. This project aims to address the retention gap by implementing two professional development sessions focused on improving job satisfaction and reducing burnout. The goal is to increase the current retention rate of 76.9% closer to the ideal rate of 90.2%.

Study Design and Procedures

- **Study Design:**
This is a non-experimental, qualitative study that involves voluntary participation from full-time general and special education teachers.
- **Procedures:**
 1. **Recruitment:** Eligible teachers will be invited to participate through an email sent by the AIP Researcher.
 2. **Screening:** Interested teachers will respond to a set of screening questions to confirm eligibility (e.g., full-time status, primary role as a classroom teacher).
 3. **Consent:** Eligible participants will receive consent forms via email to sign and return directly to the AIP Researcher.
 4. **Professional Development Sessions:** Participants will attend two on-site professional development sessions in the school library, where lunch will be provided.
 5. **Follow-up Interview:** After the sessions, participants will be interviewed individually in a private setting to gather feedback on the sessions and their perceptions of job satisfaction and retention.

Participant Selection and Recruitment

- **Inclusion Criteria:**
 - Full-time general or special education teacher at the school
 - Currently not on extended leave
 - Available for both professional development sessions and follow-up interview
- **Exclusion Criteria:**
 - Part-time or non-teaching staff
 - Teachers with less than one year at the school

- Those on extended leave or unable to attend required sessions
 - **Recruitment:**
Recruitment will be conducted via email to all eligible teachers, with privacy maintained throughout the process. Only the AIP Researcher will handle responses and conduct the screening.
-

Data Collection and Confidentiality

- **Data Collection Methods:**
 - **Professional Development Feedback:** Participant feedback during and after sessions will be documented.
 - **Follow-up Interviews:** Each participant will participate in a private interview to discuss the impact of the sessions. Interviews will be recorded digitally on a secure device.
 - **Data Security:**
 - All digital files, including recordings and notes, will be stored on a separate, password-protected Mac computer in the AIP Researcher's home office.
 - Paper documents will be stored in a locked cabinet in the same secure location.
 - Data will be anonymized by assigning unique codes to each participant, and the code key will be stored separately and securely.
 - **Retention and Destruction:**
Data will be stored for seven years per Capella University policy. After this period, digital files will be securely deleted using data-erasure software, and any physical documents will be shredded. Audio recordings will be deleted, and the storage device will be physically destroyed to ensure all data is unrecoverable.
-

Risks to Participants

- **Emotional and Psychological Risks:**
Minimal risk exists as participants may feel discomfort discussing challenges related to retention. Participants will be informed they can skip questions or withdraw at any time without consequences.
 - **Privacy and Confidentiality Risks:**
To maintain confidentiality, data will be anonymized, stored securely, and only accessed by the AIP Researcher and Capella University faculty. No identifying information will appear in reports or publications.
 - **Time Commitment and Fatigue:**
Participation may cause mild fatigue due to the time required for sessions and interviews. Sessions will be scheduled at convenient times, and participants will be able to take breaks as needed.
-

Benefits

- **Direct Benefits:**
Participants may benefit from professional development that enhances job satisfaction and provides tools for managing job stress, potentially improving their teaching experience.
- **Indirect Benefits:**
The study's findings may contribute to broader insights into effective retention strategies,

benefiting the school community and possibly other schools facing similar retention challenges.

Informed Consent Process

Informed consent will be obtained via an electronic form sent directly to each eligible participant. The form will outline study objectives, procedures, potential risks, benefits, and confidentiality protections. Participants will return the signed form to the AIP Researcher by email, confirming their understanding and voluntary participation.

Data Analysis Plan

Data from interviews and session feedback will be analyzed qualitatively, focusing on identifying themes related to job satisfaction, professional growth, and perceptions of retention. The analysis will be conducted using coded, anonymized data, ensuring that individual identities remain protected throughout the process.

Confidentiality

All participant data will be anonymized and securely stored. Only the AIP Researcher and authorized Capella University faculty will have access to the raw data. During reporting, only aggregated data and general trends will be presented to prevent identification of individual participants.

Contact Information for Questions or Concerns

For questions or concerns regarding this study, participants can contact:

- **AIP Researcher:** [Your Name, Contact Information]
- **Capella University IRB Office:** [IRB Contact Information, if available]

The in-person interview procedures are as follows:

1. **Scheduling and Location:** Once a participant confirms their interest, I will schedule a convenient time for the interview. Interviews will be conducted in the teacher's classroom with the door locked to ensure privacy.
2. **Consent Confirmation:** At the beginning of the interview, I will review the main points of the consent form, answer any final questions, and confirm the participant's understanding.
3. **Introduction and Purpose:** I will begin by briefly reiterating the purpose of the study and the goals of the interview, ensuring the participant feels comfortable and informed.
4. **Interview Questions:** For approximately 45 minutes, I will ask the participant a series of questions regarding their experiences with the professional development sessions. I will audio record the interview to ensure accuracy in capturing their responses. I may also ask follow-up questions to clarify or expand on their answers as needed. The recording will be stored securely to maintain confidentiality.
5. **Closing the Interview:** Once all questions have been addressed, I will thank the participant for their time and valuable insights. I will remind them that their responses are confidential and that they may reach out with any additional thoughts or concerns after the interview.
6. **Follow-up and Confidentiality:** After the interview, I will securely store any notes and recordings to ensure confidentiality. Participants will also be provided with my contact information and the IRB contact information should they have further questions.

Interview Questions

Demographic Questions

1. What is your primary teaching role? (General Education or Special Education)
2. How many years have you been teaching?
3. How long have you been teaching at Phillips High School?

Process Interview Questions

1. How did the professional development session prepare you to implement strategies aimed at improving teacher retention?
2. What specific skills or strategies did you gain from the professional development that you feel are applicable to your role?
3. How comfortable did you feel applying the strategies learned during the professional development in your classroom or work environment?
4. What aspects of the professional development session helped you feel confident in your ability to manage workload and mental health challenges?
5. Were the materials and resources provided during the professional development session helpful in supporting your learning and application of strategies?
6. How did the format of the professional development session (e.g., workshops, discussions) influence your engagement and learning experience?
7. To what extent did the session provide you with actionable steps to take in your daily practice to enhance teacher retention?
8. Did the professional development session include opportunities for reflection, and if so, how did these impact your understanding of the strategies discussed?
9. What barriers, if any, do you anticipate in applying the strategies discussed during the professional development session in your work environment?
10. How well did the session align with your specific needs or the challenges you face in your role as an educator?

Outcome Interview Questions

1. In what ways have you implemented the strategies presented during the professional development in your classroom or work environment?
2. What changes have you observed in your teaching experience or workload management since implementing these strategies?
3. How effective do you feel the professional development was in addressing the challenges you face as an educator?
4. What parts of the professional development did you find most beneficial for improving your retention and job satisfaction?
5. What improvements or additional support would you recommend for future professional development sessions to better meet your needs as a teacher?
6. Can you provide an example of a specific instance where you successfully applied a strategy learned from the professional development session.
7. To what extent have the strategies from the professional development session impacted your overall job satisfaction?
8. How have the strategies influenced your ability to manage stress and workload effectively?
9. In your opinion, how sustainable are the changes you have made based on the strategies learned in the professional development session?
10. How likely are you to recommend this professional development session to other educators based on the impact it has had on your practice?

Subject: Invitation to Participate in Doctoral Research Study on Professional Development

Dear [Teacher's Name],

My name is Monique Coleman-Vines, and I am conducting a doctoral research study as part of my education program at Capella University. I am reaching out to invite you to participate in this research, which focuses on the effectiveness of professional development initiatives for teachers.

Purpose of the Research

The purpose of this study is to explore how targeted professional development sessions can support teachers' instructional practices and professional well-being.

Study Procedures and Commitment

Participants will be asked to attend two professional development sessions, each lasting 30 minutes, during which lunch will be provided. After these sessions, I will conduct a brief individual interview with each participant, lasting a maximum of 45 minutes, to gather your insights and feedback. The total time commitment for the study is approximately 1 hour and 45 minutes.

Eligibility Criteria

To be eligible, you must meet the following criteria:

- Be a full-time general education or special education teacher at Phillips High School
- Be available to attend both professional development sessions and the follow-up interview
- Not currently on extended leave (e.g., medical or parental leave)

How to Enroll

If you are interested in participating or have any questions, please reply to this email. I will follow up to confirm eligibility and provide additional details about the study.

For more information, feel free to contact me directly at mcolemanvines@capellauniversity.edu

Thank you for considering this opportunity to contribute to valuable research that aims to enhance the professional development experience for educators.

Best regards,

Monique Coleman Vines

Monique Coleman-Vines

Screening Questions for Study Eligibility

Please answer "Yes" or "No" to the following questions:

1. Are you a current general education or special education teacher at Phillips High School?

Yes / No

2. Are you employed full-time at Phillips High School?

Yes / No

3. Are you currently on any extended leave (e.g., medical or parental leave)?

Yes / No

4. Is your primary role something other than a classroom teacher (e.g., paraprofessional, administrator, support staff)?

Yes / No

5. Are you available to attend the two professional development sessions?

Yes / No

6. Are you available for an interview following the professional development sessions?

Yes / No

If the individual answers "Yes" to questions 1, 2, 5, and 6, and "No" to questions 3 and 4, they meet the eligibility criteria for participation. This set of questions ensures only eligible and available teachers are included in the study.

Screening Questions for Study Eligibility

Please answer "Yes" or "No" to the following questions:

1. Are you a current general education or special education teacher at Phillips High School?

Yes / No

2. Are you employed full-time at Phillips High School?

Yes / No

3. Are you currently on any extended leave (e.g., medical or parental leave)?

Yes / No

4. Is your primary role something other than a classroom teacher (e.g., paraprofessional, administrator, support staff)?

Yes / No

5. Are you available to attend the two professional development sessions?

Yes / No

6. Are you available for an interview following the professional development sessions?

Yes / No

If the individual answers "Yes" to questions 1, 2, 5, and 6, and "No" to questions 3 and 4, they meet the eligibility criteria for participation. This set of questions ensures only eligible and available teachers are included in the study.

Monique Coleman Vines
AIP Researcher]
mcolemanvines@capellauniversity.edu

November 13, 2024

Principal Talley
Phillips High School
244 E. Pershing
Chicago, IL 60653

Dear Principal Talley,

I am reaching out to request permission to conduct a research study within [School Name] as part of my Academic Improvement Plan (AIP) project with Capella University. The purpose of this research is to implement a professional development program that aims to improve teacher retention rates by addressing common challenges faced by educators in urban high school settings.

The study will involve voluntary participation from full-time general and special education classroom teachers. Participating teachers will be invited to attend two professional development sessions focused on strategies for enhancing job satisfaction and reducing burnout. Following these sessions, they will participate in a brief interview to share their feedback and insights. All sessions will be scheduled during teacher's lunch periods to minimize disruption to their instructional duties, and each participant's confidentiality and privacy will be fully protected throughout the process.

As principal, you hold the final authority over any research activities conducted within Phillips High School. I fully respect this and am committed to working closely with you to ensure that this study aligns with the school's priorities and policies. If you grant permission, I will provide a clear overview of the research timeline, detailed procedures, and any additional information you may require ensuring transparency and respect for your school's operations.

Please feel free to contact me directly at mcolemanvines@capellauniversity.edu with any questions or concerns, or if you would like to discuss specific conditions under which this research should be conducted. I am more than willing to meet with you to discuss how this study can support and benefit your school community while upholding the standards and expectations you have in place.

Thank you for considering this request. I look forward to the opportunity to collaborate and to contribute positively to the experiences of teachers at Phillips.

Warm regards,

Monique Coleman Vines, AIP Researcher
mcolemanvines@capellauniversity.edu



42 W. Madison | 2nd Floor | Chicago, IL 60602
Telephone: (773) 553-4444
Fax: (773) 553-2421

11/21/2024

Monique Coleman-Vines

Dear Coleman-Vines,

Thank you for your interest in conducting research in Chicago Public Schools. The Research Review Board has reviewed your proposal dated 11/14/2024 for research, titled: Empowering Educators:

Enhancing Retention with Growth and Support.

The Research Review Board has completed the review of your proposal and has decided to conditionally approve this project. However, this approval is contingent upon the following changes being made:

Please Submit Capella IRB Approval or Exemption Once Received

Please see the following notes—

Background Check Level Required: CPS Staff Background Check

Other Notes: No Add'l Background Check Required .

While these changes are being requested, the CPS RRB does not require any further documentation of these changes at this time. Although your study is approved, school principals have final authority over activities that are allowed to take place with their school's staff, students, or communities. If data collection continues beyond a year from this approval, please complete the Modification & Continuing Review Process Form which can be found on IRBManager.

Upon completion of the research study, a copy of the final report or summary of the results must be provided to the Research Review Board. The Board reserves the right to use the information in the research report or summary for planning, solicitation or grants, and staff development.

Please note that your study has been assigned Project #2024-2015. If you have any questions, please contact our office by email at research@cps.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Sarah Dickson".

Sarah Dickson
Co-Chair, Research Review Board